



Understanding Student Needs through Student Needs Analysis: Case Study at SMA Negeri 1 Wanadadi

Faishal Ridlwan

Universitas Nahdlatul Ulama Al Ghazali, Cilacap, Indonesia

faishal12001142@unugha.id

Heny Kristiana Rahmawati

Universitas Nahdlatul Ulama Al Ghazali, Cilacap, Indonesia

henykristiana@unugha.id

Abstract

Understanding Student Needs through Student Needs Analysis: Case Study at SMA Negeri 1 Wanadadi. Needs Analysis of Students (NAS) is an approach used in guidance and counseling to identify the specific needs of students in various aspects of development. This study aims to understand the needs of students at SMA N 1 Wanadadi to design more effective guidance and counseling interventions. This research employs a quantitative descriptive method with a survey approach. Data were collected through an NAS questionnaire adapted from the counseling questionnaire model, involving twelfth-grade students as respondents selected using purposive sampling. The questionnaire consists of four main domains: personal, social, academic, and career. The research findings indicate that the personal domain is the most dominant aspect, with a need percentage of 41.03%, particularly in developing self-confidence and managing emotions. The academic domain ranks second (32.70%), with a primary focus on time management techniques and effective learning strategies. Meanwhile, the social domain (11.77%) highlights students' needs in building healthy interpersonal relationships, while the career domain (14.03%) emphasizes the importance of guidance in planning a future aligned with students' potential and interests. The contribution of this study underscores the importance of strengthening guidance and counseling

services in schools, focusing more on self-confidence development, emotional management, and effective learning strategies.

Keywords: *Needs Analysis Of Students, Educational Problems, Guidance, Personal Development.*

A. Introduction

Education plays a fundamental role in shaping the character and competence of students to face global challenges. However, in reality, many students experience difficulties in the learning process, especially in career planning and optimal academic achievement. Based on Law Number 20 of 2003 concerning the National Education System, education aims to develop the potential of students to become people who are faithful, pious, have noble character, are intelligent, creative, independent, and become responsible citizens. Social and emotional pressure factors are often the main obstacles, which have an impact on students' readiness to face educational challenges.

At the high school level, these challenges are increasingly complex. Initial observations at SMA N 1 Wanadadi showed that around 35% of students had difficulty adapting to the school environment, dealing with academic pressure, and developing their potential optimally. Unfortunately, the interventions carried out were still general and not based on the specific needs of students.

To address this challenge, a more systematic and data-based approach is needed. Student Needs Analysis (SNA) can be an effective tool in identifying the needs and problems of students comprehensively. This study aims to uncover the needs of students at SMA N 1 Wanadadi through the SNA approach, so that it can be the basis for designing more relevant and effective interventions.

Student needs analysis is a crucial step in designing effective and relevant learning programs. Research by Nasution (2021) at SMK Negeri 1 Lubuk Pakam identified students' needs in personal, social, career, and learning areas through the Student Needs Assessment. The results showed that 41.17% of students needed help in personal aspects, 31.34% in learning aspects, 17% in social aspects,

and 10.49% in career aspects. These findings emphasize the importance of a deep understanding of students' individual needs in order to develop targeted guidance and counseling programs.

In addition, research by Firdaus et al. (2023) at SMA Negeri 1 Muaro Jambi highlighted the importance of learning media that are appropriate to students' needs. This study found that the learning media used in measurement materials were not yet able to explain the content in detail and interestingly, so they were less effective in improving students' understanding of concepts and learning interests. Therefore, the development of interactive and contextual learning media is an urgent need to support a more effective teaching and learning process.

However, there are limitations in the literature related to the analysis of specific student needs at SMA Negeri 1 Wanadadi. Most previous studies have focused on other school contexts with possibly different characteristics and needs. Therefore, an in-depth case study at SMA Negeri 1 Wanadadi is needed to identify the unique needs of students at the school. This will allow for the development of more appropriate learning and guidance programs, according to the context and specific needs of students in the environment.

This study is novel in its specific approach to the context of SMA Negeri 1 Wanadadi, which has not been widely explored in previous literature. While most studies of student needs analysis focus on general aspects such as academic and social needs, this study specifically examines student needs in the unique local context of Wanadadi. By considering cultural, social, and educational environmental factors in the school, this study is expected to uncover needs that have not been identified in other schools. Another novelty lies in the use of an in-depth case study approach, allowing for a more detailed and contextual needs analysis.

This study aims to understand the needs of students at SMA Negeri 1 Wanadadi comprehensively, covering academic, social, personal, and career aspects. By identifying specific needs that arise in the local context, this study aims

to provide relevant recommendations for the development of more effective and targeted learning and counseling programs. In addition, the results of the study are expected to provide practical contributions for educators and counselors at SMA Negeri 1 Wanadadi in designing interventions that are in accordance with the real needs of students, as well as providing theoretical insights that can enrich the literature review on student needs analysis in Indonesia.

B. Method

1. Research Design

This study uses a descriptive method with a quantitative approach. This approach was chosen to provide a measurable picture of the needs and problems of students at SMA N 1 Wanadadi. The quantitative descriptive method allows researchers to collect, analyze, and present data in a structured and easy-to-understand form, thus providing clear and objective information (Creswell, 2018).

The instruments used in this study have gone through a validation process to ensure their reliability and validity. Validation was carried out through expert judgment, where the instruments were reviewed by guidance counseling and education experts to ensure the suitability of the questions with the research objectives. In addition, the reliability test was carried out using the Cronbach Alpha method, which shows the level of internal consistency of the instruments used.

2. Research Subject

The sampling technique used in this study was cluster sampling, which was chosen to ensure a wider representation of the population. This technique was used because the study focused on five classes XII at SMA N 1 Wanadadi, where selecting classes as units of analysis was more effective than selecting individuals randomly. The use of cluster sampling allows the study to include representation of various conditions that exist in different classes, while minimizing bias that might occur if only a few individuals from a particular class were selected (Sekaran & Bougie, 2016).

3. Instrument

The research instrument used in this study is the Student Needs Analysis (NAS) questionnaire which has been standardized and designed to explore four main aspects related to the needs of students at SMA N 1 Wanadadi. This questionnaire has four main areas to be explored, namely: Personal, Social, Learning, and Career. Before being used, this questionnaire has gone through a validation process with two methods:

- a. Content validity by experts in the field of guidance counseling and educational psychology. Experts review the questions to ensure relevance and accuracy in measuring student needs.
- b. Reliability testing using Cronbach's Alpha, which produced a value above 0.7, shows that the questionnaire has a good level of internal consistency.

This NAS questionnaire only uses two answer choices, namely "Yes" and "No", which makes it easy for students to provide direct responses based on their experiences or feelings related to each field. Here is a further explanation of each field in this questionnaire:

a. Personal Field

Questions in this area focus on learners' needs related to their personal aspects, such as mental health, self-confidence, and emotional management. Learners' mental well-being is an important foundation for their psychological growth (Cuijpers et al., 2018). In addition, the self-compassion approach described by Neff (2021) emphasizes the importance of self-acceptance in dealing with life's stressors.

b. Social Field

The social area aims to identify students' needs in interpersonal relationships, such as relationships with peers, teachers, and family. The questions asked cover social interactions and emotional support from the surrounding environment. The quality of social interactions during

adolescence affects the development of communication skills and emotional stability (Laursen & Bukowski, 2018). Social support from various parties also provides a sense of meaning and connectedness in the school environment (Eccles & Roeser, 2021).

c. Field of Study

This field explores the extent to which students feel they need help or support in academic aspects, such as studying, assignments, or understanding subject matter. Zimmerman and Schunk (2018) in their self-regulated learning theory state that students' ability to set goals and monitor their learning is key to academic success. In addition, Sun and Rueda (2020) show that adaptive learning approaches help individuals face modern challenges.

d. Career Fields

The career field focuses on students' needs related to planning and preparing for their future careers, including understanding further education pathways and career options. Developing flexibility, self-confidence, and the ability to make effective career decisions during adolescence is essential (Savickas & Porfeli, 2018). Furthermore, school-based career support helps students find aspirations that align with their interests and values (Hirschi et al., 2020).

4. Data Analysis Techniques

The collected data were analyzed using data coding techniques, which is the process of converting qualitative questionnaire responses (“Yes” and “No”) into numeric formats (1 for “Yes” and 0 for “No”). This data coding allows quantitative statistical analysis to be carried out more systematically.

The data analysis method used in this study is descriptive analysis, which includes frequency and percentage calculations to provide a clear picture of the phenomenon being studied. Ary, Jacobs, & Sorensen (2019) stated that coding is used to convert qualitative data into numerical data that can be processed and

analyzed statistically. This coding also helps in increasing the accuracy of the analysis and makes it easier to present data for further analysis.

C. Discussion

1. Research result

a. Respondent Results

Table 1 Respondent Results

SERVICE FIELD	NO ITEM	NUMBER OF VOTER	NUMBER OF VOTER PER FIELD	% GRAIN	% FIELD
PERSONAL	1	117	1674	2.90%	41.50%
	2	103		2.55%	
	3	107		2.65%	
	4	99		2.45%	
	5	90		2.23%	
	6	99		2.45%	
	7	101		2.50%	
	8	85		2.11%	
	9	95		2.35%	
	10	131		3.25%	
	11	133		3.30%	
	12	24		0.59%	
	13	55		1.36%	
	14	69		1.71%	
	15	81		2.01%	
	16	12		0.30%	
	17	76		1.88%	
	18	96		2.38%	
	19	69		1.71%	
	20	32		0.79%	
SOCIAL	21	23	475	0.57%	11.77%
	22	36		0.89%	
	23	100		2.48%	
	24	35		0.87%	
	25	49		1.21%	
	26	59		1.46%	
	27	45		1.12%	
	28	25		0.62%	

	29	24		0.59%	
	30	48		1.19%	
	31	31		0.77%	
STUDY	32	108	1319	2.68%	32.70%
	33	67		1.66%	
	34	117		2.90%	
	35	92		2.28%	
	36	123		3.05%	
	37	156		3.87%	
	38	72		1.78%	
	39	49		1.21%	
	40	97		2.40%	
	41	44		1.09%	
	42	147		3.64%	
	43	105		2.60%	
	44	142		3.52%	
CAREER	45	11	566	0.27%	14.03%
	46	90		2.23%	
	47	133		3.30%	
	48	84		2.08%	
	49	123		3.05%	
	50	125		3.10%	
TOTAL		4034	4034	100.00%	100.00%

b. Results in the Services field

1) Personal Field

The Number of Voters is 1674 respondents chose to answer questions in this field with a Total Percentage of 41.50%. In the personal field, the items that get the highest percentage are item 11 (3.30%) and item 10 (3.25%). This shows that students at SMA N 1 Wanadadi have high needs or concerns about personal aspects, such as identity issues, self-confidence, or other personal challenges.

Some items, such as item 16 (0.30%) and item 12 (0.59%), showed lower percentages, which could mean that students did not feel they needed much help in these areas. Overall, the personal area covered more significant issues for many students, and more attention

should be paid to personal issues such as self-identity and self-confidence.

2) Social Field

The number of voters, namely 475 respondents, chose to answer questions in this field with a Total Percentage of 11.77%. In the social field, items that have a fairly high percentage are item 23 (2.48%) and item 26 (1.46%). This shows that students also pay attention to social issues such as relationships between friends, social behavior, or social skills.

Items 21 (0.57%) and 24 (0.87%) indicate that there are some social areas that may not be a major concern for many students, which may indicate lower needs in these areas. The social area may need more attention from the school, although overall the percentage of needs in this area is lower than the personal and learning areas.

3) Field of Study

The Number of Voters is 1319 respondents chose to answer questions in the Learning field with a Total Field percentage of 32.70%. The learning field is one of the fields with the highest percentage, reflecting that students are very concerned with the academic aspect and their learning success. Item 37 (3.87%) and item 42 (3.64%) indicate high needs related to learning and academic issues.

Some items, such as item 39 (1.21%) and item 43 (2.60%), have slightly lower percentages, but still show that students also pay attention to their learning challenges or needs. The learning area is one of the areas that needs the most attention, because many students show needs or problems in their academic aspects. Learning programs that are more focused on individual needs may be very beneficial.

4) Career Fields

The Number of Voters is 566 respondents chose to answer questions in the Career field with a Total Field percentage of 14.03%. The career field has a fairly significant percentage, with item 47 (3.30%) and item 49 (3.05%) showing great attention to career planning and future profession choices.

Item 45 (0.27%) has a very low percentage, which may indicate that some students feel they do not need much support or guidance regarding career planning at this time. Although the career field shows quite high needs, it should be noted that some students may not be fully ready to focus on career planning, so career counseling strategies can be focused on certain groups.

2. Analysis of Research Results

Based on the results of the respondent analysis, this study identified various primary needs of students at SMA N 1 Wanadadi, with a primary focus on personal and learning areas. These findings indicate that many students face challenges in self-development, particularly in terms of self-confidence, personal identity, and emotional management. These results are consistent with previous studies showing that adolescents experience significant psychosocial changes, which can impact their psychological and academic well-being (Santrock, 2020).

In the personal field, around 41.50% of respondents reported a high need for support in increasing self-confidence and emotional management. This result is in line with the Self-Determination theory proposed by Deci and Ryan (2018), which emphasizes the importance of fulfilling basic psychological needs, such as competence, social connectedness, and autonomy, in supporting individual well-being. However, this study did not directly measure the extent to which these needs are related to environmental factors, such as social support from family or school, which in other studies have been shown to have a significant effect on adolescent emotional development (Ryan & Deci, 2020). Therefore, these results need to be

further explored by looking at external factors that can influence students' personal needs.

In addition, the learning area also showed a high percentage of needs (32.70%), with many students reporting difficulties in time management and effective learning strategies. These results support the findings of Hattie and Yates (2018) who emphasized that inappropriate learning strategies can have an impact on low student academic engagement. However, this study did not explore further into students' specific learning styles and how learning strategies implemented in schools can contribute to the difficulties they experience. Other studies have shown that a more flexible and individual needs-based learning approach, such as differentiated instruction, can improve student learning effectiveness (Tomlinson, 2017). Therefore, the results of this study should be combined with an evaluation of teaching methods in schools to obtain a more comprehensive picture.

The social and career domains showed lower levels of need compared to the personal and learning domains, at 11.77% and 14.03%, respectively. In the social domain, reported needs focused on improving communication and social interaction skills. This finding supports Brown and Larson's (2019) theory of adolescent social development, which emphasizes the importance of social interaction in the formation of identity and healthy interpersonal relationships. However, this study did not explore further factors that might influence low social needs, such as the role of the school environment or the availability of social skills development programs. This is in contrast to a study conducted by Wentzel (2017), who found that a school environment that supports positive social interactions can reduce students' explicit need for social skills training.

On the other hand, although the career field has a lower percentage of needs, these results still show the importance of more targeted career guidance services. This is in line with Gottfredson's theory (2018), which highlights that adolescents at high school age begin to consider career paths that match their interests and abilities. However, this study did not explore whether the lack of

needs in the career field was due to a lack of information or a lack of awareness of students regarding the importance of future planning. Other studies have shown that active involvement in career exploration can increase job readiness and satisfaction in choosing further education paths (Super, 2010). Therefore, further analysis is needed regarding the effectiveness of career guidance programs that have been implemented in schools.

D. Conclusion

Based on the results of the study conducted at SMA N 1 Wanadadi, it can be concluded that the main needs of students lie in the personal and learning areas. In the personal area, most students need support in increasing self-confidence, managing personal identity, and dealing with emotional challenges, which affect their psychological well-being. Around 41.50% of students showed great concern for these aspects, especially related to self-management.

Meanwhile, in the field of learning, many students feel the need for help in terms of time management, learning techniques, and improving academic results. Around 32.70% of students showed significant needs in the academic field, indicating that current learning has not been able to fully meet their needs. Although the needs in the social and career areas are relatively lower compared to the personal and learning areas, both are still significant. In the social area, around 11.77% of students need support to improve their social and communication skills, while in the career area, 14.03% of students show interest in getting guidance related to career planning and future choices.

In practice, these findings emphasize the importance of strengthening guidance and counseling services in schools that are more oriented towards developing self-confidence, managing emotions, and effective learning strategies. Schools need to develop more adaptive and student-based intervention programs, such as group guidance programs to improve social and academic skills, as well as more intensive individual consultation services to address psychological issues faced by students.

Theoretically, the results of this study support Deci and Ryan's (2018) Self-Determination theory, which emphasizes the importance of fulfilling basic psychological needs (competence, relatedness, and autonomy) in improving individual well-being. In addition, this finding is also in line with the constructivist learning theory which states that students will be more optimal in learning if they are given strategies that suit their needs and learning styles (Hattie & Yates, 2018). However, this study also shows that students' needs are complex and influenced by various external factors, so that the guidance and counseling approach in schools must be more flexible and oriented towards the individual needs of students. For further research, it is recommended that the research method be expanded by using a qualitative approach or mixed methods to dig deeper into the factors that influence learners' needs. In addition, research needs to be conducted with a wider scope so that these findings can be generalized to a larger population.

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