

## COMPETENCE OF GUIDANCE AND COUNSELING TEACHER IN DEVELOPING HELPING RELATIONSHIP WITH STUDENT

(Kecekapan Guru Bimbingan dan Kaunseling  
Dalam Membantu Membangunkan Hubungan Dengan Pelajar)

<sup>1</sup>Yusi Riksa Yustiana\*, <sup>2</sup>Aas Saomah, <sup>3</sup>Suherman

<sup>1,2,3</sup>Department of Educational Psychology dan Guidance, Faculty of Education Sciences,  
Indonesia University of Education  
Email: yusiriksa@upi.edu

Received : 18 April 2017; Accepted : 9 October 2017; Published : 28 December 2017

### Abstract

The growth of effective communication between guidance and counseling teachers and students is important to achieve the goal of guidance and counseling at schools. Effective and quality communication will psychologically stimulate students to get involve intensively in the treatment process. This condition will encourage students to open themselves to understand their personal characteristics, and are willing to work together to explore various alternatives for self-development, better decision making and choices, and solving their problems. Students who are less open to guidance and counseling teachers are motivated by various factors, including low professional competence of guidance and counseling teachers in developing effective communication. Thus, guidance and counseling teachers need to have communication competence in order to improve the effectiveness of providing guidance and counseling services. The dimensions of the communication shall include: (a) empathy behavior, (b) acceptance and respect of students, (c) the warmth and caring, (d) openness and sincerity, and (e) concreteness and specificity of expression.

**Keywords**      *Quality Communication, Professional Competence, Self-Development, Problem Solving.*

### Abstrak

Pertumbuhan komunikasi yang berkesan antara guru bimbingan dan kaunseling dan pelajar adalah penting untuk mencapai matlamat bimbingan dan kaunseling di sekolah. Komunikasi yang berkesan dan berkualiti secara psikologi akan merangsang pelajar untuk terlibat secara intensif dalam proses rawatan. Keadaan ini akan menggalakkan pelajar lebih terbuka untuk memahami ciri-ciri peribadi mereka, dan bersedia untuk bekerjasama untuk meneroka pelbagai alternatif untuk pembangunan sendiri, membuat keputusan yang lebih baik, dan memilih, serta menyelesaikan masalah mereka. Pelajar yang kurang terbuka kepada guru bimbingan dan kaunseling didorong oleh pelbagai faktor, termasuk kecekapan guru bimbingan dan kaunseling yang rendah dalam membangunkan komunikasi berkesan. Oleh itu, guru bimbingan dan kaunseling perlu mempunyai kecekapan komunikasi untuk meningkatkan keberkesanan penyediaan perkhidmatan bimbingan dan

kaunseling. Dimensi komunikasi hendaklah termasuk: (a) tingkah laku empati, (b) penerimaan dan penghormatan pelajar, (c) kehangatan dan penyayang, (d) keterbukaan dan keikhlasan, dan (e) penekanan dan pengkhususan ekspresi.

**Kata Kunci**      *Komunikasi Berkualiti, Kecekapan Profesional, Pembangunan Kendiri, Penyelesaian Masalah.*

## INTRODUCTION

Guidance and Counseling Service at schools is aimed to assist students to develop themselves to be independent and responsible in making decisions and choices, hence the students can face the future with clear direction. Students are expected to have effective, creative and productive characteristics, as well as able to interact, adapt, and develop positively in life through conducive development.

The service provided also aimed to help students to be able to follow the learning process and learn effectively and independently. Students are expected to have the ability and resilience in grabbing opportunities and moving ahead, solve life problems, able to be to actualize their potentials. In this global era, individuals are required to consistently develop their skill and ability in selecting information, therefore they can make correct choices and decisions.

Thus, as an implementer of Guidance and Counseling Services at school settings, teacher of guidance and counseling needs to pay extra attention to the existence of complexity in life and other potential problems that which may influence students' developmental phase. Guidance and counseling teachers are expected to provide guidance and counseling services, which focus on achieving the requirements and necessity of students' development based on their social values. They need to implement high quality services in terms of both substantial materials and services, thus having effective implementation strategy.

Demands of high quality and professional Guidance and Counseling Services at school require the placement of guidance and counseling teachers who have masters several competencies, such as knowledge, skill, and professional etiquette. In addition, they need to have personal quality that can support their roles as guidance and counseling teachers at school. Knowledge competency, skill, personality and professional etiquette of a teacher will give a great impact on the professionalism of the counseling services, especially when they communicate with students. The success of the Guidance and Counseling Services begins with the characteristics of the counselors, namely willingness and openness. Willing to help students is crucial to guidance and counseling teachers. Openness is largely and an essential dimension to gain success in delivering guidance and counseling services as it can help to develop conducive interpersonal relationships that is needed among students.

High quality and appropriate communication between the guidance and counseling teachers and students are the foundation that can give positive influence to the provision of guidance and counseling at schools. Besides, being actively involve in guidance process, consistent support and commitment in the helping relationship can motivate students to do necessary efforts to achieve their goals. The process of

guidance and counseling can be facilitated if the students are open in discussing problems that they have, therefore cooperation in formulating solutions and self development grows.

For the success of the services, guidance and counseling teachers are expected to tenaciously develop effective communication with the students. Without the effective communication, guidance and counseling services will fail. With the growing confidence in communication with students, trust is developed and the assistance of the guidance and counseling teachers will be given to students effectively.

## **OBJECTIVES**

- a) To acquire understanding of effective communication dimension in guidance and counseling so that the teachers can administer the services effectively in their guidance and counseling services at school.
- b) To explore communication skill development for guidance and counseling teachers in guidance and counseling services at school.

## **DISCUSSION**

### **Guidance and Counseling as Communication Process**

Guidance and counseling is a fundamental service in education process. Important role of guidance and counseling includes helping students to make choices and decisions, solve problems, and facilitate them in developing their potentials. This service attempts to help students to be able to take full advantage of any available opportunities, and minimize any possible obstacles throughout their developmental process.

Guidance and counseling take place in the interaction process between the teachers and their students, which aims at helping students to: (1) fully understand, accept, direct, and develop interests, talents, and abilities, (2) adapt to their surroundings including their family, school and community, and (3) plan for the future that is suitable with both today's demand and in the future.

Guidance and counseling communication in this writing refers to the concept of "helping-relationship" that was proposed by Brammer (2003:40). This concept can be comprehended as a tool in administering communication in guidance and counseling services. In communicating help administration, there are two subjects involved: guidance and counseling teachers/ counselor (the one who help), and students/counselee (the one who receives help).

According to the above definition, help that is given by the guidance and counseling teachers is aimed at developing students, in meaning to bring out the awareness of various strategies that can be selected in self-development process, feel at ease when making decisions, be able to solve problems, and be able to express their feelings and potentials. This condition will occur if the guidance and counseling teachers have personality, characteristics, attitude and value as well as the ability to understand the students who can facilitate problem solving and students' growth and development. With effective guidance and counseling communication, students are expected to lead their lives more meaningfully.

Guidance and counseling communication is quite difficult to be defined because relationship is defined by the value orientation that is upheld by each party, the teachers and students, as well as by the occurring situations during the help administering. Guidance and counseling as communication process shows that a relationship can be helpful if: (a) it can facilitate counselee (students) to grow and develop, especially the emersion of self awareness over various alternatives that the students can choose to achieve happiness and the possession of readiness to act in accordance to the best choices they made; (b) the help takes place because there is agreement as a psychological contract between the students and guidance and counseling teachers; and (c) this help can meet students’ needs and expentancy.

The help given to the students is aimed at assisting them to be able to actualize themselves joyfully and put meaning both for themselves and their environment. Helping people can be construed as a process of assisting counselees towards higher levels of self-actualization and the joyful realization of their unused possibilities. Semantically, assistance process can be analyzed through four dimensions as shown in Table 1: (a) personality of helper, (b) helping skills, (c) growth - facilitating condition, and(d) specific outcome (Brammer, 2003: 40).

**Table 1:** Assistance Process

<b>Personality of Guidance and Counseling</b>	<b>Helping Skills</b>	<b>Growth -Facilitating Condition</b>	<b>Specific Outcomes</b>
Traits	For understanding	Trust	For the person
Attitudes	For comfort	Respect	For society
Values	For Action	Freedom	For guidance and counseling teachers

(Source: Brammer, 2003:40)

The success of helping process is highly influenced by the personality and the ability of the guidance and counseling teachers in administering help. Both factors will be the facilitator for the growth of students’ self awareness. The students are aware of various alternatives and will choose solutions to their problems. This awareness will become the foundation on the right decision making process through guidance and counseling communication. Furthermore, the decision can create specific impacts as the result of guidance and counseling communication, for individual personal development, society and the teachers themselves.

There are three dimensions of guidance and counseling teachers’ personality that is related to the communication process of guidance and counseling. Firstly, traits - the characteristics of guidance and counseling teachers that include abilities, talents and interests to administer help for others. Secondly, attitudes - behaviors and demeanor of the guidance and counseling teachers when administering help or other

aspects of their lives. Lastly, values - the orientation of belief of the teachers that will color assessment criteria over the help that is given. The students' value orientation can become a reference that is congruent to the guidance and counseling teachers' orientation (Brammer, 2003:5).

There are three skills of the guidance and counseling teachers in developing guidance and counseling communication. First, the ability to understand and give understanding about the students' selves and problems. The guidance and counseling teachers need to understand all characteristics and all problems. Besides that, students need to receive help from guidance and counseling teachers to obtain awareness that they have potentials to develop, and understanding that they have problems.

Second, ability to help students to make several alternatives as the solutions to problems the students are facing and develop their potentials. This ability directs the students to be able to make decisions correctly. Third, the ability to help students to be ready to act and willing to accept all the consequences from the decisions they make.

There are three conditions that facilitate the students to develop self-awareness. The conditions are make peace when making decision, be able to solve problems and feel free to express themselves. All those three conditions are trust, respect and freedom.

### **Communication Dimensions in Guidance and Counseling**

The success of guidance and counseling can be achieved if the guidance and counseling teachers can develop effective communication with their students. Their attitudes are the prerequisites to achieve guidance and counseling goals that they develop. The discussed communication competency involves; (1) empathetic attitude, (2) acceptance and reward for the students, (3) warmth and care, (4) openness and sincerity, and (5) concreteness and specificity of expression.

#### ***Empathetic Attitude***

Empathy is the ability to understand students and attempt to make them understand that they are understood by the guidance and counseling teachers. In empathetic attitude, guidance and counseling teachers try to position themselves in the world of the students by employing students' frame of reference (client frame of reference). Such self-placement can be called external to internal movement (Brammer, 2003:42)

The benchmark of guidance and counseling teachers' success of empathy is the ability of the students to use the guidance and counseling teachers' understanding to understand themselves. It is not enough for the guidance and counseling teachers to feel and experience the understanding of empathy, the students also need to feel and experience themselves. Empathy is to help clients understand. Furthermore, this understanding must be communicated. A client must know what you are carefully listening to and that your understanding puts you in their shoes (Brammer, 2003).

There are five attitudes of empathy of guidance and counseling teachers. First, the guidance and counseling teachers review the problems from students' point of view, and try to place themselves in the students' frame of reference. By positioning themselves this way, the guidance and counseling teachers will be able to express the students' problem the way they feel. Second, the guidance and counseling teachers feel

the togetherness with the students so they care for the students' self development and thoroughly pay attention to what the students express. Third, after getting to the above attitudes, the guidance and counseling teachers start to help students to understand the problem they are facing. Guidance and counseling teachers attempt to guide students to understand themselves and their problems.

Fourth, although guidance and counseling teachers have placed themselves in the students' position and their framework of reference, they need to be honest to themselves. The guidance and counseling teachers do not lose their self identity in their role to give help. Through the above empathy behaviors, guidance and counseling teachers are expected to interpret the students' expression correctly. Moreover, they can direct the students to conclude the problems that they are facing through their encouragement. Experts are inclined to agree that empathy is essential in counseling process. It is so important in guidance and counseling communication that empathy is the heart of effective guidance and counseling communication.

### ***Acceptance and Rewards***

Acceptance and rewards for the students as they are can place the students as functional individual. This is the realization of individuality acknowledgment of the students as human being. According to Rogers, this condition is called unconditional positive regards, interpreted as "... the complete acceptance of all the clients' characteristics and behaviors ... (Osipow, Wals & Tosi, 1980: 19). In Egan (2002), unconditional positive regards and respects can be understood as non-judgmental and non-reservation attitude, that is the attitude that does not give acceptance and rewards without conditions to the students, Carkhuff (1983:69) mentions that to communicate unconditional regard means unconditional communication relationship, which is accepting the students as they are.

The explanation above shows that the acceptance and rewards in the sense of developing guidance and counseling communication is communication relationship that accepts the students as they are, which implies that students are sincerely regarded as respected and useful individuals. This concept demands that the guidance and counseling teachers not to act as a controller, rather as a facilitator of students' development. It is believed that with sincere acceptance and rewards, students will be able to express their feeling and problems. Acceptance and rewards can be expressed in sincere expression, acceptance and empathy.

### ***Warmth and Caring***

Warmth and caring are conditions of friendship that is shown with non-verbal expressions such as smile, eye contact, and other non-verbal gestures. This is regarded as warmth and caring. Brammer (2003:38) emphasizes that warmth is condition of friendliness and considerateness manifested by smiling, eye contact, and nonverbal attending behaviors.

Guidance and counseling teachers are required to show emotional involvement with warm and caring relationship situation. With sincere warmth and caring, students feel safe, comfortable and peaceful in communicating with guidance and counseling teachers. Due to the importance of warmth and caring in guidance and counseling

communication, Freudian views warmth and cares as significant power in guidance and counseling communication process (Nugent, 2001).

To create warm condition, sitting position that faces the students and being responsive are essential. In eye contact, guidance and counseling teachers should look at the students spontaneously but show that there are caring and interest to listen and respond to their questions. Guidance and counseling teachers' expression should not be stiff, cold and horrifying.

According to the explanation above, it can be concluded that the indicators of warm and caring guidance and counseling teachers when developing guidance and counseling communication are: (a) to treat students as friends; (b) show care of students' development and problems; (c) help strengthen students' expressions; (d) maintain full attention to the students; and (e) restate students' questions correctly.

### ***Openness and Sincerity***

Openness means that the guidance and counseling teachers develop the behavior that always shows the true condition. In other sense, openness is behavior that shows genuineness based on the real condition, without over explaining, covering themselves, and have openness attitude to receive complement, criticism, and feedback from other people. Bergin and Galfield (1996) defined openness as a statement of guidance and counseling teachers that is consistent with their actions. Meanwhile, Tyler defines openness as the willingness to try to know and understand students' problems. According to Combs, openness towards students in guidance and counseling communication is fundamentally based on mutual trust,

Openness can be shown when conducting guidance and counseling communication. Egan (1982:132) gives signs as follow: (1) guidance and counseling teachers should not act too formal and professional, (2) act spontaneously but not carelessly, (3) do not act defensively, (4) act consistently, (5) act wisely, (6) share experiences with the students. Besides, Carkhuff (1983) divides two stages of open and sincere attitudes, that are: responsive set stage (stage of listening and paying attention to the students), and initiative set stage (stage of taking initiatives with modeling process). Openness and sincerity are slightly different from other guidance and counseling communication aspects. Openness is non-verbal, meanwhile other aspects are verbal. As the consequences, the four aspects focus more on verbal skill and openness and sincerity heavily depend on honesty, whether guidance and counseling teachers are sincere and open in administering help.

According to the aforementioned explanation, openness and sincerity can be seen by analyzing five indicating skills of guidance and counseling teachers in terms of: (a) giving freedom to the students to express their thoughts and feelings; (b) developing trust suggests that guidance and counseling teachers can help students in the process of developing themselves and solving their problems; (c) showing genuine behaviors; (d) responding to positive and negative attitude of the students wisely and constructively; and (e) trying to be consistent with what is said and done.

### ***Concreteness and Specificity of Expression***

Concreteness and specificity of expression are important aspects in guidance and

counseling communication. Ivey and Authier emphasize that specificity of expression is important in effective helping session (Brammer, 2003:42). Concreteness and specificity is the accuracy and clarity of communication. With different view, Carkhuff (1983) explains five definitions about concreteness based on the helping session stages. First, in attending process (pre-helping), concreteness and specificity is interpreted as meeting concrete needs, that is combining students needs clearly. Second, in the responding stage that is called dealing with specific experience, is the process of directing students' experiences. Third, personalizing stage that is called concertizing problems, is clarifying the problems. Fourth, the initiating stage that is called being fully specific, is specifying problem stage. Fifth, helping stage that is called being pragmatic, that is creating pragmatic solution to the students' problems.

Concreteness and specificity of expression tend to lean on verbal communication. This condition implies the clarity of guidance and counseling teachers' statements to be easily understood by the students. Guidance and counseling teachers center their speech into the experience, thoughts and feelings of the students. In addition, the guidance and counseling teachers should attempt to communicate clearly and carefully and be willing to clarify students' questions.

With the communication concreteness, students can avoid confusion, worry, and resentment. The clarity of communication between the guidance and counseling teachers and students is the essential aspect for the effectiveness of help administration. Blander and Grinder states that "... indicate how helping clarifies counselee sentences give counselee better way to describe themselves, and provide them with sharper descriptive thoughts about their problems" (Brammer, 2003: 78).

## **GUIDANCE AND COUNSELING COMPETENCY DEVELOPMENT**

Guidance and counseling teachers should have professional quality that is supported by five competencies as follow: (a) show behaviors that are close to the ideal standard; (b) improve and maintain the image of profession; (c) continuously seek the opportunity to develop professionally that can improve their skills and knowledge; (d) seek quality and goals of the profession; and (e) take pride in their profession.

There are three competency classification that the guidance and counseling teachers should develop, which include the following:

1. Which professional competencies do the guidance and counseling teachers need to acquire as an individual?
2. Which professional competencies do the guidance and counseling teachers need to acquire in creating influencing situation?
3. Which professional competencies do the guidance and counseling teachers need to acquire in ensuring that the students are willing to ask and accept the help of guidance and counseling teachers? (Shertzer & Stone, 1981; 42).

## **CONCLUSION**

In administering their services, guidance and counseling teachers need to create situation that has great impact by acquiring competencies to develop guidance and counseling communication. The competencies include: (1) ability to understand the

students and give them understanding to allow them to realize their problems and develop their potentials (helping skills for understanding); (2) ability to direct the students to make choices (helping skills for comfort); and (3) ability to facilitate the students to be able to make decisions and ready to implement them (helping skill for action).

Communication competency that the guidance and counseling teachers need to have that allow students to be willingly ask and accept help is the ability to grow trust within the students towards the guidance and counseling teachers. Other than that, the ability to appreciate students, and the ability to give freedom to the students to express their problems are also important.

The competencies that the guidance and counseling teachers should have in order to create facilitating communication include: (1) ability to share empathy; (2) ability to give reward to students as individual; (3) ability to create interaction between the guidance and counseling teachers and students with warm and caring psychological emotion settings; (4) ability to express the statement sincerely and openly; and (5) ability to express the talk tangibly and with appropriate expressions.

## REFERENCES

- Blocher, D. H. (2006). *Developmental counseling*. New York : John Willey & Son.
- Brammer, L. M. (2003), *The helping relationship process and skills*. (Second Edition). Englewood Cliffe, New Jersey: Prentice- Hall, Inc. Bruce Hosking.
- Egan. (2002). *The skilled helper: Models, skills, and methodes for effective helping*. Monterey California: Brooke Cole Publishing Company.
- Nugent, F. A. (2001). *Professional counseling*. Belmont, California: Brooks Cole Publishing Company.
- Muro, J. J.& Kottman, T. (2005). *Guidance and counseling in the elementary and middeschools*. Agoura CA: Brown & Benchmark.
- Myrick, R. D. (2003). *Developmental guidance and counseling: A practical approach (2nd Edition)*. Minneapolis: Educational Media Cooperation.
- Shaw, M. E. & Coustanzo. (1982). *Theories of social psychology*. Singapore: McGraw-Hiil Book Company.
- Schmidt, J. J. (2004). *Counseling in school essential service and comprehensive programs*. Boston: Aliyah Bacon.
- Shetzer, B. & Stone, S. (2000). *Fundamental of counseling*, Boston: Houghton Mifflin Company.
- Yusuf, Syamsu LN.(2010). *Psikologi perkembangan anak dan remaja*. Bandung: RosdaKarya.