

## Concepts of basic skills of Islamic counseling to improve professional competency Islamic counselors in school at Indonesia

Marzuki Noor<sup>1</sup>, M. Ihsan Dacholfany<sup>2</sup>, Dan Tri Anjar<sup>3</sup>, Hadi Pranoto<sup>4</sup>, Agus Wibowo<sup>5</sup>

<sup>1</sup>Universitas Muhammadiyah Metro, Indonesia

Correspondent authors: [mihsandacholfany@yahoo.com](mailto:mihsandacholfany@yahoo.com)

**Abstract:** Researchers would like to examine the professional competence of Islamic counselors in terms of basic counseling skills (understanding and application of counseling theories and techniques), identifying the problem of mastery of the Islamic counseling module by BK teachers, then it will be the basis for preparing the basic skills module of Islamic counseling in helping to improve Islamic counseling skills of counseling guidance (BK) teachers in solving religious problems that exist in schools as an effort to improve the competence of BK Islamic teachers. The research design used is research and development. Research subjects are teachers counseling guidance (BK) Counselor Public senior high school city Metro Lampung. Data collection using questionnaires and interview guidelines, data were analyzed descriptively quantitatively. The outcomes of this research will produce basic counseling skills modules that refer to various theories and techniques of counseling, so that BK Islamic teachers can be used in the implementation of individual counseling when helping to solve student problems at school. The results of the study indicate that: 1) the counselor / counselor has an average score in the mastery of counseling skills, but it is not ideal when compared to the length of service, and the status of the school where the counselor works. Where the average respondent has a long tenure of 10-20 years, and works in public senior secondary schools, 2) counseling guidance (BK) Islamic teachers in particular have difficulty in using the counseling module they have been using, it is caused by the difficulty of understanding the module material, understanding the term, mastery of instructions or instructions on the module, and still lack of examples on the module used. Based on this, it is very important and needs to develop the basic skills module of Islamic counseling that is more practical and easy to understand and practice.

**Keywords:** Modules, Basic Counseling Skills.

## Introduction

Counseling services are a form of helpful relationship, striving for individuals / counsees to be able to develop their potential and to make the counselee independent in making decisions and choices to create an effective, productive, and happy life. The objectives of counseling can be achieved if the counselor has the various competencies needed to assist the counselee so that he is competent and skilled in an effort to produce

Quality human resources are demands that must be in line with the pace of national development.

It is clearly stated in Law Number 20 of 2003 concerning the National Education System Article 1 Point 6 emphasizes that counselors are educators, as are teachers, lecturers, tutors, instructors and facilitators, because counselors are educators so counseling is education, and counseling services are educational services.

The counseling service is a professional job, which means a job or activity that is carried out by a person and becomes a source of living income that requires expertise, skills or abilities that meet certain quality standards or norms and require professional education.

In this connection, the role of Islamic guidance and counseling in education is an effort to help individuals to become human beings who develop in terms of education and foster useful personalities in their lives by of course having various insights, views, interpretations, choices, adjustments and skills that are right with their own pleasure. itself and the environment, for that the importance of the concept of Islamic guidance and counseling modules in education is very useful to achieve development and optimization in the educational process in schools.

Based on the pre-survey that the researchers conducted on March 9-13, 2019 in three Metro city public high schools, the researchers obtained information that there were no guidance and counseling teachers who had graduated from the counselor professional education, in fact there were still many BK teachers with non-guidance and counseling undergraduate backgrounds (S1 - BK). This indicates that the professional requirements as professional officers in the counseling field have not been fulfilled, namely that the skills, skills or abilities that meet certain quality standards or norms have not been fulfilled and require professional education.

To create quality Islamic human resources is not as easy as turning a hand. This work requires a long time and seriousness in coaching and training on an ongoing basis, in handling student problems through individual counseling services, there is a tendency for Islamic counseling teachers to only provide advice to students and all problems. This indicates that counseling teachers have not mastered the basic skills of counseling, namely the theories and / or techniques in counseling have not been understood, resulting in the inability of counseling teachers, especially those who are Muslims, to apply counseling theory and techniques when helping alleviate student problems, so that handling the problem is not resolved. Seeing this phenomenon when viewed from the understanding of professional counseling, it is very contradictory, therefore the school counselor should be a teacher who meets the requirements needed as a professional, this effort can be seen by fostering and producing quality human resources, among others. The fulfillment of the standard requirements for academic qualifications, namely a guidance and counseling teacher must be a graduate of guidance and counseling and pass counselor professional education, the teacher is an element that greatly influences the achievement of educational goals in schools in addition to student elements and other facilities.

If this is allowed to continue, it can have a negative impact on the profession itself, counselees / students served, and community perceptions, even more worrying is the occurrence of counseling malpractice, therefore it requires good self-awareness and understanding by the counseling counselor , so that it can be strive to improve the quality of themselves and the quality of their services in the field of counseling so that BK teachers have the necessary competencies, especially the minimum professional competencies or what is called KUM. Where the main substance is focused on the direction of developing Knowledge Skills, Value and Attitudes (WPKNS).

The discussion in this paper, the author will reveal about the professional competence of Islamic counselors in terms of basic skills of counseling, problems of mastery of the counseling module, as well as developing basic skills modules of counseling. The research subjects were all counseling teachers or guidance and counseling teachers who were Muslim, especially in the SMA Negeri education unit in Metro city. The research method used is research and development. According to Borg & Gall, it was explained that Educational Research and

development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the products based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In more rigorous programs of R&D, this cycle is repeated until the field-test data indicates that the product meets its behaviorally defined objectives, which means development research in education, is a process used to develop and validate educational products, including procedures and processes, such as learning methods or learning management methods. Thus, Islamic Counseling Guidance is one way to help humans avoid problems that disturb humans from doing negative things to return to their nature to carry out activities as desired by Allah SWT. and try to avoid what He dislikes.

**Meaning:**

1. for the sake of time.
2. Behold, Humans are really in a loss,
3. except those who believe and do righteous deeds and advice advising them to obey the truth and advise them to be patient.

Therefore. It is clear that Humans are expected to provide guidance to one another in accordance with their own abilities and capacities, as well as to provide motivation to remain patient and tawakal in facing the real journey of life. If this can be carried out by humans, Allah promises that no matter how small the activities carried out in this world will definitely be rewarded by Allah SWT.

From the explanation above, this study aims to develop educational products in the form of basic Islamic counseling skills modules for individual counseling service practices, therefore module development research observes the validity and practicality of the modules.

## Theory Study

### Definition of Islamic Counseling Guidance

Etymologically, Counseling Guidance consists of two words, namely "guidance" and "counseling". The word guidance or guiding has two meanings, namely: guidance in general has

the same meaning as educating or instilling values, fostering morals, directing individuals to become good people.

According to Rachman, guidance is a process of providing assistance to individuals that is carried out on an ongoing basis, so that the individual can understand himself, so that he is able to direct himself and can act naturally, in accordance with the guidance and conditions of the school environment, family and community, as well as his general life.

In improving the performance of a staff or employee or employee, be it teachers, lecturers, and others, one of the supporting factors is the skill level itself, of course, basic skills are one of the basic competencies of guidance and counseling teachers in schools . These skills are competencies that must be mastered in any individual counseling, because they are one of the counselors' strategies in the counseling process.

Gordon stated that skill is the ability to operate work easily and carefully. According to Dunnette, the definition of skills is the capacity needed to carry out several tasks which are a development of the results of training and experience gained, while according to Ivey in Sofyan S Willis, basic counseling skills can also be seen as the minimum skills of a professional counselor, so that mastery of skills these skills can more or less ensure the continuity of a counseling process to achieve the objectives of counseling.

From the explanation above, it can be concluded that the skills possessed, a counselor can review the actions that have been taken and make adjustments there are subsequent actions, after they take place, which are stored in the cognition of the counselor concerned is experience or knowledge about how to perceive. and handle counselee problems in the counseling process.

Etymologically, the word counseling comes from the word "counsel" which is taken from Latin, namely "Counsilium" which means "together" or "talk together". The definition of "talking together" in this case refers to the counselor's conversation with one or several counsees (counselee).

Shertzer and Stone define counseling as an effort to help individuals through a process of personal interaction between counselor and counselee so that counsees are able to understand themselves and their environment, be able to make decisions and set goals based on their values so that counsees feel happy and their effective behavior.

Counseling is primarily a professional helping relationship. In order to obtain maximum results, a counseling relationship requires conditions that allow clients (students) to develop and a counselor must be created throughout the counseling relationship. Students will feel comfortable and safe with a counselor, but in reality students are only given advice by the counselor and the final decision is not in the hands of students but in the hands of the counselor.

Counseling is a form of relationship that is helpful, namely the counselor helps other people / counsees to be able to develop their potential and make the counselee independent in making decisions and choices to create an effective, productive and happy life, therefore counseling services are directed to help individual development in school and community settings, it must be carried out by professional experts, so that it will create graduates who are competitive compared to graduates in other educational institutions.

Counseling is a professional job, therefore it must be done by people who have expertise in counseling and should not be done by just anyone. A holder of a profession is required to fully integrate competency components according to his profession. Competency components in the counseling profession include; (a) Intellectuality, (b) Learned competencies, (c) Specific practical objects, (d) Altruistic motivation and, (e) Communication and professional organizations, rather than a set of techniques, counseling is a relationship process

The objectives of counseling can be achieved if the counselor has the various competencies needed to help the counselee. The competence that the counselor must have includes physical, intellectual, emotional, social and moral aspects. This competency is very important for a counselor, because the counselee comes to the counselor to learn and develop the competencies needed to achieve a more effective and happy life.

The role of a counselor is to teach this competence to the counselee, so that the more competencies the counselor has, the more likely the counselor can help the counselee, as well as the school counselor / school counselor who is in charge of providing counseling services in schools, the counselor must be competent and professional in the field. counseling, so that it can help students in optimal self-development according to their developmental tasks, It is necessary to empower teachers as an important task for school principals so that teachers can work productively to get quality learning outcomes.

Currently, many experts have studied Islamic Counseling Guidance or Islamic Counseling Guidance, but until now there has been no complete agreement from Muslim experts. This is because this knowledge is still too young to be discussed by Muslims. If the guidance of Islamic counseling continues to be a study by Muslim experts, in turn the author believes that the concept of an established basic skills module of Islamic counseling on Islamic counseling guidance will be found in its entirety, because this knowledge is a need for Muslims to minimize violations committed by Muslims themselves.

As for the guidance of religious counseling, according to Achmad Mubarak, it is a mental-spiritual aid where it is hoped that through the power of faith and devotion to God a person is able to overcome the problems he is currently facing.

According to Lahmuddin, Islamic guidance is the process of providing assistance from a guide (counselor / helper) to the counselee / helpee. In the implementation of providing assistance, a guide / helper must not force the will to oblige the counselee / helpee to follow what he / she advises, but only provide direction, guidance and assistance, which is given more focused on assistance related to mental / mental and not related to directly material or financial

Basically, the performance analysis provides an overview of how Islamic counseling guidance teachers implement their professional competences in carrying out their duties and roles as counseling guidance teachers in schools. The profession of Islamic counseling guidance teachers are professionals who already have Competency Standards and a Code of Ethics that must be achieved to provide professional services.

According to Saiful Akhyar, Islamic counseling in terms of the counseling process is a face-to-face meeting between two or more people (or more two people). The first party is the counselee who deliberately provides assistance, services to the counselee in a professional manner, while the second party is the counselee who is helped to solve problems. Furthermore, Akhyar explained that counseling is a process that aims to find peace in life both in this world and in the hereafter. Peace of life in the hereafter can be achieved through efforts that always make Allah as a foundation in behavior, so that every action that is born always gets the protection and help of Allah SWT.

The duties and obligations of the counselor of Islamic schools are to help students develop themselves which include aspects of personal life, social life, study, career, family and religious

life. In addition, a counselor should meet the academic qualification standards and competence of a counselor as described in Permendiknas Number 28 of 2007 Article 1 paragraph (1) states that in order to be appointed as a counselor, a person must meet the academic qualification standards and competency of the counselor that apply regularly. national.

The full figure of the counselor's competence includes academic and professional competence as a whole. Academic competence is the scientific basis of service delivery tips guidance and counseling professionals. While academic competence is the foundation for the development of professional competence, which includes: (1) understanding in depth the counselee served, (2) mastering the foundations and theoretical framework of guidance and counseling, (3) providing independent guidance and counseling services, and (4) develop personal and professional counselors in a sustainable manner.

Based on the explanation described above, at a glance there are similarities between conventional counseling guidance and Islamic Counseling Guidance, which both provide psychological assistance to the counselee. However, the apparent difference from Saiful Akhyar's concept above shows that spiritual concepts and material dimensions are the main basis for the Islamic counseling process.

The emphasis of the spiritual dimension helps the counselee to fulfill spiritual needs that can lead individuals to become mentally healthy individuals by increasing self-awareness as God's creatures who always believe and fear Him. While the fulfillment of the material dimensions can be in the form of assistance in solving the problems of life's kasbiyah towards a successful individual.

Islamic Counseling Guidance is the provision of assistance to solve problems or find solutions to problems experienced by counselees with the provision of optimal potential and religious nature by using the values of Islamic teachings that are able to awaken spiritually in themselves, so that humans will get encouragement and be able to in overcoming the problems they face and will get a life in accordance with God's provisions and guidance, so as to achieve the happiness of life in this world and the hereafter.

Islamic counseling guidance is a process of providing continuous and systematic assistance to individuals or groups of people who are experiencing physical and mental difficulties to be able

to understand themselves and be able to solve the problems they face, so they can live in harmony according to the provisions and instructions of Allah and the Prophet. Him for the sake of achieving happiness in the world and the hereafter

From some of the thoughts above it can be said that Islamic counseling guidance is a process of assistance provided by the counselor to the counselee, so that the counselee can live and develop optimally in accordance with his nature, to achieve the happiness of life in the hereafter based on the foundation of Islamic teachings as stated in Al-Qur'an and Hadith. The scope of Islamic counseling includes all aspects of human life as God's creatures which can be broadly translated into two dimensions, namely the spiritual / spiritual dimension and the material / Dhohiriyah dimension.

### **Urgency of Basic Counseling Skills Module**

Individual counseling services or L-5 are one of the guidance and counseling services that have been frequently carried out by counseling teachers in solving student problems at school, but in reality, many of the counseling is not in accordance with standard operating procedures (SOP) , so after counseling, student behavior does not change much for the better, and often creates new problems that often end on student returns to the guardian's parents. This is due to several factors, including: (a) educational background, namely there are still many teachers of guidance and counseling officers who are not counseling scholarships, (b) teachers assigned to BK teachers are less willing to learn more broadly about BK- an, (c) do not have standard academic qualifications (professional education), (d) the mismatch of ways of dealing with problems in accordance with their duties and fields (guidance and counseling), it is hoped that this can become a life value in preparing the next generation of human resources to face change for the future for the better

Service is basically an action whose nature and direction lead to better conditions, which will make the parties served happy. In other words, the person being served has the prospect of being better and happier, whereas counseling is a process of assistance from the counselor to the client / counselee based on the theories put forward by counseling experts. Where the theory is formulated based on practical experience with clients who have been counseled or through research carried out over the years

One of the goals of Islamic counseling is to direct the development of a person's soul to submit and develop according to Islamic values in order to seek the pleasure of Allah. The existence of guidance and counseling is important enough to develop a personality that leads to good morals. Guidance and counseling is a process of providing directed assistance to a person / group of people continuously and systematically by the mentor so that individuals / groups of individuals become independent individuals, namely knowing themselves and their environment, accepting themselves and their environment in a positive and dynamic manner, can take decisions and direct yourself. As with regard to individual morals, they are able to have a vertical relationship / interaction with Allah or in other words to create a continuous connection between the soul and God at every opportunity, deed, thought or feeling, therefore, Islam pays special attention to morals which are central to humans, because morals are an important foundation in Islam

In the implementation of Islamic Counseling Guidance, a number of principles of Islamic Counseling Guidance are also known. These principles are the principles that are used as references in the implementation of Islamic counseling. However, because the implementation is so complex and human complexity becomes the starting point, these principles are basic principles with the possibility to develop more widely. Because Islam is the perfect religion in achieving happiness in the life of the world and the hereafter, the divine intentions contained in the Qur'an and hadith are the definite answer to all the problems of human life.

In simpler terms, Saiful in his book "Islamic Counseling and Mental Health" states 5 principles in the implementation of Islamic Counseling Guidance, namely:

### **1. The Principle of Obedience**

Islamic counseling services must be carried out on the basis of the principle of One Godhead (the principle of tauhid), and must depart from the base of monotheism to humans who monotheise Allah in accordance with the essence of Islam as a religion of monotheism. The whole process must also take place in a monotheistic manner as the beginning and end of human life. Islamic counseling that seeks to lead people to understand themselves in a vertical (tauhid) and horizontal position (muamalah) will fail to get its essence if it is not oriented towards the oneness of Allah.

### **2. The Principle of Amaliah**

In the process of Islamic counseling, counselors are required to be realistic, with the understanding that before providing assistance, they must first reflect a figure who has an integration of knowledge and charity. The counselor's giving to the counselee is essentially a reflection of his already well-conscience.

### **3. The principle of morality of al-karimah**

This principle also covers the objectives and process of Islamic counseling. In terms of goals, koseli is expected to have a noble character. Meanwhile, in terms of the process, the relationship between counselor and counselee is based on the norms that apply and are respected

### **4. Professional principles (expertise)**

Since Islamic counseling is a field of work in the sphere of religious matters, Islam demands "skills" that must be possessed by every counselor so that its implementation will not experience failure. Expertise in this case is mainly concerned with understanding empirical problems, the counselee's psychological problems that must be understood rationally scientifically.

### **5. The principle of confidentiality**

The counseling process must touch the counselee's self, and the one who knows the situation best is himself. Meanwhile, the psychological problem is often seen as something that must be kept secret. While he cannot solve it independently, he needs the help of those who are more capable. In this case, he faced two problems, namely problems prior to the counseling process and problems relating to their resolution. The counselee's view that the problem is a disgrace can become an obstacle to the use of counseling services if the confidentiality is not guaranteed. That is why Dewa Ketut Sukardi emphasizes that counseling must be carried out in a private situation and the results are kept secret.

Thus, counseling services should be aimed directly at the development of an effective life for the counselee, which is happy based on the individual conceptualization of the counselee, practical direction and guidance on counseling practice. School counselors are challenged to be prepared to response to student clients along to a continuum of problems ranging from relatively minor to serious. Depending on the circumstances, they might be able to refer clients for more intensive help or might have to try to be of us much help as their expertise and availability allow.

To avoid counseling malpractice by school counselors / counselors, it is very important that counseling teachers have guidelines that can be guided and provide technical guidance in the implementation of individual counseling, need to be conceptualized in a planned, systematic, and fundamental way to be flexible to changes in society. Where the guide is made based on existing theories, and various counseling techniques to uncover the root of the counselee's problems along with examples of problems and steps to solve them without ignoring the phenomenon of student problem development in school. Thus, it is hoped that guidance and counseling teachers will be more assisted in the practice of counseling services to be independent and alleviate student problems which are their responsibility, hence the need for educators who have high commitment.

In general, the counseling approach is divided into three, namely a directive approach, a non-directive approach and an eclectic approach. However, this general approach has been further developed by counseling experts into 10 specific approaches. Prayitno briefly describes the 10 theories or approaches as follows:

1. Classical Psychoanalytic Counseling developed by Sigmund Freud, intends to bring things that are not aware of the subject being served into his consciousness, in order to prevent him from being able to overcome them so far.
2. Ego Counseling developed by Alder, Jung and Fromm. This approach aims to build ego identity so that the ego function of the subject served is strong.
3. Individual Psychological Counseling by Alder, which aims to help the subject being served change the concept of himself and correct wrong perceptions of his environment, and develop new goals to be achieved through new behavior.
4. Transactional Analysis Counseling developed by Erick Berne, which aims to optimally strengthen the role and function of the adult ego state.
5. Self Counseling (Rogers), which wants to help the subject being served have a more mature self to be able to manifest themselves (self actualization).
6. Gestalt counseling (Perls), which wants to encourage the development of the behavior of the subject served according to Gestalt principles.
7. Behavioral Counseling (Skinner), which wants to encourage the development of the behavior of the subject served according to the principles of learning and habituation.

8. Reality Counseling (Glasser), who wants to receive advice Class hours are given, while counseling teachers who have class entry hours are provided with information services only and are classical in nature, as a process of human empowerment activities to become qualified human resources , must be based on wise and wise attitudes and characteristics.

This is possible because of the low understanding or mastery of counseling teachers on basic skills of counseling services which include understanding of 10 counseling theories as well as mastery of general and specific techniques in the counseling process. In addition to counseling theories and techniques, especially in individual counseling services, an Islamic counseling teacher must also understand and be able to carry out the other 8 services in guidance and counseling. According to Prayitno, there are 5 approaches in individual counseling services, namely pragmatic, dogmatic, syncretic, eclectic and personal.

The reality that occurs in the field of Islamic counseling teachers only provides counseling services with a pragmatic approach model, namely counseling services that only rely on experience without using counseling theory and techniques, while basic counseling skills can be seen from the use of theory, accuracy , proficiency in communicating with techniques. general and special techniques when alleviating student problems in the counseling process, therefore students who experience problems are only given advice and do not explore the real root of the problem, then relatively students repeat their actions and the problem is not eliminated in the hope of being able to produce human that have competent, Islamic character, intellectual, moral, noble, which means being able to produce humans who have Islamic character who is competent, intellectual, moral, noble.

Thus the professionalism of counseling guidance teachers is a very important factor in providing guidance and counseling services, this is related to the performance of counseling guidance teachers that must be carried out and continuous improvement and must be a good example for students, if the teacher sets a bad example then the students will be even worse off.

### Research methods

The research method used is research and development, according to Borg & Gall in explaining research and development or development research in education, is a process used to

develop and validate educational products, including procedures and processes, such as learning methods or learning management methods. .

This study aims to develop educational products in the form of basic Islamic counseling skills modules for the practice of individual counseling services, therefore the development research module observes the validity and practicality of the modules.

The research location is in public high schools in the city of Metro Lampung, based on the objectives to be achieved, making generalizations with very small errors, so in this study the population and samples were not written, but the research subjects used techniques saturated sampling . In contrast to other methods of sampling saturated sampling, namely the sampling technique when all members of the population are used as the sample

The subjects in this study were all school counselors / counselors in SMA Negeri Metro Lampung. This study will collect a number of data to reveal the actual level of counseling skills by Islamic counseling teachers, as well as the problem of mastery of the counseling module that Islamic counseling teachers have been using by prioritizing the application of all knowledge so as to produce believers who believe and fear Allah SWT.

The steps in this development research will be carried out in the following manner: research and information collection, planning, preliminary product development, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation. In this research, a basic counseling skills module will be developed, it needs to be conceptualized in a planned, systematic, and fundamental manner so that it is flexible to changes in society, with the following research design stages:

1. Review literature and information about individual counseling practices in schools.
2. Planning research and development methods on the basic skills counseling module.
3. Developing basic skills modules for counseling and expert test questionnaires, Practitioner Test 1 and Practitioner Test 2.
4. Expert testing of the basic skills counseling module, which is conducted by three expert lecturers.
5. Revision of the basic skills counseling module.

6. 6. Test Practitioner 1, namely the legibility test by ten guidance and counseling teachers (outside the sample).
7. Revised the basic skills counseling module.
8. Practitioner test 2, namely the module usability test for individual counseling practice, which is carried out after counseling practice. This test uses a questionnaire given to the counseling teacher (research subject).
9. Revision of the basic skills counseling module.
10. Reporting and implementation.

The design or stages in research and development carried out consist of two main stages, namely:

1. First year problem analysis related to KDK and mastery of modules
2. Design a draft KDK module which is developed based on the problems found.
3. Visually, the research stages to be carried out are as for Data analysis

To analyze the collected research data, the researcher will analyze the data using quantitative descriptive analysis, and make calcifications in the categories of collected data using the mean / mean value of the spread of scores, as well as referring to the standard deviation (standard deviation) of the scores. The percentage analysis will use the formula:

$$P = f / n \times 100$$

By using this analysis, a quantitative description will be obtained regarding:

1. The level of mastery of basic counseling skills by BK teachers / counselors of public high schools in Metro city
2. Description of problems related to the mastery of modules that BK / counselor teachers have so far.

## Result and discussion

### Research results

This section will discuss successively the results of the research that have been achieved, namely: a description of the results of the identification of the level of mastery of Islamic counseling skills, a description of the problems of guidance and counseling teachers in mastering and

understanding the modules they have, indicators and components of the basic counseling skills module will be drafted.

**Problem Analysis Stage**

Referring to the research design chosen, namely the ADDIE model, the first step to do is analyze the problems and needs. At this stage, the results of the identification of the problems found will be presented, namely:

1. Profile of BK teachers / Islamic counselors at public high schools in Metro city

Based on the data collection activities that have been carried out, for the first data presentation is the profile of BK teachers or Islamic counselors of SMA Negeri in Metro city. This data was obtained through observations of school documents, and also interviews with the Islamic Counseling Coordinator in the high school studied. In detail, the profile data of the Islamic counseling for SMA Negeri Metro City teachers will be presented as follows:

**Table 1 . Profile of BK Teachers / Counselors for Public Senior High Schools in Metro Lampung Province**

No.	School	Number of BK teachers	Status			
			Civil servants	Years of service	Honorary	Years of service
1	SMA N 1 Metro	6	5	10-25 years	1	2-5 years
2	SMA N 2 Metro	3	3	10-25 years		
3	SMA N 3 Metro	3	3	10-25 years		
4	SMA N 4 Metro	4	3	10-25 years	1	2-5 years
5	SMA N 5 Metro	3	3	10-25 years		
6	SMA N 6 Metro	2	2	5-10 years		
Total		21	19		2	

Analysis of the basic skill level of counseling for BK / Islamic Counselors for SMA Negeri Metro City

Based on the questionnaire data that has been collected and analyzed, the results are presented as follows:

**Table 2. The level of mastery of basic counseling skills for BK / Counselor of Public Senior High Schools in Metro City**

Score range	Frequency	%	Mastery level of basic counseling skills
> 61	3	14.29	Above average
46-61	15	71.42	Average
<46	3	14.29	Below average

Based on the data analysis above, it is known that on average the conditions for the mastery of the skills of BK teachers / Islamic counselors in SMA Negeri Metro are in the average condition, namely with a frequency of 15 people with a percentage of 71.42% . While those who are above the average are 14.29% (3 people), and below the average are 14.29% (3 people) the data above illustrates that in general, the mastery of basic skills of counselors in basic counseling skills is on average -The average is in a sufficient condition, although it is known that there are still some that are in a poor condition. However, if it is seen from the working period which is mostly in the 10-20 year timeframe, of course the conditions that are categorized as sufficient are not optimal, not to mention when viewed from the status of BK / Counselor teachers and also the status of schools with the status of "public schools." Of course this is one of the bases to make efforts to develop the capacity in the implementation of counseling, especially in basic counseling skills.

*1. Map of the problems of understanding and mastery of the basic skills module of counseling for BK / Counselor SMA Negeri Metro City*

Based on the data above, in the category of BK / Islamic Counselor teachers at SMA Negeri Metro, the condition is quite good, but when viewed from the tenure, employment status, and also school status, of course sufficient conditions are not ideal conditions, where public schools usually As a reference and example for private schools, therefore, based on the data analysis above, the following

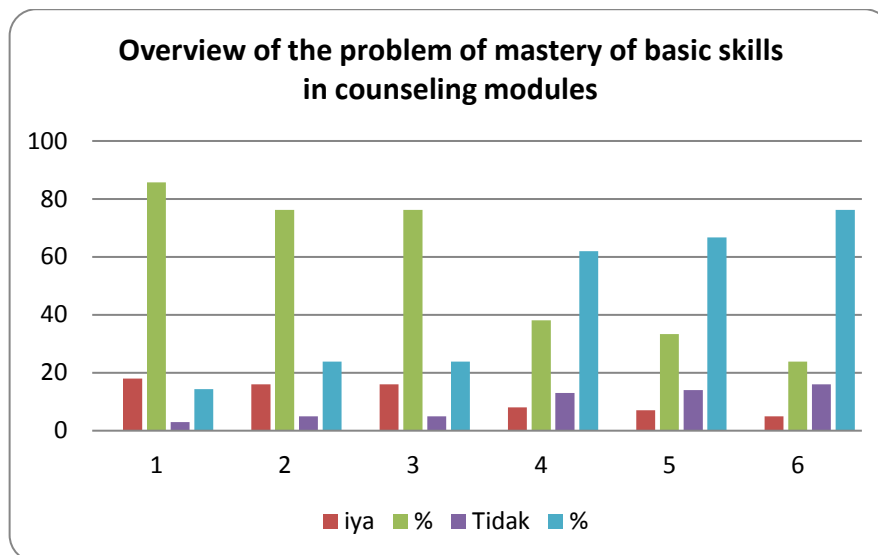
will present several indicators that become obstacles to the difficulty of Islamic counseling teachers in developing basic counseling skills, in terms of the modules they have been using to practice.

**Table 3. Problems of Mastery of Basic Counseling Skills Module for BK Teachers / Islamic Counselors in SMA Metro City**

No.	Indicator	Answer Frequency			
		yes	%	Not	%
1	Difficulty understanding the content or material of the basic counseling skills module / book / text	18	85,714	3	14.29
2	Difficulty practicing basic skills modules / books / dictates	16	76.19	5	23.81
3	Difficulty understanding the term basic counseling skills in KDK modules / books / dictates	16	76.19	5	23.81
4	Modules / books / textbooks contain instructions or guides for practicing counseling skills	8	38,095	13	61.9
5	modules / books / textbooks accompanied by examples of counseling skills	7	33,333	14	66.67
6	The language and sentence structure in the Module / book / text are easy to understand	5	23.81	16	76.19

Based on the data analysis table above, it is known that 85.71% of counseling teachers / Islamic counselors have difficulty understanding the contents of their basic skills modules, 76.19% have difficulty practicing basic skills modules, 76.19 have difficulty understanding the terms in their modules. use, 61.9% stated that the module had no instructions, 66.67% of the modules were difficult to use because they were not accompanied by examples, and 76.19% stated that the language and sentence structure in the module were difficult to understand.

To make it easier to interpret the data, the data presented in the form of the table above will be presented in the following histogram form:



**Information:**

1. Difficulty understanding the content or material
2. Difficulty practicing the module
3. Difficulty understanding basic counseling skills terms
4. The module does not come with instructions
5. The module is not accompanied by examples
6. Language and sentences are difficult to understand

**Figure 2. Map of problems with module management used by BK teachers / counselors for SMA Negeri in Metro city**

Based on the data analysis of the mastery of basic counseling skills for counseling teachers of public high school counselors in Metro, as well as the identification of problems with the mastery of modules that the counseling teachers / Islamic counselors use, in the analysis stage the research findings are formulated as follows:

- a. The level of mastery of basic skills in counseling for BK / Counseling Public Senior High Schools in Metro City on average is quite good when viewed from the score calculation, however, when viewed from a long working period with long enough experience, then the level of mastery of basic skills in Islamic counseling still far from ideal.
- b. The lack of ideal mastery of the skills of Islamic counselors at SMA Negeri in Metro city was revealed because the module which has been used as a reference for skill improvement is very difficult to master and understand.

### 1. Design of Draft Module Basic Counseling Skills

Referring from the first stage, namely the analysis stage to identify the problems and needs of counseling counselors / counselors in mastering basic counseling skills, then at the design stage (design / design, a draft counseling basic skills module will be prepared. also known as designing a design. (blue-print) The blueprint for the module to be developed is as follows:

**Table 4. Design of Basic Counseling Skills Module**

CHAPT ER No.	Chapter title	Sub CHAPTER
1	Counseling as a helping relationship	<ol style="list-style-type: none"> <li>1. Counseling Concept</li> <li>2. Characteristics of Helping Relationships in Counseling</li> <li>3. Counselor as facilitator</li> <li>4. Basic counseling skills</li> </ol>
2	Counseling techniques and stag es	<ol style="list-style-type: none"> <li>1. Basic counseling techniques</li> <li>2. The stages of counseling</li> </ol>
3	Attending Skills	<ol style="list-style-type: none"> <li>1. Counselee acceptance</li> <li>2. Warmth</li> </ol>

3. Openness
  4. Positive reception and appreciation
  5. Sitting distance
  6. Sitting attitude
  7. Eye contact
  8. An open invitation to talk
  9. Structuring
- 4 Exploring Problem Skills
1. Open questions
  2. Pay attention , understand , and respond (3M)
  3. Following the subject ( wrinkles )
  4. Minimal encouragement
  5. Paraphrase and Reflection
  6. Skills responds
- 5 Personalization Skills
1. Personalize the problem
  2. Personalize goals
  3. Personalize feelings
- 6 Initiative Developing Skills
1. Goal setting skills
  2. Skills to help counseles develop problem- solving programs / alternatives
  3. Skills to help counseles plan schedules or problem solving steps
  4. Skills to plan the provision of reinforcement
  5. Skills to build commitment counselee

- |   |  |   |
|---|--|---|
| 7 | Ending and assessing counseling skills | 1. Skills to end the counseling interview<br>2. Skills to end or close a case<br>3. Skills to assess counseling |
|---|--|---|
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### A. Closing

Based on the data obtained through data collection activities, and after analyzing the collected data, it is concluded as follows:

1. In general, the level of mastery of basic counseling skills for BK / Islamic counselor SMA teachers in Metro is in the sufficient category. The basic skill level of counseling for BK / counselor teachers is 71.42% or 15 people get a score in the average category. However, when compared with years of service, employment status, and school status (SMA Negeri), these conditions are still not ideal.
2. The difficulties for counseling teachers / Islamic counselors to master the counseling modules they have to increase the capacity of counseling practice are identified because:
  - a. Difficulty understanding the contents of the basic skills module that is owned by 85.71%
  - b. The difficulty of practicing basic skills modules is 76.19%
  - c. Having difficulty understanding the terms in the module, 76.19%
  - d. Stating that there is no instruction module by 61.9%
  - e. Module is difficult to use because it is not accompanied by an example of 66.67%
  - f. Language and sentence structure in the module are difficult to understand by 76.19%

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