

Implementation Of Cognitive Ability Of Counselors In Solving Learners' Problem Through The Process Of Counseling In Junior High School

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Abstract

The existence of teacher guidance and counseling in schools is needed role and function in providing support services to all learners which there are good schools that have not experienced problems or who are experiencing problems. Guidance and counseling are embodied in a program organized and planned at the level of education units included in junior high school. The existence of required professional counselors in schools is force adept at handling the various issues, so that the counselor to function as individual therapeutic means able to provide services demanded therapist from various problems students might face. This study aims to obtain a model of process step counseling that can be used in solving the problem better learners experiencing personal problems, family problems, social problems, and work problems. While the benefits of the future expected results of this study can improve the process step of counseling provided by counselors that are tailored to the progress and development needs of the students are getting more complex. The results of this study indicate that counselors provide services while still in the moderate category, cognitive ability is still low, so their needs have not been met, for the conditions experienced still enough. Description of relationship among the variables (cognitive ability, the level of needs, existing conditions) has the effect of providing counseling services. It shows that the regression coefficient value of b_1 is -0,004. B_2 is 0,047. B_3 is -0,026. B_4 is 0,217. The value of the constant "a" is 65,328. The level of significance of 0,010 is smaller than 0,05. Results of the analysis of variance show that the value of count is 0,484. The significance level = 0,747 is higher than 0,05. Therefore, the proposed hypothesis is rejected. These variables are not significant

Keywords: Cognitive counselor, problem solving, learners.

INTRODUCTION

The role and function of the counselor are not easy. There are many things that need to be understood, including the difference of characteristics belonging to the child. The most important is how to solve the problems faced by students by using counseling process either personal problems, family problems, social problems, problems of learning or education, or career selection or employment problems in the future. As mentioned in guidance counseling Pattern 17, that provided guidance is personal guidance, social, learning, and career.

Solving problems of the students requires experts (counselors) who are competent in helping solve the problem of students. Therefore, these problems can be solved exactly so that the child can find and choose an alternate solution to the problem in accordance with the capabilities of counselor assistance. Hence, the task of a counselor is how to diagnose, provide treatment form, set up the prognosis through the process of counseling on issues facing students, and the follow-up steps that can be given.

Assistance given here is the extent to which

involve cognitive effort, timing, and feeling for the benefit of the client. Therefore, there are two assistances given to individuals. First, How to develop an individual's potential optimally so that the child is creative, productive, independent and religious. Second, the child can solve problems encountered so that the child can be apart from the emotional distress, and then comes a brilliant idea to plan a reasonable life problem. To achieve this, the counselor should create the actual contract with the client by creating a variety of techniques to the desired client in expressing and overcoming the problems encountered. Although various approaches of counseling done in understanding the relationship between client and counselor, they all agreed that an effective counseling lies in the way the relationship that is functioning. What happens if the troubled relationship and how to correct it. Hence, counsellors should have the attention and the feeling of being special. Results of a study conducted by the work of (Binkley et al., 1999) argued that 12 years after the end of therapy, clients still keep a clear description about their therapist and the quality of their relationships. It shows that the old impression kept by the client depends on how a counselor creates a relationship that is high-quality and meaningful, so that it can always reminds the clients in determining a positive action. Research results reviewed by Orlinsky et al (2004).in the (McLeod & McLeod, 2003), states that it shows repetitively the strong correlation between the quality of therapeutic and the number of clients who obtained from the therapy.

Therefore, this research produces one model Guide, on how to implement the cognitive ability of counsellors in dealing with the problem of students by using steps of the counseling process. This Model is preferable to the school counselor, especially in Junior High School.

Research Problem "Is there a significant influence among provided services, cognitive ability, the level of needs, and existing conditions in influencing the process of counseling to help the students in solving their problem?"

To be able to carry out the activities of private coaching for students well, particular officers who have expertise in the field of GC is needed for several reasons. First, there are some problems in education and teaching that are unlikely to be completed only by the teacher because teachers use more time to carry out its duties and responsibilities in the activity of

teaching. Second, Work in solving personal and social problems sometimes requires special expertise. This solving problem will be very difficult implemented by teachers who have burdened the task in the instructional field. Third, in particular situations, there is sometimes a conflict between learners and teachers, so that in the situation, it is very difficult for teachers to solve the problems by themselves. Therefore, it is necessary for the presence of a third party who can help to resolve the conflict. Fourth, in certain situations, it should be an issue, media or institutions to accommodate and resolve the problems of the learners that cannot be accommodated and solved by educators. For example, if there is a student who is facing serious personal problems, the counselor has a role in solving the problem at the school, including coaching personality problem of a child. Therefore, the presence of counsellors needs to function properly through guidance and counseling in schools that hold all the issues faced by students and looking for an alternative solution. Based on the results of interviews conducted by (Sari & Ayriza, 2021) it is stated that there are 10 students who have requested feedback on guidance and counseling services performed by counselors. From the ten students, there are 9 of them stated fully agree for the need of counsellors in schools to foster children not only to deal with a particular problem, but also other personal problems. Furthermore, the implementation of guidance and counseling are indispensable not only in school, but also in college because of the possibility of students at the University are also commonly experienced particular problems. Even more, the implementation of BK in the schools is indispensable in various levels of the educational units starting in kindergarten to university. It is due to the existence of professional counselors in schools is personnel proficient in solving a variety of problems, so that the Counselor acts as a personal therapeutic. It means that the counselor is required to be able to provide the services of the therapist from a variety of problems that may be faced by the students, so that they can avoid the problems that might be experienced. (Mappiare, 1996), reveals that individual developments have significant implication for counseling, especially for some cases. First, the purpose of counseling can be focused on the optimization of client development. Counseling that focuses on this is called the counseling-based developments. Second, the process of counseling in terms of the development of the individual consists of a series of ongoing efforts in understanding ourselves, the consciousness of personal potentialities,

awareness of the cultural demands of himself, as well as the discovery of the ways of individual capacity for utilization throughout the process of development. Third, Individual understanding of techniques by counsellors as well as the techniques of self-understanding and the environment by the client is very essential in counseling. Fourth, Interview counseling is the central media processing information simultaneous counsellors and clients or (mutual understanding), in addition to decision-making, and learn to master the task. Fifth, Reality testing behaviors learned in counseling interview clients into the real environment is also referred to as "transfer learning outcomes." It is an absolute need to be monitored by counselors. One of the things that can improve the self-esteem of clients is through the process of counseling developed by counselors. Therefore, in developing and fostering students' characteristic is through the process of counseling. The main innovation in the education of counsellors consists of an introduction to structured skills education approach. This approach is not only used in Counselor Education but also in the context of education skills in providing assistance or service professions such as teachers, nurses, and management. The first Model is a structured model of human resource development. In addition, (Ivey & Galvin, 1984) refer to the model micro-skill, the skilled helper model by (Egan & Kernberg, 1984). Although some models are different between each other, in some ways, all models contain a structured educational material in the form of handouts, exercises, demonstration movies, which will take participants to study specific counseling skills. The most interesting in the Counselor Education is therapy personnel in educational programs. Regardless of how long the education, the time available must be content with the theory, or can be used for the job experiential. Counselor's development process requires much time. The student to become a counselor must assimilate the theory and skills of counseling. It might take at least four years for one to become a competent counselor, and there are only a few institutions, which provide such a long time. Other issues that can be seen are the selection of trainers, assessment of competence, and philosophy. In General, for Indonesia's guidance and counseling graduate degree D3 and S1 are still allowed to become a school counselor. S1 could be orbited to become professionals, for some reason. First, Professional exercise weights should be increased, either during the education or in the form of in-service training, because exercise counseling skills that can be obtained as long as

it is felt is still very minimal. Second, there should have an individual assessment team from the Association of guidance and Counselling Indonesia (Asosiasi Bimbingan dan Konseling Indonesia/ABKIN). The Council of the Convention on the ACES in Chicago 1988 proposed a statement. It is the criteria of the counselor in the future in facing science and technology and social change that very quickly with a variety of effects such as drug addiction, AIDS, alcoholics, homo-lesbian, and how counseling between culturally. The main criterion is expected to be graduate counselor postgraduates that have experienced teaching and practical experience. In order to cope with the rapid changes, the form of exercise to be professional counsellors is adapted to the circumstances so that specializations of counselors are directed counselors, such as AIDS, homo-lesbian, and child personality development. There are some personality characteristics that need to be owned by counselors, and they are a cognitive ability in helping to develop the learner's personality as expressed by (Sofyan, 2007) They are: (a) Faithful and pious, (b) loves the man, (c) skilled Communicators; good listener, (d) having knowledge and insight about the human, social, cultural, being a competent speaker, (e) Flexible, calm and patient, (f) Understanding of the ethics of the profession, (g) Respect, honest, genuine, appreciate, (h) Empathy, understanding, accepting, warm, friendly, (i) Facilitator, motivators, (j) stable Emotions, clear mind, fast and capable, (k) objective, rational, logical and concrete, (l) consistent, responsibility.

Research from several experts expressed by Brammer in (Murad, 2006) suggest that counsellors should demonstrate the friendly attitude, understanding, positive regard, self-revealing, as a facilitative condition that can help change that occurred on the client. (Rogers, 1971) suggests that there are three characteristics of an effective counselor needed namely: congruence, unconditional positive regard, and empathy.

a. Congruence

According to Rogers, the first condition for the occurrence of a change in the client is if the counselor experiences the feeling of it is within reach of him and is in his consciousness, and he can communicate the change if the condition is appropriate and proper to communicate.

b. Unconditional Positive Regard

The second requirement of the characteristics for a counselor is unconditional acceptance. Respect to the client must be able to show by a counselor to clients. He must realize that people faced having their own values and needs that are different from the needs owned by the counselors. Counselors must provide client trust to select the development themselves.

c. Empathy

Empathy is a person trusted by the client. He/she is the one who understands and can feel the feelings, thoughts, and experience of the client. The empathy counselor is easy to enter the world of the client so that the client gets a touched with the attitude of the counselor. Eventually, the client will open honestly to the counselor. A counselor should be trained to be sensitive to the feelings and experiences of clients.

The above explanation can be reinforced by the opinions of (Sofyan, 2007) that in doing the empathy, the counselor can feel something that is sensed, thought and experienced by the client. Therefore, the counselor must have some efforts. First, a counselor discerns internal skeleton of the frame of reference or the internal life of the client. Second, a counselor put herself into the framework of the internal perception of the client. Third, the counselor felt a thing perceived by the client. Fourth, a counselor thinks together with the client, instead of thinking about or for clients. Sixth, a counselor becomes an emotional or mirror for the feelings of the client.

Creativity can be defined as the ability to create something new products, or the ability to deliver new ideas and apply them in solving problems. Creativity has aptitude and non-cognitive characteristics. Aptitude consists of fluency, feasibility, originality, elaboration, and redefinition. Non-cognitive consists of motivation, attitude, curiosity, love to ask questions, and always looking for new experiences. There are five stages of counseling that is systematically used in the decision-making process. The first is developing relationships, identifying and clarifying the problem. The second is assessing the problem and redefining the principal problem of the client. The second is formulating objectives and planning interventions. The fourth is giving an intervention to develop skills of the clients to help themselves. The fifth is ending the counseling and doing consolidation. At the end of the meeting, the counselor and the client perform a "review" of the progress achieved and perform consolidated. At this stage, the client is encouraged to formulate its own about: (1) the

results obtained, (2) the design of the activities will be carried out as a follow-up of the results, (3) plan meetings with counselors, back when it still needs it.

Building relationships in the process of counseling are the first step that needs to be established. It is crucial, because the process of counseling is face to face relationships and interpersonal communication. It means that the applicable rule in the communication is the force in the process of counseling. One of the terms that are used in building relationship counseling is rapport. Counselors who created rapport can give a positive contribution to the client so that he/she does not feel threatened in building relationships.

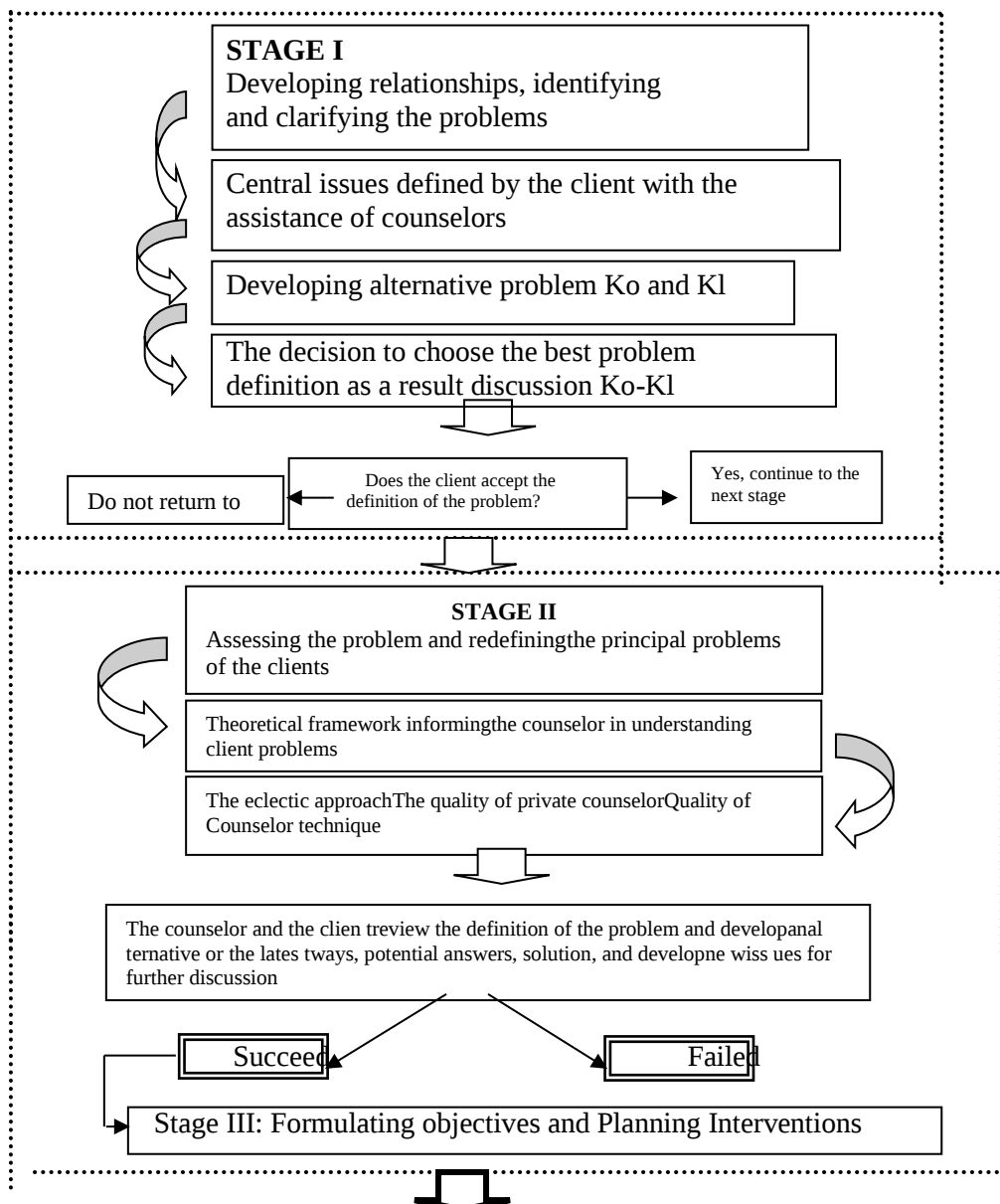
The act of communication is something that is a staple in counseling interviews involve listening. The ability to listen is the necessary capabilities that must be possessed by counselors. It means that something that is delivered by the client to be recorded well by counselors, either verbal or nonverbal (for example body language, tone of voice, facial expressions, movements, etc.)

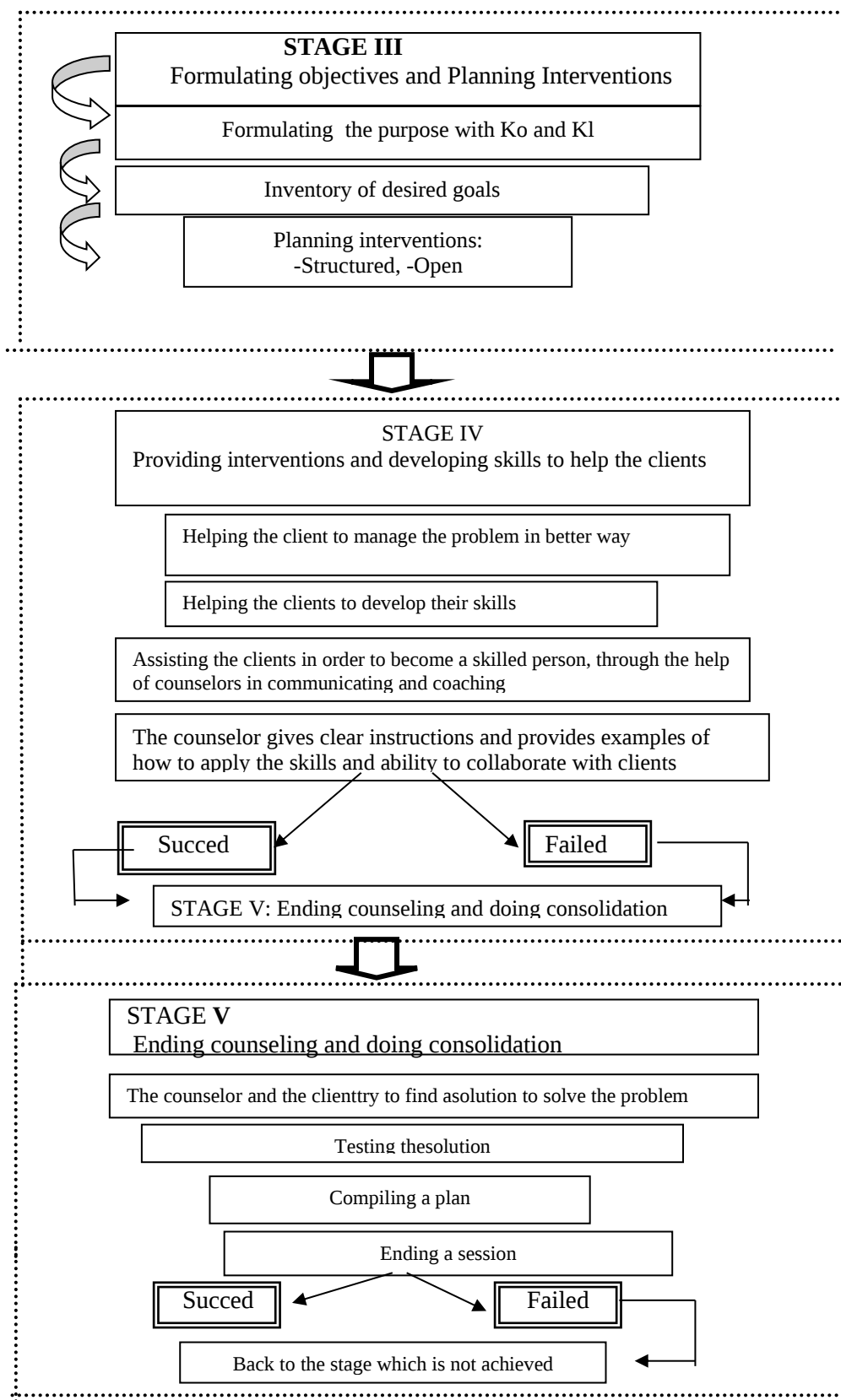
In General, people who follow the counseling have a unique relationship between the client and the counselor. In a situation where the client listens to a few hours or minutes trying to look at the issues and dilemmas of the speaker's point of view, dealing with something that is told with great dignity and confidentiality. There are a separate attention and feelings experienced by the client. Wachholz and Stuhr in the (McLeod, 2006) found that twelve year after the end of the therapy, the client still deviates a clear picture of their therapist and the quality of their relationship with him. Furthermore, any therapy that lasts more than two or three sessions represents a situation of an intense relationship between the counselor and the client. Most clients are very sensitive to anything said by the Counselor. Counselors may only fewer in speaking than the client. Therefore, something pronounced by the counselor has a very significant value. Patterson in (Corey, 2005) stressed the importance of the therapeutic relationship that research shows that the practical element in therapy is the relationship between the therapist and client. The therapist also serves an excellent personal relationship model which can be used by the client for growth itself. (Okun, 1987) says in case of relationship counseling, then facing is helper's environment and helped's environment where there are some aspects, namely: attitude, needs, values, beliefs, and of concern to the client. Meanwhile, in the

counselors, there are aspects of the attitudes, needs, values, beliefs, and skills. Relationship counseling should be developed to be more conducive. It is a required skill and experience of the counselor. The hypotheses tested are as follows: There is a significant influence among the services, cognitive ability, the level of needs, and existing conditions in influencing the process of counseling to help in solving the students' problem.

The research was conducted at the junior high school state that exists in Pare pare Regency. The targets were teachers for guidance and Counselling that exist at each school. There were 13 schools, and the teachers for guidance and Counselling are 39 people. The design of the research, which corresponds to the objectives in this study, used the chart according to the stages of the process of counseling performed by the counselor in dealing with problem clients for two years. It can be described as follows:

RESEARCH METHODS

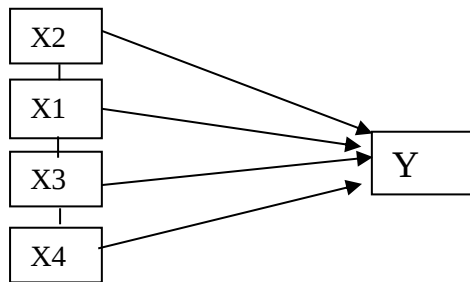




The design of the research that can be presented is based on the variables that become targets of research. In this study, the researchers used two

variables. They are dependent and independent variable. The independent variable is the cognitive ability of counselors in solving students' problems. The dependent variable is the

problem solving through the process of counseling. There are some independent variables that can be measured. The first is a description of the provided services (X1). The second is cognitive ability (X2). The third is the level of need (X3). The fourth is existing conditions (X4). The sixth is solving the problem (Y). Design of the relationship between the independent variable and the dependent variable can be described in the following figure:



Notes:

The design of the influence of variables X1, X2, X3, X4, (X5) toward the variable Y. Where: Y = solving the problem, X₁ = the provided services, X₂ = cognitive ability, X₃ = the level of need, X₄ = existing conditions, and X₅ = relationships

Hypothesis Testing: The relationship among the cognitive ability, the level of need, the existing conditions and the provision of counseling services.

The proposed hypothesis is “there is a significant influence among the services, cognitive ability, the level of needs, and existing conditions in influencing the process of counseling to help in

among the variables.

Instrument and data collection: (1) Instrument documentation was the teacher and counselor activity before this research was conducted. (2) Instrument of the questionnaire was used to obtain information about the implementation of cognitive ability in carrying out the process of counseling to solve clients' problems. (3) Observation instrument was used to obtain information on the assessment of the subject (the supervisor and student) about feasibility, acceptability, affectivity of counseling models.

In order to analyze data that has been collected, the data were processed with statistical inferential analysis techniques. It was the standard regression analysis and multiple regression analyses. Statistical analysis of inferential with the formula used is: $\hat{Y} = b_0 + b_1X$ (A.H. Nasution, 1980:146).

Meanwhile, the formula of multiple regression statistical analysis tests was: $\hat{Y} = +b X$ by using SPSS application program.

RESEARCH RESULT

solving the students' problem. In other words, it is thought that cognitive ability, the levels of needs, the conditions are getting better if the service provided is high quality. Therefore, it can support the implementation of good counseling services. Before the testing of the hypothesis is carried out, the testing the model equation to be used can be performed, as shown in the following table:

Regression Coefficients for the fifth Hypothesis

Model	Coefficients ^a									
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	65,328		2,724	,010	16,589	114,067			
	Pelayanan Saat ini	-,004	-,017	-,088	,930	-,099	,091	-,062	-,015	-,015
	Kemampuan/Kesulitan	-,047	,040	-,199	,182	-,129	,034	-,203	-,199	-,197
	Kebutuhan	-,026	,251	-,020	,105	-,535	,483	-,055	-,018	-,017
	Kondisi	,217	,352	,104	,615	-,499	,933	,110	,105	,103

a. Dependent Variable: Pemecahan Masalah

From table 1, it shows that the regression model obtained could not be used to predict the problem solving based on the current service, ability, difficulty, needs, and condition. Linear regression model shows that the regression coefficients "b1" is -0,004. "b2" is -0,047. "b3" is -0,026. "b4" is 0,217. The value of the constant "a" is 65,328. The significant levels of 0,010 are

smaller than 0.05. The results showed that the regression equations obtained among variables of problem-solving, current services, ability, difficulty, needs, and current condition is $\hat{y}_{123} = 65,328 - 0,004x_1 - 0,047x_2 - 0,026x_3 + 0,217x_4$. The same result can also be seen on the results of Test-F in the following analysis of variance:

Table 2. Analysis of variance for the fifth Hypothesis

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	138,956	4	34,739	,484	,747 ^a
	Residual	2441,403	34	71,806		
	Total	2580,359	38			

a. Predictors: (Constant), Kondisi, Kemampuan/ Kesulitan, Kebutuhan, Pelayanan Saat ini

b. Dependent Variable: Pemecahan Masalah

The results in the table above show that the value of F count is 0,484. A significant level of 0,747 is higher than 0.05. These results show that the

proposed hypothesis is rejected. These results are supported by the level of the relationship between the two variables as shown in the following table:

Table 3. Test of the significance of the correlation Coefficient for the fifth Hypothesis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,232 ^a	,054	-,057	8,474

a. Predictors: (Constant), Kondisi, Kemampuan/ Kesulitan, Kebutuhan, Pelayanan Saat ini

From the results above, it shows that the R-square value is 0,054 (5.4%). It reveals that the variation of the variable present conditions, cognitive abilities, needs, and current service can affect the level of service of guidance to students. This number is not significant.

DISCUSSION

Based on the results of the analysis that has been put forward before, it can be stated that the counseling stages used by a counselor in junior high school of Parepare regency in solving students' problem in the school is affected by some factors. The first is provided services. The second is a cognitive ability owned by a counselor. The third is the level of needs. The fourth is the existing conditions. Based on these four factors in accordance with the results of the analysis of inferential, it is obtained the orders of significance of each level of the variable. The orders are (1) cognitive ability, (2) existing conditions, (3) the level of needs, and (4) the provided service. Based on the above analysis, it explains that the counselors in the counseling process have many problems. In addition, there are still supporting factors that can be used in the process of counseling.

1. Problems

- Counselors have not had deep skills in examining information on the client so that sometimes the problem is not clear.

- Students are rarely willing to consult their problem.
- The problem-solving process is forced and does not reflect the actual counseling process.
- There are still many instructional teachers (educational background that does not match) commissioned to become a counselor teacher. Therefore, the provided service is secure in case of students. Hence, there is no counseling process running.
- Infrastructure and facilities available at the school are still very limited. Therefore, the room for guidance and counseling is not visible.
- Counselor's knowledge and experience about the problem solving steps for the students by using an effective counseling process is still limited.
- The ratio between students and counselor teachers is not yet balanced. Therefore, Junior High School of Pare-pare regency still needs counselor teachers.

2. Supporting Factors

- All schools occupied researching already had some of the rooms even though the room between the guidance, counseling, and data storage have not separated.

- b. Almost all the teachers who served as a counselor already have qualified education of Strata one (S1).
- c. There are still efforts of the counsellors in completing their job well. Besides that, there is still a great willingness to develop an implementation process through various models of counseling services.

CONCLUSION

1. The counselor teacher is one of the professional jobs that are required to perform tasks and functions in providing services to help learners to develop and can adjust itself either toward their family, social-personal environment, or in terms of dealing with the problems of employment in the future.
2. A counselor is obligated to assist students in resolving the problem if, in fact, there are students at the school who are unable to prevent themselves from the serious problems experienced. That duty is through a process of guidance and counseling process.
3. The results of the descriptive analysis in this study reveal that counsellors in providing services currently are in the medium category. Counselors' cognitive ability is still low. In addition, The needs of counselors have not been met while the conditions are still enough.
4. Description of relationship among the variables (cognitive ability, the level of needs, existing conditions) has the effect of providing counseling services. It shows that the regression coefficient value of b_1 is -0,004. b_2 is -0,047. B_3 is -0,026. B_4 is 0,217. The value of the constant "a" is 65,328. The level of significance of 0,010 is smaller than 0.05. Results of the analysis of variance show that the value of count is 0,484. The significance level = 0,747 is higher than 0.05. Therefore, the proposed hypothesis is rejected. These variables are not significant.

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