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**PROFESSIONAL IMPROVEMENT OF COUNSELING SKILLS
THROUGH HELPING RELATIONSHIP TECHNIQUES
FOR ISLAMIC COUNSELING STUDENTS**Dr. Fauziah, M.Pd
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fahrulrazi@iainptk.ac.id**Abstract**

The purpose of this research is to train the counseling skills of BKI study program students, have professionalism in conducting the process of guidance and counseling activities and conducting religious guidance, through the development of hypothetical model helping relationship. To assess their ability to use this technique researchers directed students to carry out the process of individual guidance and counseling activities through online videos that they share with YouTube channel. This is done to address the inequality of conditions during this pandemic or covid-19, does not allow us to conduct activities online.

The research method used in this research is research and development (R&D). The use of this method, is based on a study in the application of models resulting from rational validation and the development of theory, to produce the right model in improving the professionalism of counseling skills of BKI students through helping relationship techniques.

The results of this hypothetical model development research contribute to the improvement, professionalism of skills of student counselors program Islamic counseling guidance (BKI) in an effort to meet the standards of competence of graduates, as supervisors/ religious counselors in the community and advisers / educational counselors in schools/ madrasah.

Keyword : Professional improvement, counseling skill, Helping relationship techniques, Islamic Counseling Students.

INTRODUCTION

The professional ability of Islamic Guidance and Counseling students to conduct counseling professionally is still to be improved. This can be seen from the doubts of students doing counseling when they are in the location of Practice of Field Experience (PPL). Mastery of counseling skills is not as easy as turning the palm. Various techniques and approaches of counseling become very important to be understood and mastered by students when

they want to carry out the counseling process or provide assistance to counsellors. Mistakes in applying counseling techniques make students not confident to provide counseling. Even hesitant in applying counseling techniques appropriately. Some mistakes occur because of a lack of understanding of helping relationship techniques.

Helping relationship is a human relationship between counsellors and counsellors, either in a connection relationship / direct relationship / face-to-

face, or a relationship that occurs indirectly or through the medium of communication Richard Nelson-Jones, (2012). In addition, relationship are also said to be a technique of building dynamic relationships with people or individuals in the counseling process. This technique has a huge effect in the smooth counseling activities between counsellors and counsellors / clients.

Acceptance of assistance done by each individual has different intentions and ways, Brammer (1998) distinguishes the process of providing assistance there are two ways, namely professional and non-professional assistance, in this study, will be discussed helpful relationships in the form of professionals yang done by professionals who help other parties, and the work in the context of the profession he pursued, as a mentor or counseling practitioner.

To become a professional counsellor, start by doing counseling first by building relationships with people who have a relationship with the counsellor through good communication. To create this relationship he must pay attention to the following 1) relating i.e. building a cooperative working relationship, 2) understanding that is understanding / accessing and agreeing a mutual agreement on matters related to client problems, 3) helping the client to change / improve his behavior, so that problems /problem situations can be handled effectively.

This helping relationship technique will be trained in Islamic Guidance and Counseling students when they attend micro counseling lectures. The success of students in the counseling process can be seen from; a) the ability of the student to assist his client in addressing the problems he or she faces, b) trust the client to tell the problem to the counselor and make the counsellor as a person who can help him in finding solutions to the problems he or she faces, c) change the client's behavior in improving himself to realize the goals he

wants to achieve and the client's ability to make decisions to make improvements.

The professionalism of student counseling skills Islamic Guidance and Counseling (BKI) currently the qualifications greatly affect the amount of community expectations. Especially stakeholder as a graduate user. Some institutions that are the location of student PPL include; Pontianak City Religious Court, Correctional Institution, Office of Religious Affairs (KUA), National Family Planning Coordinating Board (BKKBN), Secondary Fisheries Business School (SUPM) and National Narcotics Agency (BNN), SMPN 9, MAN 3 Pontianak. The number of ppl locations of students will have a positive impact on the prospect of increasing the number of students entering / choosing BKI courses, as the right choice.

From the existing data shows there is a gap between the opportunities to work in available institutions and the low interest of the public to enter or enroll as students in the BKI program, other data from interviews of researchers with students who follow PPL in some of the locations above, many still doubt their ability to do counseling, because they are less skilled to apply counseling techniques. (source: interview results in July 2019). Previous Research

Some previous studies that have relevance to this research include; Sofyan S Willis (2010) conducted research on Attending Behavior as one of the techniques in counseling skills can also be said as a form of the appearance of counsellors who exhibit non verbal behavior, spoken language, and eye contact. Since these components are not easy to do, it needs to be trained gradually constantly. This skill is part of the technique of helping relationship, namely establishing a communicative counseling relationship between counsellors and counsellors when they conduct the process of communication interaction in the counseling process.

Richard Nelson & Jones, (2012) stated that counseling relationships (helping

relationships) occur in the heart and mind face-to-face that is public and can be observed / observed verbally and with sand bodily communication (verbal and body communication). Furthermore, the results of the research conducted by Nelson & Jones, counseling relationship also consists of various emotions both parties show trust and support each other by providing warmth differently. This relationship can be observed from the communication between the counselor and the client/counselor. Skills in helping relationships can be seen and observed through the video of the counseling community process that occurs.

Terry and Capuzzi mean that helpful relationships are some individuals working together to solve what concerns them or the problem and or help the development and growth of one of the two. (Capuzzi and EF, 1991) George and Christiani (1982) suggested that providing professional assistance is a dynamic and unique process that individuals do to help others by using resources, in order to actualize their potentials for a meaningful life. While Rogers (1961) suggested that the purpose of the relationship is to increase growth, maturity, function, way of handling his life by utilizing internal resources on the side given assistance.

LITERATURE REVIEW

In the implementation of counseling a counselor must foster a helpful relationship. Helping to keep the client confident to take responsibility and complete the tasks they face. Relationships in counseling do not mean to transfer problems to the counselor but to motivate the client to be responsible for himself or herself in addressing the problem. Relationship counseling has its own qualities that may not be present in other relationships. A counselor can use the following techniques.

1. Opening Techniques, including (a) natural reception (b) topic (c) setting room (d) behaviour. This technique is done in

preparation for the guidance and counseling process or the action of counseling services

2. Techniques of Fostering Relationships or conducting counseling process Reflective, namely; (a) emotional Reflection this is more focused on understanding what is contained in the client's speech. Reflection emphasizes the pronouns "you feel.." and "you think...". Reflections provide an important goal that encourages clients to think about the ideas and feelings they express so as to be able to recognize their own personalities without any influence from mothers

The counselor tries to reflect the client's attitude so that he understands himself better and to show the client that his situation is fully understood by the counselor. The expression of feeling is to come up with the idea of confronting yourself and not an end in counseling. Clients are trained to trust the expression of their feelings. (b) the reflection of the non-verbal experience of the client's expression of feelings and the client's non-verbal behavior. The counselor observes the posture, gestures, sounds and eyes of the client.

Reflection of experience is the technique of confronting the contradictions of what is said about the client's feelings with what the counselor observes on the whole organism as the client speaks, through sharing the experience. The point is that honest counsellors share the experience of the contradiction and reflect on the client.

I. METHOD

A. Research Design

The research method used in this research is "research and development method, in English" (Research and Development/R&D). The use of this method, based on a study in the application of models resulting from rational validation and the development of theory, to produce the right model in improving the professionalism of counseling skills of BKI students through helping relationship techniques.

Borg and Gall (1989) stated that educational research and development is a process used to develop and validate educational products. Which means that educational development research (R&D) is a process used to develop and validate educational products. The results of this development research is not only for the development of an existing product, but also to find a knowledge or answer to practical problems. According to Sugiyono (2009) research and development method (R&D) is a research method used to produce a particular product, and test the effectiveness of the product. In order to produce a specific product that is used for research that is analysis of needs (used survey or qualitative method) and to test the effectiveness of the product in order to function in the wider community, it is necessary to research to test the effectiveness of the product (used experimental method).

According to Sugiyono (2009), the resulting educational products can be in the form of curriculum specific to certain educational purposes, educational media, teaching methods, textbooks, modules, competency test models, evaluation systems, competencies of educational personnel, classroom arrangements for the application of certain learner models, management models, production unit models, payroll system coaching systems, employees, and others. In line with this, Sukmadinata (2008) stated that research and development (R&D) is a research approach to produce a new product or improve an existing product. The resulting product can be in the form of hardware or software. Software products such as programs for data processing, libraries or laboratories, learning in the classroom, or models of education, training learning, evaluation, guidance, management, and so forth. As for hardware products such as modules, books, packages, learning aids in the classroom and laboratory, or learning programs. This research and development, is not the same as regular research that only

produces suggestions - suggestions for improvement, research and development produces a product that can be directly used.

This research was conducted with steps as berikut:

1. Bshortened from the gap in the improvement of professional counseling skills that occur in BKI students and efforts to develop theories and techniques in carrying out the counseling process optimal as stated in this study shown by empirical explained above..
2. Collect data related to the results of tests / assessment of the ability of counseling skills of students while attending micro-counseling lectures and interview results at students who follow the PPL program factual and up to date. Furthermore, various information can be collected that can be used, as a material to conduct the study of duck and empirical theory well as observation on improving the professional skills of counseling skills owned by students.

Data in development research is carried out in accordance with the purpose and form of research. Some of the ways of data collection in development research are (a) Products from design, development and evaluation including the profile of the material being developed. The data collected may be time of use, identified issues, learning planning products, designer attitudes or responses or comments or work records; (b) Documented data and stages of development and implementation, including factors that influence it such as expert and client opinions and (c) Data identified prior to design,

3. Designing Hypothetical Models

The product produced in research Research and Development, is the development of theory related to the hypothetical model of improving the professionalism of student counseling skills through helping relationship techniques with appropriate and effective measures in accordance with the program that has been implemented. But the design

of this counseling technique is still hypothetical. This is said because its effectiveness has not been proven, and will be known after intensive testing. This cannot be presented due to the limited cost and time of research. However, it does not close the possibility to be carried out hypothetical testing in the next study.

4. Model Design Validation

Design validation is an activity to assess whether the design of the product, in this case the technique of helping relationship rationally will be more effective. It is said rationally, because validation here is an assessment based on rational thinking, improving the professionalism of counseling skills of BKI students, as a revise in conducting the counseling process with applying helping relationship techniques, as design hypothetical model.

After conducting rational validation through interviews and discussions of some students who have followed PPL, at ppl location, PPL supervisors and lecturers of counseling skills /micro counseling, the next step, researchers improve the design that will be applied as a theoretical development formulation as the final step in the research method "Research and Development" (source: Sugiyono. The year 2008.p. 434).

The stages in this research method, including development research are distinguished into two forms (types), namely type 1 development research focused on material analysis, specific objectives and conclusions. Further research on the development of type 2. focus on generalized conclusions analysis. as follows:

1. Preliminary Study Stage

In this preliminary stage researchers examine existing products, to know the specifications of advantages and disadvantages /disadvantages. Based on these advantages and disadvantages, researchers continue to study literature (theoretical studies and relevant

research/experience results). Researchers will design a development model to enhance existing products.

R &D Research Steps according to Sugiyono, (2015) can be explained as below

1. Potentials and Problems

Research always starts from potential or problems. Potential is everything that if used will have added value. The problem can also be turned into a potential, if researchers can use the problem. The problem will occur when there are deviations, between the expected and the circumstances occurring. This problem can be solved through R &D by researching it, so that an effective model, system or integrated handling pattern can be found that can be used to solve the problem. The potential and problems presented in a study must be demonstrated by empirical data. Data on potential and problems should not be searched alone, but it can also be based on other people's research reports as well as from documentation of activity reports from individuals or agencies.

2. Gathering Information

Once the potential and problems can be shown factually and up to date, the next step is to gather various information and literature studies that can be used as materials to plan to create a specific product that is expected to solve the problem. This study is intended to find concepts and theoretical foundations that can strengthen a product, especially those related to educational products, such as products in the form of programs, models, systems, software, approaches, and so on. On the other hand through this literature study will examine the scope of a product, the breadth of use, the conditions - supporting conditions so that the product can be used or implemented optimally, as well as its limitations and advantages. Literature studies are also needed to determine the most appropriate steps in developing the product.

3. Product Design

Products produced from an R & D research there are a lot of types. To produce a new work system, a new work design must be created based on an assessment of the old work system, so that weaknesses can be found. In addition, it is necessary to conduct research on other units that are considered good working systems. In addition, a review of the latest references related to the modern work system and good work system indicators should be conducted. The final result of this activity is usually a new product design that has been completed with its specifications. This design is still hypothetical, because its effectiveness is still not proven, and can only be known after passing the tests. Product design should be realized into the form of an image or chart, so that it can be used as a handle to assess and create it, and will make it easier for other parties to better understand it.

4. Validate the Design

Design validation is a process of activity that aims to assess whether the design of the product, in this case the new work system will rationally be more effective than the old one or not. It is said rationally, because validation at this stage is still an assessment based on rational thinking, not yet based on field facts. Product validation can be performed by presenting several experts or experts who are experienced in assessing the new product designed. Each expert is asked to provide the value of the new design, so that the next step can be known its strengths and weaknesses. Design validation can be performed on a discussion forum. Before discussing, the researcher presented the research process until the design was found, along with the benefits

5. Design Improvements

After finished product design, validated through discussions with experts and other experts. Then it will be known its weaknesses. The weakness is then tried to be mitigated by improving the design. In charge of improving the design is the researcher who will produce the product.

B. Scope of Research

The scope of this research includes:

1. Types of research

This type of research is a literature study and development of counseling theory described qualitatively. Development research is defined as a systematic study of the process of designing, developing, evaluating learning programs and products, as well as meeting the criteria of internal consistency and effectiveness of the use of programs or products. Richey et al. (2002) explained simply about development research. The results of the study stated, (1) development research is a study of the process and the specific influence of the impact of planning and learning development, (2) development research is the use and development of products resulting from planning, development of evaluation of learning activities and (3) development research is a complete process study or part of the process of planning, development and evaluation of learning. Plomp (2010:13) explains that design research is a systematic study of the process of designing, developing and evaluating programs, learning strategies and their devices, including products and systems as solutions to complex problems in practical education. This research aims to improve knowledge about the characteristics of the design and development process.

Development research in education is different from conventional research such as experiments, surveys and correlational analysis. Van den Akker (1999:2) explains the differences conventional research such as experiments, surveys and correlational analysis has a traditional approach and is focused on descriptive knowledge, thus less emphasizing aspects of practicality. While on development research, more focused on practical contributions and contributions of science.

2. Data collection

Data collection is done on BKI students who are carrying out PPL in the field. Tools for collecting data include; interviews and observations

3. Data analysis

Data analysis is carried out using; qualitative analysis, conducted to analyze the results of interviews and observations in accordance with the steps in the method of Research and Development (R&D).

4. Report Creation

The final results of this study were formulated in the form of Research Reports, Teaching Books and Journals

5. Research Location

This research was conducted at the location of Field Experience Practice (PPL) and in the lecture of micro counseling practice conducted by Islamic Guidance and Counseling students in the even semester (semester VI)

RESEARCH RESULT

Some of the findings in the hypothetical model development study can be put forward by researchers as follows:

1. Difficulties in establishing a professional counseling relationship still have to be trained and studied in depth, in order to produce a comfortable and enjoyable counseling process between counsellors and clients.
2. To be able to identify problems in a structured and systematic way requires an understanding of the advantages and disadvantages of the client's ability to manage his feelings, thoughts and experiences. This is done so that the counselor can direct the client in making changes in the not too long time. These skills should be given maximum and intensive training with proper time planning.
3. The client cannot raise the problem because of shyness, at this time who has to talk a lot is the client, the counselor is more on listening and listening to the client's problem. This makes the client stop the framing and often interrupts the nod of his head. These skills should be

given helping relationship training, especially in verbal communication.

4. Conditions and situations in the community that is during the Covid-19 pandemic, all activities and activities must follow health protocol regulations, making this study can not be carried out by researchers to the maximum and in the laboratory/campus room by presenting students to follow the practice activities offline.
5. The use of recording activities in carrying out the counseling guidance process is done by using video and in share through youtube chanel program to get assessment from the public at large as one form of validation of product effectiveness of hypothetical models developed in this study.

Practically speaking, many other dilemmas were discovered by researchers while conducting developmental research. In order to keep the research objectives running in accordance with the principles of development research, McKenny et al. (2006) presented a picture of dilemma conditions and solutions to the condition. These conditions and solutions are (a) researchers are designers, sometimes as evaluators and implementers (b) field conditions and adaptability conditions.

Development research is closely related to practice in the field. Circumstances or conditions in the field often appear and interfere with the implementation of research. there are two types of development research, namely type 1 and type 2. Type 1 development research is focused on material analysis, specific objectives and conclusions (context-specific-conclusion) or special development research only about the development of learning devices/models. Type 2 research is focused on generalized conclusions or developmental research that specifically examines the learning model. design of development research as follows:

1) Preliminary research, researchers conduct in-depth analysis of materials and problems associated with the framework based on literature reviews. 2) phase of prototype (prototyping stage), researchers designed the initial frame of reference and compiled the prototype and limited nature of the hypothetical model form and if possible will be continued in the form of assignment creation and model trials with a set time later.

The successful process of counseling and aspects of the client's personality such as: attitude, emotion, intellectual, and motivation need to get the best attention. A client who is anxious when dealing with a counselor will be seen from his behavior. A good counsellor should certainly try to calm his client's anxiety in various ways. In counseling terms known as attending techniques, namely the skills of approaching, greeting, and making clients feel at home and willing to talk to counsellors. Or it can be by expressing the feelings of anxiety of his clients as much as possible by digging or exploring

CONCLUSION

Based on the results of analysis and discussion supported by theoretical and empirical data, it can be concluded as follows:

1. Application of helping relationship technique that can improve student counseling skills. Counseling skills possessed by students through helping relationship techniques can be done when conducting interactive communication between counsellors and clients, this ability can be performed by counsellors when attending, refketif and explosive to summarizing.
2. Helping relationship students can improve the professionalism of student counseling skills. The application of helping relationship techniques is carried out in three stages, namely: a) relating stage, relating implementation, students can collaborate actively in

performing their role as counselors and clients, their communication is very interactive. The relationship between the two looks very well established, when they say hello and meeting. b) the understanding stage of the counselor can identify the client's problems by understanding, feelings and thoughts and experiences experienced by the client. the client describes the situation completely in a sporty emotional climate, counsellors encourage him to think that the client can manage it well.

c) changing stage of problem situation with approach to developing thinking skills, communicating and doing clients as client center '

3. Result of development of hypothetical model of helping Relationship techniques in improving the professionalism of student counseling skills. assessment of the improvement of student counseling skills that provide the community in the form of the number of likes and subscribes yng is above 50 in the video of student counseling process activities Islamic Counseling Guidance Study Program (BKI) religious concentration and marriage, FUAD IAIN Pontianak through youtube chanel for assessment gets likes and subscribe from the community by using hypothetical model of helping relationship to improve the professionalism of student counseling experience through the first stage: Relating, conducting collaborative working relationships between counselors and clients, the second stage: Understanding, accessing and agreeing and identifying agreed client problems. Third stage: Changing, Helping the client to change so that the problem, so that problem situations (problematic situations) are handled more effectively than in the previous time.

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