

# Confidence and Success of Counseling Practices for Islamic Guidance and Counseling Students

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## Abstract

One of the keys to successful counseling is the personal quality of the counselor. However, early counselors tend not to have these competencies. This study aims to determine the relationship between self-confidence and the successful implementation of student counseling. The research uses a quantitative approach with the correlational method. The sample in this study were 87 students who had studied counseling theory and practice and had practiced counseling. Data were analyzed using Pearson Product Moment with the help of SPSS 25 for Windows. The results show no relationship between the variables x and y, so it can be concluded that there is no significant relationship between self-confidence and the success of counseling.

## Keywords

counseling success; confidence; counseling practices

## Abstrak

Salah satu kunci keberhasilan konseling adalah kualitas pribadi konselor. Namun, konselor pemula cenderung kurang kompeten dalam hal tersebut. Penelitian bertujuan untuk mengetahui hubungan kepercayaan diri dengan keberhasilan penerapan konseling mahasiswa. Penelitian menggunakan pendekatan kuantitatif dengan metode korelasional. Sampel dalam penelitian ini adalah 87 orang mahasiswa telah mempelajari teori konseling maupun secara praktik dan pernah melakukan praktik konseling. Data dianalisis menggunakan Pearson Product Moment dengan bantuan SPSS 25 for Windows. Hasil menunjukkan bahwa tidak ada hubungan antara variable x dengan y, maka dapat disimpulkan bahwa tidak ada terdapat hubungan yang signifikan antara kepercayaan diri terhadap keberhasilan konseling.

## Kata Kunci

kepercayaan diri; keberhasilan konseling; teknik konseling

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## INTRODUCTION

Counselors must be competent in conducting the counseling process have strong self-confidence so that the counseling results meet expectations. The most important personality trait a counselor has is self-confidence (Cheng & Furnham, 2002; Kleitman & Stankov, 2007). Counselors must have personal qualities such as being a skilled communicator, a competent resource person, mastering skills or techniques, stable emotions, a clear mind, fast, and being consistent and responsible (Fuad, 2009). These qualities can be achieved if the counselor has self-confidence.

Confidence is the ability to behave to believe in getting something that is expected so that it can actualize its potential (Heylighen, 1992). Self-confidence will be a milestone in self-evaluation, and individuals are expected to be able to make decisions and complete the tasks and problems they face. Self-confidence can also act as the essential capital for developing an individual's self-actualization (Gawel, 1996), including counselors in conducting counseling.

Every individual has a different level of self-confidence (Sharma & Bewes, 2011). Individuals can carry out tasks in their lives in different ways. Confidence is not innate (Gigerenzer et al., 1991) but is formed from experience and self-concept (Saadat et al., 2012). Experience will indirectly foster an attitude of self-assessment (Vignoles et al., 2006). Research result Moore-Hayes (2011) Showing knowledge and experience can increase a teacher's confidence.

Individuals who have good self-confidence will be characterized by always working hard (Baumeister et al., 2003; Campbell & Fairey, 1985). They are always optimistic, able to make wise decisions, and have complete control over themselves. Quality humans are shown as someone who has good self-confidence dares to accept rejection from others. He has a positive view of himself and can control moods and emotions to improve performance, evaluate various options, and dare to make decisions alone (Al-Hebaish, 2012; McCarty, 1986). Individuals with great self-confidence will make extensive rational interdependencies (Gabriel et al., 2007).

At a certain point, humans will not be separated from a problem in their life. Some people consider self-confidence a problem that can interfere with their activities, make them uncomfortable, and have difficulty facing certain situations (Avni, Chronicle, 2011; Williams, 2014). Poor self-confidence can cause feelings of anxiety and depression that will make someone afraid to try something new because they are afraid of failure (Koivula et al., 2002; Reck et al., 2012). Poor self-confidence will build various problems in one's life (Donnellan et al., 2005; Lazar & Dempster, 1984; Rosenberg et al., 1989). If the counselor does not have self-confidence, the counselor will not be able to provide optimal counseling services.

Various factors can affect a person's confidence, such as negative thoughts about himself (Hirsch et al., 2006). These negative thoughts will lead to negative opinions so that the efforts and goals of their duties are hampered. (Bénabou & Tirole, 2002). Counselors who have negative thoughts about themselves tend to find it difficult to provide good counseling services. Therefore, to get the success of counseling certainly requires confidence (Lazar & Dempster, 1984). So that counselors can create and develop positive values and attitudes towards themselves in their situations. However, novice counselors who have counseling skills often fail in counseling. It happens because novice counselors tend to feel doubtful about themselves, so they will fail in the counseling process. Keep in mind that the counselor has limits on him. These limitations will be an obstacle in conducting the counseling process.

The counselor's confidence is essential to study, and the researcher assumes a relationship between the counselor's confidence and the successful implementation of counseling services. This study aims to determine the relationship of beginner counselor confidence to the success of the counseling process. This research is expected to evaluate the quality of self-confidence, especially in counseling practice, to create competent counselors.

## **METHOD**

### **Design**

The research uses a quantitative approach with the correlational method, intending to know the relationship between one variable and another.

### **Participants**

The population of this research is Islamic Guidance Counseling students of UIN Suska Riau who have studied counseling theory and practice and have practiced counseling. The sample in this study was 87 students who were randomly selected.

### **Instruments**

Data was collected through a questionnaire in the form of a Likert scale consisting of five alternative answers. The instrument is designed with the variables of confidence in and openness to the counseling experience.

### **Data Analysis**

The data is processed using correlational analysis with Pearson product-moment correlation. To simplify data processing, the researcher used SPSS 25 for Windows.

## RESULT AND DISCUSSION

### Confidence and success of student counseling

The data is processed to find the associative hypothesis or the relationship between the two variables. The connected variables are the independent variable (x) and the dependent variable (y). The correlation test will look for the strength of the influence, relationship, and contribution between the two variables. Then the Pearson product-moment correlation is processed using SPSS 25 for Windows (Puth et al., 2014; Rupinski & Dunlap, 1996). The description of self-confidence is presented in Table 1.

Table 1. Student self-confidence

Category	F	%
Very high	71	81.6%
Tall	13	14.94%
Enough	3	3.45%
Low	-	-
Very low	-	-
Total	87	100%

Table 1 shows that Islamic guidance and counseling students have very high trust with 71 (81.6%) and high with 13 (3.45%). Self-confidence is an accurate predictor of a person's success, abilities, and skills (Siska et al., 2003). High trust in Islamic guidance and counseling students can enhance supportability in the counseling process. The successful implementation of counseling services is presented in Table 2.

Table 2. Successful implementation of counseling

Category	F	%
Tall	59	67.8%
Enough	27	31.03%
Low	1	1.15%
Total	87	100%

Table 2 shows that the ability to apply student counseling in the high category is 59 (67.8%), 27 (31.03%) is sufficient, and 1 (1.15%) is low. Based on these data, it can be concluded that students can apply counseling in the very high category. The results of the correlation analysis are presented in Table 3.

Table 3. Correlations

		<b>Confidence</b>	<b>Application of counseling</b>
<b>Confidence</b>	Pearson Correlation	1	-.024
	Sig. (2-tailed)		.822
	N	87	87
<b>Application of counseling</b>	Pearson Correlation	-.024	1
	Sig. (2-tailed)	.822	
	N	87	87

Table 3 shows the results of the Pearson product-moment correlation coefficient between the variables x and y, which can be known to be -0.024. To see the level of correlation, researchers refer to table 4.

Table 4. Interpretation

Table r value	Interpretation
0.01 - 0.19	Correlation is so weak that it can be ignored
0.20 – 0.39	Low Correlation
0.40 – 0.69	Correlation is enough
0.70 – 0.89	High Correlation Relationship
0.90 – 1.00	Very high correlation or perfect relationship

It is known that the r table value or the correlation value is 0.024, so it can be concluded that the relationship between self-confidence and the successful implementation of counseling is in a low category. Furthermore, to prove the hypothesis can be determined in two ways. A hypothesis with the following conditions:

Ha: self-confidence has a significant relationship with the success of implementing counseling

Ho: self-confidence does not have a significant relationship with the success of implementing counseling

#### Method 1

- The probability value of 0.05 is significant, then Ho is accepted, and Ha is rejected, which means it is not significant.
- The probability value of 0.05 is significant, then Ho is rejected, and Ha is accepted, which means significant.

In the correlations table, the sig value is obtained. of 0.822 and = 0.05, then it turns out that 0.05 0.822 then Ho is accepted, and Ha is rejected, meaning that there is no relationship between variable x and y

#### Method 2

If r count r table, then Ho is accepted and Ha is rejected, meaning that it is not significant  
 if r count r table, then Ho is rejected and Ha is accepted, meaning significant

Table 3 shows the calculated r-value = -0.024. Then r table (95%) (dk = n-2 = 87-2 = 85) (r table 85 = 0.213), so that if r count r table or -0.024 0.213, it can be interpreted that there is no significant relationship between confidence with the successful implementation of counseling. Different from the opinion of Anderson & Levitt (2020) that if counselors feel they live according to their personal beliefs, the better they can build a relationship with their clients.

There are three central issues in discussing the counselor's personal qualities: knowledge, skills, and personality (Princess, 2016). Brammer (1979) describes the qualification of the counselor as a person having personality traits and resources such as having concern for others, responsibility, empathy, and sensitivity. The personality quality of the counselor is an essential factor in counseling (Cavanagh, 1983).

The main goal of individual counseling is to alleviate the counselee's problems (Winkel & Hastuti, 2013; Prayitno & Amti, 2004). Counselors have a responsibility to help counselees use skills and approaches in counseling. The counselor's personal quality in the counseling process integrates the counselor's knowledge and skills so that the success and effectiveness of the counseling process are influenced by the personal quality of the counselor (Haolah et al., 2018).

An essential main instrument is oneself as a person (Corey, 2018). The goal of counseling is necessary to have quality interpersonal relationships with counselors in counseling, and this can be done by building the client's trust in the counselor.

(Princess, 2016). Fulfilling needs is very important for individuals (Nurjanah et al., 2020). The process of fulfilling these needs requires motivation, including trust. For the counselee to have confidence in the counselor, the counselor needs to have confidence in himself first.

The results of this study indicate that there is no relationship between self-confidence and the success of counseling. The success of counseling is not solely due to the attitude of the counselor's confidence. Factors that influence counseling success include model factors or techniques used in the counseling process, client expectations and expectations, therapeutic relationships, and extra client therapeutics (Peter, 2016). The counselor's job is to build a therapeutic relationship created through open communication, honesty, and trust to promote the client's self-exploration (Rey Corey & Corey, 2011).

## CONCLUSION

This study reveals that self-confidence does not significantly affect counseling success. Given that this study used a small sample, research bias can exist. However, the counselor's personal qualities are essential in counseling but are not the only ones that affect counseling success. The technical factors used and the client's expectations have a role in determining the success of counseling. Counselors must improve their counseling competence in order to provide optimal assistance.

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