



# Effectiveness of Basic Counseling Skills Videos on Student Skills of Opening and Closing in the Micro Counseling Learning

Salma Salsabila Hasna<sup>(✉)</sup> and Suwarjo Suwarjo

Universitas Negeri Yogyakarta, Yogyakarta, Indonesia  
salmasalsabila.2022@student.uny.ac.id

**Abstract.** The study aimed to determine the effectiveness of basic counseling skills videos on students' skills in opening and closing counseling sessions in micro-counseling. The research method was a quasi-experiment study with one group pretest and posttest design. The subjects of this study were 11 students from the practicum group for the micro-counseling course at the Guidance and Counseling Department, Universitas Negeri Yogyakarta. Data on students' mastery of knowledge skills in opening and closing counseling sessions were collected using the pretest-posttest instrument. Meanwhile, students' mastery of opening and closing counseling skills was collected by instrument observation. Data were analyzed using a non-parametric statistical test that was the Wilcoxon test. Statistical test results showed that the calculated Z value on the pretest and posttest results of opening counseling skills was  $-2.946$ , the calculated Z value on the pretest and posttest of closing counseling skills was  $-2.947$ , and the calculated Z value on the pretest and posttest of opening and closing counseling skills was  $-2.937$ . Asymp's overall score Sig (2-tailed) or p was 0.003. These results showed that there was an increase in students' knowledge and mastery of opening and closing counseling sessions after being given treatment. This shows that the basic counseling skills videos of the opening and closing phases are effective on students' skills in opening and closing counseling sessions in micro-counseling lessons.

**Keywords:** Basic Skills of Counseling · Video · Micro Counseling · Students

## 1 Introduction

Counseling services are one of the essential curative services in the implementation of guidance and counseling activities. In a complete counseling series of phases, namely, the opening phase of counseling (opening), the core phase of counseling, and the closing phase of counseling (closing). The opening is the phase that determines the success of the counseling process, because in the opening phase there is a rapport. One of the signs that this opening phase is successful is the counselor's ability to gain the trust of the counselee and the formation of a situation that understands each other and recognizes the goals of counseling [1]. While the closing is a phase where the counselor will try to

find out the level of readiness of the counselee to undergo the changes, they got during the counseling session and also bridge it with the next counseling session.

Counseling according to McCully [2] is a form of helping that are carried out professionally and are rooted in the special insights and capabilities of the counselor, so that the counselor's skills (counseling skills) are an important aspect and influence the success of the entire counseling implementation [3]. Counseling skills are taught to students through Micro-counseling courses. If students are able to master counseling basic skills well, it is hoped that students will also be able to master various conditions that may occur in a counseling session. There are several conditions of the counselor and counselee relationship which are better known as the counselee typology. De Shazer [4] describes this typological form into 3 forms of relationships that are likely to form between the counselor and the counselee, namely Customer, Complainant, and Visitor. The counselee also gives various responses to a counseling session in the closing phase. When counseling has reached the closing phase, the counselee will give a satisfied or dissatisfied response to the counseling services obtained.

The pandemic conditions that have hit Indonesia since 2020 have brought various changes, especially in learning activities. During the pandemic conditions, the implementation of the micro-counseling practicum course was carried out online, so that students were only able to learn counseling skills that could be observed through a screen and the lecturers who taught the course also had difficulty conveying an overview of the implementation of counseling skills. The impact is that micro-counseling learning activities are not optimal in helping students meet course achievement standards. Therefore, we need a learning media that is expected to be a solution to the problems that have been described. Even so, learning media does not completely replace the duties and functions of lecturers in charge of the Micro-counseling Practicum course, but rather as one of the efforts that can be made to achieve more optimal micro-counseling learning outcomes.

One type of learning media that can be used in counseling learning is learning media in the form of videos [5]. Learning videos are a tool that contains learning messages [6]. Previous research and development (R&D) research conducted by the Research Group Innovation Lecturer of the Guidance and Counseling Study Program, Faculty of Education, Yogyakarta State University in the Field of Skills and Counseling Approaches in 2021, has developed a learning video that visualizes counseling basic skills, especially in the opening phase and the closing phase of counseling [2]. The learning videos are designed in the form of face-to-face counseling simulation videos in which there are practices of implementing counseling carried out by the counselor with the "False" and "True" versions, accompanied by reflective questions for students and also explanations from the teaching team regarding the simulations that have been carried out. There are 5 videos that have been developed, 1 video related to a variety of counseling basic skills, 3 videos related to the implementation of counseling basic skills in the opening phase based on relationship typology, and 1 video related to the implementation of counseling basic skills in the closing phase based on the counselee's satisfaction response.

Learning videos are used as a tool to improve students' conceptual understanding of the variety and implementation of counseling basic skills. However, the video development that has been carried out has only reached the due diligence stage with expert judgment and has not yet gone through an effectiveness test, so that the video product

cannot be widely used in accordance with the development objectives. Referring to this, this study aims to determine the effectiveness of learning videos on students' skills to open and close the counseling sessions in micro-counseling learning.

## **2 Method**

### **2.1 Type of Research**

The research was carried out in Micro-counseling lectures in odd semesters, at the Guidance and Counseling Study Program, Faculty of Education, Yogyakarta State University *online*, from September 2021 to February 2022.

### **2.2 Time and Place of Research**

The subject of this study were a group of guidance and counseling UNY's micro-counseling practicum students, consisting of 11 students who were randomly selected using the Cluster Random Sampling from a population of all 5th semester students totaling 87 students that divided into 8 groups.

### **2.3 Research Subject**

The subject of this study were a group of guidance and counseling UNY's micro-counseling practicum students, consisting of 11 students who were randomly selected using the Cluster Random Sampling from a population of all 5th semester students totaling 87 students that divided into 8 groups.

### **2.4 Procedure**

The research was carried out based on the Pre-Experimental Design: One Group Pretest-Posttest Design. In this research model, 1 experimental group was given the same pretest and posttest within period of time. The result of this study was obtained from the difference between the results of the pretest before being given treatment and the results of the posttest after being given treatment.

### **2.5 Data Collection Techniques**

Research data collection was carried out in several ways. Tests in the form of pretest and posttest were conducted to measure students' mastery of knowledge of counseling skills in the opening and closing phases. In the test, students are asked to observe the video of the test material that has been prepared. The test video material is taken from the footage of the "don't" in 2-4 video which is then put together and accompanied by the question "Write down the mistakes made by the counselor that you can observe and understand and also write down what the counselor should do as a substitute for the error?", then students write their answers in the Google Form. The pretest is carried out at the beginning of the semester, while the posttest is carried out at the end of the semester.

The results of the pretest and posttest were corrected based on the assessment guidelines in the pretest and posttest instruments. Observations of video assignment simulations or observations of students' practical performance are carried out to measure the level of mastery of the skills of opening and closing counseling practices at the end of the semester. Observation results are presented in the form of a final score based on the assessment guidelines in the observation instrument. To help describe the results of the research, a document study was carried out such as recording of lectures and final reports of student lectures, as well as unstructured interviews with the specific purpose of obtaining criticism, suggestions, and student responses to learning videos which can later be used as material for improving the basic skills learning videos of counseling in the opening and closing phases.

## 2.6 Data Analysis Technique

The stages of data analysis used in this study were tabulating the results of *the Pretest Posttest*, analyzing the data using the selected method, and interpreting the results of the data analysis. Research data is presented in tables and diagrams to make it easier to read the research results. Hypothesis testing was carried out using the non-parametric statistical technique *Wilcoxon test* because the data obtained did not meet the prerequisites or assumptions that should have been met so that the data were not normally distributed. Meanwhile, to interpret the results of the data, this study uses descriptive data analysis. Descriptive analysis aims to describe the data that has been analyzed without intending to infer the results or generalize the research results to a wider scope, so that the research results can only be used in the subjects studied.

## 3 Findings and Discussion

### 3.1 Findings

**Implementation of Pretest.** At the beginning of the Micro-counseling lecture, students are given a pretest by observing the video of the counseling process via Zoom Meeting. In the pretest, video test materials are presented which contain counseling basic skills of the opening and closing phases which are classified based on the counselee's typology and also the counselee's satisfaction response (Table 1). At the end of the test video, a question is presented asking students to write down as many of the counselor's mistakes as can be observed in the video and what the counselor should do to correct these mistakes. The average pretest is as follows.

Average overall score what students get at the pretest is 15 out of 53 overall points. If presented, the average pretest is 27% or below 50% of the overall points which indicates that the skill level of opening and closing student counseling is still relatively low before being given treatment.

**Providing Treatment.** Video learning media for counseling basic skills is a part of the learning method in Micro-counseling courses. These various methods are combined in 4 main stages carried out by lecturers in micro-counseling learning in class B2,

**Table 1.** Pretest Student.

No	Video (Total Score)	Average Pretest
1	Video 2 (18)	5
2	Video 3 (11)	4
3	Video 4 (15)	4
4	Video 5 (9)	2
Mean	53	15

**Table 2.** Posttest Student.

No	Video (Total Score)	Average Pretest
1	Video 2 (18)	12
2	Video 3 (11)	8
3	Video 4 (15)	8
4	Video 5 (9)	6
Mean	53	24

these stages include video observation of counseling basic skills learning, designing verbatim (interview text), making video simulations of counseling basic skills, as well as self-evaluation/self-reporting.

**Implementation of the Posttest.** The implementation of the posttest was originally planned for December 2021 right at the last meeting of the Micro-counseling course, but due to unfavorable circumstances the implementation was postponed to January after the lecture done (Table 2). Just like the pretest, students are asked to observe the video of the counseling process and then write down the counselor’s mistakes and what the counselor should do to correct these mistakes. The average posttest are as follows:

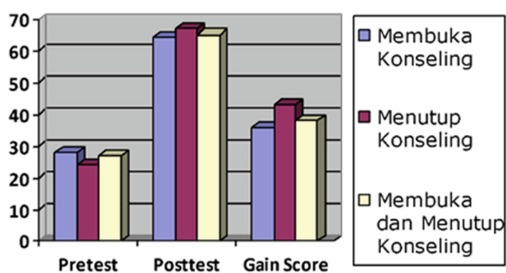
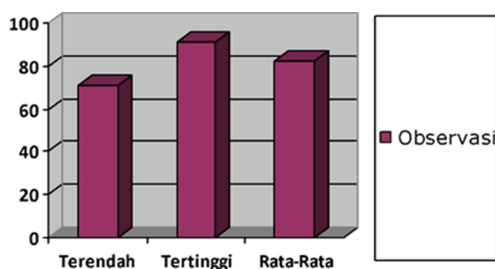
Average overall score posttest was 34 of 53 points overall. These results indicate that there is an increase in value so that the average student score becomes 65% or more than 50% of the total points, which indicates that the skills of opening and closing student counseling after being given *treatment* high.

**Result Pretest and Posttest Student.** The average pretest and posttest for opening counseling skills, counseling closing skills, and as a whole are as follows: (Table 3).

In opening counseling skills, students’ score at the pretest is 12 which increased to 28 of 44 points overall at the posttest. Student scores in closing counseling skills at the pretest were 2 which increased to 6 out of 9 overall points at the posttest. As well as the acquisition of student scores in opening and closing counseling skills (overall) was 15 at the pretest which increased to 34 out of 53 overall points at the posttest. The increase in the average student score (gain score) can be seen in the following graph (Fig. 1).

**Table 3.** Average Pretest-Posttest Student.

No	Video (Total Score)	Pretest	Posttest
1	Skills in Opening Counseling (44)	12	28
2	Skills in Closing Counseling (9)	2	6
3	Skills in Opening and Closing Counseling (53)	15	34

**Fig. 1.** Increasing Knowledge of Opening and Closing Counseling Skills**Fig. 2.** Observation Results

The increase in the percentage (gain score) of mastery of student counseling opening skills is 36%, student counseling closing skills is 43%, and students' opening and closing skills is 38%. Obtaining a gain score score pretest obtained by students indicates that the treatment given was successful in increasing mastery of knowledge skills in opening and closing counseling.

**Observation Results.** Observations aimed to determine the level of mastery of students' skills in opening and closing counseling in terms of practice as a complement to the results of *the pretest posttest* to measure the level of student mastery in terms of knowledge. This activity was carried out by observing student practical performance in the form of counseling simulation videos at the end of lecture meetings. The results of the mastery of the practice skills of opening and closing student counseling are as follows: (Fig. 2).

The graph shows that the highest percentage of practice ability mastery is 91% and the lowest is 71% with an average of 82%. The overall percentage of students who are above 50% indicates that *the treatment* carried out in the Micro-counseling course

**Table 4.** Hypothesis Test

	N	Mean Rank	Sum of Ranks
Negative Ranks	0 <sup>a</sup>	.00	.00
Positive Ranks	11 <sup>b</sup>	6.00	6.00
Ties	0 <sup>c</sup>		
Total	11		
<b>Test Statistics</b>			
<i>Pretest Posttest</i> Open Counseling	Z		-2.946 <sup>b</sup>
	Asymp.Sig		.003
<i>Pretest Posttest</i> Close Counseling	Z		-2.947 <sup>b</sup>
	Asymp. Sig		.003
<i>Pretest Posttest</i> Opening and Closing Counseling	Z		-2.937 <sup>b</sup>
	Asymp. Sig		.003

includes video lessons that are effective in mastering the skills of opening and closing counseling in practice.

**Interview Results.** Unstructured interviews were conducted with the aim of obtaining student opinions, criticisms, and suggestions regarding the learning videos being developed, interviews were conducted with 3 student members of the B2 Micro-counseling practicum group, but all group members were still given reflective questions. The results of the interviews show that the video for learning counseling basic skills in the opening and closing phases as a whole is good and helps in carrying out the learning activities for the Micro-counseling course as expected, but it is necessary to pay attention to a number of things such as adding the duration of video explanations and examples of more complex skills, especially opening skills. Counseling, as well as paying attention to how to combine the use of video media with other learning methods so that students' mastery of skills is more optimal.

**Hypothesis Testing.** This study tested the hypothesis by looking at the differences in student pretest and posttest results using the *Wilcoxon* in the SPSS application. The results of the *Wilcoxon* that has been carried out are as follows (Table 4).

Results The statistical test show that the calculated Z value on the results of the pretest and posttest of opening counseling skills is -2.946, the calculated Z value on the pretest and posttest of closing counseling skills is -2.947, and the Z value calculated on the pretest and posttest opening and closing skills closed the counseling of -2,937. The overall value of Asymp. Sig (2-tailed) or p is 0.003. A p value that is less than 0.05 (P < 0.05) indicates that there is a difference between the pretest and posttest values. This

indicates that the alternative hypothesis ( $H_a$ ) is accepted, so based on the hypothesis test the video learning counseling basic skills in the opening and closing phases proves to be effective on students' skills in opening and closing counseling.

### 3.2 Discussion

The skill of opening counseling is the first step in the counselor building a relationship with counseling in order to create therapeutic conditions. Conditions the therapeutic that have been built from the initial stage are maintained until the counselee leaves the counseling room. Based on the results of the research that has been obtained, the low pretest score is caused by a lack of students' knowledge of the implementation of counseling basic skills before participating in micro-counseling lessons. In order for students to be able to master these skills, they are required to go through 4 stages of the mechanism of micro-counseling learning activities, namely conceptual learning (theoretical instruction), modeling, practicing (practicing), and giving feedback (feedback) [8]. The first stage focuses on conceptual learning with materials and discussions that are guided by Ivey's Micro-skills Hierarchy [9]. This hierarchy ranks the counseling skills that students must master first, making it easier for students to learn the next skill because the basics of the next skill have been learned. The first stage was carried out with a theoretical explanation of each of the counseling basic skills by the lecturer in the Micro-counseling course and then continued with a discussion.

Before continuing the learning stages as well as facilitating the modeling stages, counseling skills learning videos are used. Starting with video 1 which focuses on counseling basic skills, then continues with videos 2 to 5 which focus on opening and closing counseling skills. When viewed from the Multimedia Cone of Abstraction theory [10], it shows that learning videos have a high level of reality so they are considered effective for use as learning media, because the videos already contain elements of symbols, images, and sounds which are also types of media. This theory is in accordance with the results of student interviews which say that learning videos help in understanding the practice of counseling skills simulation. In addition, the design chosen for this learning video is considered by students to be very appropriate, when viewed from the theory of "Sublevel Within the "Video" Level of Multimedia Cone of Abstraction" this type of learning video design is the most realistic or has the smallest level of abstraction because it is 3D Real Video (using the original model) and equipped with narration and text. The third stage, namely practicing (practicing) begins with the assignment to make verbatim (interview text). This verbatim (interview text) is only focused on recalling student knowledge in implementing counseling basic skills and is not used when students carry out simulation practices. Simulation practices carried out by students in pairs use real problems that students feel so that students are trained to respond based on the situation they face and ends with giving feedback by group mates and subject lecturers.

The method carried out in stages 3 and 4 provides an opportunity directly for each student to experience being counselee, counselor, and observer alternately even though online. This experience was assessed by students through reports and self-reports which were very helpful in increasing understanding and facilitating counseling practice skills. This proves Dale's Cone of Experience [10] which states that conceptual learning which



includes the top part of the triangle and is believed to contribute 10% to learning outcomes and counseling practice simulations which are at the largest in the triangle are believed to contribute 90% to learning outcomes according to the research results that have been obtained. The four stages of the micro-counseling practicum implement Dale's experience triangle from top to bottom. Starting from abstract theoretical learning, then continuing with learning videos that provide observational learning experiences, until finally the Micro-counseling stage reaches the stage of purposeful experience learning by doing with dramatized experience (role playing), contrived experience (simulating), and direct (direct experience) implemented in stages 3 and 4 of micro-counseling. The complete coverage of the Micro-counseling learning method at UNY Counseling Guidance is one of the factors in the high results of measuring the level of understanding as measured through pretest posttest and skills as measured through counseling simulation practices, which are achieved by students at the end of the course as well as being a sign of achieving successful used treatment.

## 4 Conclusion

Based on the results of the research and discussion, it can be concluded that the video on learning counseling basic skills in the opening and closing phases is effective in increasing students' skills in opening and closing counseling sessions in micro-counseling learning. The results showed that the video learning counseling basic skills in the opening and closing phases helps students in optimizing the mastery of opening and closing counseling skills in micro-counseling learning, because this learning video helps lecturers supporting micro-counseling courses to be more optimal in carrying out the stages of practicum activities, especially pilots which are hampered because limitations of online learning. This can be used as a parameter to complete the learning video development stages.

## References

1. L. Irani, Suwarjo, and S. Sanyata, *Guidance Book for Counseling Basic Skills Video Implementation: Guidance and Counseling Study Program, Faculty of Education, Yogyakarta State University*. Not published, 2021.
2. L. Irani, Suwarjo, and S. Sanyata, "Development of video counseling basic skills as a learning medium for microcounseling courses.," *J. Artic. 2021 Lect. Innov. Res. Group, Yogyakarta State Univ.*, 2021.
3. Suwarjo, *Counseling Basic Skills Practice Training Module Guidance and Counseling Study Program, Faculty of Education, Yogyakarta State University*. Not published, 2009.
4. G. Corey, *Counseling and Psychotherapy: Theory and Practice*. Belmont: Cengage Learning Asia Pte Limited, 2013.
5. G. Corey, M. Corey, and P. Callanan, "An approach to teaching ethics courses in human services and counseling," *Couns. Values J.*, 2011.
6. D. Parlindungan, G. Mahardika, and D. Yulinar, *The effectiveness of instructional video-based learning media in distance learning (PJJ) at An-Nuriyah Islamic Elementary School*.
7. *Proceedings of the National Research Seminar on LPPM UMJ*. Jakarta: Muhammadiyah University Jakarta, 2020.

8. Sugiyono, *Quantitative Research Methods, Qualitative, and R&D*. Bandung: Alfabeta, 2013.
9. Suwarjo, *Microcounseling Handbook 2021 Guidance and Counseling Study Program, Faculty of Education, Yogyakarta State University*. Not published, 2021.
10. S. Aminah, *Handbook for Microcounseling Practicum for the Guidance and Counseling Study Program, Faculty of Education, Yogyakarta State University*. Not published, 2017.
11. C. Baukal, F. Ausburn, and L. Ausburn, "A proposed multimedia cone of abstraction: updating a classic instructional design theory.," *I-manager J. Educ. Technol.*, vol. 9, no. 4, pp. 15–24, 2013.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

