

THE DEVELOPMENT OF COUNSELING SKILLS TO ENHANCE THE EFFECTIVENESS OF INDIVIDUAL COUNSELING

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ABSTRACT

This research was conducted on an empirical basis, where the findings show various phenomena of low counseling communications and basic skills on the implementation of individual counseling, by teachers in Junior High Schools, particularly in Solo. To overcome such problems, an appropriate approach was used by means of counseling communication basic skill model to improve the individual counseling capability. Therefore, the main key to the solution of students' cases is by mastering the counseling communication basic skills. This research was especially aimed to: (1) develop a model of counseling communication basic skills, so as to improve the individual counseling capability, (2) know the effectiveness of the counseling communication basic skills model as to improve the capability of individual counseling among guidance and counseling teachers in State's Junior High Schools.

This research used the Research and Development techniques. Guidance and counseling teachers in Junior High school were assigned as the subjects of this research, and the research was carried out in several steps, which started from preliminary study, model development, rational validation, and empirical validation. In the process of research, the model of counseling communication basic skills was rationally validated by experts and empirically verified, so as to be considered and to enrich the knowledge of guidance and counseling, and develop the basic skill of communication for individual counseling. The basic skills of counseling communication implemented into the individual counseling covers; (1) the skill of attending and responding to the clients, (2) leading skill, (3) reflection skill, (4) summarizing skill, (5) confronting skill, (6) interpreting skill, (7) directing and suggesting skill.

To measure the knowledge of counseling theory, inventory of four optional-questionnaires were applied, while to know the basic knowledge of individual based-counseling, observation sheet was used in this research. The data of this research was

analyzed by means of Wilcoxon Non Parametric Descriptive statistics. In addition, the normal distributed data was analyzed by parametric two-tailed t-test. From the data analysis, it was concluded that the model of counseling communication basic skills, were empirically verified to be effective to improve the capability of individual counseling. Each basic skill of counseling communication was empirically proven to give meaningful contributions to the individual counseling capability of guidance and counseling teachers in State's Junior High Schools in Solo.

Key words: Counseling Skills, Individual Counseling, and Guidance.

A. Background of Research

A school counselor as one of the education personnels is demanded professionally to be able to run his or her profession well, that is; to be able to give the service as an expert in guidance and counseling. A set of competences are necessary to be mastered in order to administer counseling assistance professionally. The competence which has to be possessed by a counselor related to counseling is a holistic counseling skill. Besides, the competence of counseling skill is a basic competence in line with the present demand and development, since the success of the work of a school counselor is determined in part by how he or she implements counseling skills in the individual counseling. The comprehension on the theories and practices is required in the implementation of counseling skills so that the individual counseling can run effectively. The theoretical and practical comprehensions will strengthen the professional competence of a counselor.

The result of the preliminary study indicates that 11 out of 32 Guidance and Counseling teachers (34.38%) have medium level of comprehension on the basic theory of counseling skills and 21 teachers (65.63%) have low level of comprehension on the basic theory of counseling skill. Therefore, the average scores in the comprehension on the theory which was achieved in majority was in the category of low level.

The profiles of the counseling practice in the preliminary study on 20 guidance and counseling teachers of the junior secondary schools in Solo are as follows: (1) 15 teachers (75%) achieved medium score while 5 teachers achieved low score in the skill of paying attention to the counselees while 5 teachers (25%) achieve low score; (2) 10 teachers (50%) achieved medium score while 10 teachers (50%) achieved low score in the skill of leading conversation; (3) 2 teachers (10%) achieve medium score while 18 teachers (90%) achieved low score in the reflection skill; (4) 12 teachers (60%) achieved low score in the concluding skill while 8 teachers (40%) achieved very low score; (5) 12 teachers (60%) achieved medium score in the confronting skill while 8 teachers (40%) achieved low score; (6) 12 teachers (60%) achieved medium score in the interpreting skill while 8 teachers (40%) achieved low score; and (7) 11 teachers (55%) achieved medium score in the skill to give skills and advice while 9 teachers (45%) achieved low score. Therefore, the average score in the counseling skill practice is in the categories of medium, low, and very low level.

It is empirically necessary to admit and realize the fact that guidance and counseling teachers on field still highly vary in their competence and education background, even though they are equally scholars in guidance and counseling field, they have different perceptions, quality and competency levels. The difference in their scholarly background causes a great difference since they have never acquired the scientific fundamentals of guidance and counseling. It is such differences

that cause the inconsistencies in giving counseling and have generate negative impact toward the effectiveness of the individual counseling. The scope of this research involved guidance and counseling teachers who did not have guidance and counseling scholarly background or the non-guidance and counseling teachers who are given the intervention of counseling skills so that their effectiveness in counseling increases.

Gail King (2001) contends that the practice of counseling skill has to be established by having the basic skills in order for guidance and counseling teachers to be capable of giving counseling effectively and efficiently. One of the important aspects of counseling skills is the counseling practice in pairs, which is followed by direct practice with the counselee. Many study results indicate that counseling practice in pairs will result in great benefits, such as: (1) the ability to develop the basic competence during the practice and respect towards individual ideas as well as those of others, (2) better knowledge and competence in using the theories, (3) the ability to identify both strengths and weaknesses through an evaluation on the counseling skills, (4) the ability to get more sensitive to the problems of other people as well as those of him/herself, and to develop social capability in communication, (5) the ability to get more sociable with other people, (6) the ability to feel the emotion of other people, including social aspects), (7) the ability to respond to the expressions delivered by the counselee, (8) the ability to reduce fear against the emotion of other people and to work at a very hard and troublesome level, (9) the ability to have motivation to explore individual emotion and behavior, and other person and to unify all aspects, and (10) the ability to interpret both verbal and non-verbal messages.

Apparently, the development of counseling skills, which became the focus of this research, started from the theories of counseling skills, (Brammer, 1995; Carkhuff, 1969; Barbara Okun, 1982; McCubbin & Dahl, 1985; Ivey, 1987; Cormier and Cormier, 1991; and Gail King, 2001), which emphasizes on the importance of counseling skills to be embaded in a school counselor's approach. Furthermore, Brammer (1985: 62), also affirms that counseling skills are series of knowledge and skills which should be learnt and put into practice continuously in order to generate a dedicated and reliable counselor, who can give assistance or counseling services to the counselee. According to Gagne (1984: 11), viewing from the psychology of learning, affirms that if an individual continuously learns in a certain or particular field, then his or her behavior will change as a result of the learning experience. Likewise, a guidance and counseling teacher will be able to give counseling well if he or she is given counseling knowledge and skill professionally.

B. Problem Statement

Based on the background of the research mentioned, the problem statements of this research are formulated as follows:

1. What are the profiles of the counseling skills performed by the guidance and counseling teachers like, when giving the individual counseling?
2. Is there any increase in the effectiveness of the individual counseling, particularly of verbal aspects in the pre-intervention stage compared to that of the post-intervention stage, through the development of counseling skills of the guidance and counseling teachers?
3. Is there any increase in the effectiveness of the individual counseling of non-verbal aspects in the pre-intervention stage compared to that of the post-intervention stage through developing the counseling skills of the guidance and counseling teachers?
4. How much does the development of the counseling skills of verbal aspects give contribution to the effectiveness of the individual counseling?

5. How much does the development of the counseling skills of non-verbal aspects give contribution to the effectiveness of the individual counseling?
6. Is the development of the counseling skills effective to improve the effectiveness of the individual counseling?

C. Objective of the Research

The objectives of this research are as follows:

1. To investigate the description on the profile of the counseling skills performed by the guidance and counseling teachers when giving individual counseling;
2. To investigate the difference in the counseling skills exhibited and verbal aspects between that of the pre-intervention stage and the post-intervention stage;
3. To investigate the difference in the counseling skills of non-verbal aspects between that of the pre-intervention stage and the post-intervention stage;
4. To investigate how much the counseling skills of verbal aspects contribute to the effectiveness of the individual counseling;
5. To investigate how much the counseling skills of non-verbal aspects contribute to the effectiveness of the individual counseling;
6. To investigate the right development of the counseling skills to increase the effectiveness of the individual counseling.

D. Benefit of the Research

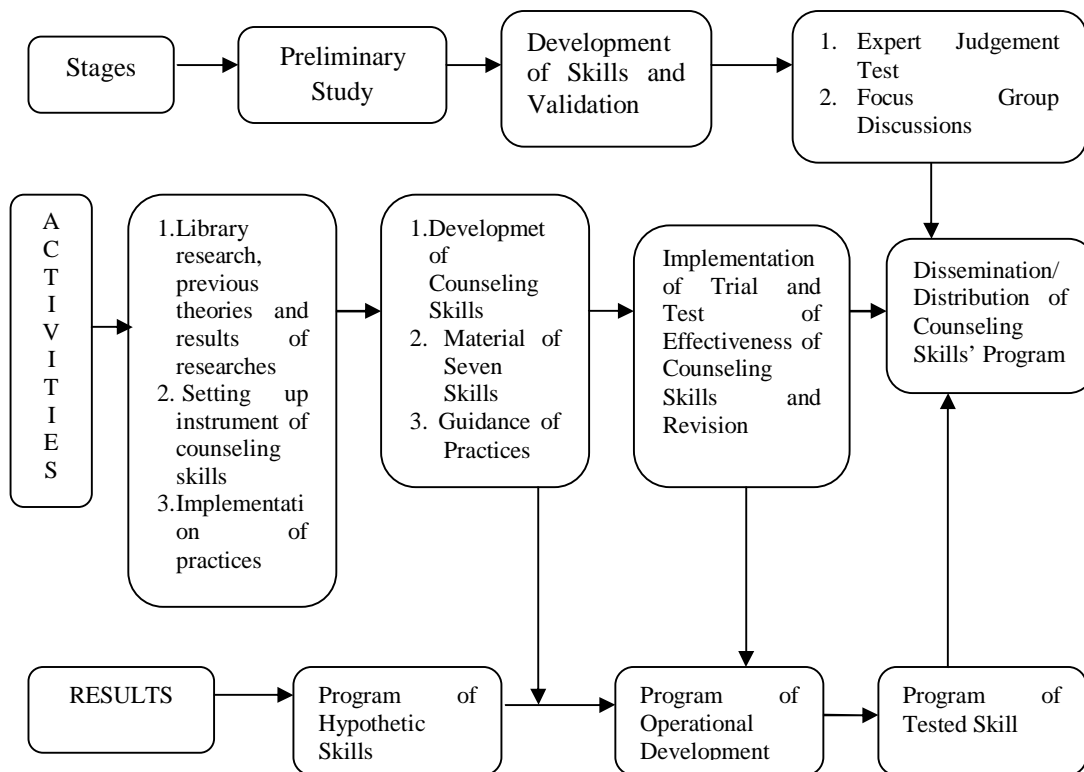
The benefits which can be obtained from this research are as follows:

1. This research can theoretically be made the foundation to develop counseling skills in order to increase the effectiveness of individual counseling. Therefore, for guidance and counseling teachers coming from non-guidance and counseling educational background can acquire an addition theory of individual counseling along with the counseling skills which were not known previously. Besides, this research can scientifically be made a reference to researchers interested in further development of counseling skills, particularly individual counseling;
2. Creates opportunity for guidance and counseling teachers to effectively perform seven counseling skills. In addition, the guidance of counseling skills have been proven to systemaically increases the effectiveness of an individual counseling.

E. Research Methodology

This research used the Research and Development which is abbreviated into R & D approach. This R & D research was aimed at having a process used to develop and validate educational product (Borg and Gall, 2003: 271). Therefore, the product resulting from this research is the development program of counseling skills to increase the effectiveness of individual counseling. Borg & Gall (1989) explains that the implementation procedure of research and development is through following a number of activity cycles which are summarized in several main stages. The main stages are preliminary study, designing of counseling skills, development of counseling skills, validation, test of the effectiveness of counseling skills, and dissemination and distribution of of all skills which have been tested and publicized.

Such procedure or steps of research can be seen in the following chart:



Picture 1
Series of Activities of Research

The population of this research was guidance and counseling teachers with bachelor degree who were bachelor degree holders and non-guidance and counseling education background but were on duty as guidance and counseling teachers at junior secondary schools in Solo city. The data of this research were collected through observation, interview, inventory, and standardized questionnaire. Besides, the research used the experimental research method with one group in pretest-posttest design.

F. Result of Research

The results of the research and testing on the hypothesis are as follows:

1. Hypothesis Testing 1: The Profile of the Initial Skills of Individual Counseling of the guidance and counseling teachers.

The mastery on the theories is the foundation for the practice of counseling skills. The profiles of the mastery of 32 Guidance and Counseling teachers on counseling skills at the preliminary study indicated that 34.38% have medium level of comprehension on counseling theories and 65.63% have low level of comprehension on counseling theories. Therefore, the average score for the mastery of theories in majority lies in the category of low level.

The profile of the counseling practices at the preliminary study administered on 20 guidance and counseling teachers related to the practice of counseling skills at the junior secondary schools in the territory of Solo. The indicated the results are as follows: (1) 75% achieved medium scores for skills of paying attention and 25% achieved low scores for skills of paying

attention; (2) 50% achieved medium scores for skills to lead conversation and 50% achieved low scores for skill to lead conversation; (3) 2 out of the 20 teachers or 10% achieved medium scores for skill to reflect the client and 90% achieved low scores for skills to reflect the clients; (4) 60% achieved low scores for concluding skills and 40% achieved very low scores for concluding skills; (5) 60% achieved low scores for confronting skills and 40% achieved low scores for confronting skills; (6) 60% achieved medium scores for interpreting skills and 40% achieved low scores for interpreting skills; (7) 55% achieved medium scores for skill of giving advice and 45% achieved skills to give advices. Therefore, the average score for the practice of counseling skills achieved lies in the categories of medium, low, and very low scores. Following the intervention, the average scores rises up to 47.62% (see Tables 1 & 3).

2. Hypothesis Testing 2: The Development of Effective Counseling Skills to Raise the Effectiveness of Verbal Language in Verbal Aspect of Individual Counseling.

Each of the pre-test and post-test skills can be subsequently illustrated in details in Table 1 as follows:

Table 1
Result of Test on Pairs of Data of Seven Counseling Skills

No	Aspects	Pretest		Post Test		Variance of Pretest	Variance of Post Test	Sig. (2 tailed)	Note
		Mean	Standard Deviation	Mean	Standard Deviation				
1	Skill1	6.312	1.049	9.353	0.392	1.100	0.154	0.000	Sig*
2	Skill 2	6.498	1.525	9.290	0.428	2.326	0.184	0.000	Sig
3	Skill 3	5.183	0.795	7.658	0.282	0.633	0.080	0.000	Sig
4	Skill 4	3.314	0.789	8.284	1.030	0.623	1.062	0.000	Sig
5	Skill 5	2.971	0.603	8.253	0.479	0.364	0.230	0.000	Sig
6	Skill 6	6.250	1.404	9.250	0.747	1.974	0.559	0.000	Sig
7	Skill 7	6.400	0.882	9.000	1.038	0.779	1.079	0.000	Sig

*Sig : Significant

The illustration of the total pretest and posttest data as well as the total mean of the increase of counseling skills toward the effectiveness of individual counseling is presented in Table 2 as follows:

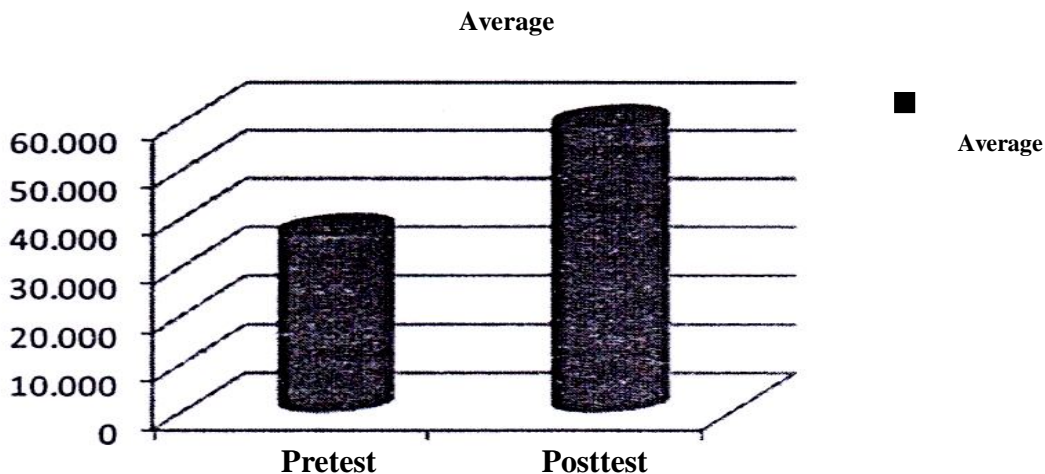
Table 2
Result of Test on Pairs of Total Pre-test and Post-test Data

Intervention	Mean	Standard Deviation	Difference	T-Test Standard	Sig. (2 tailed)	Note
Pretest	36.926	5.783	24.160	12.992	0.000	Significant
Posttest	61.086	2.211				

Table 1 is an illustration on score pairs between those of the pretest and the posttest of seven counseling skills. The result shows that there is a significant change in each of the counseling skills from the pretest to the posttest. There is a strong evidence to reject null hypothesis as signified by the value of p which is smaller than 0.005 on the basis of mean difference test. In other words, there

is significant difference in verbal counseling skills in each of the skills between that prior to the intervention and that following the intervention.

As seen in Table 2, the pair test in all of the counseling skills indicates that the pre-intervention mean is as much as 36.926. The number increases up to 61.086 after the posttest. Such an increase in the average score is illustrated in Graphic 1 as follows:



Graphic 1

Increase in the Average Score of Pretest and Posttest of Verbal Counseling Skill

It can be concluded subsequently that the increase in the average score of verbal aspect counseling skills are believed to be caused by the treatment given by the researcher during the research, as based on the data and the analysis.

3. Hypothesis Testing 3: The Development of Effective Counseling Skills to Raise the Effectiveness of the Non-verbal Aspects of Counseling Skills.

The illustration in details on each of the non-verbal aspects of counseling skills of the pretest and posttest can be illustrated in Table 3 as follows:

Table 3
Illustration on pairs of Data of Pretest and Posttest, and the Result of Mean Difference Test in Development of Counseling Skills to Increase the Effectiveness of Non-verbal Aspects of Individual Counseling

No	Aspects	Pretest		Posttest		Variance of Pretest	Variance of Posttest	Sig(2 tailed)	Note
		Mean	Standard Deviation	Mean	Standard Deviation				
1	Skill 1	5.339	1.575	8.733	0.773	2.481	0.598	0.000	Sign*
2	Skill 2	5.106	1.488	8.758	0.428	2.216	0.183	0.000	Sign
3	Skill 3	5.481	1.100	8.857	0.413	1.212	0.171	0.000	Sign
4	Skill 4	4.514	0.413	6.792	0.364	1.158	0.133	0.000	Sign
5	Skill 5	4.580	0.843	8.735	0.384	0.712	0.148	0.000	Sign
6	Skill 6	5.541	1.098	8.979	0.530	1.207	0.282	0.000	Sign
7	Skill 7	6.000	1.513	8.375	0.582	2.289	0.339	0.000	Sign

*Sign : Significant

Tables 3 and 4 illustrates the total result of pretest and posttest as well as the total mean of the increase in the non-verbal aspect counseling skills toward the effectiveness of individual counseling:

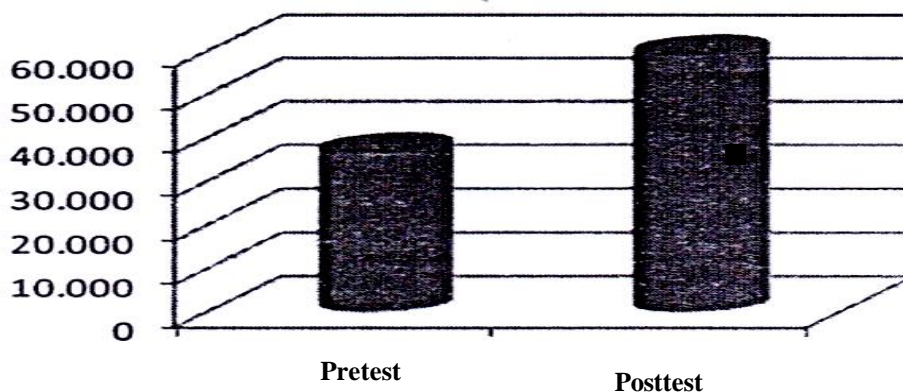
Table 4
Result of Pair Test on Data of Individual Counseling Skills between those of Pre-intervention stage and those of Post-intervention Stage of Non-verbal Aspects

Intervention	Mean	Standard Deviation	Difference	Standard of T-test	Sig (2 tailed)	Note
Pretest	36.562	6.975	22.656	11.622	0.000	Significant
Posttest	59.218	2.058				

Table 4 is an illustration of scores in pairs of those of the pre-intervention stage and those of the post-intervention stage of seven non-verbal aspect counseling skills. The results indicated that there is a significant change in each of the non-verbal aspect counseling skills from the pre-intervention stage to the post-intervention stage. The mean difference test was conducted by using Wilcoxon test results in the value of p, which is smaller than 0.005. This signifies that there is a strong evidence to reject null hypothesis. In other words, there is a significant difference in each of the non-verbal counseling skills between that of the pre-intervention stage and that of the post-intervention stage.

The pair test in all of the non-verbal aspect counseling skills indicated that the pre-intervention mean was as much as 36.562 and then it went up to 59.218 in the post-intervention stage. Graphic 2 below illustrates the increase in the average scores above

Average



Graphic 2
Increase in the Average Score of Pretest – Posttest of Non-Verbal Counseling Skill

The increase in the average scores of the effectiveness of non-verbal aspect counseling skills is believed to be caused by the treatment given by the researcher.

4. Hypothesis Testing 4: Counseling Skills Give Contribution to the Effectiveness of Verbal Aspect Individual Counseling of Guidance and Counseling of Junior Secondary Schools

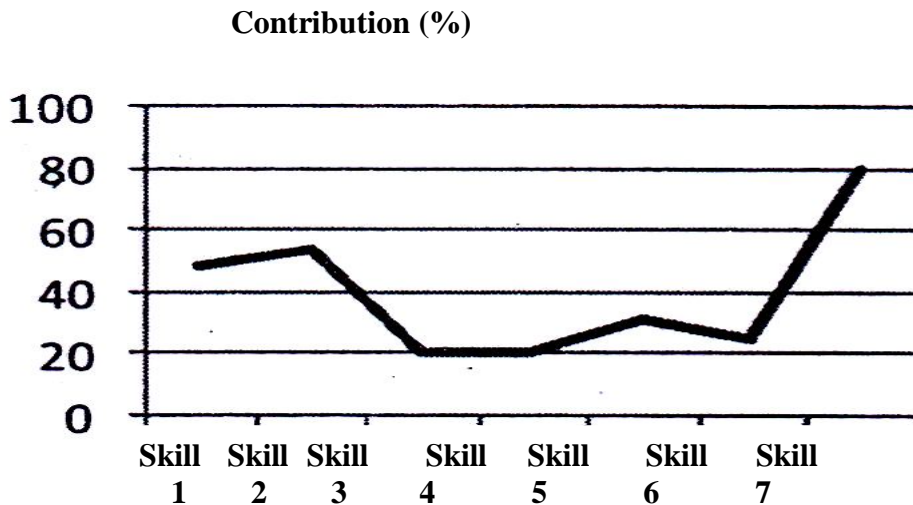
The illustration has shown in details the contribution of each of the verbal aspect individual counseling skills to the effectiveness of individual counseling is presented in Table 5 as follows:

Table 5
Illustration on Pairs of Data on Kolmogorov – Smirnov Test and Correlation (Contribution) Test of Verbal Language

No	Aspect	Pretest		Posttest		Pearson Correlation	Contribution %	Sig (2 tailed)	Note
		Statistic	Sig (p)	Statistic	Sig (p)				
1	Skill 1	0.168	0.141	0.318	0.000	0.699	48.90	0.001	Sig
2	Skill 2	0.165	0.159	0.351	0.000	0.733	53.70	0.000	Sig
3	Skill 3	0.198	0.040	0.237	0.004	0.457	20.92	0.043	Sig
4	Skill 4	0.249	0.020	0.341	0.004	0.457	20.90	0.043	Sig
5	Skill 5	0.204	0.029	0.301	0.000	0.564	31.85	0.010	Sig
6	Skill 6	0.313	0.000	0.298	0.000	0.497	24.70	0.026	Sig
7	Skill 7	0.194	0.048	0.315	0.000	0.108	79.39	0.652	Sig

Table 5 above illustrates that each of the verbal aspect counseling skills, from the first skill up to the seventh skills, gave a highly significant contribution to the effectiveness of individual counseling. The skills in the table clearly indicate that the result of the statistical analysis of the pretest and posttest, the correlation, and the contribution are highly significant.

Graphic 3 illustrates the contribution of each of the counseling skills toward the effectiveness of individual counseling as follows:



Graphic 3
Contribution of Verbal Aspect Counseling Skills to the Effectiveness of Individual Counseling

It can be concluded that each of the counseling skills indicates a sufficiently convincing correlation and the contribution of each of the counseling skills has shown a highly significant

result. It can therefore, be concluded that the correlation and the contribution of verbal aspect counseling skills are caused by the treatment given by the researcher.

5. Hypothesis: Non-verbal Counseling Skills Give Contribution to the Effectiveness of Individual Counseling

The illustration in details on the contribution of each of the non-verbal aspect counseling skills toward the effectiveness of individual counseling is presented in Table 6 as follows:

Table 6
Illustration on Pairs of Data of Kolmogorov – Smirnov Test and Correlation (Contribution) Test of Non-verbal Language

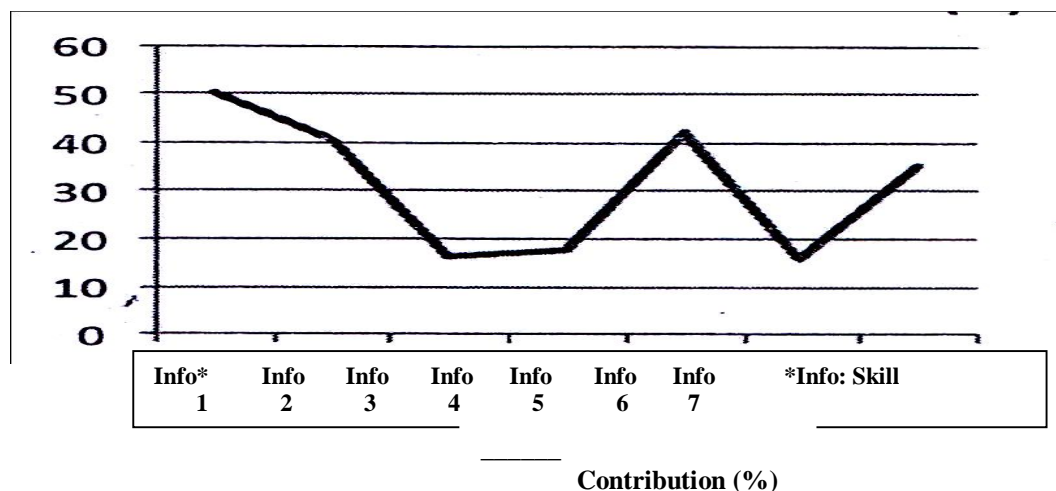
No	Aspect	Pretest		Posttest		Pearson Correlation	Contribution %	Sig (2 tailed)	Note
		Statistic	Sig (p)	Statistic	Sig (p)				
1	Skill 1	0.155	0.200	0.201	0.034	0.708	50.10	0.000	Sig*
2	Skill 2	0.158	0.200	0.163	0.169	0.635	40.30	0.003	Sig
3	Skill 3	0.132	0.200	0.170	0.134	0.402	16.20	0.079	Sig
4	Skill 4	0.169	0.137	0.281	0.000	0.422	17.78	0.064	Sig
5	Skill 5	0.106	0.200	0.165	0.157	0.649	42.10	0.002	Sig
6	Skill 6	0.189	0.060	0.240	0.004	0.396	15.70	0.084	Sig
7	Skill 7	0.150	0.200	0.190	0.056	0.592	35.00	0.006	Sig

*Sig : Significant

Table 6 above illustrates that each of the non-verbal aspect counseling skills gave a highly significant contribution toward the effectiveness of individual counseling. The skills in the table clearly indicate that the result of the statistical analysis of the pretest and posttest, the correlation, and the contribution are highly significant.

Graphic 4 illustrates the contribution of each of the counseling skills toward the effectiveness of individual counseling as follows:

Contribution



Contribution of Counseling Skills to the Effectiveness of Individual Counseling

It can be concluded that each of the counseling skills indicated a sufficiently convincing correlation and the contribution of each of the counseling skills has shown a highly significant result. It can then be concluded that the correlation and the contribution of verbal aspect counseling skills are caused by the treatment given by the researcher.

6. Hypothesis 6: Counseling Skills are Effective to Increase the Effectiveness of Individual Counseling of the Guidance and Counseling Teachers of Junior Secondary Schools

The illustration to show that the counseling skills are effective in increasing the effectiveness of individual counseling is presented in table 7 below

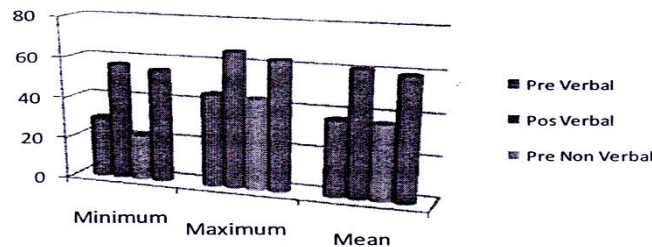
Table 7
Illustration on Pairs of Data of Pretest and Posttest of Verbal Language and Pretest and Posttest of Non-verbal Language

Skill	N	Minimum	Maximum	Mean	Standard Deviation	Sig (2 tailed)	Note
Pretest Verbal	20	29.580	44.961	36.926	5.783	0.000	Significant
Posttest Verbal	20	56.751	65.835	61.086	2.211	0.000	Significant
Pretest Non-verbal	20	22.140	44.023	36.562	6.975	0.000	Significant
Posttest Non-verbal	20	54.810	63.024	59.218	2.058	0.000	Significant

Wilcoxon test was used to test the mean difference of counseling skills toward the effectiveness of

individual counseling in both verbal and non-verbal aspects of the pre-intervention and post-intervention stages. The test results in the value of p, which is smaller than 0.05. The conclusion is that the effectiveness of the development of counseling skills is significant to increase the effectiveness of individual counseling approaches of the guidance and counseling teachers.

Graphic 5 below illustrates the increase in the average scores from those of the pretest and the posttest of both verbal and non-verbal aspects:



Graphic 5
Effectiveness of Counseling Skills to Increase Effectiveness of Individual Counseling

It can be concluded that the development of counseling skills are significant in the increase of individual counseling effectiveness.

G. Conclusion

1. This research has achieved its objective which was to find the development of counseling skills to increase the effectiveness of individual counseling of the guidance and counseling teachers, on the basis of the objective on-field findings and conceptual study;
2. The profiles or illustrations (in the preliminary study) related to the comprehension on the theories and the counseling practices indicate the necessity for the efforts which had to be made in order to increase the comprehension on the knowledge and practice of counseling skills;
3. The development of counseling skills is effective to increase the effectiveness of verbal language of the guidance and counseling teachers. Therefore, there is a highly significant increase in the effectiveness of verbal language in individual counseling. The verbal language which is developed in each session of counseling skill and then implemented to give response to the counselee has been proven to be effective. The counsees state their satisfaction in accordance with their response;
4. The development of counseling skills is effective to increase the effectiveness of non-verbal language of the guidance and counseling teachers. There is a highly effective increase in the non-verbal language of individual counseling from that in the pre-intervention stage to that in the post-intervention stage. This development research has fulfilled the validity of content in accordance with the need of the targeted subject and was well-implemented on field. In other words, the product of this research has possessed conceptual and operational feasibility;
5. The development of counseling skills has given a highly significant contribution to the verbal aspect of individual counseling;
6. Besides, the development of counseling skill has also given a highly significant contribution to the effectiveness of non-verbal aspect of individual counseling of the guidance and counseling teachers.
7. The development of counseling skills been has set up and implemented in such a way that it has fulfilled the validity of content in accordance with the needs of the targeted subject. In other words, the product of this research has possessed conceptual and operational feasibility.

Empirically, counseling skills are said to increase the effectiveness of individual counseling if they achieve the scores of 7.83 up to 9.00 for the non-verbal aspects, the scores of 8.11 up to 9.00 for the verbal aspects, and the scores of 7.10 up to 9.00 when both aspects are combined. Therefore, counseling skills have been quantitatively proven to increase the effectiveness of individual counseling.

According to Ivey, Carkuff, and Egan in Larson (1984), counseling is said to be effective if seven counseling skills can be integrally and mastered in a real practice of counseling. Then, counseling can be said to be effective if the counselor is able to demonstrate the behavior which shows that he/she pays attention to the counselee, listens to what the counselee says, communicates warmly, has empathy, sensitivity, and responsiveness, and knows both verbal and non-verbal language of the counselee.

The conclusion is that there are seven factors which did prove to be the key factors to effective counseling skills, and to increase the effectiveness of individual counseling in this research. The factors above include: (1) accumulation of the use of seven counseling skills in one

integral and holistic series; (2) tenderness and personality of the counselor in accepting the counselee as a person in need; (3) behavior of the counselor in this research is built through the attitudes of acceptance, unconditional positive regard, respect, understanding, reassurance, empathy, and warmth, all of which are covered in the material of seven counseling skills; (4) creating the counseling climate contains therapeutic elements and it is useful to reduce emotional, behavioral, and cognitive stress of the counselee; (5) counseling skills can help the counselee to be able to change his/her behavior through learning and helping relationship which enable him/her to find the self meaning and the right or proper self position; (6) the counselee believes that the behavior of the counselee is composed of cognitive, emotional, and motoric responses. The counselor can stimulate the counselee through those counseling skills to change him/herself into the counseling process and henceforth; (7) seven counseling skills (attending, leading, reflecting, summarizing, interpreting, confronting, and informing/advising, does build the self concept of the counselor.

H. Recommendation

1. Recommendation for Policy Makers

The guidance and counseling teachers who do not come from guidance and counseling education background need to be educated and trained on counseling skills in order to be developed into professional and high-quality counselors. That is, those whose abilities are very good to be developed into counselors of good quality in both scientific and practical field needs to be believed. The related institution (The Office of Education and Sports) should be responsible for the development and improvement in the quality of guidance and counseling teachers, and prepare the strategy to improve the quality of counseling service.

The professionalism, particularly the basic skills counselors have got to be built through continuous practices so that their experiences as counselors can be strengthened. An experience that is continuously made will form the mindset and personality which reflect what is frequently done and learnt, that is a convincing counselor with many counseling experiences.

The complexity of problems of a counselee is also related to his/her family background, self identity, character, personality, aspiration, and weak points which need to be identified in-depth. A counselor with many counseling experiences will quickly and easily find the essence of problem of the counselee and interpret the words expressed by the counselee. The uniqueness that lie in the counselee's self can be anticipated as early as possible in such a way that the counselor does not need to quickly conclude either the negative or the positive side of the counselee.

The result of the development of counseling skills is vital in order to increase the effectiveness of individual counseling, which can be made as a reference or an alternative to decision making. It is not impossible that the school has to increase the quality of its counseling service for its students in accordance with the demand and complexity of problems that the students encounter. One of the alternatives which become the priority in the policy has to reach the development of counseling skills in order to increase the effectiveness of individual counseling.

2. Recommendation for the Scientific Development of Guidance and Counseling

The subject of this development of counseling skills was the guidance and counseling teachers of the junior secondary schools. The counseling skills are then implemented into the real counseling practice with the counselee. Therefore, the stakeholders in the development of guidance

and counseling science have to believe that the potential of the counselor and the counselee can be improved toward the development of guidance and counseling science.

The verbal language used in counseling skills is the language which has to contain therapeutic values (Corey, 1988). The thinking and development in guidance and counseling science is typically related to Linguistics which has to be owned in relation to the subject matter of verbal language. The development in the life problems of human beings at present requires more realistic and more comprehensive vision and mission of guidance and counseling.

The counselee as an individual with great potentials and certain personalities, emotions, and various kinds of uniqueness, has to be viewed integrally. The counselor and the counselee may have different economic and social status. However, warmhearted and pleasant relationship between them can be built through counseling skills in this research.

3. Recommendation for Guidance and Counseling teachers

The Guidance and Counseling teachers who unite themselves into an organization called the Forum for Guidance and Counseling Teachers are suggested to make an agenda of training on counseling skills whenever there is a shared activity of interests so that their working professionalism, particularly their quality in individual counseling. The practice of counseling skills which have been conducted by the guidance and counseling teachers all this time is a potential that is very important to be developed continuously in order to achieve the quality of individual counseling service. Stimulation through various strategies is needed in every shared activity of such a forum, particularly those in the junior secondary school level.

The development of counseling skills, involving its general development and implementation, is to increase the effectiveness of individual counseling, which depends very much on the school counselor. Therefore, the school counselors are viewed to be in need of using the product of this research, frequently in order to be more skillful in performing their skills of manual counseling session by session. Henceforth, the cooperation among school counselors is required. Each of counselors has to be able to position him/herself as an expert since they have to be professional indeed.

4. Recommendation for Guidance and Counseling Study Programs

Guidance and Counseling study programs are expected to be able to have follow-ups to this research which can be a reference to reviewing the synopsis related to individual counseling. The need of balance between the practice and the theory of counseling is a problem of counseling skills at the present and in the future. The role and function of both practice and theory are very much needed and become the main priorities to achieve the success in the service of individual counseling.

The results of this research have been theoretically and practically proven in its reliability by having a base on the factual result of the evaluation on the guidance and counseling teachers when they make practice. The success of this research is indeed systematically achieved with patience and care in such a way that a highly positive contribution to the effectiveness of individual counseling can be given. This benefit is not only felt by the Guidance and Counseling teachers as the users of this skill, but also by the counselees. This confession is not only limited to the change in the selves of the counselees. However, they state and judge that the guidance and counseling teachers have changed all this time. Such a change is related to their way of responding and the feeling of hospitality by the counselors when the counselor meets the counselee. The counselors used to get angry without minding the emotion of the students but now they are able to have pleasant attitude

and behavior. The counselors always ask the accountability of what their own students have promised and ask about their condition as well as their learning development and progress.

5. Recommendation for the Next Researchers

The results of this research and the instruments used in this research are expected to be able to be developed further in relation to its process since the problems in counseling skills are caused by many factors, such as: the personality of the counselor, the experience, cultural context, language, and personality of the counselee him/herself determine the success of counseling very much. The counselor needs to realize wholeheartedly that he/she internally acts as a nanny who has to be likeable, pleasant and helpful to others, and he/she has to be able to motivate and to reassure by giving "soft-hearted" service.

The researcher admits that in this research there are very unique points, such as: satisfaction value got by both the counselor and the counselee. There is a value amplifier in both of the verbal and non-verbal languages which give therapy and there is an encouragement which spontaneously toughens the soul of the counselee and is sometimes followed by confrontation as the form of pleasant accountability. Therefore, the researcher is interested in the researches to investigate the development of counseling skills since such a research still has opportunities to be developed further in any other research sessions.

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