

The Development of a Student Perception Instrument for Guidance and Counseling Teachers' Role and Its Association with Learning Motivation

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ABSTRACT

Purpose – This study aims to develop a valid and reliable scale instrument to measure students' perceptions of the role of Guidance and Counseling (GC) teachers and its relation to students' learning motivation. The instrument is expected to be a diagnostic tool for strengthening school guidance and counselling services.

Design/methods/approach – This research employs a Research and Development (R&D) design using the ADDIE model, which consists of five phases: analysis, design, development, implementation, and evaluation. The research subjects included one expert validator and 63 eighth-grade students from MTsN 9 Bantul, selected through cluster random sampling. The perception instrument was developed based on cognitive, affective, and conative aspects, while the learning motivation instrument was grounded in intrinsic and extrinsic motivation theories. Item validity was tested using item-total correlation, and reliability was calculated using Cronbach's Alpha with the assistance of SPSS software.

Findings – The validity test results showed that out of 73 items in the perception scale, 46 were declared valid ($r > 0.254$), with a reliability coefficient of 0.856. Meanwhile, out of 76 items in the learning motivation scale, 47 were valid, with a reliability coefficient of 0.838. These results indicate that both developed instruments meet the criteria for validity and reliability and are suitable for use in measurement. However, further statistical analysis is needed to quantitatively examine the relationship between students' perceptions and their learning motivation.

Research implications/limitations – The resulting instruments can be utilized by GC teachers to accurately and comprehensively identify students' perceptions and learning motivation as a basis for service intervention planning. Nevertheless, this study's limitation lies in its sample, which was restricted to a single school and educational level; thus, caution is needed when generalizing the findings.

Originality/value – This study offers an original contribution in the form of a standardized instrument that is not widely available, particularly one that empirically integrates students' perceptions of the GC teacher's role with learning motivation. The added value also lies in the thorough validation approach, which combines empirical testing and expert judgment.

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Introduction

Education, as Ki Hajar Dewantara categorizes it, is not just about acquiring knowledge, but also about developing understanding. It is divided into three centers, known as the Tri Pusat Pendidikan (Three Educational Centers), which include education within the family (informal), education in schools (formal), and education within the community (non-formal) (Ahmad, 1991). The primary goal of education is to provide new knowledge that can bring about positive changes in an individual's life. Particularly in formal education, the focus is on enhancing the quality of students' knowledge. Quality education has the potential to shape students' character, inspiring them to acquire knowledge, develop deep understanding, and adopt appropriate behaviors to meet personal and societal needs (Syah, 2005), as stipulated in Law No. 20 of 2003 on the National Education System.

The educational process has three core aspects: administration and supervision, curricular teaching, and guidance and counseling. When these three aspects are implemented effectively, they can lead to optimal educational outcomes for students (Rahim, n.d.). Simultaneously, they serve as the foundational direction for implementing guidance and counseling services in schools, which aim to help students develop optimally (Salistrama, 2020).

Furthermore, education is a comprehensive system with several key components. According to Noeng Muhadjir, there are four main components of education: educators, learners, goals, and environment (Supiana, 2008). One of the most crucial components is the learners themselves, who are the central subjects of education. They possess diverse characteristics and backgrounds, and it is essential for educators to understand and accommodate these differences. This understanding is key to creating an inclusive learning environment that caters to the diverse learning styles, interests, motivation, and academic achievement of students. Some students learn best through auditory, visual, or kinesthetic methods. Some exhibit high levels of motivation and achievement, while others may struggle. From a behavioral perspective, some learners are diligent while others may be less engaged, and there are those who behave well and those who exhibit problematic behavior.

Educators must seriously consider this heterogeneity among students during the teaching and learning process in schools. One of the key roles that directly interacts with students in schools is the teacher, including guidance and counseling (GC) teachers (Gita & Perianto, 2020). In practice, GC teachers often work closely with students. However, many students still perceive the role of GC teachers as akin to that of school police officers. We must shift this perception, as they often believe that only students with problems are referred to GC teachers, which contributes to perceiving the GC teacher as someone to be feared (Aisyah et al., 2022).

In essence, the role of the guidance and counseling (GC) teacher is not limited to addressing students with behavioral problems; rather, it extends to supporting any student who requires guidance and direction, whether related to personal, social, academic, or career matters (Salistrama, 2020). Therefore, GC teachers should be seen as student companions—trusted individuals ready to listen to their students' stories, concerns, and emotions. Unfortunately, this ideal perception is often replaced by a negative stigma that causes students to hesitate in approaching them, perceiving GC teachers instead as disciplinary enforcers or "school police" (Nugraha & Azizah, 2019).

One of the key roles of GC teachers is to monitor students' academic development, particularly in performance and motivation. This function enables students to adapt to their

school environment and further develop their potential through teaching and learning (Sitanggang, 2021).

Students generally form individual impressions of their teachers at school. They constantly assess the teaching styles of subject teachers and the quality of service GC teachers provide. Some students may find a teacher's approach to be monotonous and uninspiring, while others may be drawn to certain instructional styles or classroom dynamics (Gunawan et al., 2018)

Preliminary observations at MTsN 9 Bantul revealed variations in student perceptions of the GC teacher. Some students felt helped by BK services, while others were afraid or reluctant to interact with BK teachers. This difference indicates the need for systematic and measurable mapping of student perceptions to improve services.

Students' assessments often stem from their perceptions of the teacher's role. These positive or negative perceptions can influence their motivation to learn. When students hold positive views and feel engaged by a teacher's style or approach, their motivation and enthusiasm for learning tend to increase. Conversely, their motivation and interest may decline when they perceive the teacher's methods as dull or unengaging (Gunawan et al., 2018). As in Patmawati's research, a significant relationship exists between students' perceptions and motivation to participate in guidance and counseling services (Patmawati, 2012).

Similarly, the presence of guidance and counseling teachers in schools, who play a pivotal role in nurturing the development of their students, is a beacon of hope. Their persuasive role in engaging students in the guidance and counseling process is crucial in dispelling the negative stigma associated with it (Putri et al., 2022). One of their key responsibilities is to inspire and motivate. In their quest to provide motivation, guidance, and counseling, teachers recognize the need for innovative and engaging methods that capture students' interest and offer a fresh perspective, especially in student learning (Amani, 2018).

Various studies have highlighted the relationship between students' perceptions of the role of guidance and counseling (GC) teachers. These include perceptions of the GC teacher as a figure (Asnia, 2020), perceptions of GC teacher competencies (Lubis et al., 2023), perceptions of counseling services (Aminuddin, 2010; Mahmudah & Fitriyani, n.d.; Jayanti, 2016), and perceptions of the roles and responsibilities of GC teachers (Patmawati, 2012; Salistrama, 2020; Gita & Perianto, 2020; Aisyah et al., 2022; Wulandari, 2023), as well as their implications for student discipline (Ansori, 2017). These studies have generally concluded the following: (1) many students still perceive GC teachers as "school police" who deal only with problematic students; (2) students associate GC teachers with school rule enforcement, discipline supervision, and punishment of rule violators; (3) students tend to underutilize counseling services due to the low level of perceived service quality; (4) there is a significant relationship between student's perceptions of the counselor's role and their motivation to participate in guidance and counseling services—where better perceptions are linked to higher levels of motivation; and (5) students' perceptions of the GC teacher's role are also associated with their interest in using counseling services—the more positive the perception, the higher the student's interest, and vice versa.

Based on the review mentioned above, it is evident that students' perceptions of the role of GC teachers and their implications for learning motivation are essential issues to be explored. While several previous studies have examined students' perceptions of the role of GC teachers and their implications for variables such as interest, discipline, and motivation

(Siregar, 2022), most have only described these perceptions in general terms. Few have attempted to develop standardized and empirically tested measurement instruments.

However, a valid and reliable instrument is essential for collecting accurate data to serve as a foundation for effective intervention in school-based counseling services. Moreover, the empirical relationship between students' perceptions of GC teachers and their learning motivation has yet to be explored comprehensively and quantitatively in an integrated manner.

Therefore, a research gap exists in the lack of a standardized instrument that comprehensively measures students' perceptions of the GC teacher's role across multiple psychological dimensions—namely, cognitive, affective, and conative—and examines how these perceptions affect motivational aspects of learning. Most previous research has focused on describing general or negative perceptions without developing empirically validated measurement tools. In actual school-based counseling practices, the availability of accurate and reliable instruments is crucial for identifying student needs, enhancing the effectiveness of counseling services, and designing more responsive communication strategies for GC teachers.

Accordingly, this study offers a scientific contribution by developing a psychometric instrument that meets validity and reliability standards and possesses strong practical applicability in the context of need-based guidance and counseling services. The researcher is thus motivated to develop an instrument designed to measure students' perceptions of the role of GC teachers. The primary objective of this study is to produce a valid and reliable perception scale that reflects students' views of the role of guidance and counseling teachers and their implications for learning motivation.

Methods

1. Research Design

This study employed a Research and Development (R&D) approach using the ADDIE model (Branch, 2009), which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Siregar, 2022). This model was chosen because it is suitable for producing psychometric instruments that are both practically applicable in the field and empirically tested for validity and reliability.

2. Subjects and Sampling Technique

The population of this study consisted of all eighth-grade students at MTsN 9 Bantul, Yogyakarta, totaling 126 students distributed across four classes: VIII A (31 students), VIII B (31 students), VIII C (32 students), and VIII D (32 students). The sample was selected using cluster random sampling, a method that involves randomly selecting groups rather than individuals, which is commonly used for efficiency in terms of time and cost—typically 10% of the population (Azwar, 1999). The sample for instrument testing consisted of 63 students from classes VIII B and VIII C, along with one expert lecturer serving as the instrument validator.

3. Research Procedures

The study was carried out through the following five stages:

3.1. Analysis:

The researcher identified the need for an instrument by conducting a literature review on the role of GC teachers and learning motivation. This review determined relevant aspects of each variable to be measured using appropriate theoretical frameworks.

3.2. Design:

An initial instrument blueprint was constructed based on cognitive, affective, and conative theories (for the perception scale) and intrinsic and extrinsic motivation theories (for the motivation scale). Preliminary items were then formulated to represent each identified indicator.

3.3. Development:

The instrument was developed through judgmental validation by an expert who evaluated the items in content, language, and construction. The expert's feedback was used to revise and refine the statements before conducting the field trial.

3.4. Implementation:

The revised instrument was tested on 63 students to obtain initial data on validity and reliability. Student responses were then analyzed using a quantitative approach.

3.5. Evaluation:

Evaluation was conducted through item validity analysis using item-total correlation, and internal reliability analysis using Cronbach's Alpha coefficient, assisted by SPSS version 20 software. An item was considered valid if the correlation value was $r \geq 0.254$ (based on the critical r value for $n = 63$ at $\alpha = 0.05$), and reliable if Cronbach's Alpha was ≥ 0.60 (Azwar, 2014).

4. Data Types and Analysis Techniques

The data collected included both qualitative and quantitative types. (1) Qualitative data, obtained from expert feedback on the instrument items, were analyzed using descriptive qualitative techniques. (2) Quantitative data, derived from students' responses to the scale items, were analyzed using descriptive and inferential statistics to determine item validity and reliability.

An instrument was deemed appropriate for use if it met both theoretical and empirical criteria for validity and reliability (Maulana, 2022; Subhaktiyasa, 2024). SPSS version 20 was used to test the validity and reliability of each item. Items were considered valid if the item-total correlation met the criterion of $r \geq 0.254$, and reliable if the Cronbach's Alpha coefficient was ≥ 0.60 (Azwar, 2014).

Before conducting the validity and reliability tests, several statistical assumptions were examined, including: (1) Normality test using the Kolmogorov-Smirnov method to ensure that data distribution approximated normality, (2) Linearity test to confirm a linear relationship between each item and the total score, (3) Homogeneity of variance test, if necessary, for comparing groups of data.

The student perception scale regarding the role of GC teachers used a 4-point Likert scale format (strongly disagree, disagree, agree, strongly agree) and initially consisted of 73 items. The learning motivation scale also employed a 4-point Likert format and consisted of 76 initial items. The data collected were subsequently analyzed

descriptively and inferentially to evaluate the psychometric quality of the instrument and to explore the potential conceptual relationship between the variables.

Result

1. Instrument Development Outcomes

This study developed two primary instruments: a student perception scale on the role of guidance and counseling (GC) teachers, and a student learning motivation scale. The development of both instruments followed the ADDIE model, beginning with identifying theoretical indicators, formulating item statements, expert validation, and pilot testing with students to assess their validity and reliability.

1.1. Student Perception Scale on the Role of GC Teachers

The perception scale was developed based on Allport's theory, which includes three main psychological components: cognitive, affective, and conative. These components were operationalized into four indicators: two of which represent the conative aspect—(1) perceptions of assistance provided to help students understand and adjust to themselves, their school environment, and social surroundings; and (2) perceptions of the implementation of group and individual counseling. One indicator was derived from the cognitive aspect, namely perceptions of providing educational and career information. The remaining indicator, representing the affective aspect, involved perceptions of consultations with parents and home visits.

These four indicators were further broken down into nine descriptors, which generated 73 statement items, consisting of both favorable and unfavorable items, as detailed in [Appendix 1](#). The blueprint of the student perception scale on the role of GC teachers can be found in [Appendix 3](#).

The designed and developed perception scale was pilot-tested before full implementation. The purpose of the pilot test was to assess the validity and reliability of the instrument. The instrument was administered to 63 eighth-grade students from classes VIII B (31 students) and VIII C (32 students) at MTs Negeri 9 Bantul, Yogyakarta.

Based on the item-total correlation analysis, using the criterion of $r \geq 0.254$ (based on the r -table value for $N = 63$ at $\alpha = 0.05$), 32 items were found invalid, while 41 items were declared valid. The invalid items were re-evaluated editorially and substantively, incorporating suggestions from the expert validator. As a result, some items were revised and retained to preserve the representation of the relevant indicators (Azwar, 2014). In addition, five new items were constructed to enhance the content of the perception scale on the role of the GC teacher.

Out of 73 initial items, 46 items (63%) were deemed valid, while 27 items (37%) did not meet the validity criteria. The valid items were evenly distributed across all three aspects (cognitive, affective, and conative), indicating that no specific dimension consistently failed the validity test.

Table 1

Items of the Student Perception Scale on the Role of Guidance and Counseling Teachers that Were Retained and Eliminated After Pilot Testing

Aspect	Indicator	Descriptor	Favorable	Unfavorable	Additional Items
Conative	Perceptions of assistance in understanding and adjusting to oneself, the school environment, and the social environment	Helping students understand themselves	1, 2, 3, 4	–	6, 7
		Helping students adjust to the school environment	8, 9, 11	10	12, 14, 15
		Helping students adjust to the social environment	17, 19	18, 20	22
	Perceptions of the implementation of group and individual counseling	GC teacher conducts group counseling sessions	25, 26, 27, 28	24	30, 33
		GC teacher conducts individual counseling sessions	–	34, 35, 36	38
Cognitive	Perceptions of the provision of educational and career information	GC teacher provides information about educational pathways	42, 43, 44	40, 41	45, 46, 47, 48
		GC teacher provides information about personal potential (extracurricular)	49, 50, 51, 53	52	54, 55
Affective	Perceptions of parent consultation and home visits	GC teacher conducts consultations with parents	–	58, 59, 60, 61	64
		GC teacher conducts home visits	66, 67, 68	69	72, 73

Note: “Favorable” and “Unfavorable” columns refer to items that were retained (valid) or eliminated (invalid) based on the item-total correlation analysis.

Regarding reliability, the student perception scale on the role of GC teachers demonstrated a Cronbach’s Alpha coefficient of 0.856, which falls into the very high category. This result indicates a strong internal consistency among items on the scale

(Azwar, 2014). Such a high-reliability score confirms that the items consistently measure the intended construct and can be considered dependable for further research and practical application.

1.2. Student Learning Motivation Scale

The student learning motivation instrument was developed based on the theory of motivation proposed by Hamzah B. Uno, which distinguishes between intrinsic and extrinsic motivation. The instrument included six indicators: three intrinsic and three extrinsic. The intrinsic motivation indicators were (1) the desire and aspiration to succeed, (2) the drive and need for learning, and (3) future expectations and aspirations. The extrinsic motivation indicators included (1) recognition and rewards in learning, (2) engaging activities in the learning process, and (3) a supportive learning environment.

These six indicators were elaborated into eleven descriptors, resulting in a total of 76 statement items, as shown in [Appendix 2](#). The instrument blueprint is presented in [Appendix 4](#).

After being pilot-tested with 63 students from classes VIII B (31 students) and VIII C (32 students) at MTs Negeri 9 Bantul, Yogyakarta, the results of the item-total correlation analysis indicated that 38 items did not meet the validity threshold ($r < 0.254$), while 38 items were deemed valid ($r \geq 0.254$).

Although several items fell below the validity threshold, some were retained with revised wording to maintain representation of all indicators (Azwar, 2014). A total of 9 revised items were added. Thus, of the 76 items, 47 items (62%) were valid, and 29 items (38%) were not. The validated and revised items are summarized in the following table.

Table 2

Items of the Student Learning Motivation Scale Retained and Rejected After Pilot Testing

Aspect	Indicator	Descriptor	Favorable	Unfavorable	Additional Items
Intrinsic Motivation	Desire and aspiration to succeed	Not easily discouraged	1, 3	2	4
		Perseverance in overcoming learning difficulties	–	7, 8, 9	10, 11, 12
	Drive and need in learning	Curiosity	14, 15	13	16, 17, 18
		Interest in learning	19, 20	21	23, 24
	Expectations and future goals	Effort to achieve aspirations	25, 27	26	29, 30
		Diligence in learning	31, 32, 33	–	–
Extrinsic Motivation	Appreciation in learning	Rewards and punishments	–	37, 38, 39, 40	41, 42, 43
		Receiving praise	47	45, 46	48

Aspect	Indicator	Descriptor	Favorable	Unfavorable	Additional Items
	Interesting learning activities	Creativity in delivering material	53, 54	51, 52	–
		Learning style	59	60, 61, 62	66
	Conducive learning environment	Study environment	67, 68, 69, 71	70	72, 73, 76

Note: "Favorable" and "Unfavorable" columns indicate retained and rejected items based on item-total correlation.

The reliability test showed that the student learning motivation scale had a Cronbach's Alpha coefficient of 0.838, which is categorized as very high, indicating strong internal consistency among the items and suggesting that this scale is highly appropriate for measuring student learning motivation (Azwar, 2014).

To visually summarize the results of the validity and reliability analyses for both variables, the following tables are presented:

Table 3

Reliability Statistics of the Student Perception and Learning Motivation Scales

Variable	Cronbach's Alpha	Number of Items
Student Perception of the Role of GC Teachers	0.856	73
Student Learning Motivation	0.838	76

Table 4

Number of Valid Items and Reliability Scores for Each Variable

No.	Variable	Total Items	Valid Items	Reliability Score
1	Student Learning Motivation	76	47	0.838
2	Student Perception of the Role of GC Teachers	73	46	0.856

Discussion

The results of this study indicate that the student perception scale on the role of guidance and counseling (GC) teachers and the student learning motivation scale have met the criteria of validity and reliability. Out of the 73 items on the perception scale, 46 items were found to be valid and reliable ($\alpha = 0.856$), while 47 out of 76 items on the learning motivation scale also met the validity and reliability criteria ($\alpha = 0.838$). These findings suggest that both instruments are empirically proven to be psychometrically sound tools suitable for use in lower secondary education settings.

1. Quality of the Student Perception Scale on the Role of GC Teachers

The high level of validity obtained in the perception instrument reflects the alignment of cognitive, affective, and conative dimensions with the psychological structure of students'

perceptions. This is consistent with Allport's theory as cited in Mar'at (1984), which posits that perception is not limited to cognition but also involves emotional attitudes (affective) and behavioral tendencies (conative). Thus, students' perceptions of GC teachers are shaped not only by the information they receive but also by their emotional experiences and direct interactions.

The strong content validity of the instrument further confirms that indicators such as the provision of educational and career information, the implementation of counseling services, consultation with parents, and home visits are relevant to the ideal roles of GC teachers. This reinforces the findings of Gita & Perianto (2020) and Salistrama (2020), who emphasized that students perceive GC teachers not solely as disciplinarians, but also as facilitators of personal development and career guidance.

However, field observations revealed that a subset of students still hold negative perceptions, viewing GC teachers as "intimidating figures." This aligns with the study by Aisyah et al. (2022), which reported that the "school police" stigma remains prevalent among students. Therefore, the developed instrument serves as a diagnostic tool for identifying aspects of the GC teacher's role that are not yet positively received, providing a basis for improving communication strategies and service delivery.

2. Quality of the Student Learning Motivation Scale

The validity and reliability of the learning motivation scale confirm the relevance of Hamzah B. Uno's (2006) motivation theory in the context of madrasah students. The scale's indicators—such as the desire to succeed, future aspirations, recognition, and a conducive learning environment—have been shown to accurately reflect students' motivational states.

These findings are supported by Gunawan et al. (2018), who highlighted that student motivation is influenced by a combination of internal and external factors, including their perceptions of teachers. In this context, a positive perception of GC teachers may theoretically enhance the motivational dimension, particularly in terms of the need for support and encouragement within the learning environment (Ryan & Deci, 2020).

3. Indications of a Relationship Between Perception and Learning Motivation

Although this study did not statistically test the correlation between perception and learning motivation, the theoretical framework and validity evidence suggest a strong conceptual link between the two variables. This supports the findings of Patmawati (2012), which revealed a significant positive relationship between students' perceptions of GC teacher roles and their motivation to engage in counseling services.

Therefore, it can be reasonably assumed that a constructive perception of GC teachers strengthens students' learning motivation (Afrilia et al., 2024), both directly (through academic-related counseling services) and indirectly (through positive emotional experiences). This aligns with Sitanggang (2021), who argued that GC teachers play a key role in fostering a psychologically supportive learning climate.

4. Implications for the Development of Guidance and Counseling Services

The developed instruments can serve as diagnostic assessment tools for evaluating the effectiveness of GC teacher roles from the students' perspective. The data obtained can assist GC teachers in designing more responsive services, focusing not only on problem prevention but also on enhancing academic motivation and providing academic support.

This aligns with the principles of student-centered guidance, which emphasize the importance of incorporating students' voices in program development (Putri et al., 2022).

Conclusion

This study developed two psychometric instruments using the ADDIE model: a student perception scale based on cognitive, affective, and conative dimensions, and a learning motivation scale grounded in intrinsic and extrinsic motivation. Validation results confirmed 46 out of 73 perception items ($\alpha = 0.856$) and 47 out of 76 motivation items ($\alpha = 0.838$) as valid and reliable, indicating strong internal consistency and content accuracy.

Theoretically, these instruments contribute to educational psychology by offering an integrated measurement framework linking students' perceptions of guidance and counseling (GC) teachers to learning motivation. Practically, they provide GC teachers with a structured diagnostic tool to map student perceptions and design more targeted interventions that foster motivation and improve student-teacher relationships.

However, this study did not empirically test the relationship between perception and motivation, and findings are context-specific to MTsN 9 Bantul. Future studies are recommended to explore this relationship quantitatively and validate the instruments across broader educational settings.

Declarations

Author contribution statement

The first author was solely responsible for the research planning, data collection, instrument development, data analysis, and manuscript preparation. The author also conducted theoretical and empirical validation of the instrument and carried out revisions based on peer review feedback.

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Data availability statement

The data that support the findings of this study are available from the author upon reasonable request. This includes the developed instruments, validity and reliability test results, and relevant documentation from the development process, which may be provided for academic or replication purposes.

Declaration of interests statement

The author declares no conflict of interest, whether financial or non-financial, that could have influenced the outcomes or integrity of this research.

Additional information

This article is part of a broader effort to advance the field of guidance and counseling at the secondary education level. The study was conducted as an independent initiative and was not affiliated with any institutional project or third-party partnership.

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Lampiran 1. Butir pernyataan skala persepsi siswa tentang peran guru BK

Aspek	Indikator	Deskriptor	Item Pernyataan	
			Favorable	Unfavorable
Persepsi Siswa Terhadap Peran Guru Bimbingan Konseling	Persepsi terhadap pemberian bantuan kepada siswa dalam memahami dan mengadakan penyesuaian diri sendiri, lingkungan sekolah dan lingkungan sosial	Membantu dan memahami diri sendiri	1. Guru BK membantu saya dalam menyesuaikan diri	5. Saya bisa menyesuaikan diri tanpa bantuan orang lain
			2. Saya senang dengan guru Bimbingan konseling	6. Saya tidak pernah datang kepada guru BK untuk berkonsultasi
			3. Saya lebih mandiri setelah masuk MTs ini	7. Saya tidak suka dengan guru BK karena galak
			4. Saya senang jika guru BK memberikan arahan kepada saya	
		Membantu untuk menyesuaikan diri dengan lingkungan sekolah	8. Guru BK membantu saya dalam menyesuaikan diri dengan lingkungan sekolah	12. Guru BK tidak mengenalkan saya dengan organisasi sekolah
			9. Guru BK memberikan pemahaman tentang pentingnya menjalin hubungan interaksi di lingkungan sekolah	13. Saya susah menyesuaikan diri dengan lingkungan sekolah
			10. Saya tidak mudah terpengaruh oleh pergaulan yang buruk	14. Saya sulit beradaptasi dengan lingkungan sekolah
			11. Saya sangat antusias jika guru BK masuk kedalam kelas dan memberikan arahan	15. Saya tidak peduli dengan lingkungan sekolah yang tidak menarik.
				16. Lingkungan sekolah yang kurang kondusif/ kotor membuat saya tidak nyaman
			17. Guru BK memberikan arahan dalam bergaul dengan teman	21. Saya terkadang acuh dengan keadaan teman-teman disekitar saya
	Persepsi terhadap	Membantu untuk menyesuaikan diri dengan lingkungan sosial	18. Saya merasa mampu menyesuaikan keadaan saat bersama dengan teman teman saya	22. Layanan BK tidak membantu saya dalam berhubungan sosial
			19. Saya memiliki banyak teman	23. Saya tidak membutuhkan banyak teman
			20. Saya senang berdiskusi dengan banyak teman	
		Guru bimbingan konseling	24. Guru BK menjadwalkan layanan konseling kelompok dalam setiap akhir semester	29. Saya tidak terbuka saat mengikuti konseling kelompok

Aspek	Indikator	Deskriptor	Item Pernyataan	
			Favorable	Unfavorable
	pelaksanaan konseling kelompok dan konseling individual	melaksanakan layanan Konseling kelompok	25. Saya senang ketika mengikuti konseling kelompok	30. Saya tidak nyaman ketika mengikuti konseling kelompok
			26. Saya merasa terbantu dengan adanya konseling kelompok	31. Saya gugup ketika mengikuti konseling kelompok
			27. Konseling kelompok membuat saya memiliki banyak teman	32. Saya malu berbicara saat mengikuti konseling kelompok
			28. Konseling kelompok membuat saya berani berbicara didepan orang banyak	33. konseling kelompok tidak dapat menyelesaikan masalah saya
		Guru bimbingan konseling melaksanakan layanan konseling individu	34. Saya lebih terbuka jika mengikuti konseling individu	37. Saya merasa tidak nyaman saat mengikuti konseling individu
			35. Saya lebih nyaman mengikuti konseling individu dalam menjaga privasi diri	38. Konseling individu membuat saya merasa dihakimi
			36. Saya mendapatkan motivasi belajar setelah mengikuti konseling individu	39. Saya takut jika guru BK memanggil saya untuk melakukan konseling individu
	Persepsi terhadap pemberian informasi pendidikan dan jabatan	Guru bimbingan konseling memberikan layanan informasi jenjang pendidikan	40. Guru BK berpengaruh terhadap kemandirian belajar saya	45. Guru BK tidak pernah memberikan informasi tentang studi lanjut
			41. Guru BK mampu memberikan pengaruh kepada siswa akan minat belajar	46. Saya kurang mendapat informasi tentang studi lanjutan
			42. Saya mampu mempersiapkan studi lanjut sebelum lulus sekolah dengan bantuan guru BK	47. Guru BK tidak memberikan masukan dan saran tentang perkembangan prestasi saya
			43. Saya selalu mencari informasi studi lanjut kepada guru BK	48. Di sekolah guru BK kurang aktif dalam memberikan informasi mengenai studi lanjut
		Guru bimbingan konseling memberikan	44. Guru BK membantu saya dalam merencanakan karir yang tepat sesuai dengan keinginan	
			49. Guru BK memberikan motivasi untuk masa depan saya	54. Saya tidak termotivasi dalam masa depan
				55. Saya tidak tahu arah tujuan saya setelah lulus dari sekolah ini

Aspek	Indikator	Deskriptor	Item Pernyataan	
			Favorable	Unfavorable
	informasi potensi diri (Ekstrakurikuler)		50. Guru BK menuntut saya untuk dapat membuat <i>mind mapping</i> tetang masa depan	56. Saya susah menerima rekomendasi perencanaan karir dari guru BK
			51. Saya terbantu dengan informasi yang diberikan guru BK	57. Saya merasa ragu tentang penawaran perencanaan karir dari guru BK
			52. Saya memiliki rancangan tujuan sekolah setelah lulus dari MTs ini melalui minat yang diarahkan guru BK	
			53. Guru BK mengarahkan minat dan bakat saya dalam meraih cita-cita	
	Persepsi terhadap pengadaan konsultasi dengan orang tua dan <i>Home Visit</i>	Guru bimbingan konseling mengadakan konsultasi dengan orang tua siswa	58. Saya merasa senang ketika guru BK dapat melaksanakan konsultasi terhadap orang tua saya	62. Saya takut ketika guru BK memanggil orang tua saya
			59. Orang tua saya sering datang ke sekolah untuk konsultasi tentang perkembangan saya di sekolah	63. Saya malu orang tua saya datang ke sekolah
			60. Guru BK membuat grup <i>Whatsapp</i> wali siswa	64. Saya tidak suka guru BK mencampuri urusan saya
			61. Guru BK mengadakan <i>Parenting day</i>	65. Saya tidak mau memeberikan nomer HP kepada guru BK
			66. Saya senang ketika guru BK mengunjungi rumah saya	70. Saya takut jika guru BK berkunjung ke rumah
		Guru bimbingan konseling melakukan <i>Home Visit</i>	67. Guru BK mendata alamat siswa	71. Saya menghindar jika guru BK ke rumah saya
			68. Guru BK menyuruh saya membuat denah	72. Saya tidak pernah memberikan alamat rumah saya
			69. Guru BK mengajak saya kerumah teman	73. Saya tidak suka guru BK menemui orang tua saya

Lampiran 2. Kisi-kisi butir pernyataan skala motivasi belajar siswa

Aspek	Indikator	Deskriptor	Item Pernyataan	
			Favourable	Unfavourable
Motivasi Ekstrinsik	Adanya hasrat dan keinginan berhasil	Tidak mudah putus asa	1. Saya mencari referensi lain untuk materi yang belum saya pahami	4. Belajar adalah kegiatan yang membosankan
			2. Saya mengulang kembali di rumah ketika beberapa pelajaran yang belum saya pahami	5. Saya acuh terhadap nilai saya
			3. Saya tidak putus asa, selalu belajar dan mengikuti perbaikan ketika nilai saya jelek	6. Saya selalu menerima meski nilai ujian saya jelek
		Ulet dalam menghadapi kesulitan belajar	7. Saya mengikuti bimbingan belajar di luar kegiatan sekolah pada mata pelajaran tertentu	10. Saya menghabiskan waktu untuk bermain bukan belajar
			8. Saya menghabiskan banyak waktu untuk membaca buku di perpustakaan	11. Saya bolos pada saat mata pelajaran yang tidak saya sukai
			9. Belajar bersama teman membuat saya lebih memahami suatu mata pelajaran yang sulit	12. mengantuk jika mengikuti pelajaran yang tidak saya pahami
		Adanya dorongan dan kebutuhan dalam belajar	13. Saya selalu mempelajari materi yang belum pernah diajarkan sebelum pelajaran dimulai	16. Saya tidak pernah belajar dimalam hari
			14. Saya rajin berangkat ke sekolah karena banyak pelajaran yang saya sukai	17. Saya belajar jika akan menghadapi ujian saja
			15. Selalu bertanya saat ada pelajaran yang belum saya pahami	18. Tidak pernah bertanya meski ada pelajaran yang tidak saya pahami
	Minat dalam belajar		19. Jika diberi tugas saya selalu mengerjakan dengan sungguh-sungguh agar mendapat nilai bagus	22. Belajar kelompok menambah semangat saya dalam belajar
			20. Saya yakin usaha maksimal akan membuahkan hasil yang maksimal juga	23. Saya kurang memperhatikan pelajaran yang saya tidak senangi
			21. Cita-cita saya memotivasi saya untuk belajar lebih rajin	24. Saya belajar jika diingatkan oleh orang tua saja

Aspek	Indikator	Deskriptor	Item Pernyataan	
			Favourable	Unfavourable
	Adanya harapan dan cita-cita masa depan	Upaya untuk meraih cita-cita	25. Saya sudah menentukan pilihan sekolah setelah lulus dari MTs ini	28. Saya belum menentukan studi lanjut
			26. Setelah lulus, sekolah negeri tujuan saya	29. Setelah lulus tujuan saya langsung bekerja
			27. Saya selalu belajar dengan rajin agar bisa masuk sekolah yang saya inginkan	30. Setelah lulus saya ingin melanjutkan ke sekolah swasta saja
		Ketekunan dalam belajar	31. Cita-cita saya memotivasi saya untuk belajar dengan rajin	34. Berdiskusi pelajaran matematika dengan teman menjadikan saya mudah memahami materi
			32. Saya belajar dengan sungguh-sungguh untuk membuat orang tua bangga	35. Belajar di alam terbuka membuat motivasi belajar saya meningkat
			33. Saya rajin belajar untuk mendapatkan prestasi yang baik	36. Belajar sambil bermain menjadikan pelajaran lebih menarik
	Motivasi Intrinsik	<i>Reward and Punishment</i>	37. Jika mendapat nilai bagus orang tua saya memberikan hadiah	41. Saya mau belajar jika orang tua memberikan hadiah
			38. Saya mendapat hadiah jika nilai ujian matematika saya bagus	42. Saya malas belajar, meskipun orang tua memberi hukuman jika mendapat nilai jelek
			39. Guru memberikan nilai tambahan saat saya bisa mengerjakan soal di depan kelas	43. Saya semangat belajar jika uang saku saya besar
			40. Saya dipilih mengikuti lomba mewakili sekolah karena nilai saya bagus	44. Adanya beasiswa memotivasi saya belajar dengan sungguh-sungguh
		Mendapat pujian	45. Guru memberi pujian saat saya bisa mengerjakan soal di depan kelas	48. Orang tua acuh terhadap fasilitas dalam belajar, sehingga saya malas belajar
			46. Ketika saya mendapat nilai bagus, orang tua saya selalu memberi pujian	49. Orang tua saya acuh terhadap nilai saya
			47. Teman memberi pujian saat nilai saya bagus	50. Adanya pujian dari teman membuat saya semangat belajar
		Kreatif dalam penyampaian materi	51. Guru yang menyampaikan materi diselingi dengan humor lebih menarik	55. Saya tidak suka adanya kuis dalam pelajaran
				56. Saya suka dengan guru yang monoton

Aspek	Indikator	Deskriptor	Item Pernyataan	
			Favourable	Unfavourable
			52. Dalam menjelaskan, guru memberikan contoh nyata untuk membantu memahami materi yang disampaikan	57. Guru yang jarang memberikan contoh saat menjelaskan materi membuat saya sulit mengerti
			53. Guru menggunakan metode yang bervariasi dalam melakukan pembelajaran	58. Saya tidak suka pembelajaran diluar kelas (<i>Outing Class</i>)
			54. Saya senang guru menyampaikan pelajaran menggunakan <i>Power Point</i>	
		Gaya belajar	59. Belajar dengan mempraktikannya langsung membuat saya lebih cepat mengerti	63. Musik membuat saya mengantuk saat belajar
			60. Saya lebih menyukai buku dengan ilustrasi gambar	64. Saya suka keadaan pembelajaran yang serius.
			61. Saya suka belajar sambil mendengarkan musik	65. Saya lebih cepat memahami pelajaran dari teman yang menjelaskan
			62. Saya lebih suka mengerjakan PR bersama teman	66. Saya tidak suka belajar kelompok
		Adanya lingkungan belajar yang kondusif	67. Saya menyukai tempat yang tenang untuk belajar	72. Saya lebih suka belajar ditempat yang ramai
			68. Saya suka belajar ditempat yang bersih	73. Saya belajar dengan kondisi buku dan alat tulis yang berserakan di dekat saya
			69. Kondisi kelas yang berantakan mengganggu konsentrasi belajar saya	74. Saya acuh dengan keadaan ruangan kelas saat kegiatan pembelajaran
			70. Ruang kelas yang panas dan pengap membuat saya tidak nyaman dalam belajar	75. Di kelas saya sering diganggu oleh teman saat pembelajaran
			71. Saya terganggu oleh teman yang bicara sendiri saat guru menjelaskan materi	76. Saya suka kelas yang gaduh

Lampiran 3. Blue print persepsi siswa tentang peran guru BK

Aspek	Indikator	Deskriptor	Item Pernyataan	
			<i>Favourable</i>	<i>Unfavourable</i>
Konatif	Persepsi terhadap pemberian bantuan kepada siswa dalam memahami dan mengadakan penyesuaian diri sendiri, lingkungan sekolah dan lingkungan sosial	Membantu dan memahami diri sendiri	1, 2, 3, 4	5, 6, 7
		Membantu untuk menyesuaikan diri dengan lingkungan sekolah	8, 9, 10, 11	12, 13, 14, 15, 16
		Membantu untuk menyesuaikan diri dengan lingkungan sosial	17, 18, 19, 20	21, 22, 23
	Persepsi terhadap pelaksanaan konseling kelompok dan konseling individual	Guru Bimbingan Konseling melaksanakan layanan konseling kelompok	24, 25, 26, 27, 28	29, 30, 31, 32, 33
		Guru Bimbingan Konseling melaksanakan layanan konseling individu	34, 35, 36	37, 38, 39
Kognitif	Persepsi terhadap pemberian informasi pendidikan dan jabatan	Guru Bimbingan Konseling memberikan layanan informasi jenjang pendidikan	40, 41, 42, 43, 44	45, 46, 47, 48
		Guru Bimbingan Konseling memberikan informasi potensi diri (Ekstrakurikuler)	49, 50, 51, 52, 53	54, 55, 56, 57
Afektif	Persepsi terhadap pengadaan konsultasi dengan orang tua dan <i>Home Visit</i>	Guru Bimbingan Konseling mengadakan konsultasi dengan orang tua siswa	58, 59, 60, 61	62, 63, 64, 65
		Guru Bimbingan Konseling melakukan <i>Home Visit</i>	66, 67, 68, 69	70, 71, 72, 73

Lampiran 4. Blue print skala motivasi belajar siswa

Aspek	Indikator	Deskriptor	Item Pernyataan	
			<i>Favourable</i>	<i>Unfavourable</i>
Motivasi Intrinsik	Adanya hasrat dan keinginan berhasil	Tidak mudah putus asa	1, 2, 3	4, 5, 6
		Ulet dalam menghadapi kesulitan belajar	7, 8, 9	10, 11, 12
	Adanya dorongan dan kebutuhan dalam belajar	Rasa ingin tahu	13, 14, 15	16, 17, 18
		Minat dalam belajar	19, 20, 21	22, 23, 24
	Adanya harapan dan cita-cita masa depan	Upaya untuk meraih cita-cita	25, 26, 27	28, 29, 30
		Ketekunan dalam belajar	31, 32, 33	34, 35, 36
Motivasi Ekstrinsik	Adanya penghargaan dalam belajar	<i>Reward and punishment</i>	37, 38, 39, 40	41, 42, 43, 44
		Mendapat pujian	45, 46, 47	48, 49, 50
	Adanya kegiatan yang menarik dalam belajar	Kreatif dalam penyampaian materi	51, 52, 53, 54	55, 56, 57, 58
		Gaya belajar	59, 60, 61, 62	63, 64, 65, 66
	Adanya kegiatan lingkungan belajar yang kondusif	Suasana lingkungan belajar yang kondusif	67, 68, 69, 70, 71	72, 73, 74, 75, 76