

Training of Basic Counseling Skills for Teacher of Guidance and Counseling to Increase Interest in Online Learning Students

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ABSTRACT

This study aims to determine the effectiveness of basic counseling training in order to improve the skills of Guidance and Counseling teachers in conducting counseling services related to students' online learning interest. The training is designed to improve the basic skills of Guidance and Counseling teachers in conducting counseling. This activity is limited to counseling services related to students' online learning interest training problems. The research used a quantitative approach with experimental research type and the research design was pre-experimental with one group pretest-posttest. The research subjects were 27 Guidance and Counseling teachers in DIY Province. The data analysis technique used descriptive data analysis by comparing the results of the posttest with the pretest. The results showed that there was an increase in the basic skills of Guidance and Counseling teachers in Yogyakarta Province Senior High Schools in providing services related to students' online learning interest problems, which was 9 points. So it can be said that the improvement of the basic counseling skills of the Guidance and Counseling teachers of the DIY Province High School in conducting counseling services related to the problem of students' online learning interest achieved the targeted results.

Keywords: Basic counseling skills, Online learning interest problem, Guidance and counseling.

1. INTRODUCTION

The whole world is currently experiencing the problem of the corona virus disease (covid-19) pandemic, including Indonesia. The COVID-19 pandemic has affected the teaching and learning process in the world of education. Students and teachers have been interacting virtually for the past 1.5 years, bringing new problems in the world of education with online learning. Online learning can anticipate the acceleration of the spread of the corona virus, including through physical distancing, so that the learning process is flexible because it can be done anywhere and anytime, using internet-connected devices, based on information technology, and so on. Based on data from interviews and observations by BK teachers in DIY, there were problems in online learning including: network and signal difficulties, requiring money to buy internet quota, the emergence of different perceptions between students and teachers because the subject matter was not delivered face-to-face. In addition, students' interest in learning also tends to decrease.

Guidance and counseling teachers (BK teachers) are expected to help students achieve clear educational goals. The clarity of the educational goals to be achieved allows the stages of change in student behavior to be more focused, so that the guidance and counseling teacher acts as a facilitator providing assistance in a short period of time. The context of the task of guidance and counseling teachers is in two areas, namely the guidance area and the counseling area. The counseling area aims to develop the potential and independence of students in making decisions and choices to create a productive, prosperous life, and care for the public good. Counseling is a process that involves a two-way relationship between professional counselors and individuals who need guidance [1]. According to Brammer, the counseling process is an ongoing event and gives meaning to the counseling participants (counselors and counsees). Hansen, Ressberg and Cremer also define counseling as a process of helping people learn [2].

According to Carkhuff, in communicating with the counselee, the counselor must use responses that are

classified into various basic communication skill techniques, such as (1) the opening stage, namely building rapport, attending, acceptance, listening, empathy, reflection; (2) the problem exploration stage, namely inviting openness, following the subject, open questions, confrontation, minimal encouragement, clarifying, leading, focus, silence, taking initiative, giving advice; and then (3) the termination stage, such as stating the time has run out, concluding, asking feelings, giving assignments and follow-ups, planning the next meeting and formally separating [3]. So far, not all guidance and counseling teachers who are in the country or abroad have achieved qualifications according to their professional standards as guidance and counseling teachers. Research found that skills and attitudes in pre-practice enable a consulting-professional model in practicum that focuses on accumulated experience rather than skills [4]. This of course can serve as a reference for improving the skills of guidance and counseling teachers in the city of Yogyakarta. That counselor education programs have a responsibility to ensure individuals are competent, demonstrate an understanding of ethical guidelines, and are free from psychological problems that may affect their ability to provide adequate counseling services. Counselor training has been shown to be important in the counseling relationship [5].

Research conducted by [6] shows that in Indonesia in general the performance of guidance and counseling teachers is not satisfactory, in Bandung Regency (64.28%) the performance of guidance and counseling teachers is in the unsatisfactory category, a small portion (35.71 %) is in the satisfactory category, and there are no guidance and counseling teachers who show a very satisfactory performance.

Other data indicate that the understanding of the supervising teacher regarding counseling skills is still not optimal. This is known by the average score of 19.36 or about 52.18%. This score also shows that the counseling skills have not been understood conceptually, the meaning and examples of the use of each skill have not been properly mastered. Second, the results of the identification of the supervising teacher's mastery of counseling skills, in the form of 10 skills that are sorted from those that are sometimes used to those that have not been used, namely attending, asking, giving support and confirmation, listening, closing, empathy, clarification, problem solving, focusing, give encouragement, and paraphrase [7].

In connection with the problem of the low counseling skills of guidance and counseling teachers, of course it can affect the guidance and counseling services provided during the COVID-19 pandemic. Guidance and counseling teachers are required to carry out online/online guidance and counseling services (in the network). Interesting methods, techniques, and approaches are eagerly awaited by students so they are

not bored, bored and unenthusiastic. Guidance and counseling teachers are challenged to increase students' interest in learning, even in a pandemic situation.

Interest in learning is one of the most important factors for the success of student learning. Interest arises from within the students themselves. Factors from outside the interest in learning are how the guidance and counseling teacher provides guidance and counseling services. As explained that the role of the teacher is very important to foster student interest in learning, one of which is by teaching in a fun way and providing constructive motivation [8]. Therefore, online counseling services must be planned, implemented, and evaluated as well as counseling services that occur offline. Based on the description of the importance of improving basic counseling skills for BK teachers which affect the provision of counseling services related to students' online learning interest problems, this study aims to determine the effectiveness of basic counseling skills training for BK teachers in DIY Province in conducting counseling services related to online learning interests. learners.

2. METHODS

The research uses a quantitative approach with the type of experimental research. The research design used was a pre-experiment with a one group pretest-posttest design. So this design only uses one group, namely the experimental group without the control group. Before being treated, the research subjects were given a pretest to measure the basic skills of the subject's counseling. Then after being given treatment, the research subjects were asked to fill out the posttest using the same measuring instrument. The research subjects were 27 Guidance and Counseling teachers in the DIY Province who were members of the Guidance and Counseling Teachers' Consultation (MGBK). Data collection techniques were carried out quantitatively using a questionnaire, in which the questionnaire was compiled based on the important points of basic counseling skills. Experiments are packaged in the form of training activities using training and mentoring methods. During the activity, all participants were given material to practice and provide continuous assistance. All training participants were given a strengthening understanding of basic counseling skills, then a discussion was held regarding students' online learning interest, then each research subject practiced to improve their skills in counseling related to online learning interest problems. The training activities were then continued with assignments and assistance through the e-mail platform and whatsapp group. The training activities are carried out using the methods of discussion, question and answer, lectures, independent assignments, and mentoring.

3. RESULT AND DISCUSSION

3.1. Result

The results of the pretest of 27 research subjects showed that the average of their basic counseling skills was at a score of 45. Then the results of calculating the posttest score obtained an average score of 54. This indicates that the guidance and counseling teachers of the Yogyakarta Province Senior High School experienced an increase in the average score from before given training and after being given training. The comparison of pretest and posttest results can be seen in table 1 below.

Table 1. Comparison of pretest and posttest results

No	Score Pre-test	Category	Score Post-test	Category
1	60	High	63	High
2	32	Medium	54	High
3	57	High	58	High
4	46	Medium	64	High
5	51	High	63	High
6	43	Medium	53	High
7	20	Low	64	High
8	46	Medium	62	High
9	48	High	47	Medium
10	43	Medium	45	Medium
11	34	Medium	41	Medium
12	46	Medium	58	High
13	44	Medium	47	Medium
14	54	High	54	High
15	33	Medium	56	High
16	43	Medium	43	Medium
17	47	Medium	45	Medium
18	48	High	49	High
19	53	High	52	High
20	63	High	64	High
21	39	Medium	52	Medium
22	49	High	54	High
23	43	Medium	48	High
24	40	Medium	58	High
25	48	High	46	Medium
26	43	Medium	62	High
27	51	High	54	High
Total	1224		1456	
Mean	45	Medium	54	High
Enhancement			9 points	

Based on the results of the pretest and posttest analysis above, it is obtained that the experimental activities that have been carried out have succeeded in improving the skills of research subjects in analyzing student problems related to the covid-19 pandemic using the rational emotive behavior therapy approach, both seen from the scores of the pretest and posttest results. as well as from the average score of pretest with posttest.

3.2. Discussion

The results of the research above indicate that there is an increase in the basic skills of guidance and counseling

teachers in conducting counseling related to students' online learning interest problems. The basic counseling skills in this study focused on the counselor's skills to listen and direct in counseling sessions. Therefore, it is hoped that by increasing the basic skills of counseling guidance and counseling teachers in conducting counseling services related to problems of online learning interest in students, students' online learning interest will also increase.

McCully in [9] explains that counseling is a professional help business because it is based on the special knowledge and skills possessed by the counselor. The statement illustrates that in addition to knowledge, a counselor must also have special skills that will make him successful in doing counseling services. Counseling skills are one of the determinants of the success of the counseling process. A professional counselor can use his counseling skills flexibly according to the counselee's needs.

Emphasize the importance of basic counseling skills in supporting the success of the counseling process. So the results of the research above which show an increase in the basic skills of guidance and counseling teachers in conducting counseling, will have a positive impact on the ability of guidance and counseling teachers in providing counseling services in the future. According to [10] the basic counseling skills possessed by counselors will make the communication process that takes place in the counseling session more effective.

This of course will produce many positive impacts, especially for students because the purpose of guidance and counseling services is to help students develop optimally. Furthermore, [11] explained that the purpose of guidance and counseling is to help individuals achieve personal happiness in life as God's creatures, productive and effective lives in society, living together with other individuals, as well as harmony between their ideals and those of others. the abilities he has.

Providing quality guidance and counseling services is one of the responsibilities of guidance and counseling teachers. Especially in the current pandemic situation, the problems faced by students are increasingly complex, and of course it has a big impact on the quality of students' daily lives. Of the various problems that arise, problems related to online learning are one of the problems experienced by many students. So the ability of counselors or guidance and counseling teachers in helping students solve online learning interest problems is an important thing.

The basic skills of counseling are divided into listening skills and directing skills. Listening skills consist of attending, clarifying, paraphrasing, reflecting and summarizing. Then directing skills consist of asking, confrontation, interpretation, empathy, genuine, providing information and problem solving. These

various skills make communication in counseling sessions more effective. This is in line with the opinion of [12] stating "basic skills" as a tool for effective interpersonal communication with the counselee.

Paying attention, listening and responding appropriately are "core skills" that can help clients explore and understand their concerns [13]. Therefore, the discussion of basic counseling skills becomes an important discussion for improving the quality of work of counselors or guidance and counseling teachers. A counselor who has good listening skills will make clients feel accepted and valued. Then the counselor's ability to direct will help the counselee in unraveling their problems and returning to the power to solve their problems.

From the discussion above, it can be concluded that basic counseling skills are one of the important skills needed in the implementation of counseling services. Skills that are raised appropriately by a counselor will make the counselee feel accepted and "helped". So guidance and counseling teachers need to continue to improve their basic counseling skills so that their ability to provide counseling services also increases. And based on the results of the research and the discussion above, it can be concluded that improving basic counseling skills can help guidance and counseling teachers in overcoming students' online learning interest problems.

Problems related to online learning interest in students are expected to be well resolved after the basic counseling skills of guidance and counseling teachers are increased through this training. So that no more [14] students complain of heavy workloads, fatigue, and some students lose motivation. In line with the above opinion [15] also states that online learning conditions make it difficult for teachers to control and maintain the learning climate because it is limited in virtual space. Therefore, in the future the problems above will no longer interfere with students so that students can study comfortably.

4. CONCLUSION

The conclusion of this research activity is that there is an increase in the basic counseling skills of high school guidance and counseling teachers in the Province of the Special Region of Yogyakarta in providing counseling services related to students' online learning interest problems. Experimental activities in the form of training that have been carried out are one of the efforts to improve the quality of work of guidance and counseling teachers in Yogyakarta Province High Schools in carrying out their profession as high school guidance and counseling teachers. Overall the training activities have achieved the goals and objectives well. And suggestions based on the results of this study is the need for further training activities so that the ability of research subjects in conducting counseling services is getting better.

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