


# The Importance of Understanding Ability, Skills and Attitudes of Students in the Practice of Guidance and Counseling Services

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<p><b>Submitted:</b> 2023-07-02</p> <p><b>Revised:</b> 2023-07-27</p> <p><b>Accepted:</b> 2023-08-13</p> <p><b>Keywords:</b> Understanding Ability, Skills Ability, Attitudes Students, Practice of Guidance and Counseling, Services.</p> <p><b>Copyright holder:</b> © Sutirna, S., &amp; Musa, S. (2023)</p> <p><b>This article is under:</b></p>  <p><b>How to cite:</b> Sutirna, S., &amp; Musa, S. (2023). The Importance of Understanding Ability, Skills and Attitudes of Students in the Practice of Guidance and Counseling Services. <i>Bulletin of Counseling and Psychotherapy</i>, 5(2), 184-196. <a href="https://doi.org/10.51214/00202305611000">https://doi.org/10.51214/00202305611000</a></p> <p><b>Published by:</b> Kuras Institute</p> <p><b>E-ISSN:</b> 2656-1050</p>	<p><b>ABSTRACT:</b> The objective study is to know students' level of ability, understanding, skills, and attitudes in practice service guidance and counseling in schools. The approach research used is a study survey of guidance and counseling teachers who become tutors in accompaniment student practice guidance and counseling. Instruments in questionnaires closed as many as 25 items with indicator understanding, skills and attitudes students in implementation activity practice guidance and counseling. While processing techniques results survey uses percentages from many answer respondents compared amount whole respondents multiplied by 100%, the results percentage categorized as very good, good, well enough, less well, and very less. Research results conclude that students' level of ability in understanding, skills, and attitudes in implementation service guidance and counseling. The research results are concluded (1) the level of ability to understand guidance and counseling for students who carry out practices in schools is included in the sufficient category (very good 29.17% and good 56.25% ), (2) the level of students' skills in providing guidance and counseling services to students in the aspects of attending, responding, personalizing, and initiating is included in the sufficient category (very good 33.16% and good 56.88%), and (3) the level of ability of students' attitudes in carrying out guidance and counseling services in schools is categorized as sufficient (for very good 51.49% and good 41.96%).</p>
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## INTRODUCTION

Guidance and Counseling are needed by every individual human being because every individual human being can certainly face life and life problems that have no limits. In facing these problems, humans are required to be able to solve their own problems, starting with recognizing their potential and abilities (Gilbert, 2014). Based on the problems of life and daily human life, guidance and counseling emerge as a means to be able to solve problems. Guidance is an action that is done carefully to achieve positive behaviour. While counseling is a place to share stories or share complaints with someone who is trusted (Abrams et al., 2003).

Guidance and Counseling are an integral part of the education process, meaning that it has a very important role in the implementation of education, both in formal, non-formal and informal education channels (Habsy, 2017). This is reinforced by Sunaryo Kartadinata in a statement that quality and ideal education are that the three fields in the process of organizing education are synergistically implemented, namely the curricular or learning field, the field of educational

administration, and the field of guidance or student affairs. Furthermore, it is conveyed that if only the fields of learning and administration were implemented and the fields of guidance, it would create students who are smart and intelligent, but the psychosocial aspects of students will be lacking or weak in everyday life (Kartadinata, 2020). Thus, guidance and counseling must be optimally understood by both guidance and counseling teachers and subject teachers (Kholiq & Solehuddin, 2020).

Taking into account the above description, there is a need for efforts and efforts to provide knowledge, skills, and attitudes competencies to subject teachers and prospective subject teachers (non-guidance and counseling study program students) about the basic concepts of guidance and counseling services, counseling skills, and the implementation of integrated guidance in the learning process, while for teachers and prospective guidance and counseling teachers already understand about guidance and counseling during lectures, meaning that it only remains to implement (Wambu W & Fisher A, 2015).

Furthermore, there are still subject teachers who have a wrong perception of their role as mentors, so when they find problems of students who have difficulty understanding the subject matter (for example, algebraic addition material in mathematics) it is handed over to the guidance and counseling teacher, even though the right one can solve students' learning difficulties is the subject teacher (Sutirna, 2019).

## Literature Review

Kristy Pruitt from California School of Education said in his letter that “One of the biggest benefits of guidance and counseling in schools from a well-trained and effective school counselor is in the way they may be able to help prepare students for academic, career, and social challenges through relating their academic success with the potential success of their future lives” (Erford, 2010). Then, a good school counselor can and will help the school run smoothly and effectively. Because of the variety of problems that individuals face in important areas of their lives, guidance and counselling have become increasingly important in the modern era (Dhami, 2020).

The importance of guidance and counseling should be taught to children and how it can help them shape their future journey. Schools have a huge role to play in bringing out the best in children. Good behaviour is desirable, but sometimes youngsters need guidance to polish their personalities. Through counseling, children are given advice on how to manage and deal with emotional conflicts and personal issues. To help young people and students choose the right school and major in the United States, Frank Parsons et.al. started the Vocational Guidance Movement in 1908. This is proof that the United States is the importance of guidance seriously. Through the American Counseling Association (ACA), the United States has become the world's reference in guidance and counseling services (Sutirna, 2017).

Guidance and counseling practice is the stage of implementation all of the theories obtained in lectures in practice so that students' understanding, skills, and attitudes in providing guidance and counseling services broaden their understanding horizons. The Republic of Iceland, located in western Europe, applies students and lecturers in higher education to provide Academic Guidance, Psychological Counseling, and Career Guidance services to all people who need assistance with school selection, career development, and assistance to people with special needs (Borbély-Pecze, T. B., Hloušková, L., & Šprlák, T., 2022). Then is the practice of giving and receiving assistance, advice, and guidance, and is a familiar tradition in Malaysian society by Abdul Halim Othman and Amla et al, advisory and social support among Malay community members existed long before the colonial administration (Othman, 1999; Amat, 2019). Thus, Malaysia has been the practice of guidance and

counseling for a very long time and is even said to be a society tradition in terms of providing guidance.

Aminu Jibril Arfasa dan Fisseha Mikrie Weldmeskel conveyed that the results of the study showed that the majority of secondary school students never visit guidance and counseling offices. The mean perception score of students and teachers towards the usefulness of the service was positive though the provision was either very much limited or most of the time unavailable. The services of guidance and counseling are also influenced by several challenges such as the lack of professionally trained counselors and the required facilities. The researchers conclude the implication of guidance and counseling services and the associated challenges considerably influence secondary school student learning and personal well-being (Arfasa & Weldmeskel, 2020).

Moreover, it seems that the practice of guidance and counseling services provided by students to schools is still not optimally implemented by paying attention to guidance and counseling journeys, which on average each country has started since the 1960s, such as Indonesia, Malaysia, Singapore, and the Philippines. Even though if we pay attention to the significance for students or students is very high, students can add knowledge and insight on how to carry out mentoring of students and students can be given guidance towards future preparation of students in order to face the era of competitive global competition.

### Rationale of the Study

From the description above, the guidance and counseling course is needed by students as a guiding foundation and this needs to be trained through the practice of guidance and counseling services after students receive theories about the basic concepts of guidance and counseling during lectures. The existence of practical guidance and counseling service activities will provide positive knowledge and experience of guidance and counseling services for students as well as add direct experience to students in implementing the theory obtained in lectures.

### Aims and Hypotheses

The purpose of this study is to provide reinforcement of students' non-guidance and counseling study program students about understanding, skills and attitudes in implementing the theories obtained in lectures so that it is hoped that this will become a future experience when students become teachers. The hypothesis in this survey research is in the form of research questions, namely that there is a significant influence of the lecture process on students' understanding abilities, skills, and attitudes in implementing guidance and counseling service practices in schools.

## METHODS

### Design

The research methodology used a survey approach involving guidance and counseling teachers at junior and senior high schools. The type of survey used is a cross-sectional survey design, namely a research design that collects data at one time for a sample. (Creswell, 2012).

Table 1. Respondents Survey

No	School Level	Frequency	Information
1.	Junior High School	29	Respondents of Public and Private Schools
2.	Senior High School	34	
Total		63	

### Population and Methods of Sampling

Population and Sampling is directly involved guidance and counseling teachers act as tutors to implementing counseling guidance service practices and as respondents.

### Instrumentation

The instrument used is a closed questionnaire about understanding, skills and attitudes in carrying out guidance and counseling services and which has been validated by the Guidance and Counseling Association (ABKIN) of Karawang Regency in Focus Group Discussion (FGD) activities at SMP Negeri 3 Karawang Barat. Questionnaire results were then processed using percentage level theory, after the percentage level was known, then converted to percentage criteria with ranges SB (very good), B (good), C (enough), K (poor) and SK (very poor). Meanwhile, the following formula is used to determine the percentage of teacher perceptions.

### Research Procedures

This survey research procedure is consisted to two parts: before the survey through the lecture process and after the lecture through the practice of guidance and counseling to schools. The lecture process lasts 10 (ten) classroom meeting and the practice of guidance and counseling services in schools lasts 1 (one) month. After practice of guidance and counseling services, tutors were asked to provide an assessment through a questionnaire to find out the description of students' understanding abilities, skills, and attitudes while practice guidance and counseling services.

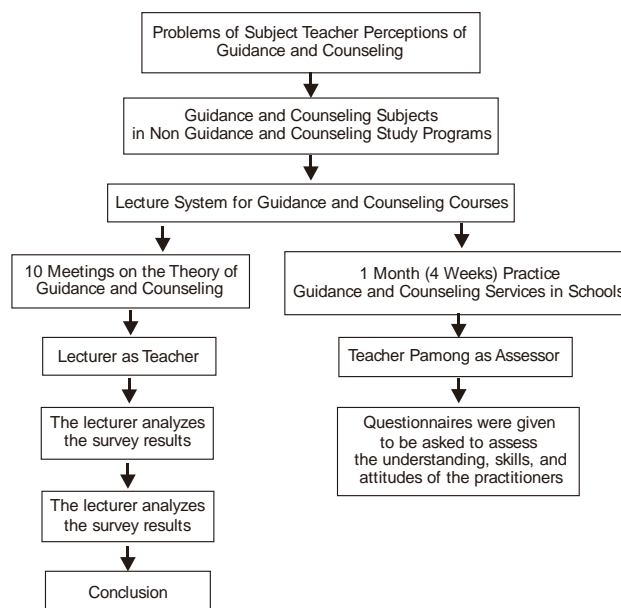


Figure 1. Research Procedure

## RESULTS AND DISCUSSION

### Results

Based on the results of the survey and data processing, it was found that the level of understanding of students in carrying out guidance and counseling services in general can be seen in the following table.

Table 2. Indicator Instrument Survey

No	Indicators	Frequency
1.	Understanding	8
2.	Skill	10
3.	Attitude	7
	Total	25

Table 3. Criteria Percentage of Respondents' Answers

No	Percentage Intervals	Criteria
1.	80% < x < 100%	Very good
2.	60% < x < 80%	Good
3.	40% < x < 60%	Enough
4.	20% < x < 40%	Poor
5.	0% < x < 20%	Very poor

$$P = \frac{f}{n} \times 100\%$$

Information:

p: percentage value

f : the number of answers to each questionnaire to respondents

n: Maximum score

### ***Ability to Understand Basic Concepts of Guidance and Counseling Services***

The basic concept of guidance and counseling is something that must be understood by a counselor/teacher in providing guidance and counseling services, because if a counselor/teacher does not understand the basic concepts of guidance and counseling, mistakes will occur in providing guidance and counseling services to students. The results of a survey on the ability of practitioners from guidance and counseling teachers are as follows:

### ***Ability Skills in Service Guidance and Counseling***

Ability Skills in providing guidance and counseling services are the essence of the guidance and counseling service process, because without attending, responding, personalizing and initiating skills from a counselor/teacher, there will be no success in the implementation of guidance and counseling. The survey results for skill levels in providing guidance and counseling services can be seen in table below.

### ***Attending Aspect***

Attending skill is the behavior of the counselor/teacher approaching the client/student which is manifested in the form of eye contact with the client, body language, and spoken language. Attending skills also reflect how the counselor approaches the client which is embodied in the behavior above. This is very important to be mastered by a counselor/teacher in order to achieve

Table 4. Recapitulation of the level of students' ability in understanding Basic Concepts of Guidance and Counseling Service

Indicator	Choice Answer	F	%
Understanding ability	Very Good	112	29,17
	Good	216	56,25
	Enough	55	14,32
	Less	0	0
	Lack	0	0
	Blank	1	0,26
	Amount	384	100

Table 5. Recapitulation Skill Counseling Indicator

Skill Counseling Indicator	Very Good	Good	Enough	Less	Lack	Blank
Attending Aspect	96	127	16	0	0	1
Responding Aspect	26	64	6	0	0	0
Personalizing Aspect	13	27	8	0	0	0
Initiating Aspect	24	55	17	0	0	0
Amount	159	273	47	0	0	1
Percentage	33.16	56.88	9.79	0	0	0.20

Table 6. Recapitulation of Attitude in Guidance and Counseling Service

Sub- Indicators	Very Good	Good	Enough Good	Less Good	Very Less Good	Blank
Honesty	23	24	1	0	0	0
Discipline	26	19	3	0	0	0
Responsibility	25	20	3	0	0	0
Tolerance	23	24	1	0	0	0
Mutual cooperation	23	21	3	0	0	1
good manners	33	14	1	0	0	0
Self-Confidence	20	19	9	0	0	0
Amount	173	141	21	0	0	1
Percentage	51,49	41.96	6,25	0	0	0.29

success, below are the results of a survey of aspects of attending students in carrying out the practice of guidance and counseling services.

**Responding Aspect**

Responding is a basic counseling skill related to the counselor's efforts to understand, enter, and respond to the thoughts and feelings of the client. If the counselor is able to respond to the thoughts and feelings of the client, then the client will be increasingly stimulated to express his thoughts and feelings more openly so that by responding, it is hoped that the client will be able to explore his thoughts and feelings. Included in this responding skill is responding to content (responding to content), responding to feelings (responding to feeling) and responding to meaning (responding to meaning).

**Personalizing Aspect**

Personalizing is a basic counseling skill related to the counselor's efforts to facilitate clients to understand themselves and recognize their problems. By knowing himself and his problems, the client is expected to be able to prepare himself to choose and take action to solve the problem. Included in these personalizing skills are personalizing meaning, personalizing problems and personalizing goals.

**Initiating Aspect**

Initiating is a basic counseling skill related to the counselor's efforts to take the initiative in formulating client goals and choosing which of these goals to achieve, see table 5.

**Attitude in the Practice of Guidance and Counseling Services**

The counselor's personality is the most important factor in counseling, because counseling is a helping profession. The personality of a counselor is an important factor in counseling, because the personality of the counselor is a fulcrum that serves as a balance between knowledge and skills in

Table 7. Ability attitude student in carry out practice service guidance and counseling

Sub- Indicators	Very Good	Good	Enough Good	Less Good	Very Less Good	Blank
Honesty	23	24	1	0	0	0
Discipline	26	19	3	0	0	0
Responsibility	25	20	3	0	0	0
Tolerance	23	24	1	0	0	0
Mutual cooperation	23	21	3	0	0	1
good manners	33	14	1	0	0	0
Believe self	20	19	9	0	0	0
Amount	173	141	21	0	0	1
Percentage	51,49	41.96	6,25	0	0	0.29

counseling. The counselor's personality is a key influence in counseling guidance. The survey results regarding student attitudes in carrying out guidance and counseling services are as follows table 6.

### **Ability Attitude**

Ability attitude student in carry out practice service guidance and counseling can noticed results survey below this table. With notice results survey above, then can concluded that level ability composed attitude from honesty, discipline, tolerance, mutual cooperation, polite polite and trusting self own very good attitude by 51.49%, attitude good of 41.96%, and 6.25% enough. It means students in a manner general including in category good in behave when carry out activity practice service guidance and counseling in schools.

## **Discussion**

### **Understanding Ability**

Mastery of the basic skills of guidance and counseling for students must be possessed through a face-to-face lecture process. Guidance and counseling lecturers in non-guidance counseling study programs must provide the basic concepts of guidance and counseling in an orderly manner in lectures from the emergence of guidance and counseling, goals, principles, principles, and attitudes of counselors in providing guidance and counseling services. Specifically in digging up counselee information, this understanding ability is very much needed by a counselor because without mastering how to dig up information on the counselee's condition, the next steps will not be optimal in providing services.

The research show that guidance and counseling teachers in cultivating self-disclosure for students who are not open to individual counseling services are to use the techniques available in individual counseling services. They must be able to dig up information as deeply as possible. clients themselves so that problems can be solved through open questions to provoke clients to talk (Zhao & Stone-Sabali, 2021).

A professional counselor with various approaches and attitudes when dealing with clients must explore their actual state so as not to lie and mask it. The counsellor has to be realistically sensitive to his/her clients' mood on entry into the office through good and assuring facial expressions (Arfasa & Weldmeskel, 2020). Lebih jauh dikatakan oleh Neero Sood dalam buku Guidance and Counselling in Education bahwa Guidance and Counseling have come to play a significant role in the field of education. In simple terms, guidance means to direct or provide assistance to someone who needs help. Counselling refers to professional service provided to an individual facing a problem. Counselling is considered to be an integral and central part of guidance (Astuti, 2021).

The success of gathering information from the counselee or client must then be included in a plan for the next meeting because this can only be done at the initial meeting for a short time. It

turned out that the results of a survey for students carrying out practical work in schools in gathering information and putting it into plans for the implementation of guidance services were categorized as having an average understanding and making advanced service plans.

Then, Haryani it should be noted that the preparation of RPL-BK must be adjusted to the level of needs of students, in this case, based on the results of extracting said information about students' background information (Haryani, 2017). Rottoh then presented the results of his research in Kenya. The study is expected to reveal the implementation of guidance and counseling programme in Kamariny Division. The findings from this study may be important to the education stakeholders in the district in formulating policies and giving necessary advice on how guidance and counseling can be effectively implemented in secondary schools (Rutttoh, 2015).

Digitization is a system that everyone, including counselors, must master because all data can be stored in a very effective digitizing system. Penyimpanan data layanan bimbingan dan konseling merupakan salah satu cara untuk mengarsipkan data yang sangat efektif. said Muhammad Surya, Mastering information technology is one of the mastering for to become a professional teacher if you want to be left behind (Mohamad, 2018). In this case, how do students implement digitalization in carrying out service data storage? In tutor survey results, students have mastered digitization in storing their service data on average.

Identifying these students' problems and needs is the first and very important step that a guidance and counseling teacher (school counselor) who will provide guidance and counseling services to students. How do students in the initial stages of implementing guidance and counseling services? The result, if we pay attention to the results of the tutor teacher's assessment of the guidance and counseling service process at the initial stage of the process, we it is already quite good, though there is one respondent who does not assess students, and this could be because he missed answering or forgot. In her article, Siti Haolah stated that the counselor's personal quality in carrying out techniques or skills at each stage of the counseling process influences success or effectiveness in the counseling process (Haolah et al., 2018). Sunil Krishnan of the Department of Psychology at the University of Karela in India said that during the early stages of counseling in the counseling room, a counselor should not judge the counselee in so that his condition gets worse. Still, the counselor should be able to create a sense of security and pleasure and strengthen the counselee's self-confidence, which will be the best investment for counselees in counseling interviews. Once safety and trust has been established, counselling can be the best investment you ever make in yourself (McMahon, G., & Palmer, 2014).

What do you think about the Guidance and Counseling service process carried out by students in terms of the current Guidance and Counseling service principles? From the survey results, students provided guidance and counseling on the applicable rules for assisting students. This means that the theoretical learning process in class significantly influences the implementation of guidance and counseling services for students or, in other words, students who have provided guidance services. According to Minister of Education and Culture number 111/2014 concerning Guidance and Counseling in Basic Education and Secondary Education, Guidance and Counseling, as an integral part of the education program, is an effort to facilitate self-sufficient students to achieve complete and optimal development. What do you think, students, in carrying out the results of planning corrections from you before the service process.

From the results of a survey of tutor teachers, the understanding of the students receiving the corrections from the tutor teacher relating to the implementation plan for guidance and counseling services and its implementation can be concluded as good. In this way, the students understand the function of guidance and counseling for themselves, and the tutor's input and directions can be well received. Confirmation is an action or process in Indonesia to provide confirmation, ratification, or



justification for something. In that is, confirmation is used to ensure the truth or clarity of information, to confirm or give official approval of a decision, or to provide strong reasons for an action or statement. This must be done by practitioners of guidance and counseling services so that the correction results are in line with expectations. How do students practice confirming corrections to tutors for guidance and counseling services.

The survey illustrates that students who confirm after being given input in making plans or carrying out guidance and counseling services are categorized as very good (43.75%), good (47.92%), and quite good (8.33%). Thus, students are psychologically able to accept what tutors give them. Therefore, students already understand the principles of guidance and counseling, namely receiving input from other people, and already understand human nature, which has deficiencies. A follow-up is a quick response to guidance and counseling teachers' or counselors' reflections on problems identified during the service delivery. Activities carried out to follow the results of the implementation of guidance and counseling services. From this information, it can be concluded that the follow-up process of the effects of guidance and counseling benefits must be immediate and without delay, so that the problems found can be concluded.

After providing guidance and counseling services, the students already understand the follow-up process. Approach activities are carried out through individual discussions or groups with students, home visits, and extracurricular activities at school.

### ***Understanding Skill***

Counseling basics are a skill in conduct counseling sessions. As per in this definition, the counseling process emphasizes the relationship between the person providing assistance and those receiving assistance using the interview method. Attending, responding, personalizing, and initiating skills is carrying out guidance and counseling services.

### ***Basic Skills Attending***

The element of self-preparation or self-preparation of the counselor is the very first essential attending skill a counselor must have in providing services. Preparation is an action that someone must prepare to face the activities that will be faced. For example, suppose you are facing the State University Entrance Examination. In that case, you are only possible to be successful if you are prepared from the start, and there are no coincidence factors to success. That's why, we must understand all of that using careful preparation. Because we are the ones who adapt to situations and conditions. Middlekauff (2004) says that the well-known phrase 'if you fail to plan, you are planning to fail', attributed to Benjamin Franklin, shows great insight. What's great about this is that we are more likely to succeed by making a good, well-thought-out plan. We all want to be the best we can be, and planning is key?

According to the survey results, the students were stated by the tutors to be very good and good at preparing themselves, which can also be said to be the influence of the guidance and counseling lecture process. Therefore, students must maintain this condition as a foundation for their main tasks and supervisory functions. What about counseling skills for students' attitudes in carrying out guidance and counseling service practices in schools?

Taking into account the survey results, it turns out that the attitude of students in carrying out guidance and counseling services, tutor teachers give a very good attitude at 39.58%, a good attitude of students at 54.17%, and a fairly good attitude of students at 6.25%. Said Hamid, the ideal personality of a guidance and counseling teacher based on student assessments is patience. Patience is a heart and soul attitude that is firm in carrying out obedience without being influenced by lust, as well as a firm attitude that continuing to try to face tests and trials without moaning and complaining.

A counseling teacher is a patient because a guidance and counseling teacher is a person who leads a counseling group and is fully responsible for what happens in that group (Hamid, 2018).

Attitude is how a person does something through speech, language, or body position. For example, how to speak and polite gestures when dealing with older people or superiors. Behavior is a person's response to the environment. For example, does the older person or boss who is spoken to by his subordinates respect or ignore it? The survey shows students have good attitudes and behaviour in carrying out guidance and counseling service practices in schools.

How do students carry out guidance and counseling services to listen to students in conveying something? The survey results showed that students are very good at 31.25%, 64.58%, and 4.17% regarding listening to students. Thus, the students understood what Carl Rogers conveyed about the student center theory, or child-centred theory, where students are the center of guidance and counseling services and the counselor is only a guide. Listening is an attending part of the counseling skills that all counselors need to be received attention too (Sutirna, 2004).

Furthermore, in counseling skills for attending, aspects that cannot be ignored is the counselee/client's feeling of security and comfort when following the counseling process with the counselor. How do practitioners grow a sense of safety and comfort when implementing guidance and counseling? As for the survey results, it was very good (39.58%), good (50%), and quite good (10.42%) at providing a sense of security, comfort, and attention during the mentoring process.

Attending skill is the behaviour of the counselor/teacher approaching the client/student, manifested in eye contact, body language, and spoken language. Attending skills also reflect how the counselor approaches the client, embodied in the above behaviour. This is very important to be mastered by a counselor/teacher to succeed. Below are the results of a survey of aspects of attending students in carrying out the practice of guidance and counseling services.

The attending aspect for students in carrying out guidance and counseling service practices can be said to be good, as shown by 40% in the very good category, 52.91% in the good category, and the remaining 6.67% in the sufficient category, so to the results of data analysis and discussion.

### ***Basic Response Skills***

Responding is a basic counseling skill related to the counselor's efforts to understand, enter, and respond to the thoughts and feelings of the client. If the counselor is able to respond to the thoughts and feelings of the client, then the client will be increasingly stimulated to express his thoughts and feelings more openly so that by responding, it is hoped that the client will be able to explore his thoughts and feelings. Included in this responding skill is responding to content (responding to content), responding to feelings (responding to feeling) and responding to meaning (responding to meaning). Response and empathy are needed aspects of the guidance and counseling process. One of the factors that determine the success of guidance and counseling services in schools and the community is the ability to empathize.

The responding aspect of basic counseling skills is divided into two parts: (1) the responding aspect of problem handling and (2) the responding aspect of empathy. The survey results for the responding aspect in handling problems, students were very good (27.08%) in responding to student problem solving, 62.5% were good, and 10.42% were pretty good. This means that students were able to respond well to students' problems, a shown that no respondents said they were not good or very bad. The second aspect of responding skills is students' empathy in guidance and counseling services, the survey results showed is very good at 27.08%, good at 70.83%, and enough at 2.08%. Thus, students have a good sense of empathy from an early age, and this is the basic capital for students in their future roles it as educating and teaching, as well as a mentor.

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### ***Initiating Basic Skills***

Quality personal counselor in the individual counseling process is point pedestal between the knowledge and skills of counselor. In other words, success or effectiveness in the counseling process is influenced by quality personal counselor in do techniques or Skills at every stage process counseling (Haolah et al., 2018). With thereby knowledge and initiative counselor is needed in the counseling process.

From the results survey, then can concluded that students for tract knowledge dominated by category Good at 66.67% meanwhile for category good only 10.42% and categories enough at 22.91%. this becomes a description that improving the learning process in the classroom for eye studying guidance and counseling must more improved again because very good category based on results very low survey mark the percentage. How with student initiative give service guidance and counseling?

It turns out that the initiative for students to give service guidance and counseling is already on top well, meaning no one respondent (teacher tutor) gave the category not enough good and very less okay. things stay strengthening during the learning process in class.

### **Implications**

Based on the theoretical basis and opinions of guidance and counseling experts, surveys and discussions, guidance and counseling services must be carried out by subject teachers that are integrated into the learning process in the future. This is reinforced by a survey by subject teachers that understanding abilities, skills, and student attitudes are included in the good category. This can be appropriately implemented by all subject teachers in the future. In that case, an increase in quality and ideal education will be achieved, and the goal of attaining a Golden Indonesia will be achieved.

### **Limitations and Strengths**

However, it should be an important note for further researchers that success in this survey can be ascertained to have limitations, therefore it is hoped that all parties who will conduct further research can anticipate weaknesses that exist in the course of research, data analysis, and discussion. so that in the end it will become a very valuable input for the development of the world of education, especially in the implementation of guidance and counseling services in schools.

### **CONCLUSION**

The conclusion of the results is; that (1) the level of ability to understand guidance and counseling for students who carry out practices in schools is included in the sufficient category, (2) the level of students' skills in providing guidance and counseling services to students in the aspects of attending, responding, personalizing, and initiating is included in the sufficient category, and (3) the level of students' attitudes in carrying out guidance and counseling services in schools is categorized as sufficient.

## AKNOWLEDGMENT

Asosiasi Bimbingan dan Konseling Indonesia (ABKIN) Karawang Regency which has helped a lot in instrument validation as well as being a respondent and tutor in the practice of guidance and counseling services for students of Mathematics and English Education. The Leader of the Teaching and Education Faculty, Universitas Singaperbangsa Karawang, who is given motivation to carry out the Tridharma of higher education.

## AUTHOR CONTRIBUTION STATEMENT

All authors have read and approved the final version of the manuscript.

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