

Through Experiential Learning to Grow The Counseling Communication Skills of Islamic Counseling Students

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Abstract

Through Experiential Learning to Grow The Counseling Communication Skills of Islamic Counseling Students. The aim of this research is to find out if experiential learning is effective in developing counseling communication skills in Islamic counseling students. This research was conducted on Islamic counseling students. This type of research, this research uses a qualitative approach. The type of research used is action research. The action research approach refers to the Kemmis and Mc Taggart model. Developing counseling communication skills through experiential learning can improve counseling communication skills in prospective counselors from 25.02% with the assessment criteria "Poor" in pre-action to 82.05% in post-action with assessment criteria "Very Good", so there is an increase of 57 %. These results are supported by observations and interviews which show students have counseling communication skills.

Keywords: Islamic counseling, counseling communication skills, experiential learning

Introduction

Counseling is a profession that exists as a response to an individual's need to understand themselves, their environment and other things related to their life. Counseling is a professional job in which expert services do not just apply a set of fixed procedures, but always think by using the academic skills they have mastered to provide counseling services (Radjah, 2016). Counseling as a profession has developed since the early 1900s, with the emergence of three main figures in counseling, namely: Frank Parsons, Jesse B. Davis and Clifford Beers (Gibson & Mitchell, 2008; Gladding, 2012).

In the current era, counseling has experienced very significant developments. Some counseling discussion topics that are the latest trends include how to deal with violence, trauma and crisis, organized care, welfare, social justice, technology, leadership and identity. Apart from that, counseling is also related to well-being, personal growth, career and disorders in people who are considered healthy and have serious problems. Counseling services are based on theory and are a process in the form of development and intervention (Gladding, 2012).

Counseling as a process, involving relationships between one individual and another individual, namely the counselor and counselee, is the most important aspect that must be emphasized in understanding this profession (Hansen, Stevic, & Warner, 1982). This relationship is a professional process involving two parties who, together and in synergy, try to achieve a common goal. Counseling is a special type of relationship between a counselor and a person who needs help (counselee), which can take the form of a face-to-face relationship, by telephone, correspondence,

or with the help of electronic devices that have a specific purpose (Geldard & Geldard, 2005). The quality of the relationship between the counselor and the counselee seems most likely to create growth in the relationship between the two (Corey, 2015). Thus, counseling involves a professional relationship that provides assistance and is very dependent on the quality of the counselor's personality.

In carrying out counseling practices, counselors rely on the use of a number of skills, one of which is the ability to communicate which is a counseling micro skill, in addition to various other skills (Geldard & Geldard, 2005). According to Jones (2008) there are two main categories of counseling skills, namely communication and action skills, and thought skills. Communication and acting skills involve external behavior, and thought skills involve the counselor's internal behavior. Communication skills are one of the main skills that counselors must master to carry out counseling practice. In principle, communication is the most essential thing in human life, not only in the counseling process. With communication, individuals express themselves, form social networks and develop their personalities (Zamroni, 2009). Individual failure to communicate hinders the creation of mutual understanding, cooperation, tolerance, and hinders the implementation of social norms. Likewise, when it is related to counseling, failure or success in the communication process has a big influence on the development of the relationship between the counselor and the counselee, as well as self-development and alleviation of the counselee's problems. Therefore, counselors are expected to continuously improve their understanding and mastery of communication skills.

Experiential learning is an approach to learning from real, concrete experiences, by means of playing, role playing, simulations and group discussions. Where there is a combination of hearing, seeing and experiencing. In experiential learning, experience has a central role in the learning process. This emphasis is what differentiates experiential learning from other learning theories. The term "experiential" is here to differentiate between cognitive learning theories which tend to emphasize cognition more than affectivity.

Researchers found problems related to counseling services among Islamic counseling students. The observation results show that those who carry out counseling services have not mastered every basic counseling skill skillfully. Counselors are faced with various challenges in the form of demands to assist individual growth and development as well as alleviating individual problems. In an effort to face these challenges, counselors should enrich themselves with complete mastery of various skills in providing counseling. These skills are the result of the formulation of scientific studies of various approaches originating from multi-disciplinary science.

Mastery of counseling skills does not come by itself, there needs to be a special method for students to be able to master it. This can be done in various ways, one of which is the experiential learning method. The experiential learning method is to find out about a form of experience, namely by searching for an identity, an attitude of being curious about the problems being experienced, how to solve a problem, and providing the right solution. The uniqueness of experiential learning is that someone learns from this experience to be able to achieve something based on experience that is continuously changing.

Method

This type of research, this research uses a qualitative approach. The type of research used is action research. Researchers carry out action research which consists of a series of activities in the form of planning, action and observation and reflection. The action research approach refers to the Kemmis and Mc Taggart model (in Suwarsih Madya, 2007). Research design begins with the planning stage, action stage, and reflection. Data collection techniques using observation, interviews and documentation. The subjects of this research were Islamic Counseling Guidance students at IAIN Kudus. The subjects of this research were 10 students.

Theoretical review

Counseling Communication Skills

Counseling is a relationship that is helpful, this can be seen in the interaction between the counselor and the counselee/client in a condition created by the counselor, helping the counselee. The counseling process allows clients to understand themselves and achieve change through learning and making their own decisions responsibly for progress. In order to create conditions that allow clients to find themselves, counselors need to have basic skills in conducting interviews in the counseling process. This means that the counselor is characterized by the ability to condition the psychological atmosphere throughout the counseling process. In essence, this refers to the psychological aspects that make a counseling atmosphere possible, or to scientific studies regarding the psychological aspects involved in the counseling process, namely the psychology of the counselor, counselee/client (Mappiare, 2006).

According to Ivey (in Willis 2007: 86), counseling skills can also be seen as minimum skills for a professional counselor, so that mastery of these skills can more or less guarantee the continuity of a counseling process to achieve counseling goals. This view also means that a counselor is also expected to have other skills that enable a counseling relationship, or a relationship that can enable problem solving. For example, sharing of experience requires skills with cognitive abilities in expressing it so as to enable understanding, to change views, to find solutions. With the hope that in this step the counselee can understand himself and solve his own problems for the counselee's own optimal development.

The main aim of using counseling skills is to help clients develop personal skills and inner strength so that they can create happiness in their own lives and those of others. Thus, counseling skills are used by professional counselors to help individuals or groups to have the ability to independently empower and help themselves. This is directly related to the ultimate goal of the counseling process.

Counseling skills are used by a counselor in a counseling relationship to help clients develop their potential and be able to overcome the problems they face by considering environmental conditions, namely social, cultural and religious values. For a counselor, mastering counseling skills is the key to success in achieving counseling goals. An effective counselor must be able to respond to clients with the correct techniques, according to the client's current situation (Namora 2011).

Experiential Learning

Kolb (Muhammad, 2015) stated that the experiential learning model is learning as a process of constructing knowledge through the transformation of experience. Learning from experience includes the relationship between doing and thinking. If someone is active then that person will learn much better. This is because in the learning process the learner actively thinks about what is learned and then how to apply what has been learned in real situations.

Abdul (2015) stated that the experiential learning model is a teaching and learning process model that activates learning to build knowledge and skills through direct experience. This experience is a catalyst to help students develop their capacities and abilities in the learning process.

The experiential learning model is a pursuit learning process model that activates learners to build knowledge and skills through direct experience. In this case, experiential learning uses experience as a catalyst to help learners develop capacities and abilities in the learning process (Majid, 2012).

The quality of experiential learning includes personal student involvement, initiative, evaluation by the students themselves, and a lasting effect on students. The experiential learning model gives students the opportunity to decide what experiences they focus on, what skills they want to develop, and how they conceptualize the experiences they experience.

Discussion

The results of the pre-action checklist carried out on 30 students showed that there were 10 students who had not reached the 70% percentage with the "Good" criteria in counseling communication skills. Observations were carried out using checklists and interviews. It is known that the score and percentage of counseling communication skills mastered by students is that not yet 80% of students have met the 70% percentage with the "good" assessment criteria, so the indicators of success have not been achieved. The results of the checklist observation showed that 2 students had demonstrated counseling communication skills reaching a percentage of 75% in several aspects of counseling communication skills, namely An was skilled and had demonstrated 90% in empathy skills and 78% in summarizing skills, while Akb was skilled and had showed 79% on empathy skills. It is known that 10 students have not demonstrated a minimum percentage of 70% in each aspect of counseling communication skills. Interviews with students were carried out after the pre-action activities. The results of interviews with students during pre-action activities showed that students' feelings when providing counseling services were stressful, nervous and afraid, but there were also those who admitted they were happy and felt they were useful to others. There were only 8 students who without hesitation said "Yes" and "Interested" in their interest in helping the counselee after carrying out the counseling action.

The action consists of 9 meetings based on the number of students who can take part in the activity. Action consists of planning, action and observation, and reflection stages. Action 1 carried out is a material activity. Material activities were carried out in 3 meetings. Action 2 carried out was a group discussion activity. Group discussion activities were carried out in 2 meetings. Action 3 carried out is a practical activity. The activity of practicing counseling was carried out in 4 meetings.

The results of the post-action counseling communication skills of Islamic counseling students increased. This is in accordance with the following data. It can be seen that the students are skilled and demonstrate every counseling communication skill reaching a minimum percentage of 70%, a total of 7 students. Three other students did not show a percentage of 70% in several aspects of counseling communication skills. Students who have not reached the percentage of 70% tend to be embarrassed to ask questions when there are difficulties in counseling communication skills training activities for researchers. Each post-action counseling communication skill has increased and the average percentage of each counseling communication skill has reached a minimum of 70%. The indicator of success has been achieved because there is a minimum of 70% of students who have counseling communication skills of 70% in each aspect of counseling communication skills with "Good" assessment criteria, namely attending, empathizing, summarizing, asking questions, confrontation and problem solving. The average percentage obtained after the action was 82.05% with the assessment criteria being "very good". The total score percentage is not a reference that students have mastered the overall counseling process. Three students who did not meet the success criteria could not be said to have mastered the counseling process.

The observation results show that the expected success criteria have been achieved, because 10 students have been able to demonstrate skill in almost all aspects of counseling communication skills with an average percentage of 82.05% with the assessment criteria being "very good". Interviews with trainer researchers and students were carried out after the action was completed. The researcher explained that there was a change in behavior between before and after the action taken, namely that students had begun to understand and understand how to do counseling and use various counseling communication skills. Apart from being active, students also understand their role as counselors.

Reflection is carried out by discussing and evaluating actions with researchers. The results of observations through checklists supported by field notes were used as a study to determine the level of success which shows that it has been successful if 70% of students have demonstrated a minimum percentage of 70% in each aspect of counseling communication skills, namely 10 students. The research is considered complete. The average increase in student counseling communication skills was 82.05%. The interview results also show that there has been an increase in students' understanding of counseling and the counseling communication skills that students have demonstrated by training to become counselors. The results of observations while developing counseling communication skills through experiential learning were that there were students who were influenced by two factors

Conclusion

Based on the results of the research that has been conducted, it can be concluded that developing counseling communication skills through experiential learning can improve the counseling communication skills of Islamic Counseling Guidance students. The activities carried out were material activities, group discussion activities, and practical activities, which consisted of 9 meetings. Activities are carried out in groups. Trainer researchers have a role to guide students so they can understand counseling communication skills. Having a daily activity plan makes it easier for researchers to develop counseling communication skills through experiential learning to students which includes introductions and warm-ups, book-based training activities, lectures, discussions and practice.

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