



**THE INFLUENCE OF GUIDANCE COUNSELING TEACHER
ATTENDING SKILLS (BK) ON STUDENT OPENNESS IN
INDIVIDUAL COUNSELING IN CLASS VIII-A UPTD
SMP NEGERI 3 NORTH MANDREHE
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ABSTRACT

The purpose of writing this article is to find out whether there is an influence of guidance and counseling teachers' attending skills on students' openness in individual counseling in class VIII-A UPTD SMP Negeri 3 Mandrehe Utara. This research uses a quantitative research method with a correlational design type that describes the influence of guidance and counseling teachers' attending skills on students' openness in individual counseling in Class VIII-A UPTD of SMP Negeri 3 Mandrehe Utara. According to Sugiyono (2015) quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations and samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with The aim is to test the hypothesis that has been set. Based on data analysis, it is known that the results of research data analysis confirm that there is an influence of attending guidance counselors on students' openness and the contribution of variable the remaining 59% are items that influence openness that are not included in the research studied.

INTRODUCTION

The author would like to praise and thank God Almighty for His blessings and mercy so that the author could complete the research proposal entitled "The Influence of Guidance and Counseling Teacher Attending Skills on Student Openness in Individual Counseling in Class VIII-A UPTD SMP Negeri 3 Mandrehe Utara" just in time. The purpose of writing this article is to find out whether there is an influence of guidance and counseling teachers' attending skills on students' openness in individual counseling in class VIII-A UPTD SMP Negeri 3 Mandrehe Utara.

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Initially, in starting to write this research proposal, the author experienced many obstacles, because in preparing this research proposal various obstacles were encountered, including those related to reading sources, especially those related to the problem being discussed. However, after the author had the courage to try to prepare this research proposal, of course he received support, motivation, guidance and instructions from the supervisor and various other related parties who were very helpful in completing the writing of this proposal. In this regard, on this occasion, the author humbly expresses his thanks to all parties who have provided support so that this research proposal can be completed.

Everyone wants to achieve the highest possible education. Education is important for human life because through it we can gain new knowledge and learn more. Apart from that, education helps students develop their potential to become better people than before. The aim of national education, as stated in Article 3 of Law Number 20 of 2003 concerning the National Education System, is to develop students into human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent. , and become democratic and responsible citizens (Triyono, 2014).

The implementation of guidance and counseling is basically a professional job, especially in the implementation of individual counseling. In individual counseling, the client is expected to be able to change his own attitudes and decisions so that he can better adapt to his environment and provide prosperity to himself and the surrounding community. Individual/individual counseling is a counseling service provided by a counselor for a client in the context of alleviating personal problems.

Individual or individual counseling services are the heart of comprehensive counseling services. As a professional job, a guidance and counseling counselor/teacher is required to have a number of certain competencies and skills to support the success of counseling. Thus, in order for the implementation of counseling to run as it should, schools must have guidance and counseling teachers who have skills or master counseling techniques.

Thus, there are twenty-one counseling techniques that a counselor should master when carrying out counseling, namely: attending, empathy, reflection, exploration, capturing the main message (paraphrasing), asking questions to

open a conversation (open questions), closed questions (closed questions). , minimal encouragement, interpretation, directing, summarizing, leading, confrontation, clarifying, facilitating, silence, taking the initiative, giving advice, providing information, planning , and conclude. The performance of Guidance and Counseling teachers in carrying out counseling is largely determined by the counseling techniques mastered by Guidance and Counseling teachers. Effective counseling skills can be obtained if the Guidance and Counseling teacher cares at the initial counseling stage, which in this research is called attending behavior, that is, the client receives comprehensive attention from the guidance and counseling counselor/teacher.

Mappiare (Mangerang, 2022:12-18) says that attending is "the counselor's or therapist's full attention to the client they are dealing with, characterized by the counselor's cognitive and emotive involvement with the counseling situation in the form of behavior such as facing, looking at or approaching the client".

In line with this statement, Sofyan S. Willis stated that the key to successful guidance and counseling is the quality of the supervisor or counselor. To produce qualified prospective counselors, a process of education and training is required adequate. Namely: First, a counselor must have a guiding personality; second, must master knowledge related to BK; Third, counselors must be trained with various counseling skills or master counseling techniques.

Carkhuff (1983) stated that "serving personally allows clients to feel close to the counselor, so that the counselor can communicate his interests and concerns to the client".

Sofyan S. Willis, defines attending as a statement in verbal and non-verbal form when the client enters the counseling room.

Based on this explanation, there is no doubt that attending skills are very important for a counselor to have, however, research results show that currently there are still counselors who are less professional in displaying good attending and have not even applied attending in services to students. The results of Ummi Kalsum's research (2018) regarding "The Influence of Guidance and Counseling Teachers' Attending Skills on Students' Openness to Participating in Individual Counseling at State Vocational School 1 Percut Sei Tuan", have proven that there is a relationship between Guidance and Counseling teachers' attending skills and students' openness to participating in individual counseling at State Vocational

Schools. I Percut Sei Tuan has a significant connection, which means that students are open to participating in individual counseling, supported by the attending skills carried out by guidance and counseling teachers at school.

Therefore, guidance and counseling have been tried in various ways to further develop towards professionalism in the field of quality or service so as to create a good image in the eyes of the public. According to Carkhuff, attending is an effort made by counselors to give total attention to clients. And this is a skill that counselors absolutely must have. Seeing the problems above, researchers feel it is necessary to conduct research regarding the mastery of attending skills demonstrated by counselors in the implementation of counseling, especially individual counseling.

Several efforts have been made to equip BK teachers to become more professional. However, the reality on the ground is different. There are many differences between the ideal behavior of guidance and counseling teachers and their performance in the field. If this condition continues, it will result in the emergence of complaints or discomfort which ultimately results in loss of public trust regarding the use of guidance and counseling services in schools.

This research was conducted to reveal the influence of guidance and counseling teachers' attending skills on students' openness to the implementation of individual counseling services. Through this research, it will be revealed whether attending skills have an effect on clients/students to express or express what is in their thoughts, feelings and problems they are facing openly during the implementation of individual counseling. This will be demonstrated by the client's satisfaction with the attending skills of the Guidance and Counseling teacher that he received during the counseling process, where the client feels appreciated, accepted and involved, thereby giving the client confidence that the Guidance and Counseling teacher is a place for him to pour out all his heart and feelings.

The results of initial observations carried out by the author regarding the implementation of individual counseling carried out by guidance and counseling teachers at UPTD SMP Negeri 3 Mandrehe Utara, appear to be quite good in handling students and in accordance with the results of interviews conducted with guidance and counseling teachers, but there are still students who are lacking. whether you like or dislike dealing with counselors/guidance and counseling teachers, especially when they talk about their problems, they are even less open

in talking about the problems they are experiencing. So based on the description above, the researcher took the title "The Influence of Guidance and Guidance Teacher Attending Skills on Student Openness in Individual Counseling in class VIII-A UPTD SMP Negeri 3 Mandrehe Utara."

METHOD

This research uses a quantitative research method with a correlational design type that describes the influence of guidance and counseling teachers' attending skills on students' openness in individual counseling in Class VIII UPTD of SMP Negeri 3 Mandrehe Utara. According to Sugiyono (2015) quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations and samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with The aim is to test the hypothesis that has been set. According to Indra Jaya and Ardat, there are three forms of correlation, namely: correlation and causation/causal correlation, spurious correlation, direct and indirect correlation. So what is meant in this research is causal correlation, namely the existence of variables that influence other variables because they are causal between variable X and variable Y. It is said that variable X influences variable Y. The data collection technique is a questionnaire. A questionnaire is an instrument or tool in the form of a number of questions or written statements about factual data or opinions relating to the respondent, which are considered known facts or truths and need to be answered by the respondent. Questionnaires are also an effort to obtain data in research. The form of questionnaire items used in this research is a closed questionnaire/questionnaire item where the questions included have been adjusted by the researcher. The form and score of the questionnaire answers consist of four answers, namely: always, often, sometimes and never. The form and score of this questionnaire answer uses a Likert scale. So that this question can be analyzed using statistics, these four answer categories are given a value range of 1-4. In preparing the statement items, positive and negative statements are made.

Giving Questionnaire Scores Based on a Likert Scale

Positive Statements	Score	Negative Statements	Score
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Always	4	Always	4
Often	3	Often	3
Sometimes	2	Sometimes	2
Never	1	Never	1

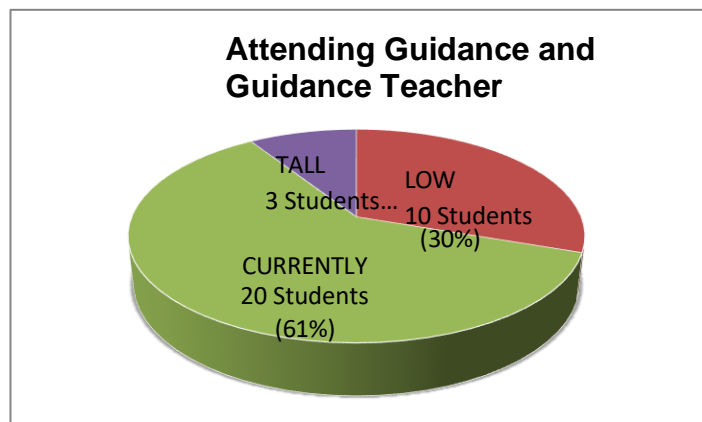
RESULTS AND DISCUSSION

1. General description of Attending Guidance and Guidance Teachers.

Based on the results of distributing the BK Teacher Attending instrument to 33 students with a total of 26 tests in class VIII – A at UPTD SMP Negeri 3 North Mandrehe, the percentage of the general description of Attending Guidance Teachers among students was obtained which was then categorized into 3 categories as follows:

Figure 4.1

General description of attending Guidance and Guidance Teachers



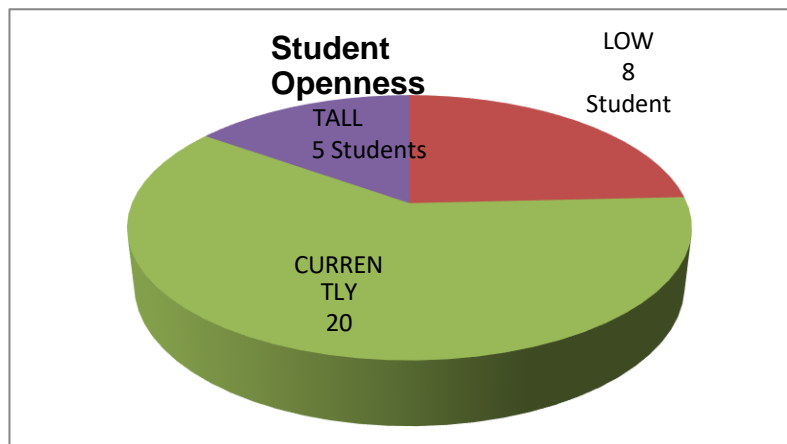
Source: data processed via Microsoft Excel 2010.

Based on the chart in Figure 4.1 above, it can be seen that 10 students (30%) had guidance and counseling teacher Attending with low criteria, 20 students (61%) had medium criteria, and 3 students (9%) found high criteria. .

2. General description of Student openness.

Based on the results of distributing the student openness instrument to 33 students with a total of 20 tests in class VIII – A at UPTD SMP Negeri 3 Mandrehe Utara, a general percentage of students' openness was obtained which was then categorized into 3 categories as follows:

Figure 4.2 General deription of student openness



Based on the chart in Figure 4.2 above, it can be seen that 8 students (24%) have low criteria for openness, 20 students (61%) have medium criteria, and 5 students (15%) have high criteria.

3. Reliability Test

Reliability testing is used to measure a questionnaire which is an indicator of a variable. To measure reliability using Cronbach Alpha (α) statistics. According to Wiratna Sujarweni (2014), a variable is said to be reliable if it has a Cronbach Alpha > 0.6 . Results of instrument reliability testing using tools using the SPSS v.25 program. The output results can be seen in the following table:

Table 4.3 Reliability test results

Variable	Cronbach's Alpha	Reliability standards	Information
<i>attending</i> Guidance teacher	0.986	0.60	Reliable
Student Openness	0.964	0.60	Reliable

Source: SPSS V.25 for Windows data processing results

Based on table 4.3, it can be seen that the Cronbach's alpha value with the BK teacher attendance variable is 0.986 and the student openness variable is 0.964, meaning that all variables are more than 0.60, so it can be concluded that the variables or questionnaires used, namely the BK teacher attendance and student openness variables, can be trusted as variable measuring

instrument.

4. Data Normality Test

To find out whether the data used in this paper is normally distributed or not, testing needs to be carried out. In this test, it is known that the data is normally distributed, that is, if the data value listed as significant is > 0.05 , then the data is normal and vice versa, if the data is not normally distributed, then the significance value is < 0.05 .

Table 4.4

Data Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		33
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	8.07339340
Most Extreme Differences	Absolute	,096
	Positive	,096
	Negative	-.073
Statistical Tests		,096
Asymp. Sig. (2-tailed)		,200 ^{CD}

Based on the test output results in table 4.4 above, it is known that the significance value is $0.200 > 0.05$, meaning the data used is normally distributed.

Discussion

1. Homogeneity Testing

This homogeneity test aims to find whether the two variables used contain the same variance or not. To know that both variables contain the same variance, what needs to be paid attention to is that if the Sig value is > 0.05 , it can be stated that the data is homogeneous.

Table 4.5 Homogeneity Testing

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
<i>ATTEN DIN G</i>	Based on Mean	2,624	3	9	,115
	Based on Median	,347	3	9	,792
	Based on Median and with adjusted df	,347	3	3,456	,795
	Based on trimmed mean	2,333	3	9	,142

After carrying out the Homogeneity test in table 4.5 above, the level of significance value obtained is $0.115 > 0.05$, so based on the provisions it is stated that the data used or the two variables used have the same variance or in other words the data is homogeneous.

1. Calculation of Correlation Coefficient

The aim of calculating the correlation coefficient is to find out whether or not there is a relationship between variables, to find out the level of relationship, namely based on the significance level, if the significance level is < 0.05 then it can be said to be correlated, conversely if the significance value is > 0.05 then it is not correlated.

Table 4.6 Calculation of correlation coefficient

Correlations			
		ATTENDING	OPENNESS
ATTENDING	Pearson Correlation	1	,902**
	Sig. (2-tailed)		,000
	N	33	33
OPENNESS	Pearson Correlation	,902**	1
	Sig. (2-tailed)	,000	
	N	33	33

After testing in table 4.6 above, a significance level was obtained, namely $0.00 < 0.05$, meaning that there is a relationship between the two variables above, as well as for To know how big the level of closeness of the relationship between the two variables is, the author divides the criteria as follows (Suwarno: 2006):

1. 0: there is no correlation between the two variables.
2. $> 0 - 0.25$: very weakly correlated.
3. $> 0.25 - 0.5$: moderately correlated.
4. $> 0.5 - 0.75$: strongly correlated.
5. $> 0.75 - 0.99$ correlates very strongly.
6. 1: perfectly correlated.

Based on the division of criteria above, it is known that the correlation level is 0.902, so the data can be categorized as the attending guidance counselor variable (X) with the student openness variable (Y) which is stated to be very strongly correlated.

2. Testing the Coefficient of Determination

Table 4.7
Testing the Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,902a	,814	,808	8.20258

To determine the magnitude of the influence of attending guidance and counseling teachers on student openness, it is known that the value of $r_{xy} = 0.814$ is distributed in the Coefficient of Determination (KD) formula, as follows:

$$\begin{aligned}
 \text{KD} &= r^2 \times 100\% \\
 &= (0.814)^2 \times 100\% \\
 &= 0.407 \times 100\% \\
 &= 40.7\% \text{ (rounded to 41\%)}
 \end{aligned}$$

From the results of the calculations above, it can be concluded that there is an influence of variable X on Y of 41% and the remaining 59% is influenced by other factors not included in this research.

3. Hypothesis testing

To find out whether there is an influence of attending guidance and counseling teachers on students' openness, the following hypothesis testing is carried out:

Table 4.8 Hypothesis test

Coefficientsa				
Model	Unstandardized Coefficient	Standardized Coefficient	t	Sig.

		ts		s		
		B	Std. Error	Beta		
1	(Constant)	7,506	4,397		1,707	,098
	<i>ATTENDIN G</i>	,641	,055	,902	11,662	,000

Based on the output results from table 4.8 above and the determination of the criteria, there are two things that must be known in determining the hypothesis test, namely the comparison between tcount and ttable and the significance level. If the tcount value is greater than the ttable value then Ho is rejected and Ha is accepted and vice versa if ttable is greater than ttable then Ho is accepted and Ha is rejected. In determining the significance level, if the significance level is <0.05 then there is a significant influence of variable X on variable Y, conversely if the significance level is >0.05 then there is no significant influence of variable X on Y.

In accordance with the determination of the criteria above, the t-count level obtained in table 4.8 is 11,662, while the t-table level is 1,965, so it can be stated by assessing t-table and t-count that Ho is rejected and Ha is accepted. Based on the significance level taken, namely $0.00 < 0.05$, it can be concluded that Ha is accepted and Ho is rejected for testing the two variables. So it can be stated that there is a positive and significant relationship between the attending guidance and counseling teacher variable (X) on the student openness variable (Y) for class VIII – A at UPTD SMP Negeri 3 Mandrehe Utara. Based on data analysis, it is known that the results of research data analysis confirm that there is an influence of attending guidance and counseling teachers on students' openness the contribution of variable and the remaining 59% are items that influence openness that are not included in the research studied.

CONCLUSION

The results of this research show that the influence of attending guidance and counseling teachers on the openness of VIII - A students at UPTD SMP Negeri 3 Mandrehe Utara is stated to be present and positive and when contrasted with the theory put forward. According to Carkuff (1983), serving counselees in individual counseling is a counselor's effort to place self in such a way that the counselor can give full and undivided attention to the client. Based on the theory above, the results

of this research found that the influence of attending guidance counselors on the openness of students VIII – A at UPTD SMP Negeri 3 Mandrehe Utara was stated to be present and positive and could be obtained from students' participation in taking part in individual counseling services. Based on data analysis, it is known that the results of research data analysis confirm that there is an influence of attending guidance counselors on students' openness and the contribution of variable and the remaining 59% are items that influence openness that are not included in the research studied..

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