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**Counseling Skills Training for Service Officers of Women's  
Empowerment and Child Protection Consultation  
Institute (LKP3A) in Pekalongan Regency**

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***Abstract***

LKP3A counselor in terms of quality and quantity is still very lacking. One of the indications is there are still many unskillful bachelor degree graduates that work as counselors. Thus, there is a need for assistance and empowerment to meet the needs of the community. This community empowerment program aims to improve knowledge and counseling skills that are still relatively minimal for mentors at LKP3A Fatayat Nadhalatul Ulama Pekalongan. This research is a participatory action research (PAR) with a qualitative approach. This research was carried out for 1 year in the NU building in Pekalongan. The subjects of this study were divided into two community categories namely the Core Trainer Team (TTP) and LKP3A Women's Citizens (WP). Counseling skills training is carried out through three activities, namely planning, implementation, and evaluation monitoring activities. The results of this research show that after LKP3A counselors received training and mentoring, it showed many changes, including being able to understand ethical principles for counseling and paying attention to risk management; able to bring up a friendly attitude; empathize; want to listen to clients; understand and appreciate individual differences. The counselor provides services based on these differences. The focus on the client is greater. The counselor understands her position as a counselor, able to integrate theory into counseling practice, able to evaluate the course of counseling both in the process and results.

**Keywords:** *Empowerment, Counselor, Counseling.*

**INTRODUCTION**

Someone who uses counseling skills is not a fully trained counselor, but she learned the general basics of counseling skills (especially listening and support skills) that she uses to enhance or complete the role of other professionals or volunteers (Dykes et al., 2016). Some examples of people using counseling skills in other roles include; nurses, teachers, parents,

assistant teachers / lecturers, assistant pastors, line / branch managers, dietitians, health care workers, support workers (Dykes, et al., 2016). Service officers at the Women's Empowerment and Child Protection Consultation Institute (LKP3A) are included in the category of support officers. The officers of this institution must have adequate counseling skills. Counseling skills include basic skills such as performance skills which include eye contact, body language, distance, sound pressure, and verbal flow. In addition, advanced skills are listening, observing, asking questions, attending skills, understanding and rejecting skills, empathy, self-disclosure, confrontation, immediacy; and termination skills (Capuzzy and Gross, 1997).

Ideally, as service officers in a consulting agency, woman administrators of the Fatayat Nahdhatul Ulama branch of Pekalongan Regency, particularly in the area of institutional consultation and empowerment of women and children, have adequate counseling skills. Contradiction with this, the officers of the Institute for Consultation on Women's Empowerment and Child Protection (LKP3A) in the Community Organization Fatayat Nahdhatul Ulama, Pekalongan Regency, Central Java, have very little counseling skills. General understanding of what counseling is and how it is conducted is still limited. In addition to the minimal number of human resources and educational backgrounds, this institution has problems in terms of quality and experience in service delivery. Only one or two people who happened to be senior that are qualified (Musafiroh, 2016). Based on preliminary observations, LKP3 counselors are lack the quantity and quality of human resources. This is an indication that there are still many unsupervised counselors with bachelor degree graduated counselor. From the problems described above, the women working in LKP3A need serious assistance and empowerment to deal with the problem. Community empowerment is a social change strategy that is well-prepared and aims to overcome problems or meet the needs of the community. In the process of empowerment, the community learns to be able to independently make efforts to improve the quality of life. Thus, the process must be carried out with the full involvement of the community itself gradually and continuously (Saugi, W. & Sumarno. 2015).

Several studies related to women's empowerment have been widely discussed by experts. Among them are the research discussed by Saugi & Sumarno (2015). The study discusses the empowerment of women in Pagerijak, Kejobong, Purbalingga hamlets in local food processing. In this study, it starts from the planning, implementing, distributing

production. Through community empowerment, women in Dusun Pagerijak, Kejobong, Purbalingga can increase their knowledge, skills and earn income from the sale of local food products. Research on women's empowerment has also been conducted by Hallen, et al (2017). The study discusses the existence of the Integrated Service Center for Empowering Women and Children (P2TP2A) in West Sumatra in minimizing violence against women and children. The results showed that although in terms of facilities and infrastructure already guaranteed, there are still many planned programs that have not been realized. One of the factors in the realization of the planned program is funding.

Associated with research that focuses its studies on the women's community, Muzdalfiah (2019) has presented the empowerment of women through the Jamiyah Annajah preaching strategy in Tanjungkarang Jati Kudus. The results of this study explain that the Jamiyah Annajah missionary strategy was implemented through various activities in the fields of education, social and economics. In the field of education, the strategy took the form of reading *Yasin* and *Tablil, al Barjanzi* and *Yasin Fadilah, tahtimul quran*, commemoration of Islamic holidays (Maulid Nabi, Isro 'Mi'roj), care and health education, religious tourism. In the social field, the strategy is in the form of quarterly meetings for the management of *jamiyah, takziyah* and *tablil* in jamiyah members' families for 3 days. They donate every month at Al-Karim mosque in Tanjungkarang village; they donate every month in the construction of Muslimat Learning Group and Tholibin Kindergarten, Tanjungkarang; visit members Jamiyah Annajah who was sick and service flood victims in Tanjungkarang village in 2014. In the area of economic empowerment, the strategy consisted of making a calendar at the end of the year, distributing *zakat fitrah* to the poor and orphans once a year, and donating every month for child compensation orphaned. The results of empowerment in the form of increasing awareness of religious knowledge for life increase solidarity for others which is called ukhuwah Islamiyah.

Related to counseling and training skills, Burton et al. (2016) has done research, so in his study of counseling skills training for counselors deal with obese patients with a patient-centered approach. Similarly, Darren (2011) revealed that with existential counseling skills can alleviate client anxiety. Two studies on counseling skills are a form of treatment given to research respondents. This is similar to the research in this article. It is just that the target is different. Mahadhita & Kurniawan (2017) also examined the Relationship between Basic Counseling Skills and Students' Interest in Participating in Individual Counseling. With a

quantitative psychological approach the research found a correlation between the two variables that are the focus of his research. This is also very different from what is being studied in this article.

This article presents how the implementation of women's empowerment for women. Women's empowerment in this case is the provision of counseling skills training to women who work as administrators of LKP3A Fatayat NU, Pekalongan Regency. The training is an educational role that involves the community (Ife & Tesoriero, 2008). Women for women, what is meant is that after LKP3A women are given training on counseling skills, it is hoped that they (women) will be able to provide counseling services to other women (because they are in line with the objectives of LKP3A, providing services to the community for the realization of women's empowerment and child protection). This article will discuss about how the implementation of counseling skills training for service officers at LKP3A Fatayat NU Pekalongan Regency and presents how the results or outputs of the training are related to counseling skills before and after training.

This research is a participatory action research (PAR) with a qualitative approach. PAR is a type of research that prioritizes community participation in the process as a whole. This study refers to the concept of Stephen Kemmis & Robin Mc Taggart, the Participatory Action Research Model (PAR) which refers to the action research model (Denzin & Lincoln, 2009, p.470). PAR is generally considered to include a spiral of self-reflective cycle consisting of 4 aspects, namely planning, acting, observing, and reflecting.

This research was carried out over a period of 1 year starting from planning in early 2016 to the implementation and evaluation in early mid-2017. The core activity is counseling skills training on 12-14 August 2017 at NU Building, Pekalongan Regency. The Counseling Technique Life Skill Improvement Workshop takes place in a classroom for 3 days with 30 hours of study. Evaluation and follow up is carried out after the main activity.

The subjects of this study were divided into two community categories namely the Core Trainer Team (TIP) and LKP3A Women's Citizens (WP). The Core Team of Trainers (TIP), a counselor and practitioner team from the police that was formed by researchers and administrators of Fatayat NU in Pekalongan Regency to be able to become the initiator of the empowerment program at LKP3A. LKP3A female citizens are Fatayat members who are given the task of managing LKP3A starting from the lowest level of branches of 30 people.

These two categories are directly involved in preparing the process of planning, action, observation, and reflection which is cyclical with the aim of the process of improvement.

Data analysis techniques were performed using qualitative data. The qualitative data was obtained from observations, interviews and documentation. Then the data were analyzed with descriptive techniques.

## **RESULTS AND DISCUSSION**

### **LKP3A Condition Analysis**

The Women's Empowerment and Child Protection Consultation Institute (LKP3A) is an institution formed by regional administrator (PW) of Fatayat NU Central Java. The history of the LKP3A's formation began with the formation of a working group with a focus on advocating for women's rights in the field of advocacy and law. The legal basis for the establishment of LKP3A is the result of the central administrator (PP) Fatayat NU congress in 2010 as stipulated in the PD/PRT Fatayat NU Chapter V of the Basic Law, Politics and Advocacy program. The establishment of this institution was initiated by PW Fatayat NU in Central Java who considered the need for an institution that was concerned in the field of protection for women and children. LKP3A began on June 7-8, 2011 at the Capacity Building event of the Regional Board of Trustees of Central Java NU. LKP3A launching was held on July 22, 2011 at the same time as the inauguration and PW Fatayat Central Java meeting 2011-2016. As a new institution in the body of fatayat is expected to be able to represent fatayat in providing protection and fulfillment of the rights of women and children in various fields. This institution will collaborate with fatayat stakeholders, especially those who are concerned in the field of women and children such as the National Commission on Violence Against Women, National Commission on Violence Against Children, BP3AKB, LBH, political parties. Programs that will be implemented cover the areas of law, advocacy and politics.

LKP3A works effectively in defending women's rights in the courtroom and in the arena of public policy, as well as developing counseling for women and children victims of violence. LKP3A also carries out its responsibility to strengthen the workings of structural legal assistance (BHS) for LBH offices in aspects of gender justice and responsiveness to the rights of poor women. The vision of LKP3A is "Fulfillment of women's human rights and child protection in; 1) building public awareness and developing women's and children's

resources, 2) encouraging improvements in the quality of life of women and children, 3) advocating for victims of gender-based violence and children, and 4) encouraging public policies that are gender-perspective. LKP3A has initiated empowerment programs for women and children victims of violence in the province of Central Java, which will be implemented in each branch. These programs are campaigned as a mechanism to deal with violations of the rights of women and children together with the government of Central Java Province. This program requires the support of various parties to be able to carry out well.

In assisting victims of violence against children and women, professional counselors are needed. In order to improve the life skills of LKP3A ccounselors, a community empowerment program in the form of life skills counseling techniques is urgently needed. The community empowerment program "counseling skills training" aims to improve knowledge and counseling skills for mentors in LKP3A Fatayat NU Pekalongan. LKP3A data for a period of 3 years to 2015 there were approximately 300 cases. Women's empowerment also has an impact on children's problems. This was stated by Rumtianing (2014) who examined the child-friendly city in Ponorogo, that the protection of women and children required a Regional Regulation. Therefore the LKP3A also handles issues of children and women.

Women's empowerment activities can be carried out with a variety of methods. Some of these activities such as mentoring, socialization, health checks, classification of problems, (Rahmawati, et al., 2018). Empowerment activities also often have a positive impact on the resolution of women's problems. One example as found in the activities of Rahmawati, et al. (2018) that the role of women's empowerment in the household economy is quite significant in empowering women to meet the needs of their families. In presenting the pattern of empowering, this article refers to Nurkatamso & Listyaningsih (2013) that community empowerment activities are carried out starting from planning, implementation and evaluation.

### **Planning of Activities**

The planning of counseling skills training activities for service officers at LKP3A Fatayat NU in Pekalongan Regency is carried out in several planning steps which are illustrated in the plot in Figure 1.

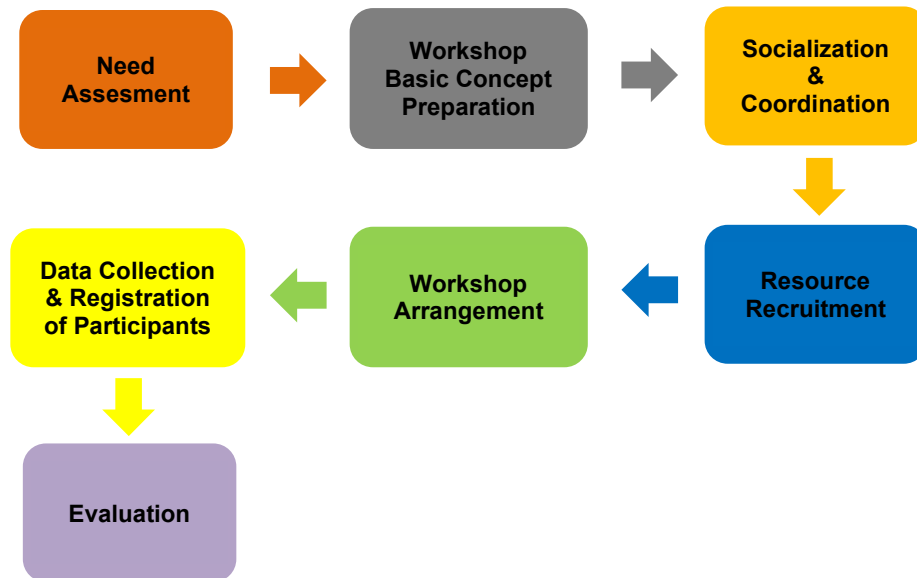


Figure 1. Flowchart of program planning

The first step is to do a Need Assessment. According to Yamin (2013: 225) "need assessment is data collection activities that have the aim to design a program that will be carried out. The purpose of the need assessment is to identify what types of activities will be needed or what materials will be used based on the thoughts of the activity participants. The objectives formulated for the Counseling Technique Life Skill Improvement workshop are as follows: 1) providing a comprehensive understanding of Guidance and Counseling, 2) providing technical guidance on legal flow and practicing it, 3) providing technical guidance and counseling, and 4) practicing techniques counseling.

After formulating the objectives, the second step was carried out, namely workshop basic concepts preparation to improve the life skills of counseling techniques. Concepts according to the Big Indonesian Dictionary are designs or opaque letters; ideas or meanings extracted from concrete events. Meanwhile, according to Singarimbun and Effendi (2009) the concept is a generalization of a certain group of phenomena, so that it can be used to describe the same variety of phenomena. Concept development is very important because without the concept, the activity will not run optimally. The concept in this program is related to the design of training programs or counseling techniques workshops, starting from the methods used, the material provided to participants, resource persons, even the provisions of the participants to be involved in this training.

The third step is to disseminate the project and coordinate with relevant agencies. Socialization according to the Big Indonesian Dictionary means efforts to socialize

something so that it becomes known, understood, internalized by the public or correctional facilities. Meanwhile, according to Soekanto (2012), socialization as a social process where individuals obtain the formation of attitudes in behavior according to the behavior of people around them. The socialization was carried out by a team of service-based Islamic Guidance and Counseling Study Program which was formed by the Chancellor of IAIN Pekalongan. The socialization was carried out to inform several related agencies, such as government agencies that deal with women's empowerment in local government agencies, namely BAPERMAS KB Pekalongan Regency, the Police, and even LKP3A Fatayat NU Pekalongan Regency. This information is related to the planning of a counseling technique training program that will be implemented.

The fourth step is to recruit resource persons. Conducting resource person interviews is an important step in the success of this activity. According to Gomes (2003: 105) recruitment is a process of finding and attracting applicants to work in an organization. Meanwhile, according to Robert (2011: 207), recruitment is the process of producing a group of applicants who meet the requirements for employment. The recruitment of resource persons for the training program consisted of a Core Team of Trainers (TIP), a team of counselors and practitioners from the police formed by researchers and administrators of the Fatayat NU in Pekalongan Regency to be able to become the initiator of the empowerment program at LKP3A.

The fifth step is to compile instructional and non-instructional substance as well as the preparation of a workshop manual for improving the life skills of counseling techniques. The sixth step is registering prospective participants. The aim is to find out who and how many people will take part in the training activities and also as data for researchers about the characteristics of people who will take part in the training. The seventh or final step is evaluating.

### **Implementation of Activities**

In the implementation of counseling skills training is carried out divided into 3 (three) activities called in-class training and in-field training assignments.

#### ***1. In Class Training***



In-class training or education and training in improving counseling skills in the classroom is an educational model for adults whose emphasis is on achieving the transformation of knowledge, experience and skills in counseling techniques. The debriefing and training format involves the participants and resource persons and facilitators together. During the workshop, the participants gained material and knowledge reinforcement related to improving technical life skills or counseling skills.

The stages carried out in the implementation of the training are to use the allocation of time 3 days in class training include: material, practice, implementation of the evaluation. The target is that the trainees can know and understand about; counseling materials and practices as well as legal reporting and case assistance. In that time period the training participants entered the class for 30 hours with 9 subjects, along with the teaching material delivered in the in-class training briefing presented in table 1.

**Table 1. Learning Materials for Counseling Skills Training**

No	Material	JPL
1	Psychology of Personality	2
2	Mental health	2
3	Individual and Group Guidance and Counseling	4
4	Individual and Group Guidance and Counseling Practices	6
5	Legal basis for domestic violence laws	2
6	Legal flow of Case Reporting and Assistance	2
7	Case Reporting and Assistance Practices	3
8	Case Handling Sharing	4
9	Case Handling Practices	5
	Total	<b>30</b>

The workshop activity is as an effort to empower a counselor at the Fatayat NU Pekalongan District Women's Empowerment and Child Protection Consultation Institute (LKP3A) by providing counseling knowledge and skills to provide solutions to existing problems after initial discussions and studies. This workshop has sought resource persons in accordance with their field of expertise, but also involved agencies and related parties (stakeholders) such as the police. The problems and solutions that exist in the Women's

Empowerment and Child Protection (LKP3A) Consultation Agency for Fatayat NU in Pekalongan Regency are as presented in table 2.

The results obtained from this workshop are: service officers at LKP3A Fatayat NU in Pekalongan Regency gained knowledge and practice about counseling. This was to improve the competency of counselors at the Women's Empowerment and Child Protection Consultation Institute (LKP3A) in Fatayat NU. The formation of assistants or new counselors scattered in each NU branch in Pekalongan Regency. The team also provided counselors as a place for counseling consultations on issues faced by counselors for the Empowerment and Child Protection Consultation Institute (LKP3A) at the NU Building in Pekalongan Regency.

**Table 2. Results of the Training Implementation in *in Class Training* Stage**

No	Problems	Solution	Output
1	Lack of knowledge about counseling	- Provide insights through workshop	- 30 trainees understand and know what counseling is
2	Lack of knowledge about counseling techniques	- Provide practices through workshop	- 30 skilled participants practicing counseling techniques
3.	Lack of knowledge about the legal flow of handling cases	- Provide knowledge about the Act, the legal flow of case handlers	- 30 trainees learned about the law and the legal flow of handling cases

## ***2. In Field Training***

*In Field Training* is one model of counseling skills training, for adults whose emphasis is on attaining the attitudinal experience, skill experience, and inner experience of each trainee. These experiences include experiences that have been individually before attending the Training, as well as experiences gained after attending training in the classroom. This activity will give trainee counseling skills to practice it accompanied by the Resource Team.

The target to be achieved at this stage is that the participants can be skilled in carrying out counseling and applying counseling techniques as well as reporting practices and case assistance.

Indicators of counseling skills in this training, referring to Dykes et al. (2016) and Anthony Crouch (1997) mention that professional counselors, at least have 7 kinds of counseling skills: 1) work ethically and safely, 2) work with relationships, 3) work with differences and diversity, 4) work with a focus on the client, 5) working with self-awareness, 6) working within an integrated skill frame (theory and practice), 7) working reflectively.

Counselors in this context are the participants who were trained in this training program.

**Table 3. Results of Training Implementation in *in Field Training stages***

No	Indicator	Before	After
1.	Work ethically and safely	Do not understand the ethical principles for counseling, and do not pay attention to risk management.	Understand ethical principles for counseling, and pay attention to risk management
2.	Working with relationships	Lacking empathy, attending, and comfortable relationships with clients.	Able to bring up a friendly attitude, empathize, and willing to listen to clients.
3.	Working with diversity	Assuming clients are the same with each other, so the services provided to clients are also the same.	Understand and appreciate individual differences, so provide services based on those differences
4.	Work with a focus on the client	Focus less on client needs, but focus more on what the counselor must provide.	Counselors more focus on the client
5.	Work with self-awareness	Still confused about placing oneself as counselor, client, or source of problems	Understand his position as a counselor.
6.	Work within an integrated skill frame (theory and practice),	Don't know both the theory and application about counseling skills	Able to integrate theory into counseling practice
7.	Works reflectively	Less able to evaluate the counseling services provided	Able to evaluate the course of counseling both in the process and results

## Monitoring and Evaluation

According to Echols and Shadily (2000: 220) evaluation is an absorption word of evaluation which has the meaning of assessment and estimation. Meanwhile, according to Yunanda (2009) evaluation is an activity carried out in a planned manner with the aim of knowing the state of an object using instruments and the results are compared with benchmarks to obtain a conclusion. Ague-Sutcliffe (1996: 1-3), defines evaluation as "a systematic process of determining the extent to which instructional objectives are achieved by pupils". Evaluation is not only assessing an activity spontaneously and incidentally, but an activity to conduct an assessment of something in a planned, systematic, and directed manner based on clear objectives.

Monitoring and evaluation are an inseparable part of counseling skills training activities in order to maintain the quality control of implementation of these activities. Monitoring itself is defined as monitoring activities on the planning, implementation, and results of program activities. Information obtained from the results of this monitoring is collected in a planned, organized and periodic manner, and will be used as feedback, as well as input for the purpose of improving programs/activities (formative evaluation) and preparing reports on program implementation. The description of monitoring and evaluation is at least represented in Figure 2. Which consists of 1) the preparation of the concept of supervisory management in assisting the implementation of the organizational management supervision system, 2) the evaluation of the organization's management system, and 3) the preparation of reporting of program activities. This activity report was submitted to several related parties. In addition to IAIN Pekalongan, as the sponsor of this activity, also the branch manager of the Fatayat NU branch of Pekalongan Regency, as the target residents of this activity.

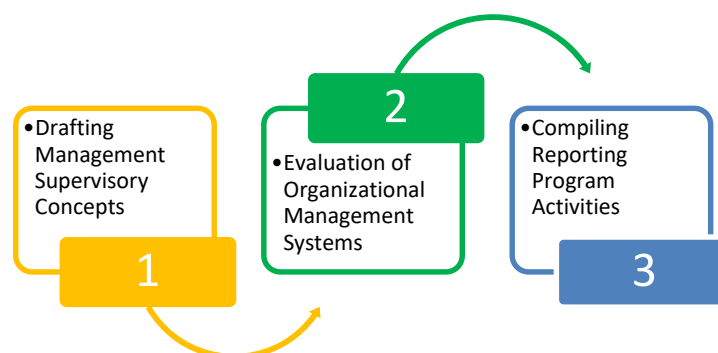


Figure 2. Flowchart of Monitoring and Evaluation

Thus, the implementation of monitoring in the context of organizing counseling skills training can play a role as a quality assurance to the funding provider or decision maker that the program is carried out well, effectively and efficiently, and has high benefits through measurable and accountable quality control. Evaluation is an activity carried out systematically in order to obtain information about the suitability of the program with implementation, the suitability of the objectives with the results achieved based on the indicators and parameters that have been used. The results of this evaluation can be used as an instrument to assess the success of the program / activity based on established criteria. The evaluation is done by tests, (before the training and after the training) and evaluation of the implementation.

As presented in table 3, the training participants' counseling skills follow the indicators described by Dykes et al. (2016). Working safely means that he can be protected from or not prone to danger or risk, less likely to be injured or lost. Being ethical is described by professional institutions such as the British Association for counseling and psychotherapy (BACP) with several ethical principles for counseling and psychotherapy. These principles are: trustworthy, independent, generous, not motivated by evil, fair, self-esteem. (Dykes, et al, 2016; Dykes, et al, 2016; Crouch, 1997).

Second, working with relationships means that we have to know the "limits" on what is permitted or prohibited. The limits in rescue work are closely related to safety and well-being (Dykes, et al., 2016). Comfort and welfare can be done by the counselor when the counselor can take the steps required in counseling activities, such as attending (listening and giving attention) to the client so that the client feels safe (Supriyo & Mulawarman, 2005). The boundaries in question are actually rules that can clarify a relationship characterized by help so that the aid giver and aid recipient know the things that can be expected from the relationship (Dykes, et al, 2016). From the results of the training provided it can be seen that these skills have been achieved with the indicator that the trainees have been able to attend (see table 3)

Likewise in table 3, the third indicator is working with diversity and diversity. This means that participants can learn a lot from each other by learning about their differences and the impact of these differences on the relationship between counselor and client (Dykes, et al, 2016). In the context of diversity, counselors must also look at cultural diversity. It

could be that cultural differences seen from its dimensions include collectivist-individual, masculinist-feminist, and power distance (Zaduqisti, 2016), also often affect counseling skills in individual counselors.

Working with a focus on the client means that if a counselor really wants to see and listen to the client clearly, then she must focus on the client and ignore others, including the counselor's own opinions and feelings. This is intended to be able to get a very detailed and sharp understanding of the client (Dykes, et al, 2016). Counselors in exploring client problems, must be able to prioritize unconditional positive acceptance and understanding through empathy (Rogerian), focus on the behavior that is being faced by clients, so they can ask clients to assess their own actions. Such techniques are very effective in providing direction in solving client problems (Velasquez & Montiel, 2018). From the characteristics of the fourth counseling skill, the participants also showed their performance.

Fifth, working with self-awareness, means being able to build close relationships with ourselves. This intimacy will give birth to intimacy between the counselor and the client, so that the counselor can utilize her self-awareness in the work of giving help. One example is to explain that self-determination as a basis for the work of providing help, is the drama of a triangle between the savior, victim, and persecutor. The message from the savior is "I am good", because she offers help to anyone without being asked. The victim's message is "I am innocent and helpless, she feels unable to cope with problems, even finding fault with others, and the environment. The message of the persecutor is "I am right, so I feel I must be the most powerful and empowered. (Dykes, et al., 2016) Of the three messages, the counselor must be able to consciously put himself in clear position. Dewing, et.all. 2015. The counselor's experience will also form the basis of the services provided to clients. This is very supportive that self-awareness is needed in working capital for assistance. This includes professional counselors. It appears in table 3, as a result of this counseling skills training that participants understand their position as counselors.

Sixth, work within an integrated skill frame. A counselor must be able to identify problems and ways of handling better by combining theory and practice (Dykes, et al, 2016). Even they should be able to also integrate from various theories learned to be combined. As expressed by Cahyawulan & Prabowo (2016) that the various counseling theories that exist today are not without limitations. The complexity of the problems experienced by an

individual, sometimes need a theory that must be combined with other theories. The counseling approach is not able to stand alone in handling problems and it requires a different approach perspective or other counseling techniques. In this case, the results of this training have succeeded in changing the training participants who were previously unable to be able to integrate the theories provided in in-class training in counseling practices taught in in-field training.

Seventh, working reflectively in providing help. A counselor can choose a method in evaluating his counseling activities, one of which is to use the Interpersonal Process Recall (IPR) method developed by Norman Kagan and his colleagues. According to Kagan in Dykes, et al (2016) the IPR technique is a reflection instrument that allows the aid giver to become more self-aware. By using structured reflection on what happens in a rescue interaction, the IPR reminds us that sometimes a rescue provider is unaware of the actual session. So that after remembering, the aid provider can utilize the self-awareness to improve the quality of service in subsequent rescue sessions. In table 3, it is explained that the results of this training participants were able to evaluate the process and the results of counseling.

## **CONCLUSION**

Counseling skills training for service officers at LKP3A Fatayat NU in Pekalongan Regency was carried out through three activities namely planning, implementation, and monitoring and evaluation activities. In the planning activities there are several stages carried out such as conducting need assessment, compiling the basic concepts of the workshop, socializing the project and coordinating with relevant agencies, recruiting resource persons, preparing instructional and non-instructional substance and preparing a workshop manual to improve the life skills of counseling techniques, conducting data collection and participant registration and evaluation. Secondly, in the implementation of activities, there are two stages carried out namely in Class Training/Debriefing in Classes and In Field Training/mentoring and Assignments. The third activity undertaken is monitoring and evaluation. Monitoring and evaluation is carried out using tests (before training and after training) and organizing evaluations.

The results or outputs of the training related to counseling skills before and after the

training refer to what seven indicators include (a) working ethically and safely, (b) working with relationships, (c) working with differences and diversity, (d) working with focus on the client, (e) working with self-awareness, (f) working within a coherent frame of skill (theory and practice), (g) working reflectively. After conducting the training, the participants showed many behavioral changes which are understanding ethical principles for counseling and paying attention to risk management; being able to come up with a friendly attitude, empathize, and willing to listen to clients; understanding and appreciating individual differences, so as to provide services based on these differences; focusing on clients more; understanding her position as a counselor, being able to integrate theory into the practice of counseling; being able to evaluate the course of counseling both in the process and the results.

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