

Effectiveness of Basic Counseling Skills Video on Student Basic Skills of Counseling in Micro Counseling Learning

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ABSTRACT

This research was conducted with the aim of knowing the effectiveness of using basic counseling skills learning video on mastery of knowledge of basic counseling skills in microcounseling. The method used in this study is an experimental design : one group pretest-posttest. The subjects were 5th semester students who were taking the microcounseling course at guidance and counseling departement Universitas Negeri Yogyakarta. Data were collected using pretest and posttest. Result of this study concluded that there was an average difference between the results of mastery of knowledge of basic counseling skills before and after using the video. The results of the hypothesis test show that (Asymp.Sig = 0.003 <0.005), and it can be concluded that using basic counseling skills video increase the basic counseling skills.

KEYWORDS- Basic Skills of Counseling, Video, Micro Counseling, Students.

1. INTRODUCTION

Guidance and counseling is a process of assistance or assistance provided by counselors to counselees through face-to-face meetings or mutual relations between the two so that counselees have the ability or skills to see and find problems and be able to solve their own problems [1]. Counseling is a process of providing assistance by a professional who has passed a competency test at a general specific level to the counselee with the aim of achieving common goals and independence [2,3,4]. Counseling is one of the efforts to provide curative services to counselees that are carried out professionally as a manifestation of the basic existence of the Guidance and Counseling realm. In the process of providing counseling services, counselors need basic counseling skills.

Counseling basic skills are the main skills that must be possessed by every counselor and are a mandatory requirement for providing professional counseling services. Humans as living beings with their own unique characteristics and the complexity of their mindset are the basis for the consideration that in providing professional counseling services to counselees, a counselor must have some basic skills that are absolutely necessary [2]. This is also supported by the opinion of Mulawarman [5] basic counseling skills are fundamental abilities that every counselor must have in every implementation of the counseling process and are very useful in order to make the communication process more effective in counseling. Many research shows the urgency of basic counseling skills for student counselor candidates. Thus, the basic skills of counseling are not only explained to be understood solely by prospective counselors, but are trained and simulated and studied in depth to provide effective learning experiences for counselors. Counseling basic skills are also seen as the minimum skills of a professional counselor, so mastery of these skills can more or less guarantee the continuity of a counseling process to achieve counseling goals. In this case, basic counseling skills will lead the counselor to an effective counseling process, so that basic counseling skills must be taught and trained by educators to Guidance and Counseling students at the Higher Education level. To achieve counselor competency standards, students will be provided with the Microcounseling Practicum Course which examines and deepens basic counseling skills.

The main objective of the Microcounseling Practicum at Yogyakarta State University is to create students' understanding of the types of counseling skills so that they can be considered more prepared and able to practice basic counseling skills correctly. Basic counseling skills that must be mastered by students of Microcounseling Practicum at Yogyakarta State University are 1) attending; 2) ask; 3) reflection; 4) empathy; 5) paraphrasing; 6) confrontation; 6) summarize; 7) probing; 8) authentic; 9) clarification; 10) restatement skills; 11) accent (repetition of one or two words); 12) invitation to talk (invitation to start the main discussion of the session), 13) skills to open the session (opening); 14) closing session skills (closing).

The results of the educational process through practicum courses are expected to form prospective counselors who are skilled in providing counseling services, including mastering a counseling approach that is integrated with various existing basic counseling skills [6]. However, there is a gap between the opinion above and the reality that the researchers found. Based on the results of observations on Microcounseling Practicum students held in the fifth semester at Yogyakarta State University, a satisfactory picture of the quality of competence of prospective counselors in the Microcounseling Practicum Course has not been obtained. The researcher found that there were still many students who did not master the concept of basic skills. This can be seen when the Microcounseling Practicum was taking place, some students were not able to differentiate the counseling process from having a conversation as usual. Especially since the implementation of lectures has become online/blended due to the pandemic situation to the recovery process, learning outcomes for basic counseling skills material have become difficult to achieve because through the online method it is felt that it is not optimal in providing experience for simulation and observation. This is because the media that acts as an intermediary for understanding and mastering the concept of basic counseling skills in the Microcounseling Practicum Course has so far not been developed, so that some lecturers experience difficulties when practical learning is carried out online in providing understanding to students regarding how the concept of basic counseling skills is carried out correctly. in the counseling process.

Advances in science and technology have a role in the learning process, namely as one of the media in teaching and learning activities. The use of learning media has become a need as well as a demand in today's millennial society. Media is one of the determining factors for the success of learning [7]. One of the learning media that is creative and keeps up with the times is learning media in the form of videos, hereinafter referred to as learning videos. Video learning is one of the audio-visual media that has been developed for learning purposes because it can improve learning outcomes. Through video media, learning is more interesting and fun. Learning videos can replace lecturers when students want to review material that has been studied in class at any time according to the wishes of students. It is also intended that students are able to understand and understand and apply what is understood into learning activities. Efforts made by the Research Group Innovation team, Lecturer in the Department of Educational Psychology and Guidance, Faculty of Education, Yogyakarta State University in the Field of Skills and Counseling Approaches in 2021 [8], in research and development (R&D) research, previously developed a learning media in the form of videos, hereinafter known as learning videos. to help students achieve competency indicators in the Microcounseling Course. The video is a video that visualizes basic counseling skills to facilitate students' understanding and depiction of various basic counseling skills.

The learning videos that have been prepared related to the basic counseling skills contain the practice of counseling services which raises the basic skills carried out by a counselor to the counselee in a counseling process. There are ten basic counseling skills that appear as learning materials in the learning video. The ten basic counseling skills in question include: (1) acceptance, (2) restatement (repetition), (3) reflection of feeling (reflecting feelings), (4) clarification (clarification), (5) paraphrasing (paraphrase), (6) structuring (limitation), (7) reassurance (reinforcement), (8) rejection (rejection), (9) summary (summarizing), and (10) confrontation (confrontation). However, the development of the learning videos that have been carried out has only reached the due diligence stage with expert judgment and has not yet been tested for its effectiveness, so it is still in doubt and needs to be carried out by trial and error. Therefore, it is necessary to test the effectiveness of the learning videos that have been made so that the final product improvement stage can be carried out so that the learning videos used for this research can later be disseminated.

2. METHOD

In this study, researchers will use a quantitative research approach with this type of experimental research. The experimental research method is a research method carried out by experiment, which is a quantitative method, used to determine the effect of the independent variables (treatment/treatment) of the dependent variable (outcome) under controlled conditions [9]. The form of experimental research design used is Pre-Experimental Design: One-Group Pretest-Posttest Design. The experimental research design is used when researchers find it difficult to get a control group that can be used in research. In this One-Group Pretest-Posttest Design experiment, one experimental group will be given a Pretest and Posttest treatment with the aim of knowing the effectiveness of basic counseling skills learning videos on mastering basic counseling skills to be applied in microcounseling practicum learning. Measurements were carried out twice, namely before and after giving treatment using the same instrument.

The population in this study were 5th semester students who were taking the Microcounseling Practicum Course in the Guidance and Counseling Study Program, Faculty of Education, Yogyakarta State University, with a total of 87 students. The sample was determined using the Cluster Random Sampling technique, so that 1 group of 11

students was selected as the research subject. Data was collected through pretest and posttest. The test used in this study was in the form of description questions which were given twice, namely when the Pretest was carried out at the beginning of the Microcounseling Practicum Course and the Posttest at the end of the Microcounseling Practicum Course so that students could measure the level of student mastery in more depth about knowledge of basic counseling skills. Hypothesis testing was carried out using the Wilcoxon Test technique. In this study, the hypothesis is stated in H_a and H_o . H_a is a video learning basic effective counseling skills towards mastery basic counseling skills. H_o is a video learning basic counseling skills that is not effective in mastering basic counseling skills. Furthermore, the specified significance level is 0.05.

3. RESULT

3.1 Pretest and Posttest

Table 1. Pretest-Posttest Score & Gain Score

Subject	Pretest Score	% Pretest	Posttest Score	% Posttest	Gain Score
	100		100		
A	10	10%	70	70%	60
B	5	5%	65	65%	60
C	5	5%	55	55%	50
D	10	10%	50	50%	40
E	5	5%	70	70%	65
F	40	40%	60	60%	20
G	15	15%	70	70%	55
H	5	5%	55	55%	50
I	15	15%	80	80%	65
J	30	30%	100	100%	70
K	25	25%	100	100%	75
Mean			15	70,45	
Maximum			40	100	
Minimum			5	50	
Standar Deviation			11,83	16,95	

Based on the table and graph above, it shows the pretest results of Microcounseling Practicum students with the mastery value of basic counseling skill knowledge on average still below the number 50 so that it can be said that the mastery of knowledge of Microcounseling Practicum students before using basic counseling skills videos is still relatively low. Based on the table and graph above, there are posttest results of Microcounseling Practicum students with the results of mastering the knowledge of basic counseling skills, on average, they get scores above 50 (classified as high), so it can be said that after giving the impressions in the form of basic counseling skills learning videos during the Microcounseling Practicum course there is an increase in knowledge of mastering basic counseling skills in Microcounseling Practicum students at UNY.

Based on the results of the comparison of pretest, posttest, and gain scores above, it can be seen that all 11 students above both experienced an increase from an average of 15 to 70.45. The minimum score obtained from the pretest and posttest results increased from 5 to 50, as well as the maximum score obtained also increased from 40 to 100. The standard deviation of the pretest results was 11.83 which increased the posttest results to 16.95. So therefore, it can be concluded that after using the basic counseling skills learning video, student scores related to the mastery of knowledge of basic counseling skills have increased.

3.2 Basic Skills Counseling

3.2.1 Acceptance

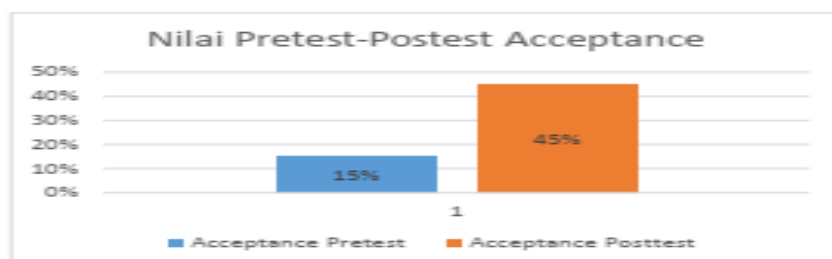
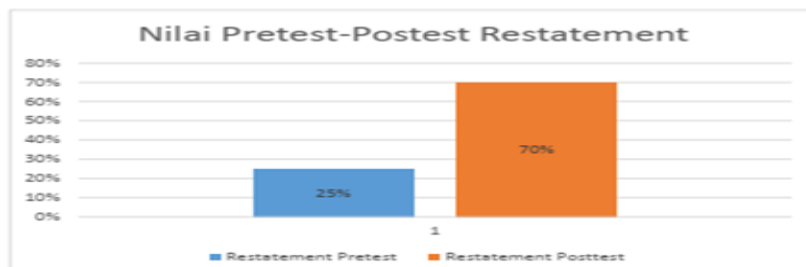
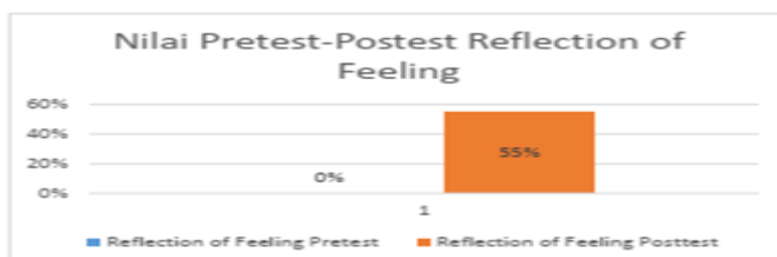


Fig 1. Acceptance Skills

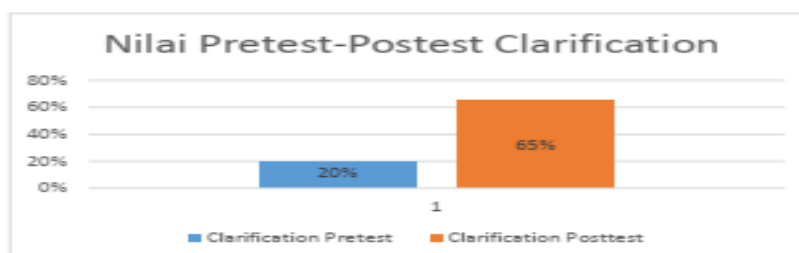
From the graph above, it can be seen that the mastery of knowledge of the basic skills of acceptance counseling (acceptance-understanding) of Microcounseling Practicum students when viewed from the pretest and posttest results increased from initially 15% to 45%.

3.2.2 Restatement**Fig 2. Restatement Skills**

From the graph above, it can be seen that students' mastery of knowledge of basic counseling restatement skills (repetition) of Microcounseling Practicum when viewed from the results of the pretest and posttest increased from 25% to 70%.

3.2.3 Reflection of Feeling**Fig 3. Reflection of Feeling Skills**

From the graph above, it can be seen that the mastery of the basic skills of reflection of feeling counseling (reflecting feelings) of Microcounseling Practicum students when viewed from the results of the pretest and posttest increased from 0% to 55%.

3.2.4 Clarification**Fig 4. Clarification Skills**

From the graph above, it can be seen that the students' mastery of basic counseling skills clarification (clarification) Microcounseling Practicum when viewed from the pretest and posttest results increases initially 20% to 65%.

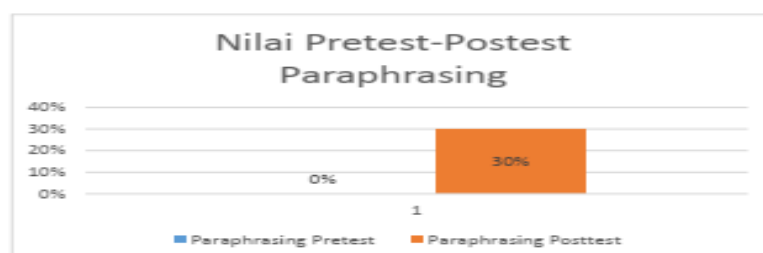
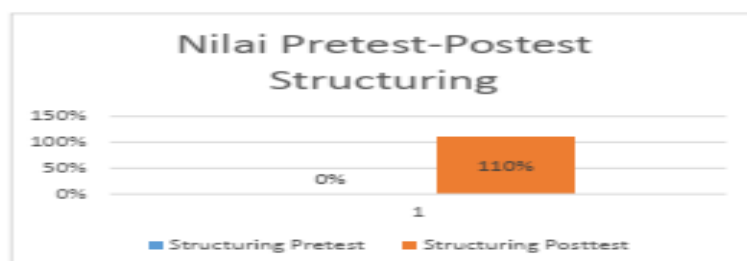
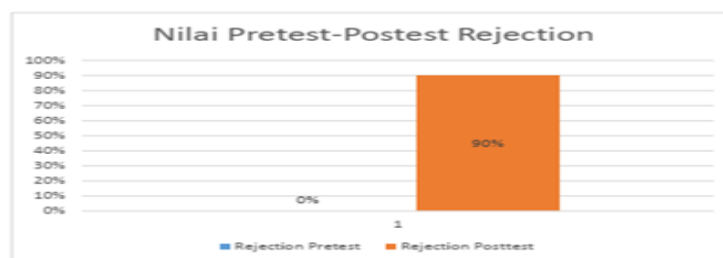
3.2.5 Paraphrasing

Fig 5. Paraphrasing Skills

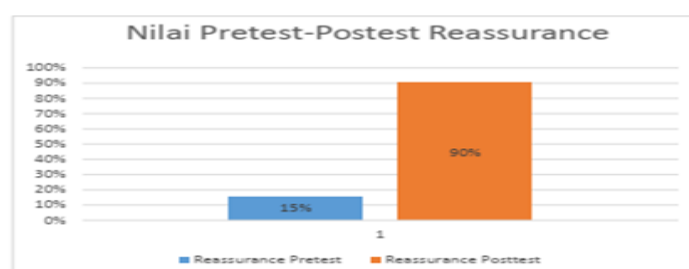
From the graph above, it can be seen that the mastery of the basic skills of paraphrasing counseling (paraphrase-understanding) of Microcounseling Practicum students when viewed from the pretest and posttest results increased from 0% to 30%.

3.2.6 Structuring**Fig 6. Structuring Skills**

From the graph above, it can be seen that the mastery of basic structuring counseling skills (limitations) of Microcounseling Practicum students when viewed from the results of the pretest and posttest increased from 0% to 110%.

3.2.7 Rejection**Fig 7. Rejection Skills**

From the graph above, it can be seen that the mastery of knowledge of the basic skills of counseling rejection (rejection) of Microcounseling Practicum students when viewed from the results of the pretest and posttest increased from 0% to 90%.

3.2.8 Reassurance**Fig 8. Reassurance Skills**

From the graph above, it can be seen that students' mastery of basic skills of reassurance counseling (strengthening) Microcounseling Practicum when viewed from the results of the pretest and posttest increased from 15% to 90%.

3.2.9 Summary

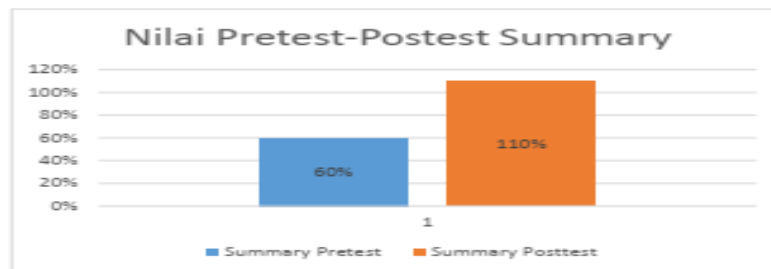


Fig 9. Summary Skills

From the graph above, it can be seen that the students' mastery of basic skills in counseling summary (summarizing) Microcounseling Practicum when viewed from the results of the pretest and posttest increased from 60% to 110%.

3.2.10 Confrontation

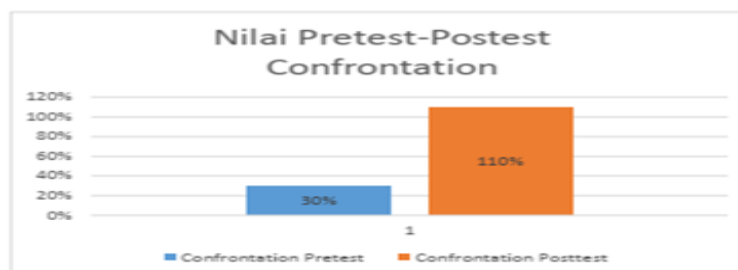


Fig 10. Confrontation Skills

From the graph above, it can be seen that the students' mastery of the basic skills of confrontation counseling (confrontation) of Microcounseling Practicum when viewed from the pretest and posttest results increased from initially 30% to 110%.

3.3 Reflective Question Results

The results of reflective questions related to the video on basic counseling skills given to students in the Microcounseling Practicum, it can be seen that after completing the Microcounseling Practicum there are several things that make students understand more about the concept of each basic counseling skill learned, including because of the video learning, easy-to-understand explanations from the lecturer, learning methods, and learning materials. However, there is a basic counseling skill learning video that is used as a learning medium in the Microcounseling Practicum Course according to students it is very helpful in understanding the concepts of each type of basic counseling skills, especially when the Microcounseling Practicum is still being carried out online which makes provision examples from lecturers or simulations become more limited so that with the videos students can see more clearly the concepts of various basic counseling skills that are properly applied in the counseling process. The obstacles faced by students during Practicum learning Microcounseling is a signal or network because practicums are still being carried out online.

3.4 Interview Result with Microcounseling Lecturers

From the interview results table above, it can be concluded that the video of basic counseling skills from the point of view of the lecturer in charge of the Microcounseling Practicum course is very helpful for learning Microcounseling Practicum which is still being carried out online due to the pandemic because lecturers don't explain too much to students to provide understanding related to the concept of various basic counseling skills that must be mastered by students as prospective counselors. In its implementation, there were also no excessive obstacles related to the use of learning videos, because the obstacles are only related to unstable network quality and time flexibility.

3.5 Result of Student's Final Report

The researcher checked the final report made by students in the Microcounseling Practicum Course. The check is carried out online through the Google Drive platform which is given access by the lecturer in charge of the Microcounseling Practicum course. As for the final report made by students namely verbatim reports, reports of first and second rounds of microcounseling observations. The three reports were prepared by students based on counseling practices that had been carried out by each student. Researchers checked one by one the reports

made by each student to see student understanding related to implementing the concept of various basic counseling skills used in the counseling service process. The researcher saw that from the reports of microcounseling observations between the first and second rounds made by students there was an increase in understanding. This can be seen in the results of the observation report on the basic counseling skills that have successfully emerged in the counseling practices that have been carried out by students. Researchers also see that students can write verbatim reports very well and structured. Basic counseling skills that appear in counseling practice can be written in detail by the student on his verbal report. This means that students can understand well the sentences and attitudes of counselors that show a variety of basic counseling skills.

3.6 Hypothesis Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	11 ^b	6.00	66.00
	Ties	0 ^c		
	Total	11		

a. Post-Test < Pre-Test
 b. Post-Test > Pre-Test
 c. Post-Test = Pre-Test

Test Statistics ^a	
	Post-Test - Pre-Test
Z	-2.938 ^b
Asymp. Sig. (2-tailed)	.003

a. Wilcoxon Signed Ranks Test
 b. Based on negative ranks.

Fig 11. Hypothesis Test

From the table above, it is explained that the Wilcoxon Signed Ranks test data has a change in value before and after being given treatment. Positive ranks with an N value of 11 means that all of these samples experienced an increase in scores from the pretest to the posttest. Mean ranks or the average increase is 6.00 and the Sum of Ranks or the number of positive rankings is 66.00 and the Ties value is 0 which means there is no similarity between the pretest and posttest scores. Asymp value. Sig (2-tailed) has a value of 0.003. Because the value of 0.003 is less than 0.05, Ho is rejected and Ha is accepted, which means that there is an average difference between the results of mastering basic counseling skills knowledge in the pretest and posttest so that it can be said that the use of basic counseling skills learning videos is effective in mastering basic skills knowledge. counseling for UNY Microcounseling Practicum students.

4. DISCUSSION

Video simulation of a series of counseling activities that raises several aspects of basic counseling skills is a solution to needs and problems regarding learning activities for the Microcounseling Practicum Course which are still being carried out online due to the pandemic. Microcounseling Practicum Course whose main goal is not only to know, but also to master in concept and practice basic counseling skills which are skills that must be possessed by prospective counselor students, so the lecture process so far which has been carried out in discussion and discussion alone is considered insufficient so that the video of basic counseling skills as a learning medium in the Microcounseling Practicum course can accommodate both simulation and observation activities. The Microcounseling Practicum lecture process when using basic counseling skills videos runs smoothly without any obstacles means.

The basic counseling skills videos used in the Microcounseling Practicum activities basically focus on student mastery of basic counseling skills so that students are able to become active listeners for the individuals (counselees) they serve. Even though there are actually many kinds of basic counseling skills, in the learning video the basic counseling skills shown really represent the minimum basic counseling skills that must be mastered by students as prospective counselors. As for skills the basic counseling that is raised as learning material in the learning video includes: (1) acceptance, (2) restatement (repetition), (3) reflection of feeling (reflecting feelings), (4) clarification (clarification), (5) paraphrasing, (6) structuring, (7) reassurance, (8) rejection, (9) summary, and (10) confrontation. The basic counseling skills learning video also explains the meaning of each of the ten basic counseling skills that appear in the basic counseling skills video. This makes it easier for students to understand theoretical concepts before seeing the visualization. In addition, this learning video will make it easier for students to review it repeatedly without being limited to the duration of the course. Munadi [10] argues that "video is an interactive tutorial guiding students to understand a material through

visualization." Meanwhile Arsyad [11] also strengthens it by stating that "the ability of films and videos to depict live images and sound provides its own charm, they can present information, describe processes, explain complex concepts, teach skills, save time and influence attitudes." ". From the description of the video above, it can be concluded that video media is a very effective and interactive medium in providing its own charm in conveying information, explaining processes, explaining complex concepts in mass, individual and group learning.

The effectiveness of using video media is strengthened by the superiority of video media according to experts. Eko [12] said that video learning as a medium in the form of audio-visual has advantages in the cognitive, affective, and psychomotor domains. The advantage in the cognitive domain is that it can be used to show examples and ways or perform in an appearance, especially those involving student interaction. The advantage in the affective domain is that it can be a very good medium in influencing attitudes and emotions. The advantage in the psychomotor domain is being able to enjoy examples of skills related to motion, either by slowing down or by showing the movements. Kustandi [13] also strengthens this opinion by saying that the advantages of video as a learning medium can complement the basic experiences of students when they read, discuss, practice, can describe a process accurately and can be watched repeatedly if needed, can also encourage and increase motivation and apart from that videos also instill attitudes and other affective aspects, can invite thoughts and discussions in groups of students, can present events to large groups or small groups, heterogeneous groups and individuals. From the explanation above, it can be said that videos on learning basic counseling skills are effective in mastering knowledge of basic counseling skills in students of the Yogyakarta State University Microcounseling Learning.

5. CONCLUSION

Based on the research conducted, it can be concluded that there are differences in the average mastery of knowledge of basic counseling skills in Microcounseling Practicum students when using basic counseling skills learning videos. The difference that occurs is an increase from an average of 15 to 70.45. The results of hypothesis testing using the Wilcoxon Test were obtained in learning using basic counseling skills learning videos, namely that Asymp. Sig (2-tailed) has a value of 0.003 which means that H_0 is rejected and H_a is accepted so there is the average difference between the results of mastery of knowledge of basic counseling skills pretest and posttest. Based on the results of the hypothesis, it shows that videos on basic counseling skills learning are effective on students' mastery of basic counseling skills knowledge on microcounseling learning.

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