

## The use of basic counseling skills in individual counseling sessions by counseling guidance students

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**Abstract:** This study aims to determine the skills and proficiency of Islamic Education Counseling Guidance students in using basic counseling skills in individual counseling sessions. This research uses qualitative research methods with Case Studies research design with multiple case studies. The data collection technique used by the researcher is a purposive sample in data collection techniques using observation, interviews, and documentation. The results showed that Islamic Education Counseling Guidance students used thirteen basic counseling skills: attending, reflection, exploration, confrontation, open-ended questioning, closed-ended questioning, leading, focusing, tentatively concluding, clarifying, facilitating, concluding, and closing. Some basic counseling skills have not been used, such as paraphrasing, minimal encouragement, interpretation, directing, silence, taking the initiative, advice, and information. What carried out the evaluation results after the individual counseling session ended, the counselee was satisfied with the service, and they said they felt helped. The service process provided by the counselor to the counselee will be much more optimal if the counselor or prospective counselor continues to improve their competence and uses all the basic counseling skills that exist in the assistance process.

**Keywords:** Basic counseling skills; individual counselling; prospective counselor

### Introduction

Counseling skills have not been understood conceptually, and meanings and examples of the use of each skill have not been adequately mastered. Counselors in Bandar Lampung often provide examples of inappropriate skills (Erlina, 2016; Yaumas et al., 2016). Counselors can achieve the expected goals if they master counseling skills well (Kusmaryani, 2010). Research on basic counseling skills needs to be done to see the competence of basic counseling skills among high school counseling teachers (Erlina, 2016; Latipun et al., 2019). Guidance and counseling services are an essential part of implementing educational programs. One of the main goals of guidance and counseling services is to create learners into optimally developed, cultured, and productive individuals. The principle of guidance and counseling is "Guidance for All," meaning that everyone has the same right to obtain guidance and counseling services, whoever the individual is, where he comes from, and whatever the condition, they have the same rights in obtaining services (Lianawati, 2018; Mahadhita & Kurniawan, 2017).

The most appropriate person who can provide counseling services to counsees is a counselor or counselor. It is hoped that a counselor can help students achieve the desired goals in practice. The help in question can be helping counsees make positive behavioral changes, developing their potential, and encouraging them to be independent in making decisions. There are several ways to achieve the above objectives, namely by conducting the counseling process properly and correctly to run effectively and efficiently. Therefore, the counselor must be competent when conducting the counseling process. Counselor competence can be characterized by proficiency in using basic counseling skills.

Raden Intan State Islamic University Lampung (RISIUL) has a Faculty of Tarbiyah and Teacher Training with one of the majors, namely Islamic Education Guidance and Counseling (IEGC). This department has a vision and mission to foster and prepare prospective student counselors in schools. The IEGC Department develops core courses that students must take as

one of the characteristics that distinguish counseling graduates from other scholars. One of the courses that help students develop counseling skills is the individual Guidance and Counseling course and Group Guidance and Counseling.

Counseling activities can be carried out effectively if every counselor in the school continues to maximize their competence and students are serious about mastering and understanding counseling skills (Radjah, 2016; Satyawan, 2017). Counselors need skills to combine various theories and techniques in the counseling process (Myrick, 1987). Individual and group counseling is the primary method counselors use in providing counseling services to counsees; counselors need to use many strategies so that the counseling process runs smoothly and effectively (Rahmi & Suriata, 2019; Rimonda et al., 2020).

It is hoped that the counselor will sharpen their focus so that they can follow and not lose the cause or miss the information conveyed by the counselee; the counselor should not deviate from the storyline or jump on a different topic (Aladag, 2013; Hafina, 2010). Sessions that are considered ineffective are sessions without a structured strategy; for example, there is no storyline, poor response, ignoring the counselee's problems, jumping from one topic to another, and failing to determine when is the right time to use open and closed questions. The result is that the counselor fails to use basic skills to encourage the counselee to continue providing information in the form of essential data.

Counseling techniques or skills are the keys to success in achieving counseling goals, so a counselor must be able to respond to counseling with techniques or skills correctly, according to the current state of counseling (Willis, 2017). Mastery of counseling skills can provide opportunities and ensure the continuity of the counseling process is thriving, hoping that the counselee can solve the problem on their own (Anjar, 2017; Ivey et al., 2013).

Counselors should use responses classified into various basic communication skills techniques, such as (1) the opening stage is building rapport, attending, acceptance (acceptance), listening, empathy, and reflection; (2) the problem exploration stage is to invite openly, follow the subject, open questions, confrontation, little encouragement, clarify, lead, focus, be silent, take the initiative, give advice and then; (3) the terminal stage (termination) such as stating the time for the counseling process has run out, concluding, asking feelings, giving and following up, planning the next meeting (Ghani, 2003; Kamaluddin, 2011; Melinda, 2015).

## **Method**

This study uses a qualitative approach to describe the problem. Qualitative methods are carried out to explore and understand individuals or groups of people who are ascribed to social or humanitarian problems. This qualitative research process involves essential efforts, such as asking questions, collecting specific data from participants, analyzing data inductively from specific themes to general themes, and interpreting the meaning of the data (Creswell, 2013).

The design used in this research is Case Studies with multiple case studies. Case study research design is one of the strategies used by researchers to conduct in-depth investigations of events, programs, and activities of a person or several people concerning a case bound by time and activity. Researchers carried out detailed data collection and used various procedures to collect related data ((Siyoto & Ali, 2020). The sampling technique used non-probability sampling and purposive sampling. The purposive sampling technique is carried out based on specific considerations or criteria (Hasanah, 2017; Moleong, 2019).

The data analysis technique was carried out through qualitative descriptive analysis, describing or describing the data collected as they were without intending to make conclusions that apply to the public or generalizations (Suprpto, 2013). Qualitative data analysis activities are carried out interactively and continuously until complete so that the data is saturated.

Data triangulation aims to group data based on categories, themes, and answer patterns. This stage requires a deep understanding of the data, full attention, and openness to things that arise outside of what you want to explore. Based on the theoretical framework and observation guidelines, the researcher developed an initial analysis framework as a reference and guide for coding. Through the guidelines that have been compiled, researchers can read transcripts of observations and perform coding, selecting data that are considered relevant to the subject of discussion.

## **Results and Discussions**

The results of the study were obtained from interviews, observations, and documentation conducted by researchers with three IEGC RISIUL Semester 7 students Disappointed F. Researchers obtained the basic counseling skills used by students when carrying out counseling sessions as follows:

The attending behavior carried out by the three students shows that the application of attending skills is quite correct, such as allowing the counselee to sit in a chair, offering drinks, starting with greetings, asking questions, asking the counselee's attendance process to meet the counselor, and so on. Attending has a purpose; namely, the counselee can feel that he is recognized, valued, and expected. In reflection skills, students have applied these skills, such as reflecting on the feelings, thoughts, and experiences experienced by the counselee due to observing their verbal and nonverbal behavior.

In exploration skills, students have been able to explore the counselee's experiences, feelings, and thoughts. Not a few counselees keep secrets, close themselves off, or cannot express their problems clearly, honestly, and openly to the counselor. Students convince the counselee to tell the problem openly. In confrontation skills, students have been able to listen to the counselee's story actively and then encourage the counselee to examine himself and the whole situation. Students clarify and enable creative problem-solving.

Students carry out open questioning skills to dig deeper into a problem so that the counselor can find out the core or root of the problem experienced by the counselee. Open-ended questions allow the counselee to tell a long story so that the counselor can find out many things related to the counselee's problem. Students ask open-ended questions so that the counselee can convey his problems honestly and willingly. In contrast, to open questions which allow the counselee to tell a long story, closed questions require the counselee to answer the counselor's questions briefly. The purpose of closed questions is to obtain information, clarify something, and stop the counselee's conversation from deviating from the topic. Forms of questions often begin with whether the words are there and answer yes or no in short words. Students also use leadership skills so that the conversation can achieve the goals that have been set; the counselor can direct the counselee when the counselee speaks rambling or deviating. This counseling skill aims to guide the counselee so that the counselee does not deviate from the focus of the conversation and directs the conversation to the counselee's goal.

In using counseling skills, students have been able to create focus through their attention to the conversation with the counselee. Focus helps the counselee to focus on the subject. The counselor is in charge of helping the counselee stay focused on the topic of conversation. The conversation can progress gradually, and the direction of the conversation becomes more precise; then, after some time, the student and counselee conclude the conversation. Togetherness is very much needed so that the counselee understands that decisions about himself are the responsibility of the counselee, while the counselor is only helping. Students can conclude temporarily, which usually this skill often appears in the middle of the counseling session process.

Students clear the counselee's thoughts and speech that are vague, unclear, and seem doubtful. Students also open communication so that counsees feel free to talk with counselors to express their feelings, thoughts, and experiences. That way, communication and participation from the counselee are increased, and the counseling process can run effectively. When students want to close the counseling session, together with the counselee, they make conclusions about what has happened during the counseling process. In conclusion, it is emphasized what the counselee has got. The skill of closing the session is an activity to end the counseling. Some things to note are that the counselor has summarized the counseling process with the counselee, indicated that the time agreement/contract time with the counselee had ended, and made a follow-up meeting if necessary.

Students of Islamic Education Guidance and Counseling Faculty of Tarbiyah and Teacher Training RISIUL are involved or become objects in this research. The results showed that the basic counseling skills used were 13 points, and it was seen that students had been able to use the basic counseling skills well. Some basic counseling skills that have not been used are paraphrasing, minimal encouragement, interpretation, directing, silence, taking the initiative, giving advice, and giving information. Counseling students must master complete counseling basic skills such as the ability to use responses classified into various basic communication skills techniques, such as (1) the opening stage is building rapport, attending, acceptance, listening, empathy, reflection; (2) the problem exploration stage is to invite openly, follow the subject, open questions, confrontation, little encouragement, clarify, lead, focus, be silent, take the initiative, give advice and then; (3) the terminal stage (termination) such as stating the time for the counseling process has run out, concluding, asking feelings, giving and following up, planning the next meeting (Kurniati, 2018; Kusmaryani, 2010; Nirmala, 2017).

Using basic counseling skills in the counseling session process carried out by three students made the counseling session process successful; if students used all the basic counseling skills correctly, the counseling results would run more optimally. Several things that happened in the field showed that the problem was that students were not ready to take counseling, general chat, and only formal advice. Counselors could not define student problems and apply counseling techniques, and more counselors did not understand the counseling stages.

## Conclusions and Suggestions

Based on the analysis results on the use of basic skills of counseling students in Islamic education counseling guidance in counseling sessions, the researchers can conclude that students use thirteen basic skills. Counseling skills include attending, reflection, exploration, confrontation, open-ended questioning, closed-ended questioning, leading, focusing, summarizing, clarifying, facilitating, concluding, and closing. Students successfully use basic counseling skills in counseling sessions. Skills that are not used are paraphrasing, minimal encouragement, interpretation, directing, silence, taking the initiative, giving advice, and giving information. It is expected that students can read and learn basic counseling skills to understand and master counseling. Students need to attend training related to basic counseling skills to have broad insight into basic counseling skills.

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