The Development Of Counseling Skill To Improve The Effectiveness Of Individual Counseling

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I. INTRODUCTION

A school counselor as one of the education personnel is demanded professionally to be able to run his or her profession well, that is to be able to give the service of an expert in guidance and counseling. A set of competences is necessary to master in order to be able to give counseling assistance professionally. The competence which has to be possessed by a counselor related to counseling is a holistic counseling skill. The competence of counseling skill is a basic competence in line with the present demand and development since the success of the work of a school counselor is determined in part by how he or she implements counseling skill in the individual counseling. The comprehension on the theories and practices is required in the implementation of counseling skill so that the individual counseling can run effectively. The theoretical and practical comprehensions will strengthen the professional competence of a counselor.

The result of the preliminary study indicates that 11 out of 32 Guidance and Counseling teachers (34.38%) have medium level of comprehension on the basic theory of counseling skill and 21 teachers have (65.63%) have low level of comprehension on the basic theory of counseling skill. Therefore, the average score in the comprehension on the theory which was achieved in majority is in the category of low level [1].

Then, the profiles of the counseling practice in the preliminary study on 20 Guidance and Counseling teachers of the junior secondary schools in Solo are as follows: (1) 15 teachers (75%) achieve medium score while 5 teachers achieve low score in the skill to pay attention to the counselees while 5 teachers (25%) achieve low score; (2) 10 teachers (50%) achieve medium score while 10 teachers (50%) achieve low score in the skill of lead conversation; (3) 2 teachers (10%) achieve medium score while 18 teachers (90%) achieve low score in the reflection skill; (4) 12 teachers (60%) achieve low score in the concluding skill while 8 teachers (40%) achieve very low score; (5) 12 teachers (60%) achieve medium score in the confronting skill while 8 teachers (40%) achieve low score; (6) 12 teachers (60%) achieve medium score in the interpreting skill while 8 teachers (40%) achieve low score; and (7) 11 teachers (55%) achieve medium score in the skill to give Skill and advice while 9 teachers (45%) achieve low score. Therefore, the average score in the counseling skill practice is in the categories of medium, low, and very low level [2]. It is empirically necessary to admit and realize the fact that the Guidance and Counseling teachers on field still highly vary in their competence and education background. Even though they are equally the scholars in Guidance and Counseling field, they have different perceptions and quality levels. The difference in their scholarly background, moreover, causes a great difference since they have never acquired the scientific fundamentals of Guidance and Counseling. It is such differences that cause the difference in giving counseling and have negative impact toward the effectiveness of the individual counseling. The scope of this research is the Guidance and Counseling teachers who do not have Guidance and Counseling scholarly background or the non-Guidance and Counseling teachers who are given the intervention of counseling skill so that their effectiveness in counseling improves.

The development of counseling skill which becomes the focus of this research starts from the theories of counseling skill [3] which emphasize the importance of counseling skill to be built in a school counselor. Furthermore, [4], in relation to the focus, affirms that counseling skill is a series of knowledge and skill which has to be learnt and put into practice continuously in order to generate a counselor who can help to give assistance or counseling service to the counselee. [5], viewing from the psychology of learning, affirms that if an individual continuously learns in a certain or hange as a result of the learning experience. particular field, then his or her behavior will changes as a result of the learning experience. Likewise, a Guidance and Counseling teacher will be able to give counseling well if he or she is given counseling knowledge and skill professionally.

Based on the results of the previous and preliminary studies, which were theoretical and empirical ones, this research is specialized to develop counseling skill in order to improve the effectiveness of the individual counseling given by the Guidance and Counseling teachers.

II. METHOD OF RESEARCH

This research used the Research and Development which is abbreviated into R & D approach. This research and development research is aimed at having a process used to develop and validate educational product [6]. The product resulting from this research is the development program of
counseling skill to Improve the effectiveness of individual counseling. Explains the implementation procedure of research and development by following a number of activity cycles which are summarized in several main stages. The main stages are preliminary study, designing of counseling skill, development of counseling skill, validation, test of the effectiveness of counseling skill, and dissemination and distribution of skill all of which have been tested and publicized.

The population of this research was the Guidance and Counseling teachers with bachelor degree and non-Guidance and Counseling education background but they are on duty as the Guidance and Counseling teachers at the junior secondary schools in Solo city. The data of this research were collected through observation, interview, inventory, and questionnaire. This research used the experiment method with one group pretest posttest design.

III. Result of Research

The results of the research and testing on the hypothesis are as follows:

Hypothesis Testing 1: The Profile of the Initial Skill of Individual Counseling of the Guidance and Counseling teachers. The mastery on the theories is the foundation for the practice of counseling skill. The profiles of the mastery of 32 Guidance and Counseling teachers on counseling skill at the preliminary study indicate that 11 out of them or 34.38% have medium level of comprehension on counseling theories and 21 out of them or 65.63% have low level of comprehension on counseling theories. Then, the profile of the counseling practice at the preliminary study on 20 Guidance and Counseling teachers related to the practice of counseling skill at the junior secondary schools in the territory of Solo indicates the results as follows: (1) 15 out of them or 75% achieve medium score for skill to pay attention and 5 out of them or 25% achieve low score for skill to pay attention; (2) 10 out of them or 50% achieve medium score for skill to lead conversation and 10 out of them or 50% achieve low score for skill to lead conversation; (3) 2 out of the 20 teachers or 10% achieve medium score for skill to reflect the client and 18 out of them or 90% achieve low score for skill to reflect the client; (4) 12 out of them or 60% achieve low score for concluding skill and 8 out of them or 40% achieve very low score for concluding skill; (5) 12 out of them or 60% achieve low score for confronting skill and 8 out of them or 40% achieve low score for confronting skill; (6) 12 out of them or 60% achieve medium score for interpreting skill and 8 out of them or 40% achieve low score for interpreting skill; (7) 11 out of them or 55% achieve medium score for skill to give Skill and advice and 9 out of them or 45% for skill to give Skill and advice. Therefore, the average score for the practice of counseling skill achieved lies in the categories of medium, low, and very low scores. Following the intervention, the average scores rises up to 47.62%.

Hypothesis Testing 2: The Development of Effective Counseling Skill to Raise the Effectiveness of Verbal Language in Verbal Aspect Individual Counseling. Fact shows that the Improve in the average score of verbal aspect counseling skill is believed to be caused by the treatment given by the researcher based on the data and the analysis. Data on the pretest assessment showed the mean score: 36.926, posttest mean score: 61.08, with the mean difference of 24.16. This shows that each counseling skill gave significant difference between before and after treatment.

Hypothesis Testing 3: The Development of Effective Counseling Skill to Raise the Effectiveness of the Non-verbal Aspects of Counseling Skill. The results indicate that there is a significant change in each of the non-verbal aspect counseling skills from the pre-intervention stage to the post-intervention stage. In other words, there is a significant difference in each of the non-verbal counseling skills between that of the pre-intervention stage and that of the post-intervention stage. It can be concluded that each of the counseling skills indicates a sufficiently convincing correlation and the contribution of each of the counseling skills shows a highly significant result. It can be concluded that the correlation and the contribution of verbal aspect counseling skills are caused by the treatment given by the researcher. The data showed the seven skills of non-verbal counseling improve from mean score 36.56 before treatment to 59.21 after treatment.

Table 1 is an illustration of scores in pairs of those of the pre-intervention stage and those of the post-intervention stage of seven non-verbal aspect counseling skills. The results indicate that there is a significant change in each of the non-verbal aspect counseling skills from the pre-intervention stage to the post-intervention stage. The mean difference test conducted by using Wilcoxon test results in the value of p, which is smaller than 0.005. This signifies that there is a strong evidence to reject null hypothesis. In other words, there is a significant difference in each of the non-verbal counseling skills between that of the pre-intervention stage and that of the post-intervention stage.

The pair test in all of the non-verbal aspect counseling skills indicates that the pre-intervention mean is as much as 36.56 and then it goes up to 59.21 in the post-intervention stage. Graphic 2 below illustrates the Improve in the average scores above

<table>
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<tr>
<th>INTERV</th>
<th>MEAN</th>
<th>SD</th>
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<tr>
<td>PRETEST</td>
<td>36.56</td>
<td>6.97</td>
</tr>
<tr>
<td>POSTES</td>
<td>59.21</td>
<td>2.05</td>
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The Improve in the average scores of the effectiveness of non-verbal aspect counseling skills is believed to be caused by the treatment given by the researcher.

Hypothesis 4, shows verbal counseling skill gave contribution to effectiveness of individual counseling; skill 1 (48.9), skills 2 (53.70), skills 3 (20.92), skills 4 (20.90), skills 5 (31.85), skills 6 (24.70), and skill 7 (79.39). It means the counseling skills given by the research contributed significant skills to the effectiveness of individual counseling. Language skill took a very important role in revealing the client’s problems and it also functioned as a therapy. Language expressed in friendly, polite, and e and respective to the client’s response relieved his or her emotion.

Hypothesis 5 Non-verbal skill (gesture and body language): this skill contributed to the effectiveness of individual counseling as described in the following data; skill 1 (50.10), skill 2 (40.30), skill 3 (16.20), skill 4 (17.78), skill 5 (42.10), skill 6 (15.70), and skill 7 (35.0). It means that the seven non-verbal skills gave significant contribution to effectiveness of individual counseling. The reason is that gesture and body language together with verbal language help the client to explore his or her problems. Counseling in terms of verbal and non-verbal

Hypothesis 6: Counseling Skills are Effective to Improve the Effectiveness of Individual Counseling of the Guidance and Counseling Teachers of Junior Secondary Schools. It can be concluded that the development of counseling skills is effective to Improve the effectiveness of individual counseling. The effectiveness of individual skill is shown in the following data; Total pre test score on verbal skill shows minimum: 29.58 max: 44.96. mean: 36.92 and post test verbal 56.75, max: 65.83, mean: 61.08, pre test on non verbal: minimum: 22.14, max: 44.02, post test on non verbal minimum: 54.81, max: 63.02 dan min: 59.21. Hence, the development of counseling of 7 skills was effective to the individual counseling. The result of this research was not only in term of quantitative but also from qualitative score. The fact indicates that students felt psychologically safe in learning through this approach as compared to the previous treatment.

According to counseling is considered effective when it is conducted holistically in 7 ways as mentioned above [7]. The counselor is demanded to be able to demonstrate attending skills, listening skills, reflecting skills, paraphrasing skills, summarizing skills, confronting skills, advising skills, empathy skills by using communicative, warm, and responsive verbal and non verbal language.

IV. CONCLUSION
1. This research has achieved its objective which is to find the development of counseling skills to Improve the effectiveness of individual counseling of the Guidance and Counseling teachers on the basis of the objective on-field findings and conceptual study;
2. The development of counseling skills is effective to Improve the effectiveness of verbal language of the Guidance and Counseling teachers. Therefore, there is a highly effective Improve in the effectiveness of verbal language in individual counseling.
3. The development of counseling skills is effective to Improve the effectiveness of non-verbal language of the Guidance and Counseling teachers. There is a highly effective Improve in the non-verbal language of individual counseling from that in the pre-intervention stage to that in the post-intervention stage.
4. The development of counseling skill gives a highly significant contribution to the effectiveness of non-verbal aspect individual counseling of the Guidance and Counseling teachers.
5. The development of counseling skill is effective to Improve the effectiveness of individual counseling of the Guidance and Counseling teachers.

Empirically counseling skills are said to Improve the effectiveness of individual counseling if they achieve the score of 7.83 up to 9.00 for the non-verbal aspects, the score of 8.11 up to 9.00 for the verbal aspects, and the score of 7.10 up to 9.00 when both aspects are combined. Therefore, counseling skills has been quantitatively proven to Improve the effectiveness of individual counseling.

According to , counseling is said to be effective if seven counseling skills can be integrally mastered in a real practice of counseling [8]. Then, counseling can be said to be effective if the counselor is able to demonstrate the behavior which shows that he/she pays attention to the counselee, listens to what the counselee says, communicates warmheartedly, has empathy, sensitivity, and responsiveness, and knows both verbal and non-verbal language of the counselee.

The conclusion is that there are seven factors which become the key factors to effective counseling skill to Improve the effectiveness of individual counseling in this research. Such factors are: (1) accumulation of the use of seven counseling skills in one integral and holistic series; (2) tenderness and personality of the counselor in accepting the counselee as a person in huge need; (3) behavior of the counselor in this research is built through the attitudes of acceptance, unconditional positive regard, respect,
understanding, reassurance, empathy, and warmth, all of which are covered in the material of seven counseling skills; (4) creating the counseling climate contains therapeutic elements and it is useful to reduce emotional, behavioral, and cognitive stress of the counselee; (5) counseling skills can help the counselee to be able to change his/her behavior through learning helping relationship which enable him/her to find the self meaning and the right and proper self position; (6) the counselee believes that the behavior of the counselee is composed of cognitive, emotional, and motoric responses. The counselor can stimulate the counselee through those counseling skills to change him/herself into the counseling process and henceforth; (7) seven counseling skills (attending, leading, reflecting, summarizing, interpreting, confronting, and informing/advising can build the self concept of the counselor him/herself as well as become therapy. The counselors prove that the counseling skills that they have put into practice all this time are effective to Improve the effectiveness of individual counseling.

The counselees also directly go through and feel the result of counseling by themselves.

V. RECOMMENDATION
1. Recommendation for Policy Makers
   The Guidance and Counseling teachers who do not come from Guidance and Counseling education background need to be educated and trained on counseling skills in order to be developed into professional and high-quality counselors.

2. Recommendation for the Scientific Development of Guidance and Counseling
   The subject of this development of counseling skills is the Guidance and Counseling teachers of the junior secondary schools. Therefore, the stakeholders in the development of Guidance and Counseling science have to believe that the potency of the counselor and the counselee can develop toward the development of Guidance and Counseling science. The counselee as an individual with great potency and certain personality, emotion, and various kinds of uniqueness has to be viewed integrally.

3. Recommendation for Guidance and Counseling teachers
   The Guidance and Counseling teachers who unite themselves into an organization called the Forum for Guidance and Counseling Teachers are suggested to make an agenda of training on counsel. The development of counseling skills, particularly in its development and implementation, to Improve the effectiveness of individual counseling very much depends on the school counselor. Therefore, the school counselors are viewed to be in need of using the product of this research.

4. Recommendation for the Next Researchers
   The results of this research and the instruments used in this research are expected to be able to be developed further in relation to its process since the problems in counseling skills are caused by many factors. Such factors as the personality of the counselor, the experience, cultural context, language, and personality of the counselee him/herself determine the success of counseling very much. The next researchers need to be aware of these facts.

REFERENCE