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NON-TECHNICAL SKILLS DEVELOPMENT OF PROSPECTIVE COUNSELORS

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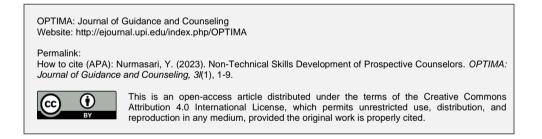**Abstract**: Counselors in the field get moderate to low ratings in terms of guidance and counseling services as a whole. Performance is considered not by the competencies that should be possessed. Before entering the world of work, prospective counselors need to prepare themselves by practicing non-technical skills. Non-technical skills have a bigger role than technical skills at work. The research uses a qualitative method, namely a literature review with multiple hermeneutic analyses. The non-technical skills of prospective counselors are divided into two general non-technical skills as a form of adaptation to entering the world of work and micro counseling, namely non-technical skills to optimize guidance and counseling services. Development of non-technical skills is carried out by integrating academic and non-academic. Recommendations for universities providing non-technical skills development services; prospective counselors recognize the need to develop non-technical skills; future researchers can examine techniques that are effective in teaching and training non-technical skills.

INTRODUCTION

Counselors in the field receive assessments from service recipients, one of which is students. The assessment of 633 high school students in Batam City gave an overall value of counseling guidance services of 11.72% (in the very dissatisfied category) in the academic, personal social and career fields (Marpaung, 2021). Research in Semarang City on 329 high school students showed that the level of student perception of counselor performance was in the

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moderate category (65.65%) on the grounds that students viewed counselors as having unsatisfactory performance and not by the competencies that counselors should have (Kartiko, 2014). Research in Aceh shows that mastery of the concepts of attending, questioning, observing and responding is still not satisfactory (Bustamam, 2016). There is a gap between the skills of the counselor and the needs in the field. Prospective counselors need to equip themselves with a variety of skills to answer problems in the field, both technical and non-technical skills.

From the employment perspective, in general, it was also revealed that 58% of prospective employees lacked mastery of non-technical skills which limited their company's productivity (Linkedin survey); in a Wall Street Journal survey of nearly 900 executives, 92% said skills were as important or more important than technical skills. 89% said they had a very or very difficult time finding people with the required attributes (Davidson, 2016). Deloitte Access Economics estimates that jobs with non-technical skills will account for two-thirds of all jobs by 2030, compared to half of all jobs in 2000 (Davidson, 2016). According to Wilhelm (2002), employers assert that too many high school and college graduates lack the skills necessary to contribute productively to their jobs without extensive employer training.

Non-technical skills have a bigger role than technical skills. Non-technical skills have an important role in shaping one's personality and every student needs to acquire adequate skills beyond academic or technical knowledge (Schulz, 2008). The non-technical skills of prospective counselors are categorized into two, namely non-technical skills according to workers in general such as problem solving, time management, leadership, decision making, and adaptive to be able to adapt to the changing times that are happening. Second, basic counseling skills such as active listening, attending, paraphrasing, and showing an authentic attitude that helps counselors provide guidance and counseling services. These two categories of non-technical skills need to be trained in the realm of education at universities so that prospective counselors are well-equipped and ready to provide guidance and counseling services upon graduation. Universities strive to develop graduates who are equipped with various skills and attributes that will help them succeed in a broad and varied range of tasks and responsibilities (Yassin, 2008). Essential non-technical skills are in today's increasingly competitive job market; employers prefer to accept job candidates who are trained from the initial stage; being one

of the reasons for job refusal due to inadequate non-technical skills (Schulz, 2008).

Previous research regarding the development of non-technical skills for a prospective counselor was conducted at IAIN Surakarta in 2018 for BKI students by integrating academic activities, such as lectures or practicums and organizing a program in the form of a Career Development Program (CDP) which specifically facilitates students in developing their soft skills (Triyono, 2018). Non-technical skills training at UNIRA Malang is held every month, namely, the career center expands collaboration with industry for work internships when students are on semester break (Kholisna, 2019).

The non-technical skills of prospective counselors need to be developed and trained from when they are still students to counselors who work in the field, both in schools, in the social, religious and other fields. Based on this background, the researcher wanted to conduct a scientific study using a literature review approach to find out methods for developing the non-technical skills of prospective counselors. The purpose of this study was to determine (1) the variety of non-technical skills of counselors; (2) the development of non-technical skills of prospective counselors.

METHOD

This study used a qualitative method, namely a literature review. The collection technique used is to examine documents that contain facts and data stored in materials in the form of documentation, which is available in the form of textbooks, reports, scientific articles related to culture, values and norms that develop in the social situation under study (Sugiyono, 2012). Data analysis was performed using multiple hermeneutic analyses. Double Hermeneutic Analysis is interpreted because there is a double process (two levels) of translation/interpretation, namely: interpretation of field phenomena which gives birth to abstractions as interpretations that depend on facts and interpretations of abstractions related to interpretations of theory (Habsy, 2017). This analysis looks at phenomena, facts and data regarding the skills and abilities of counselors in the field and then relates them to related theories.

FINDINGS AND DISCUSSIONS
Variety of Counselor Non-Technical Skills

Non-technical skills are personal traits and interpersonal skills (Schulz, 2008). Non-technical skills combine all aspects of generic skills which include

cognitive elements related to non-academic skills. Non-technical skills will influence a person in interacting and establishing relationships with oneself, groups, and more broadly, namely society. Prospective counselors need to know non-technical skills to improve the theirlity of a counselor upon graduation. Counselor quality is all criteria of excellence including personal aspects, knowledge, insight, skills, and values possessed by the counselor, which will determine the effectiveness and success of the guidance and counseling process (Triyono, 2018). Based on Government Regulation Number 27 of 2008 concerning Academic Qualification Standards and Counselor Competences are mapped into four competencies, namely pedagogic, personality, professional, and social competencies.

Non-technical skills are generally needed by prospective counselors to compete with other professions, and to be adaptable, professional and innovative in providing services. These skills are critical thinking, communication, collaboration, creativity and problem solving, self-regulation, and ethical skills (Tuononen, 2022). In the era of society 5.0, counselors need responsive skills, critical thinking, creativity, complex problem solving, people management, coordinating with others, emotional intelligence, judgment and decision making, service orientation, negotiation, cognitive flexibility, and teamwork (Astuti, 2019). Non-technical skills that are important to develop in students in higher education institutions include communication, thinking and problem solving, working in teams, being lifelong learners and managing information, entrepreneurship, leadership, ethics, morals and professionalism (Hariyani, 2012)

Counseling non-technical skills are the minimum skills that must be owned by a professional counselor, so mastery of counseling skills will be one of the guarantees in the continuity of the counseling process to achieve the expected counseling goals. (Ivey & Ivey 2003). Counselors also play a role in schools and communities to teach others a variety of interpersonal counseling and communication skills (Counseling non-technical skills are also called microcounseling. Microcounseling has for many years emphasized a balanced focus between personal and contextual counselors (Marjo, 2013). Microcounseling non-technical skills and non-technical skills in general need to be mastered to achieve the four standardized competencies. Microcounseling skills are decisive in optimizing the counseling services provided by a counselor. Microcounseling skills emphasize the importance of the concept of focus in counseling. Microcounseling skills are one of the compulsory subjects

taught to prospective counselors. Counseling process skills, include receiving (attending), listening (listening), and influencing (influencing), as well as the potential impact on the counselee to change (Ivey & Ivey 2003). Basic counseling skills are skills lan to facilitate communication when explaining concerns, questions, responses and empathy (Brems, 2001). Counselors need communication skills to help counselees engage in the helping process (Egan, 2009).

Development of Non-Technical Skills of Prospective Counselors

Prospective counselors need to have a variety of non-technical skills described above to form their personalities as counselors. Non-technical skills will shape human personality (Schulz, 2008). Non-technical skills show a person interacting with the environment, so this is an important aspect for students to enter the work environment (Kholisna, 2019). Non-technical skills are abilities that are inherent in a person but can be developed to the fullest and are much needed in the world of work (Aly, 2017).

There are two methods for learning or improving non-technical skills: formal training in lectures and independent training (Schulz, 2008). Programs and activities can be divided into two, namely programs in academic and non-academic processes. Programs that are incorporated into the academic process have three teaching alternatives, namely: (1) through independent subject learning activities, (2) using lecture methods by integrating them into certain courses, and (3) by making lectures a role model for students. students (Aly, 2017).

Learning methods that are suitable for training non-technical skills are methods that prioritize the active role and focus of students (students) thereby increasing taste (affective) and behavioral (psychomotor) processing (Muhmin, 2018); active learning methods that emphasize students' activities and roles in the learning process are most often found as enhancing factors (Tuononen, 2022). Learning that prioritizes the active role of students such as project-based, work and digital learning emphasizes student activity or what is known as student-centred learning. A more flexible learning method that places students as learning subjects and not as objects are student-centred learning (Hariyani, 2012). Student-centred learning (SCL) is a model in which students are placed at the core of the learning process, with the teacher only acting as a facilitator, which aims to provide them with authentic, needs-based, cooperative and collaborative instruction through active, democratic and friendly learning approaches students (Singh, 2011). Inhibiting factors are also mainly related to

the learning environment such as teacher-focused instruction, lack of interaction, poor work life and negative practical experiences with learning non-technical skills (Tuononen, 2022). The development of microcounseling non-technical skills is trained by using videos in class; live demonstrations in class; classroom role play (eg, guided practice); class discussions; debate; group work in class (eg, small group skills practice, small group discussion); and reviewing recordings, transcribing, and commenting on skills practice (Harris, 2015).

Non-academic methods by providing training outside class hours that are integrated into courses, such as seminars, workshops, and online and offline training in collaboration with parties outside the university. Non-technical skills training (soft skills) is an activity that supports students to develop abilities that can support career achievements (Kholisna, 2019); seminar courses, and online course components (e.g. discussions, readings) (Harris, 2015).

CONCLUSION AND RECOMMENDATION

The non-technical skills of prospective counselors support work in general as an employee and specifically as a counselor. Non-technical skills in general support prospective counselors to be competitive with other professions so that they can become adaptive and innovative counselors. Non-technical skills in the form of problem solving, decision making, communication, and creativity. Non-technical skills for counseling such as receiving active listening, opening counseling, paraphrasing and confrontation will affect the quality of the counseling services provided. Both types of non-technical skills of counselors need to be developed since studying, when they become students/counselor candidates.

The development of both types of non-technical skills is carried out academically integrated and/or independently. Integration with academics is carried out using a democratic student/prospective counselor-based learning approach and developing the active role of prospective counselors. Non-academic counselor candidates can attend online or offline training, workshops or seminars.

Recommendations for universities to provide non-technical skills development services that are integrated with academics, either implicitly or explicitly so that prospective counselors have qualified provisions to work. Prospective counselors also need to be independently aware of the need for developing non-technical skills by participating in activities outside of academic activities. Future researchers can examine techniques that are

effective in teaching and training non-technical skills in general and non-technical counseling for prospective counselors.

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