Evaluating Counselor-Teacher Interpersonal Relationships Using the Discrepancy Model

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ABSTRACT

The interpersonal relationship between counselors and teachers plays an important role in supporting the effectiveness of guidance and counseling services in schools. However, practice in the field shows that there is still weak communication and collaboration between the two. This study aims to evaluate the quality of interpersonal relationships between counselors and teachers using the discrepancy evaluation model. The approach used is descriptive quantitative with an instrument in the form of a 35-item questionnaire distributed to one counseling teacher at UM Laboratory High School. Data were analyzed using descriptive statistical techniques. The results show a score of 130 out of 245 (53.06%), which is classified as "pretty good". This finding indicates that interpersonal relationships have been running but not optimal, especially in terms of formal communication and written documentation. The study concludes that there is a need to improve structured communication and professional cooperation. The implication is that schools need to encourage interpersonal communication training and establish a formal evaluation system to support ongoing counselor-teacher collaboration.

Keywords: evaluation, interpersonal relationship, discrepancy model

INTRODUCTION

Guidance and counseling services are forms of assistance provided by counselors to students in order to help them understand and develop their potential, overcome various personal, social, learning, and career-related problems, and make the right decisions to achieve independence in their lives. These services are delivered professionally by guidance and counseling (BK) teachers to facilitate students in understanding themselves, developing their capabilities, and solving life problems independently and responsibly (Syafaruddin et al., 2019; Suhertina, 2014). Guidance and counseling is a systematic, objective, logical, continuous, and programmatic effort conducted by BK teachers or counselors to support student development in achieving independence (Ulfah, 2022). However, in practice, several obstacles still arise during the implementation of guidance and counseling programs in schools. One common issue is the lack of service effectiveness, which can be measured through evaluation and supervision activities.

Evaluation is a process of measurement aimed at obtaining information about the success of an action or activity (Anwar, 2021). Specifically, in the context of guidance and counseling, evaluation serves to assess barriers and identify aspects that can be improved by counselors. This process can be conducted through self-evaluation and peer evaluation, which assist counselors in understanding their skills and performance in practice (Hidayah, 2022). The relationship between counselors and teachers plays a crucial role in supporting the creation of

a conducive learning environment and the provision of optimal guidance and counseling services. Collaboration between the two parties is essential, particularly in identifying student issues, planning interventions, and delivering comprehensive educational services. Effective interpersonal relationships between counselors and subject teachers form the foundation for collaborative strategies in student assistance (Delvino et al., 2022). Nonetheless, in practice, these relationships often fall short of expectations due to a lack of formal communication, differences in role perceptions, and limited time. These factors hinder the effectiveness of professional collaboration. Therefore, evaluating the relationship between counselors and teachers is important to determine whether the interaction aligns with the professional standards of guidance and counseling services (Hidayah, 2022).

The discrepancy evaluation model introduced by Malcolm Provus offers a relevant framework for assessing counselor-teacher relationships. This model emphasizes the comparison between actual conditions and ideal standards. Within the context of school-based interpersonal relationships, it is useful for identifying communication gaps, cooperation challenges, and perception misalignments between counselors and teachers (Diniyah et al., 2024). The Indonesian Guidance and Counseling Association (ABKIN), as a professional body, has established six standards and fifteen criteria derived from the South Carolina Guidance and Counseling Program. Among these criteria is the emphasis on communication skills and cooperation among school staff, including interpersonal relationships with teachers. Evaluating this aspect is necessary to assess how well counselors are building professional partnerships with teachers as part of an integrated educational team. Guidance and counseling services in schools will be most effective when there is strong collaboration among all school components in creating a quality learning environment. One form of collaboration involves the active participation of subject teachers. The synergy between subject teachers and counselors is particularly significant in shaping the counselor's interpersonal relationships with teachers. This collaboration supports students in developing healthy social interactions and effective communication skills, not only with peers but also with all school community members (Delvino et al., 2022; Hastiani, 2014). BK teachers work closely with subject teachers to gather data on students—such as academic achievement, attendance records, and personality traits. This collaboration also serves to resolve student issues and identify areas of guidance that can be enhanced through support from subject teachers. The interpersonal relationship between counselors and teachers enables the collection of vital information regarding student conditions and emerging learning-related concerns. However, evaluation of such communication is often informal and lacks systematic documentation or written reporting (Delvino et al., 2022).

Evaluation reports on the interpersonal relationship between counselors and teachers are integral to ensuring accountability and transparency in school-based guidance and counseling services. Hence, a comprehensive evaluation report is necessary to compare the actual field conditions against expected benchmarks. These reports not only serve as evaluation tools but also provide the basis for planning and decision-making aimed at improving the quality of guidance and counseling services in schools (Jamilah et al., 2021).

METHOD

Data collection for the evaluation of interpersonal relationships between counselors and teachers at SMA Laboratorium UM Malang was conducted using quantitative techniques. The quantitative data collection method involved the distribution of research instruments. Instruments in quantitative research serve as tools to systematically and objectively gather, process, and interpret information from respondents. These instruments are specifically designed to measure the variables predetermined in the study, enabling the data to be analyzed statistically (Intan Dwi Squirrelly et al., 2025; Ardiansyah et al., 2023). In this study, the instrument consisted of a questionnaire designed to evaluate the interpersonal relationship between counselors and teachers, used to obtain data relevant to the research objectives. The questionnaire comprises 35 statement items, each rated using a Likert scale ranging from 1 to 7. The primary purpose of using data collection instruments in quantitative research is to acquire accurate, systematic, and objective information about the variables under investigation (Ardiansyah et al., 2023). Sampling in this study focused on one guidance and counseling teacher at SMA Laboratorium UM. Once the necessary data were collected, a descriptive statistical analysis was conducted to illustrate the profile of the implementation of interpersonal relationship evaluation between counselors and teachers. The instrument used in this research was based on the evaluation standards and criteria for professional counselor performance as outlined by ABKIN, specifically referring to Standard 5, Criterion 11. The instrument included 35 items measured on an interval scale. The data were analyzed using descriptive statistical analysis techniques.

RESULTS AND DISCUSSION

Data from the research that has been carried out is taken using an evaluation instrument for the interpersonal relationship of counselors and teachers. After the evaluation instrument was filled in, the researcher conducted an overall analysis of the data that had been obtained from the BK teacher. The assessment of each criterion is carried out based on the scale that has been set before in the instrument, namely a score of 1-3 (not yet implemented), a score of 4-5 (partially implemented), and a score of 6-7 (fully implemented). After the filling of the instrument by the BK teacher is completed, the data is then tabulated and analyzed by the researcher. The evaluation instrument consists of 35 statement items that refer to the criteria for teacher performance assessment in accordance with PANRB Ministerial Regulation Number 16 of 2009 concerning Teachers' Functional Positions and Credit Scores, especially article 15 which regulates teacher performance assessment. This assessment is divided into five criteria that are the basis for determining the interval and grade category in the instrument of evaluation of the interpersonal relationship between counselors and teachers.

Table 1. Analysis of Counselor-Teacher Interpersonal Relationship Evaluation Instrument

BK Teacher's Name	Age	Tenure	Final Education
Annisa Iffa Rahida, S.Pd	25 Years	10 Months	S1 BC
Total Value of Instruments			
1=5, 2=10, 3=4, 4=0, 5=3, 6=13, 7=0		5+20+12+0+15+78+0 = 130	

Table 2. Calculation of Grade Interval Assessment Category

Maximum Score	35 x 7 = 245
Minimum Score	35 x 1 + 35
Score Range	245 – 35 = 210
Many Criteria	5 (SB, B, CB, KB, TB)
Interval Class Length	210 : 5 = 42

Table 3. Category of Value Instruments for Evaluating Interpersonal Relationships of Counselors and Teachers

Percentage (%)	Category	Interval	Criterion
82,85% - 100%	Excellent	203 – 245	7
65,71% - 82,84%	Good	161 – 203	5-6
48,57% - 65,70%	Pretty Good	119 – 161	4
31,43% - 28,56%	Not Good	77 – 119	2-3
14,28% - 31,42%	Bad	35 - 77	1

Table 4. Results of Data Analysis of the Evaluation of Interpersonal Relationships between Counselors and Teachers

BK Teacher's Name	Total Value
Teacher BK 1	130 or 53.06 %

The results of the evaluation instrument of the interpersonal relationship between counselors and teachers were then analyzed using descriptive quantitative. Based on the categorization contained in table 3, the assessment category is divided into 5 criteria, namely not good, not good, quite good, good and very good. Then in table 4 can be seen the results of the total score of the instrument of evaluation of the interpersonal relationship between counselors and teachers conducted on guidance and counseling teachers at UM Malang Laboratory High School. It can be explained that BK 1 teachers are obtained based on table 4 of 130 or 53.06%. Therefore, it can be concluded that the value obtained of 53.06% shows that the implementation of the evaluation of the interpersonal relationship between counselors and teachers is quite good. This means that most aspects of interpersonal relationships have gone well and are implemented, although there are still some aspects that need to be improved to reach a higher category. The frequency distribution of the answers in table 1 supports this result, where low-value answers (1, 2, and 3) appear 19 times, while high-value answers (5 and 6) appear 16 times. The details of the answer are the value of 1 5 times, the value of 2 10 times, the value of 3 4 times, the value of 5 sevabyak 3 times and the value of 6 13 times. The distribution of these answers shows that most aspects of interpersonal relationships have been well implemented, but there are aspects that have not been fully realized optimally. This reflects the condition of interpersonal relationships that are already positive but still need to be developed, especially in terms of formal communication and structured cooperation. Factors that cause scores that are in the category of good enough include lack of formal communication and systematic written documentation between counselors and teachers. Communication that

is still informal and unstructured is deeply embedded in the effectiveness of guidance services. In addition, time constraints and a heavy workload also hinder the intensity of interaction between the two parties. However, the results of this evaluation show that there are real efforts from counselors and teachers in building professional relationships that support students' wishes. This is the main capital to develop work synergy in the future so that guidance and counseling services can run more effectively and according to the expected standards. Overall, although the interpersonal relationship between counselors and teachers is already in the category of being quite good, there is still ample room for improvement and development. Therefore, strategic steps need to be taken to improve formal communication, strengthen cooperation, and develop a more structured documentation mechanism so that guidance services can provide maximum benefits for student development.

Interpersonal Relationships

Interpersonal relationships are a form of interaction between individuals within the context of work and organizational environments. These relationships aim to encourage effective collaboration in order to achieve satisfaction in economic, psychological, and social aspects. Furthermore, interpersonal relationships are defined as connections between two or more individuals who depend on each other to engage in interactions that follow a fixed and recurring pattern (Abadi et al., 2015; Nurrachmah, 2024). Interpersonal relationships also represent a social process in which two or more individuals interact reciprocally within a consistent and emotionally influential pattern. These relationships can take formal or informal forms, depending on the social context, such as workplace settings, educational institutions, or daily life. The intensity and emotional closeness of these interactions help distinguish between types of interpersonal relationships, such as friendship, kinship, and professional relationships (Chairunnisa et al., 2024; Stuttgart & Sumanti, 2022). The purpose of interpersonal relationships extends beyond establishing emotional closeness. They also serve as a medium to influence the attitudes and behaviors of others, foster cooperation, and fulfill social and psychological needs. Interpersonal relationships can cultivate positive values such as tolerance and mutual respect among individuals. Interpersonal communication, as part of this process, involves the reciprocal exchange of information and mutual influence between individuals (Nurrachmah, 2024; Princess & Karneli, 2021). Effective communication plays a vital role in shaping the quality of interpersonal relationships. The stronger the relationship, the greater the openness of individuals to express thoughts and feelings, allowing for deeper understanding and more accurate information exchange. In professional environments, strong interpersonal relationships contribute significantly to enhanced performance, motivation, and collaboration. Positive relationships among team members create a conducive working atmosphere and support the achievement of shared goals—an essential factor for organizational success (Fitrah Tuasikal, 2008; Rahmadhani Nasution & Syahfitri, 2024). Interpersonal relationship skills refer to an individual's ability to interact effectively with others through clear communication, empathy, conflict management, and cooperation. These skills are essential in building harmonious relationships, improving mutual understanding, and creating a conducive social and professional environment. According to Astuti (2023), interpersonal skills encompass the

ability to communicate and listen actively, empathize with others, and manage disagreements constructively. Individuals with strong interpersonal skills are generally more capable of establishing meaningful social networks and enhancing group productivity. Moreover, these skills contribute to increased mutual understanding and social support within teams (Diah Astuti et al., 2023).

Evaluation of Interpersonal Relationships

The evaluation of the interpersonal relationship between counselors and teachers is a systematic effort to document and assess the quality of interaction and communication that occurs within the context of school-based guidance and counseling services. This evaluation is essential to determine the effectiveness of such relationships in supporting both the learning process and the overall development of students. Moreover, the evaluation serves as a foundational reference for decision-making and future improvements, ensuring that interpersonal relationships function according to the expectations and needs of the school. This evaluation process is carried out based on established standards and criteria, and is supported by observations, supervisory reflections, and feedback from teachers as professional partners (Surya Squirt, 2016). Evaluations are necessary to measure the performance of guidance and counseling (BK) teachers in schools, particularly concerning their interpersonal relationships with fellow educators. A lack of interpersonal communication skills among BK teachers can hinder the professional implementation of counseling services. Interpersonal communication is a crucial component that determines the success and effectiveness of these services. Therefore, BK teachers must possess strong interpersonal skills to ensure the provision of professional, high-quality counseling, while also obtaining valuable information that supports the success of their interventions. The results obtained from these evaluations serve as a key reference for BK teachers in designing follow-up strategies to enhance their interpersonal relationships with other educators. By strengthening these skills, BK teachers can effectively address problems, overcome challenges, and rectify any weaknesses that may emerge during service delivery. Furthermore, their communication skills can be enhanced through active participation in professional development programs, workshops, and collaborative activities designed to support continuous improvement in the field of educational guidance and counseling.

Analysis of Discrepancy Model

Based on the quantitative data collected, several notable gaps have been identified in the interpersonal relationships between counselors and teachers when measured against established standards. First, in terms of communication openness, interactions between counselors and teachers tend to be hesitant and superficial. In fact, open and transparent communication is essential for supporting student development and realizing their full potential. Second, the implementation of interpersonal relationship evaluations is generally reactive, occurring only when student-related issues arise, rather than as part of a sustained, collaborative communication framework. This reactive pattern limits the opportunity to build strong, consistent partnerships. Third, the interpretation of evaluation results is often not discussed in

depth with subject teachers, which reduces the potential to utilize these findings for enhancing the learning process and student support. Fourth, documentation of the evaluation process and its results is still largely informal and not systematically recorded. Yet, formal documentation is crucial for archiving, service improvement, and providing evidence for stakeholders. Lastly, collaboration with coordinators, academic partners, and guidance and counseling experts remains limited. This lack of professional cooperation restricts access to valuable supervision, input, and best practices that can strengthen the counselor's performance. To address these gaps, several recommendations are proposed. BK (guidance and counseling) teachers are encouraged to take a more proactive role in building and maintaining interpersonal relationships with subject teachers. Communication should not be limited to problem-solving moments but instead be integrated as a routine practice that fosters collaborative synergy. Every meaningful interaction and evaluation result must be documented formally to serve as an archive and a reference for reporting to stakeholders and future service development. Furthermore, BK teachers are advised to engage in professional collaboration with external evaluators and counseling experts to gain strategic feedback and guidance that enhances the quality and effectiveness of counseling services. By implementing these strategies, schools can significantly improve the quality of counselor-teacher relationships, ultimately contributing to more effective student support and educational outcomes.

CONCLUSION

Based on the results of the evaluation with 35 items and descriptive quantitative analysis, a total of 130 out of a maximum score of 245 was obtained, which is included in the category of quite good. This shows that the interpersonal relationship between counselors and teachers at UM Malang Laboratory High School has been quite positive, but not optimal. Some aspects of interpersonal communication and collaboration still show gaps, such as open communication, consistency of communication and documentation of interaction results. This gap can affect the effectiveness of guidance and counseling services as well as cooperation in supporting student development. BK teachers need to be more active and regularly communicate and document interactions with teachers to strengthen collaboration with BK evaluators and experts, as well as participate in interpersonal communication training to improve the quality of services and working relationships.

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