
Depth of relationship counseling review counselor version

Sisca Folastr^{1,2*}, M. Ramli²

¹State University of Malang, Indonesia, ²Indraprasta University PGRI Jakarta, Indonesia

*Corresponding author, e-mail: sisca.folastr.2201119@students.um.ac.id

Abstract

The depth of the relationship in counseling is key in determining the success of counseling. The method used in this study is the survey method. The sample in the study involved as many as 36 counselors. The instrument used is the Rational Depth Frequency Scale (RDFS). The data analysis technique uses Rasch modeling with the winstep program version 4.45. Research has revealed that in general counselors have a depth of relationship in the counseling process. Where the counselor in the moment of depth of the relationship feels intense security, genuineness, empathy, and positive acceptance in the counseling process. The counselor feels what the counselor is going through, the counselor openly conveys his problems because of the counselor's warm and pleasant acceptance attitude. The depth of the counselor relationship in the counseling process as one of the factors of success and effectiveness of counseling. The results of this study can be used as preliminary data to examine more deeply the depth of the relationship in the counseling process in terms of counseling.

Keywords: Depth of Relationships; Counseling; Counselor; Rasch Model

How to Cite: Folastr, S., & Ramli, M. (2022). Depth of relationship counseling review counselor version. *Konselor*, 11(2), 75-82. doi:<https://doi.org/10.24036/02022112119743-0-00>



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2022 by author.

Introduction

The relationship between counselor and counselor is part of determining the smoothness and success of counseling. The goals to be achieved in the counseling process can be effective if a positive relationship is established between the counselor and the counselor, thus allowing the counselor to explore and develop his or her potential. Without a good relationship, it is difficult to achieve successful counseling. According to Rogers' research the greater the level of concern, appreciation, acceptance, and assessment of the client in a non-possessive way, the more likely it is that counseling will be successful (Corey, 2011). Building a counseling relationship is very important and decisive in conducting counseling (Putri, 2016). A counselor cannot establish a counseling relationship if he does not know himself or the counselor, does not understand the purpose and purpose of counseling and does not master the counseling process. In counseling relationships, in principle, it is emphasized how counselors develop a rapport (familiar) counseling relationship and by utilizing verbal and non-verbal communication. So counseling is not numbering *content* (client problems). Similarly, strategies and techniques should not take precedence, the important thing is to create a warm relationship and foster the counselor's trust in the counselor, so that the client will be open and willing to engage in counseling talks. The counseling relationship begins when the counselor-counselor meeting and the focus of attention is on the counselor's care. These concerns can be issues, symptoms, or problems. This is where the role of a counselor's skills is important to sit the problem so that the client is able to overcome it.

The state of deep contact and the involvement of counselors and counselors is very helpful in understanding and appreciating others at a high level. This condition needs to be created by the counselor considering that the role of the counselor is very important in the counseling process (Mulawarman, 2017). This opinion is also supported by Rogers states that the necessary and sufficient conditions for therapeutic personality changes lie in the quality of relationships (Corey, 2011). The depth of the relationship as a quality of contact that two people may experience when a person embodies the core conditions of empathy, alignment, and Rogers' unconditional positive reward centered on people (Mearns & Cooper, 2005). The term 'contact' at the depth of the relationship was first used by Dave Mearns in 1996 to highlight aspects of

the relationship, which he felt had not been explored. Mearns (2003) went on to describe relational depth as 'the extraordinary depth of human contact and emphasize the importance of that depth in relationships. Where the state of 'a person simultaneously experiences a high and consistent level of empathy and acceptance of the other, and relates to them in a very open way. The depth of the relationship involves emotional qualities such as psychological intimacy, mutuality, presence (authenticity, openness, and involvement by both parties), affirmation ('reaching out to the client's differentiation) and' wordless encounters or close mutual communication and adjustment to the other (Wiggins et al., 2012).

Creating a close relationship is indispensable in counseling, starting from the reception of a warm and open counselor, the counselor feels that he is well received and thinks that his counselor can direct himself in solving his problems. Counselors in counseling relationships are expected to cause congruence in counselors, where counselors have an attitude as they are, frankly and not defensively. In addition (Mearns & Cooper, 2005) proposes that (1) relational depth is characterized by the union of six conditions namely presence, reality, affirmation, client openness, mutuality and a 'meeting without words', (2) relational depth takes two forms i.e. a certain general quality of a relationship, and a certain moment of meeting.

Then the theory centered on the person as a whole can be seen as a relational theory in which the initial relationship determines psychological health (Hariko, 2016). The first impression obtained by the counselor was very positive so that in the counseling process the aura displayed by the counselor was also carried away in the counseling atmosphere. It is also undeniable that it also helps the counselor open up and trust the counselor to understand himself and give an appropriate response to his problem. Developing a counseling relationship is a counselor's effort to increase client engagement and openness, so that it will facilitate the counseling process. The main form of counseling relationship is a personal meeting with the person (counselor-counselor) which is motivated by the environment (internal-external). To achieve the level of trust of the counselor in order to be able to achieve the counseling goals that have been set, so that the counselor can express himself, his experiences and feelings freely, so that self-understanding and the environment will be better and the courage to make decisions effectively is needed, it is necessary to have a good quality of interpersonal relationships from the counselor in counseling.

The importance of the quality of the counselor's relationship with the client is shown through the counselor's ability to congruence, empathy, unconditional positive regard, and respect for the client. It recognizes that there will be model differences in counseling practice and is naturally influenced on the model selection carried out by some counselors. Basically, every counselor has positive potential and strength in the current dimension of time to develop themselves. (Corey, 2011) explains that the most important part of counseling is being an effective counselor. Building a *counseling relationship* is very important and decisive in conducting counseling. A counselor cannot establish a counseling relationship if he does not know himself or counselor, does not understand the purpose and purpose of counseling, and does not master the counseling process. Effective counseling depends on the quality of the relationship between the client and the counselor (Geldard et al., 2017).

Rogers (Corey, 2011) stated that there are several competencies of counselors that can provide direct changes to counseling during the counseling process including: 1) Sincerity, 2) Acceptance. valuing the counselor as a valuable individual, 3) Empathy is the ability to put the self, soul, and feelings of the counselor into the counselor's soul, and feelings. Some of these changes include: 1) being more realistic in looking at himself, 2) being more confident and having the ability to self-direct, (3) being more positive in judging oneself, 4) being more mature, 5) being able to cope with the stress he faces, 6) having a more healthy personality structure.

This study aims to determine the depth of relationships in the counseling process. It is defined as a feeling of deep contact and engagement with the other, in which the counselor experiences a level of empathy, positive acceptance, and transparency/as is towards the counselor.

Method

The research method used in this study is the survey method. The study involved 100 counselors. The sample size of the study qualified for calibration ± 0.5 logite and 95% confidence level, in a sample range of 64-144 (Sumintono & Widhiarso, 2015). Therefore, a large sample of 100 counselors was determined using random sampling techniques, with the number of samples in this study the requirements for measurement strength and statistical strength have been met (accessible through <http://surl.li/dwjkj>).

The purpose of this study is to determine the depth of relationships in counseling from the perspective of the counselor. When the depth of the counselor's relationship in counseling is done by the counselor. The test will be held on October 4, 2022. The depth of the counselor relationship in counseling is measured using the Rational Depth Frequency Scale (RDFS) which is an adaptation of the English version (Di Malta et al., 2020). RDFS consists of 20 questionnaire items and has two dimensions of relationship depth, namely the depth of the long-lasting relationship and the intense moments of the depth of the relationship. Data analysis using Rasch model (Sumintono & Widhiarso, 2014); (BOND et al., 2015); (Folastri et al., 2017). Data analysis involved the use of the Winstep Version 4.45 application (Linacre & Linacre, 2012).

Results and Discussion

The experience of counselor relationships in this study includes (1) testing the theoretical model of the data collection instrument, and (2) analyzing the relationship in the counseling process based on the theoretical model that has been compiled.

Testing the Theoretical Constructs of Research Instruments

The purpose of the Global Test of Fit Test is to provide information regarding the quality of respondents, the quality of the research instruments used, and the interaction between respondents with items both separately and as a whole used to measure the depth of relationships in counseling, it was found that modeling was used in accordance with theoretical research constructs (Folastri et al., 2017).

Based on tabel 1. it can be seen that the average value of the counselor (N = 100) on the instrument of the frequency of the depth of the counselor relationship is +1.00 logit. This suggests counselors tend to be more amenable to statements on various items of relationship depth frequency (+1.00 logit \geq 0.00 logit). Judging from the aspect of overall measurement reliability (item and person), it is known that the reliability value reaches 0.91. This means that the interaction between the items in the instrument with the respondent at the time the study is carried out can be interpreted well. As for the eligible items in this study, there were 17 items (accessible through <http://surl.li/dwjki>)

Tabel 1. Global Test of Fit untuk RDFS (I=17, N=100)

Item-Person Reliability 0.91 Cronbach Alpha (Kr-20) Person Raw Score "Test" Reliability			
Items		Person	
Mean	0.00	Mean	1.00
SD	0.29	SD	1.25
Reliability	0.74	Reliability	0.86
INFIT MNSQ	0.99	INFIT MNSQ	1.05
OUTFIT MNSQ	1.02	OUTFIT MNSQ	1.02
INFIT ZSTD	-0.14	INFIT ZSTD	-0.46
OUTFIT ZSTD	0.07	OUTFIT ZSTD	-0.49
Separation Index	1.67	Separation Index	2.52
Standard Error of Item Mean =	0.07	Standard Error of Person Mean =	0.13

Source: Data processed from the results of research data collection

Table 1. The Global Test of Fit shows that the average sensitivity of answer patterns (INFIT MNSQ), and difficulty sensitivity (OUTFIT MNSQ) of all persons in order is +1.05 logit and +1.02 logit. These values are still within the ideal number of measurement distortions (+0.5 logit to +1.5 logits), or in other words, all persons (respondents) when the measurement is made are in the best condition to answer the instrument items given by the researcher. Furthermore, the average sensitivity of the answer pattern (INFIT ZSTD), and the sensitivity of the difficulty level (OUTFIT ZSTD) of all persons in order is -0.46 logits and -0.49 logits. These values are in a measure of data that has a logical estimate (-1.9 logit to +1.9 logit), or in other words, the data provided by all persons (respondents) according to the proposed theoretical model. The average answer pattern sensitivity (INFIT MNSQ), and difficulty sensitivity (OUTFIT MNSQ) of all items in order are +0.99 logits and +1.02 logit. These values are still within the ideal number of measurement distortions (+0.5 logit to +1.5 logit), or in other words, the entire item is of good quality for measurement. Furthermore, the average answer pattern sensitivity (INFIT ZSTD), and difficulty sensitivity (OUTFIT ZSTD) of all items in order is -0.14 logit and 0.07 logit. These values are in a measure of data that has a logical estimate (-1.9 logit to +1.9 logit), or in other words, all instrument items according to the proposed theoretical model. Next the evaluation of the measurement ability of the instrument to measure what should be measured, in this case is the construct of the depth of the counseling

relationship. The analysis used principal component analysis (PCA). Description of the unidimensional test as shown in Table 2 below

Table 2. Principal Component Analysis (PCA)

	Eigenvalue	Observed		Expected
Total Raw variance In observations	= 29.3065	100.00%		100.00%
Raw variance explained by measures	= 12.3065	42.00%		42.00%
Raw variance explained by persons	= 6.485	22.10%		22.10%
Raw Variance explained by items	= 5.8215	19.90%		19.80%
Raw unexplained variance (total)	= 17.0000	58.00%	100.00%	58.00%
Unexplnd variance in 1st contrast	= 2.7156	9.30%	16.00%	
Unexplnd variance in 2nd contrast	= 1.9431	6.60%	11.40%	
Unexplnd variance in 3rd contrast	= 1.6649	5.70%	9.80%	
Unexplnd variance in 4th contrast	= 1.4957	5.10%	8.80%	
Unexplnd variance in 5th contrast	= 1.3588	4.60%	8.00%	

The percentage of the total result of raw variance on the above measurement observations is 42.00%, which indicates that the unidimensionality test requirement is met ($\geq 20\%$). Another thing, that is, the variance that cannot be explained by the research instrument in the order of 9.3%, 6.6%, 5.7%, 5.1%, and 4.6%. It can be said to be appropriate for measurement because the percentage of unexplained variance in this study does not exceed 15%.

Table 3. Relationship Depth Scale Rating Test

	Observed Average	Andrich Threshold
Not at all	-0.99	None
Only occasionally	0.15	-1.50
Often	1.02	0.7
During the service	1.85	1.43

Source: Data processed from the results of research data collection

Based on Table 3, the average value of the observation starts from -0.99 logit for the answer choice that scores 1; +0.15 logit to answer the choice that scored 2; the answer choice obtained by a score of 3 is +1.02 logit; +1.85 logits for choice answers that scored 4. The logit score on each answer choice shows a small difference in the logit value for the answer choice with a minimum score, the logit value for the large answer choice with the maximum score. This means that the respondent can ascertain the difference between the answer choices provided in the relationship depth instrument. In addition, the average value of the observation is relevant to the Value of Andrich's Threshold which moves from none then moves towards the negative logit and continues to point to the positive logit for each answer choice indicating that the given answer choice is valid (no -> -1.50 Logit -> +0.7 logit -> +1.43 logit). In this case, the congruence between the item and the ideal answer choice.

Depth of counseling relationships

Analysis instrument the depth of relationship counseling item refers to the average value of the item logit. The average logit value of the item is always set in 0.00 logit indicating the initial reference point of the scale. The results of the analysis showed the order of the depth of the counseling relationship based on the items that tended to be the most difficult to be the easiest to be approved by the counselor. Based on table 4 it is revealed that item number 5, "we are very connected to each other", has the largest logit value (+1.08 logit). This reveals that item 5 is the most difficult item for the respondent to have to approve. The statement can be interpreted to mean that the counselor finds it difficult to feel the connection with the counselor is really felt in the counseling process. In accordance with Rogers' opinion emphasizes the attitude, characteristics of the counselor, and the quality of the counselor's relationship with his client as the main determinant of the outcome of the counseling process (Corey, 2011). The relationship between the counselor and the counselor has an impact in every moment of the counseling process and the purpose of the counseling is achieved. Effective counselors have personal qualities raised in the counseling relationship for the achievement of changes in the counselor. Similarly, it is stated from Lambert & Barley's research that the therapeutic relationship that emerges from the therapist's therapeutic person is strongly and consistently the main factor that supports the achievement of therapeutic goals from clients (Amin & Konseling, 2019). Based on Rogers' perspective, the relationship between Counselor and counselor is characterized by equality. Counselors make no secret of their knowledge or attempt to confuse

the counseling process. The process of change in the client largely depends to a great degree on the quality of this equivalent relationship (Corey, 2011) .

The order of the depth of the counseling relationship is based on the logit score items from the most difficult to the most easily approved/performed by the counselor as presented in Table 4 below.

Table 4. Depth of Counseling Relationships based on Logit Items (I=17, N=100)

No Item	Statement	Logit
16	I had a meeting that was beyond words	0.77
10	We were immersed in the moment/opportunity of the moment/opportunity at that time	0.45
15	I'm experiencing a deep sense of reunion	0.29
19	I feel like we really understand each other on a very deep level	0.19
4	I experienced what felt like true togetherness	0.09
5	We are very connected to each other	0.09
18	I feel like we are very close to each other	0.09
3	I feel like we're both really sincere to each other	-0.03
6	I feel like we accept each other	0.12
8	I felt a warm connection between us	0.14
12	It was like sharing an experience	0.16
17	I feel like we're really in the moment together	0.16
9	I feel very present with it	0.18
7	I felt a clarity of perception between us	-0.2
13	I feel like we really believe in each other	-0.2
11	There is a deep understanding between us	-0.29
20	I feel like we're really open to each other	-0.5

Source: Data processed from the results of research data collection

Then for the item that the respondent most readily agrees on item 20 "I feel we are completely open to each other" has the smallest logit value (-0.5) of the whole item. This means that both the counselor and the client in the moment of depth of the relationship feel that in counseling there is an open, warm and positive acceptance, so that the counselor feels comfortable with the acceptance and togetherness with the counselor in the counseling process, together in terms of understanding the counselor's condition, the counselor is fully involved in the counselor being open to the problems he is experiencing. A positive reception is given just wanting to view the counselor as a human being with all the strengths and weaknesses. The principle is that individuals can accept others as they are. Positive perception has the same meaning as warm, positive effect, altruistic love, respect, prizing, and deep attention (deep caring) (Athia Tamyizatun N., 2016). Relationships that are based on the existence of conditions can give rise to feelings of lack of acceptance. Several studies have revealed that acceptance in counseling treatment sessions has helped provide positive outcomes in handling on the problem, namely being open to problems experienced by counselors (Satyajati, 2019), and also seen in cases of depression (Kim, 2010). This research corroborates that the existence of feelings of k onseli diterima warmly and positively, regardless of any problems he has or is facing, helps him to have more trust in the counselor so that the counselor trusts and is open to the counselor. Of course, with this trust, clients are helped to be more comfortable in counseling sessions. Other positive outcomes eventually emerged after the counselor demonstrated acceptance such as openness, comfort, empathy, and trust. Even so, the depth of the relationship in counseling is felt by the counselor, the extent to which the counselor believes in the counselor and can direct the counselor to achieve the goal in counseling. Likewise with counselors, when he feels this way, his behavior can also be affected.

Rogers has the belief that each individual has positive potential and an inherent ability to direct himself to act positively and constructively (Corey, 2011). Furthermore Rogers in the approach of *person client centered expressed* an opinion regarding the three conditions that are needed to facilitate, suffice, and give rise to therapeutic personality changes are aligned attitudes and authenticity (*congruence or genuineness*), unconditional acceptance (*unconditional positive regard*), and proper understanding of empathy (*accurate empathic understanding*) (Corey, 2011); (Nugraheni et al., 2020); (Sofia, 2017). These three conditions describe the depth of the relationship as a meeting of high levels of synergy and unification in the counseling process.

Rogers' opinion is supported by Wyatt that the depth of relationships can represent a holistic view of psychological contact, taking into account the interpenetrative influence of the self, others, the organic world, and culture (Wilkins, 2015). Culture also has an influence on the experience of the relationship between counselor and counselor, there are rules, value and ethical boundaries that must be observed by counselors in the process counseling (Sanyata, 2006). Therefore, the depth of the relationship between counselor and counselor varies. This difference can be attributed to the difference in the role of counselors and counselors in the counseling process. This statement is in line with Rogers' theory where the counselor is seen as a congruent person, while the counselor is in a contingruent state (Di Malta et al., 2020). The order of the depth of the counseling relationship is based on the logit value of the items from the most difficult to the easiest to approve in the following chart:

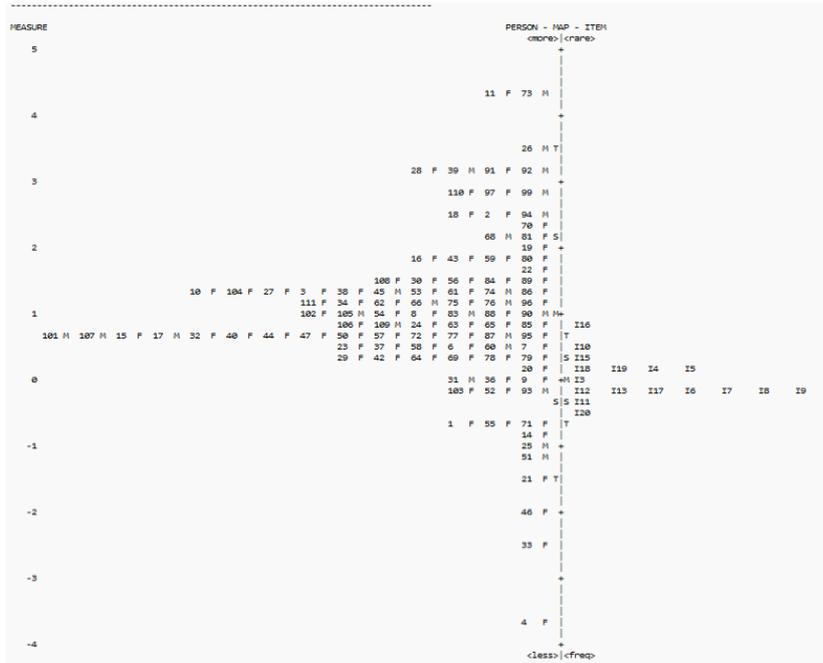


Figure 1. Variable Map KeInternal Relationship

Figure 1 above shows that the distribution of respondents' ability is on the left and the difficulty of the questions is on the right. It can be seen that there are two respondents who have high ability, namely 11F and 73M (+4.28 logit). To see the measurement of the depth of the counseling relationship based on the logit person value as Table 5.

Based on table 5, it is revealed that counselors 73M and 11F (+4.28 logits) showed the highest tendency of relationship depth in counseling compared to all other counselors. While counselor 4F (-3.6 logits) showed the lowest tendency of relationship depth in counseling compared to all other counselors. To be able to see the specifics of the depth of the counselor's relationship in counseling, it can be seen by comparing the average value of the logit person (+1.00 logit) with the average value of the logit item (0.00 logit) on the relationship depth measurement instrument. Based on the information shown by Figure 3 and Table 6 above, it is known that there is not a single counselor who does not have depth of relationship in counseling.

The depth of the counselor's relationship in the counseling process really needs to grow and the need for the counselor so that in the implementation of counseling the counselor feels close, comfortable and trusts the counselor. In addition, internalized cultural aspects also affect the depth of relationships in counseling and this needs to be studied more deeply for researchers then seen from the counseling side, the existence of cultural sensibilities, beliefs and attitudes, dimensions of knowledge and dimensions of skills corresponding to intercultural counseling.

Table 5. Measurement of The Depth of Counseling Relationships

M				F			
Person	Logit	Person	Logit	Person	Logit	Person	Logit

(Depth of relationship counseling review counselor version)

73	4.28	11	4.28	86	1.4	7	0.55
26	3.55	28	3.11	104	1.28	23	0.55
39	3.11	91	3.11	34	1.17	6	0.45
92	3.11	97	2.79	62	1.17	37	0.45
99	2.79	110	2.79	75	1.17	58	0.45
94	2.53	2	2.53	96	1.17	64	0.35
68	2.13	18	2.53	111	1.17	79	0.35
45	1.4	70	2.32	8	1.06	29	0.26
74	1.4	81	2.13	54	1.06	42	0.26
66	1.17	19	1.96	88	1.06	69	0.26
76	1.17	16	1.8	102	0.95	78	0.26
83	1.06	43	1.8	24	0.85	20	0.16
90	0.95	59	1.8	63	0.85	36	0.07
105	0.95	80	1.8	65	0.85	9	-0.03
109	0.85	22	1.66	85	0.85	103	-0.12
101	0.74	30	1.53	106	0.85	52	-0.22
107	0.74	56	1.53	32	0.74	1	-0.61
17	0.64	84	1.53	40	0.74	55	-0.72
87	0.64	89	1.53	57	0.74	71	-0.72
60	0.55	108	1.53	72	0.74	14	-0.82
31	0.07	3	1.4	77	0.74	21	-1.53
93	-0.12	10	1.4	95	0.74	46	-1.98
25	-0.93	27	1.4	15	0.64	33	-2.57
51	-1.16	38	1.4	44	0.64	4	-3.6
		53	1.4	47	0.64		
		61	1.4	50	0.64		

Conclusion

Based on the research findings that have been presented, it can be concluded that: (1) the relationship depth instrument is in accordance (fit) with the theoretical model of the depth of the counselor relationship in the proposed counseling researcher. (2) Overall the counselor has a depth of relationship in the counseling process. It is in keeping with Rogers' view that counselors in moments of depth of relationship feel intense security, genuineness, empathy, and positive acceptance in the counseling process. The counselor feels what the counselor is experiencing (empathy), the counselor openly conveys his problems because of the counselor's warm and pleasant acceptance attitude. In addition, the counselor also finds it difficult to feel that his connectedness with the counselor is really felt, and this needs to be considered and understood by the counselor in order to respond wisely and positive. For further research related to the depth of relationships in the counseling process, it is necessary to study more deeply in terms of the depth of the counseling relationship.

References

- Amin, Z. N., & Konseling, F. I. P. (2019). Kualitas pribadi konselor. *Tersedia di h ttps://www. researchgate. net/publication/318563019. Diakses pada tanggal, 8.*
- Athia Tamyizatun N., A. P. H., Ferisa Prasetyaning U. (2016). Mengembangkan Sikap Penerimaan Tanpa Syarat (Unconditioning Positive Regard) Pada Siswa Normal Di Sekolah Inklusi. *Proceeding Seminar Nasional Bimbingan dan Konseling Penguatan Orientasi Nilai Dalam Bimbingan Dan Konseling Sebagai Upaya Pengembangan Karakter Generasi Muda Indonesia, Yogyakarta.*
- Bond, T. G., Yan, Z., Stone, G., & Belyukova, S. (2015). Making measures, setting standards, and Rasch regression. In *Applying the Rasch model: fundamental measurement in the human sciences* (pp. 187-225). Routledge.
- Corey, G. (2011). *Theory and practice of counseling and psychotherapy*. Cengage learning.
- Di Malta, G., Evans, C., & Cooper, M. (2020). Development and validation of the relational depth frequency scale. *Psychotherapy Research, 30*(2), 213-227.
- Folastri, S., Rangka, I. B., & Ifdil, M. (2017). Student's Self-concept Profile Based on Gender: a Rasch Analysis. 9th International Conference for Science Educators and Teachers (ICSET 2017),

-
- Geldard, D., Geldard, K., & Foo, R. Y. (2017). *Basic personal counselling: A training manual for counsellors*. Cengage AU.
- Hariko, R. (2016). Ilmu Bimbingan dan Konseling, Nilai dan Kesejahteraan Individu: Studi Literatur. *Jurnal Konseling dan Pendidikan*, 4(2), 118-123.
- Kim, S. (2010). A story of a healing relationship: The person-centered approach in expressive arts therapy. *Journal of Creativity in Mental Health*, 5(1), 93-98.
- Linacre, J., & Linacre, J. (2012). A User's Guide to Winstep. Ministep Rasch-Model Computer Programs.: Program Manual 3.73. 0. 2011. In.
- Mearns, D., & Cooper, M. (2005). *Working at relational depth in counselling and psychotherapy*. Sage.
- Mulawarman, M. (2017). Keterampilan dasar konseling. In: Semarang: Unnes.
- Nugraheni, E. P., Putri, A., & Febrianti, T. (2020). *Psikologi Konseling: Sebuah Pengantar Bagi Konselor Pendidikan*. Prenada Media.
- Putri, A. (2016). Pentingnya kualitas pribadi konselor dalam konseling untuk membangun hubungan antar konselor dan konseli. *Jurnal Bimbingan Konseling Indonesia*, 1(1), 10-13.
- Sanyata, S. (2006). Perspektif Nilai Dalam Konseling: Membangun Interaksi Efektif Antara Konselor-Klien. *Paradigma*, 1(02).
- Satyajati, M. W. (2019). Menerjemahkan Empati dan Penerimaan dalam Sesi Konseling. *Praxis: Jurnal Sains, Teknologi, Masyarakat dan Jejaring*, 2(1), 80-95.
- Sofia, N. (2017). Mencintai tanpa syarat: aplikasi model "unconditional positive regard". *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, 6(1), 45-56.
- Sumintono, B., & Widhiarso, W. (2014). *Aplikasi model Rasch untuk penelitian ilmu-ilmu sosial (edisi revisi)*. Trim Komunikata Publishing House.
- Sumintono, B., & Widhiarso, W. (2015). *Aplikasi pemodelan rasch pada assessment pendidikan*. Trim komunikata.
- Wiggins, S., Elliott, R., & Cooper, M. (2012). The prevalence and characteristics of relational depth events in psychotherapy. *Psychotherapy Research*, 22(2), 139-158.
- Wilkins, P. (2015). *Person-centred therapy: 100 key points*. Routledge.