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Analysis of Guidance and Counseling Teacher Skills Using Self-Assessment Techniques

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ABSTRACT

This study aims to describe the counseling skills of counseling teachers. The urgency of counseling skills for counseling teachers to support professionalism in providing counseling services to counsees. A quantitative approach is carried out in research using survey methods through questionnaires to participants. The use of self-assessment techniques in answering the questionnaire was carried out to determine the participants' understanding of their skills. A total of 44 guidance counselors participated in the research from various districts/cities in West Java, Indonesia. The results showed that in general, counseling teachers were quite skilled (68%) in carrying out the basics of counseling. The four counseling skills analyzed are attending, responding, personalizing, and initiating.

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1. INTRODUCTION

The importance of counseling skills in the whole counseling process is unquestionable (Topuz & Arasan, 2014). Almost all guidance and counseling experts recognize how important counseling skills are mastered by counselors in carrying out counseling (Lai-Yeung, 2014). Stating that a counselor's mastery of many counseling skills makes him able to create an effective counseling atmosphere (Barden & Greene, 2015). A naturalistic study shows that there are differences in the impact that arises on counsees who are handled by professionals and non-professionals (Fauziah *et al.*, 2019). If the counselor does not touch or does not develop the counselee's expectations during the initial meeting, then the counselee will feel disappointed (Astuti, 2021). Vice versa, if the counselor can develop an understanding of the counselee himself, then the counselor-counselee relationship will be more flexible. In general, the counselee expects special treatment from the counselor. The statements put forward by the counselee show their meaning and purpose which require the wisdom of the counselor to interpret them.

With these points in mind, a counselor is required to have various counseling skills accompanied by adequate characteristics (Merriman, 2015). Some of the characteristics that need to be fulfilled by the counselor - regardless of the approach/technique used, include empathy, always being ready to have a dialogue with the counselee, and fostering the counselee's courage to speak. The counselor is expected to be able to help the counselee to achieve clear goals (Saputra & Widiasari, 2016). The clarity of the goals to be achieved allows the stages of changing the counselee's behavior to become more directed so that the counselor acts as a facilitator assisting in a short period (Sari *et al.*, 2016). These characteristics are closely attached to the counselor, but in developing and internalizing them a long training process is required. Therefore, to have sufficient provisions, a counselor needs to practice counseling skills before working with counsees.

To arrive at the competent mastery of counseling skills, counselors need experience through school practice, training, and conditions that facilitate the growth of mastery of counseling skills (Schiele *et al.*, 2014). The success of the counseling service process is determined by the characteristics of the counselor and counselee (Rodda & Lubman, 2014). Counselors need to have knowledge and practice about counseling and be able to increase positive hope and warmth (Brooks *et al.*, 2015). The characteristics of the counselor in the counseling process are closely related to the quality of the counselor (Supriyanto *et al.*, 2019).

Explain that qualified counselors share common traits such as being sincere (congruent); empathizing; be warm; and show sensitivity in harmonious relationships based on mutual understanding; non-judgmental with unconditional positive acceptance; showing concern, understanding, and support; being collaborative as well as showing respect for the client's competence; and demonstrate the ability to use counseling skills following the intent and purpose.

2. METHODS

2.1. Participants

The approach used is quantitative with a descriptive method where the data obtained is described quantitatively, the tendencies of a population for further generalization. Participants consisted of 44 Middle/High School/Vocational Guidance and Counseling Teachers who were representatives from 27 cities/regencies in West Java - 19 people (43%) male and 25 people (57%) female who were selected using a purposive sampling technique with the following criteria: as follows: (a) minimum S1 Guidance and Counseling; (b) district

level management/members of MGBK; (c) maximum age of 45 years and; (d) skilled digital literacy. Participants in this study are described in **Table 1**.

Table 1. Participant frequency distribution.

No	School Name	Regency/City
1.	Cipeundeuy Junior Highschool (SMPN 1 Cipeundeuy)	West Bandung Regency
2.	Lembang Senior Highschool (SMA Negeri 1 Lembang)	West Bandung Regency
3.	Pasirjambu Junior Highschool (SMPN 1 Pasirjambu)	Bandung Regency
4.	Majalaya Senior Highschool (SMAN 2 Majalaya)	Bandung Regency
5.	Bandung Junior Highschool (SMP Negeri 4 Bandung)	Bandung Regency
6.	Bandung Highschool (SMKN 5 Bandung)	Bandung Regency
7.	Sukasari Service Technical Implementation Unit (UPTD) of Junior Highschool (UPTD SMPN 2 Sukasari)	Purwakarta Regency
8.	Sukasari Senior Highschool (SMAN 1 Sukasari)	Purwakarta Regency
9.	Karangampel Service Technical Implementation Unit of Junior highschool (UPTD SMP Negeri 1 Karangampel)	Indramayu Regency
10.	Sindang Senior Highschool (SMKN 1 Sindang)	Indramayu Regency
11.	Tegalsari Junior Highschool (SMPN 1 Telagasari)	Karawang Regency
12.	Karawang Senior Highschool (SMKN 1 Karawang)	Karawang Regency
13.	Selajambe Junior Highschool (SMP Negeri 2 Selajambe)	Kuningan Regency
14.	Kuningan Senior Highschool (SMAN 2 Kuningan)	Kuningan Regency
15.	Bantarujeg Junior Highschool (SMPN 1 Bantarujeg)	Majalengka Regency
16.	Majalengka Junior Highschool (SMAN 2 Majalengka)	Majalengka Regency
17.	Parigi Junior Highschool (SMPN 1 Parigi)	Pangandaran Regency
18.	Mangunjaya Senior Highschool (SMAN 1 Mangunjaya)	Pangandaran Regency
19.	Sukarame Junior Highschool (SMPN 1 Sukarame)	Tasikmalaya Regency
20.	Singaparna Senior Highschool (SMAN 1 Singaparna)	Tasikmalaya Regency
21.	Tasikmalaya City Junior Highschool (SMPN 5 Kota Tasikmalaya)	Tasikmalaya City
22.	Tasikmalaya Senior Highschool (SMA Negeri 1 Tasikmalaya)	Tasikmalaya City
23.	Banjar State Middle School (SMP Negeri Banjar)	Banjar City
24.	Banjar Senior Highschool (SMAN 1 Banjar)	Banjar City
25.	Bekasi Junior Highschool (SMPN 31 Bekasi)	Bekasi City
26.	Bekasi Senior Highschool (SMAN 11 Bekasi)	Bekasi City
27.	Cibitung Junior Highschool (SMPN 5 Cibitung)	Bekasi Regency
28.	Babelan Senior Highschool (SMAN 1 Babelan)	Bekasi Regency
29.	Bogor City Junior Highschool (SMPN 19 Kota Bogor)	Bogor City
30.	Bina Insani Senior Highschool (SMA Bina Insani)	Bogor City
31.	Megamendung Junior Highschool (SMP Negeri 2 Megamendung)	Bogor Regency
32.	Leuwiliang Highschool (SMKN 1 Leuwiliang)	Bogor Regency
33.	Depok Junior Highschool (SMPN 8 Depok)	Depok City
34.	Depok Senior Highschool (SMA Negeri 6 Depok)	Depok City
35.	Sukabumi City Junior Highschool (SMPN 3 Kota Sukabumi)	Sukabumi City
36.	Sukabumi City Senior Highschool (SMAN 1 Kota Sukabumi)	Sukabumi City
37.	Cibadak Junior Highschool (SMPN 3 Cibadak)	Sukabumi Regency
38.	Warungkiara Senior Highschool (SMAN 1 Warungkiara)	Sukabumi Regency
39.	Cihaurbeuti Junior Highschool (SMPN 2 Cihaurbeuti)	Ciamis Regency
40.	Cisaga Senior Highschool (SMAN 1 Cisaga)	Ciamis Regency
41.	Sedong Junior Highschool (SMPN 2 Sedong)	Cirebon Regency
42.	Lemahabang Senior Highschool (SMAN 1 Lemahabang)	Cirebon Regency
43.	Cirebon City Junior Highschool (SMP 5 Kota Cirebon)	Cirebon City
44.	Cirebon City Senior Highschool (SMAN 9 Kota Cirebon)	Cirebon City
45.	Cipunagara Junior Highschool (SMP Negeri 1 Cipunagara)	Subang Regency
46.	Kasomalang Subang Highschool (SMKN Kasomalang Subang)	Subang Regency
47.	Jatinangor Junior Highschool (SMPN 1 Jatinangor)	Sumedang Regency

Table 1 (continue). Participant frequency distribution.

No	School Name	Regency/City
48	Cimanggung Senior Highschool (SMAN Cimanggung)	Sumedang Regency
49	Cimahi Junior Highschool (SMP Negeri 3 Cimahi)	Cimahi City
50	Cimahi City (SMAN 4 Kota Cimahi)	Cimahi City
51	Warungkondang Junior Highschool (SMPN 1 Warungkondang)	Cianjur Regency
52	Cianjur Regency Highschool (SMKN PP Kabupaten Cianjur)	Cianjur Regency
53	Bayongbong Garut Junior Highschool (SMPN 1 Bayongbong Garut)	Garut Regency
54	Garut Senior Highschool (SMAN 12 Garut)	Garut Regency

2.2. Research instrument

The research used the Counseling Skills instrument developed by the UPI Research Team consisting of Dr. Anne Hafina, M.Pd., Dr. Nurhudaya, M. Pd., and Rina Nurhudi, M. Pd. since 2019. This instrument consists of four aspects of counseling skills, namely (1) approaching and presenting the counselee psychologically; (2) providing a response so that the counselee explores; (3) fostering awareness and responsibility in counselees; (4) fostering initiative/motivation of counselees to take action.

Participants in answering the instrument are welcome to choose the answer choices that are following their own experience which is known as self-assessment. Self-assessment is defined as a form of assessment that requires the involvement of participants to assess their performance with certain criteria and evidence to produce better performance. Through self-assessment techniques, participants are involved in explaining and evaluating the results and processes of counseling practices that have been carried out at schools (Dahlan, 2021).

2.3. Data analysis

Statistical analysis of data was carried out through descriptive analysis (Nassaji, 2015). Group division is obtained through the standard deviation and average values. The final score obtained divided each participant into three categories of counseling skills. Based on the processing results, it is known that the average value is 130 and the standard deviation is 17. Thus, the level of counseling skills of counseling teachers can be grouped into the appropriate category (greater than $130+17= 147$), moderate (between $130+17= 147$ and $130-17 = 113$), and low (smaller than $130-17 = 113$) which can be seen in **Table 2**.

Table 2. Group categorization.

No	Categorization	Interval	Information
1	<i>Appropriate</i>	$x \geq 147$	Have understood and implemented in every counseling
2	<i>Middle</i>	$113 < x < 147$	Has been understood and implemented, but still needs to be developed
3	<i>Lower</i>	$x \leq 113$	Have understood but have difficulty implementing

3. RESULTS AND DISCUSSION

Based on the analysis of counseling skills of counseling teachers through self-assessment, three specific themes were found that were relevant to the study. The three themes include (1) counseling skills for counseling teachers, (2) an overview of counseling skills for counseling teachers through self-assessment, and (3) the development of counseling skills for counseling teachers. The results of the research and analysis regarding the three themes are explained in the following descriptions.

3.1. Guidance and counseling teacher counseling skills instrument

The instrument for measuring the counseling skills of the counseling teacher consists of four skills, namely (1) approaching and presenting the counselee psychologically, (2) responding so that the counselee explores, (3) raising awareness and responsibility for the counselee, and (4) fostering initiative/motivation counselee to take action (Heinonen & Nissen, 2020). These four skills identify the four skills in counseling, attending, responding, personalizing, and initiating. Of the four counseling skills that have been formulated by researchers, there are 39 (thirty-nine) indicators with three answer choices.

The three available answer choices helped participants to carry out a self-assessment regarding counseling skills. The three answer choices consist of (1) have understood but have difficulty in implementing, (2) have understood and implemented, but still needs to be developed, and (3) have understood and implemented each counseling. The counseling teacher is welcome to answer all indicators with these three alternative answers according to their position of ability during counseling. In detail, the counseling skills instrument can be seen in Tables 3, 4, 5, and 6.

Table 3. Counseling skills instrument approaching and presenting the counselee psychologically.

Skills	Indicator
Reception	<ol style="list-style-type: none"> 1. Convey words of acceptance (opening) when the counselee comes. 2. Show respect. 3. Show a smiling face. 4. Show body language that describes warm acceptance
Convey information about the purpose of counseling, the role of counselor and counselee, time contract, and confidentiality	<ol style="list-style-type: none"> 1. Convey the purpose/benefits of counseling for counselees. 2. Communicate the role of the counselor. 3. Communicating the role of the counselee 4. Plan meetings for counseling 5. Communicating about the principle of confidentiality in counseling (confidentiality)
Set the distance and inclination (position) sitting	<ol style="list-style-type: none"> 1. The sitting position between the counselee and the counselor forms an angle between 65-75 degrees. 2. Adjust the leaning of sitting (towards the counselee's sitting position) 3. Set a seat that is not rigid (comfortable and shows respect)
Make eye contact	<ol style="list-style-type: none"> 1. Set views in other directions proportionally while still directing attention to the counselee
Appearance as a counselor	<ol style="list-style-type: none"> 1. Showing the ethics of dressing as an educator 2. Self-care, facial, dental hygiene, and head area tidiness

Table 4. Counseling skills instrument respond so that the counselee explores.

Skills	Indicator
Respond to the results of observations to the counselee (objectively)	<ol style="list-style-type: none"> 1. Adjust the intonation of the voice by paying attention to the counselee's energy
Focusing attention on the counselee talk (listening)	<ol style="list-style-type: none"> 1. Paraphrase 2. Classification 3. Formulate the theme of the counselee's talk
Provide a response that facilitates the counselee conveying thoughts, feelings, and experiences	<ol style="list-style-type: none"> 1. Using short phrases so that the counselee continues the conversation. 2. Submit statements that reveal/describe the feelings and thoughts of the counselee. 3. Asking questions/statements that reveal the counselee's experience of the events he experienced.

Table 4 (continue). Counseling skills instrument respond so that the counselee explores.

Skills	Indicator
	4. Asking questions/statements that reveal the counselee's feelings (for example happy, happy, sad, angry, hate) about the events he experienced.
	5. Make a statement that shows respect for the counselee's thoughts about the experience he has experienced.
	6. Make statements that show sincere and objective responses (genuine) following the experiences/thoughts/feelings experienced by the counselee

Table 5. Counseling skills instrument growing awareness and responsibility to the counselee.

Skills	Indicator
Growing the counselee's understanding and awareness of his situation related to incompetence or weakness, which will be his responsibility to improve/develop/find solution steps	1. Formulate a statement that connects the counselee's current state of feeling caused by the counselee's way of thinking/behavior/action.
	2. Formulate statements that raise the counselee's awareness of the counselee's current state (feelings, thoughts) due to an inability experienced by the counselee.
	3. Formulate an empathetic statement (response) to raise the counselee's awareness of his current situation and the need to take certain actions to overcome his inability (weaknesses)
	4. Formulate questions that reveal the (pleasant) feelings of the counselee, that the counselee can do something to overcome his shortcomings.
	5. Formulate statements that encourage counselees to have a strong desire to take action to solve a problem.
	6. Formulate questions/statements that explore the ability/success of the counselee's experience in overcoming his disability

Table 6. Counseling skills instrument grow counselee initiative/motivation to take action.

Skills	Indicator
Encourage the counselee to formulate goals	Make questions about the formulation of goals needed by the counselee, with the standards of achievement, and formulate regarding who how, when, and where to do it
Develop a plan for how to achieve the goal	Develop a plan to achieve goals by determining initial steps, and intermediate steps, developing each action step, and formulating it according to the counselee's abilities
Develop a schedule/agenda of action steps that have been formulated	Develop timelines for each activity and end times for activities.
Develop reinforcement so that the counselee is motivated/encouraged to take his/her actions/steps	Formulate questions that reveal the (pleasant) feelings of the counselee, that the counselee can do something to overcome his shortcomings.
Prepare the implementation of the stages of action/steps	Formulate statements that encourage counselees to have a strong desire to take action to solve a problem
Prepare for implementation through exercises or activities in a small scope	Formulate questions/statements that explore the ability/success of the counselee's experience in overcoming his disability
End the counseling meeting	Invite the counselee to check readiness in taking action steps
Develop a statement that invites the counselee to meet again and convey the achievement of the goals he has obtained	Invites the counselee to meet again to convey the success of his actions

3.2. Overview of guidance and counseling teacher counseling skills

According to research results, it is known there are three categories of counseling skills for counseling teachers, namely appropriate (skilled), middle (skilled enough), and lower (less skilled). The three categories are spread across all participants (see **Table 7**).

Table 7. Overview of guidance and counseling skills.

Category	n	%
<i>Appropriate</i>	7	16%
<i>Middle</i>	30	68%
<i>Lower</i>	7	16%
Total	44	100%

Table 7 shows an overview of the counseling skills of the majority of counseling teachers in the middle category (skilled enough) of 30 people (68%). Meanwhile, counseling teachers who were in the appropriate (skilled) and lower (less skilled) categories had the same number of 7 people (16%). The results of the study provide information about the tendency for counseling skills of counseling teachers to be at a sufficiently skilled level. This shows that counseling skills which are part of professional competence still need improvement to support the provision of optimal counseling services. Counselors should be able to master counseling skills as a basis for providing services (Farley, 2017).

4. CONCLUSION

Counseling skills need to be mastered by the counseling counselor/teacher as a basis for providing services to counselees. However, the results of the study show that the majority of counseling teachers are quite skilled in carrying out counseling. These results were obtained through a self-assessment technique that facilitates the counseling teacher's awareness of his skills.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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