



Personality of the Conselor and Student Interest in Providing Individual Counseling

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Abstract

A counselor is a specialist with training in guidance and counseling who can design programs, carry out different services, evaluate their effectiveness, and follow up with clients. Clients may include kids, parents, principals, school employees, subject teachers, and other relevant contexts. One of the factors influencing the success of the counseling process is the counselor's personality. As a result, a counselor must be qualified, psychologically healthy, self-aware, trustworthy, honest, warm, responsive, and active, as well as possess the following personal qualities: patience, sensitivity, and holistic awareness. So, it is possible that a counselor who possesses positive personal traits will be interested in consulting, venting, or even individual therapy. The purpose of this study is to ascertain the connection between the personality of the counselor and the students' desire in providing individual counseling. This study use product moment correlation analysis methodologies and has one dependent variable and one independent variable. Primary data gathered through surveys is the type of data used. According to the study's findings, the personality of the counselor and the desire of the students in providing individual counseling are significantly correlated.

Keywords: *Counselor Personality; Student Interests; Individual Counseling*

Introduction

In the field of education, the presence of guidance and counseling teachers—also known as school counselors—is important because they can assist students in resolving issues related to their academic performance as well as personal, social, and career issues. Counselors and guidance and counseling teachers must therefore possess the pedagogical, professional, social, and personality competencies. This is consistent with the Regulation of the Minister of National Education number 27 of 2008 regarding the level of academic preparation and competence of counselors, where the competence of counselors is one of the critical qualities that a guidance and counseling teacher or counselor must possess.

The effectiveness of the guiding and counseling services provided by the counselor may depend on their personality competence. The presence of a counselor with good personality competency can be recognized in his attitude and behavior in this situation since the counselor is a very significant tool in

implementing guidance and counseling services. This is so because a counselor's attitudes and behaviors are some of the telltale signs of their level of professionalism (Chain, 2019). The counselor's personality trait is professional conduct, which might at least indicate three things: (a). Counselor conduct that is used not just during counseling sessions but also outside of them (b). The counselor does not actually present anything physical; instead, the counselor just discusses what the counselor ought to be. Because a counselor can be considered to be professional if his behavior is founded on views and values that have an impact on his personality, he or she must abide by the counselor's code of ethics (Evi Aeni Rufaedah & Muhammad Ikhwanarrafiq, 2022). The professional code of ethics regarding the confidentiality of counseling information and other issues must be understood by a counselor or guidance and counseling teacher.

According to Cavanagh in Syamsu Yusuf (2016:37–44), a counselor's personality is characterized by a number of traits, including: (1) good self-understanding; (2) competence; (3) psychological health; (4) ability to be trusted; (5) honesty; (6) warmth; (7) responsive and active; (8) patience; (9) sensitivity; and (10) holistic awareness. A counselor is supposed to conduct themselves professionally when serving their customers, in this case, pupils, with this attitude and these characteristics. Also, it is intended that students will become more interested in offering one-on-one consultations and counseling as a result of counselors' personal ability. Such that guidance and counseling instructors, also known as school counselors, are no longer viewed as school cops but rather as individuals who may serve as a safe haven for kids to express their frustrations and seek advice. According to Robai, the percentage of students who visit the guidance and counseling teacher or counselor on their own or who come freely can indicate whether or not they are interested in receiving individual counseling (Robai & Suharso, 2019).

According to the findings of research conducted at Madrasah Aliyah Negeri Sumenep, a singular phenomenon was discovered, namely that a sizable number of students voluntarily entered the guidance and counseling room to meet with their counselors for consultations, venting sessions, and even individual counseling. In Madrasah Aliyah Negeri Sumenep, there are nine counseling and guidance teachers who also have their own foster students. Researchers now have an intriguing chance to learn more about the phenomenon. The personality of the counselor and the student's interest in providing individual therapy are discussed in this article.

Research Method

The research method employed is a quantitative approach, where a hypothesis is tested using data from the quantitative style of study. Although the objective of this study is correlation—that is, looking for connections between one variable and another—it is classified as quantitative correlation since the students' interests serve as the dependent variable and the counselor's personality serves as the independent variable. The purpose of this study is to assess how much the personality of the counselor affects students' desire in receiving individual counseling at Madrasah Aliyah Negeri Sumenep. According to opinions (Suharsimi Arikunto 2016: 134), if the subject is large, it can be taken only 10-15% or 20-25% or more, depending on the researcher's ability, both in terms of funds and the size of the area and the size of the risk borne by the researcher. The sample used was 1,359 students, and researchers took as much as 10% of the existing population. In light of this viewpoint, the researchers selected 135 students for their sample, or 10% of the total 1,359 pupils.

Observations, questionnaires, and documentation served as the study's instruments, and a statistical data analysis approach called product-moment correlation was utilized to analyze the data. This is so because the data used in this study are interval data. The researcher employs guidelines to offer context to the research findings. If the r count exceeds the r value of the product moment table with a significance level of 5%, the hypothesis is accepted. If the r count is less than the r value of the product

moment table with a significance level of 5%, the hypothesis is rejected. Researchers are then directed by the following criteria to determine the strength of the association between independent variables and dependent variables: When the value falls into one of the following categories: (1) values between 0.800 and 1.000 with a high interpretation; (2) values between 0.60 and 0.80 with a sufficient interpretation; (3) values between 0.40 and 0.60 with a rather low interpretation; (4) values between 0.20 and 0.40 with a low interpretation; and (5) values between 0.000 and 0.2 with a very low interpretation.

Theoretical Reviews

Counselor Personality

Humans always experience the development of their personalities, which play a significant influence in determining how they behave. Physical and psychological states that are impacted by the environment are part of the human personality. Because it will always change over time as a result of learning and contextual effects, personality is a dynamic concept. Counselors or counseling guidance teachers have an important role in the counseling process; as a result, a counselor must have good academic, pedagogical, and personality competencies. A counselor is someone who is professional and can assist the counselor in the process of optimizing his ability to solve his problems. A counselor needs a positive personality in addition to knowledge of theory and the ability to apply counseling approaches. The success of counseling is considered to depend more on the personal traits of the counselor than on technical proficiency (Evi Aeni Rufaedah & Muhammad Ikhwanarrafiq, 2022). This is because personality is said to be learned depending on the counselor's willingness and capacity to be professional.

According to Glanding (Hartono, 2019), the application of counseling services by counselors is believed to be effective if they possess personal integrity, which involves stability, loyalty, and harmony. It may be claimed that the personality competence of the counselor is something that the counselor must possess because it is connected to the counselor's personal behavior that demonstrates values both during the counseling process and in the counselor's daily life.

The personality traits of a counselor as described by Cavanagh in his Syamsu Yusuf must be met by a professional counselor (2016:37–44). In other words, a counselor has good self-awareness. A professional counselor needs to be aware of both his advantages and disadvantages. He should first try to understand himself as a professional before attempting to comprehend others. Two: A professional counselor must possess the abilities, knowledge, and skills in the field of guidance and counseling that can be acquired by formal education and other trainings or practica in the field of guidance and counseling conducted by official institutions in order to be competent. 3. Be in good mental health. A counselor needs to be in good physical and mental health because anything less will have a negative impact on the counseling process. Four: To be dependable, a counselor must be able to keep track of all facts pertaining to them and adhere to the relevant code of behavior. Five: Sincere. In this scenario, a counselor should have been truthful and refrain from providing false information, especially to the counselor. Sixth, stay warm. A counselor must be approachable, empathetic, and knowledgeable about the client's circumstances. Seventh, a counselor ought to be able to provide the client constructive criticism. Eight, Have patience. A counselor should be professional, have a patient disposition, and be competent to handle counseling situations. Nine: A counselor must be sensitive to the circumstances in which he or she finds themselves as well as able to understand the information sharing that is meant by the counselor. Tenth, the counselor should have a holistic consciousness, which means they should be able to treat each client as an individual without considering their ethnicity, religion, gender, or social standing.

Student Interests

According to Winkel in (Gultom, 2020), interest is the propensity of a person to be interested in something—a topic of study, a subject matter—and to enjoy learning a lesson. Students are interested in receiving guidance or counseling from guidance and counseling teachers or school counselors in relation to these topics. Witherington also describes interest as a person's awareness of a circumstance with which they are associated. Interest must therefore be viewed consciously in order to have meaning, otherwise it will have no meaning.

A fixed propensity to pay attention to and recall an activity is called interest (Zahara et al., 2019). In this instance, the counselor is trying to persuade the student to pursue a career in individual counseling. According to Sobur Dalam (Susilaningsih & Rahayu, 2019), interest has a number of different components. The first is attention, which denotes that the person is observing something that he finds to be very intriguing. The second is interest, where someone expresses interest in anything associated with an object. Finally, a person is motivated to learn everything there is to know about something by desire. Fourth: Beliefs: The person has knowledge about the topic of interest. Fifth: action. At this stage, the individual already has made a decision on an object and has realized it in an action. In this case, its relation to guidance and counseling services is about the student's interest in conducting individual counseling voluntarily.

Individual Counseling

In this instance, the counselor aids the problematic counselor in developing his capacity to deal with problems. Counseling is a process of interaction between the counselor and the problematic counselor (Kusumah et al., 2022). Counselors helping counselors is also known as the process of assisting counselors so that counselors can understand themselves and be able to behave in accordance with environmental expectations (Khairunnisa et al., 2020). While counseling is characterized by Thamrawy (1993) in Arisandy & Passalawongi (2021) as a mutually beneficial interaction between the counselor and the counselor, where the counselor with the experience lends a hand to the counselor who is experiencing difficulties. In order to assist the client understand himself and his issues so that he can resolve them, the counselor and client have a reciprocal connection. A further definition of counseling is the process of providing individual and group support to other counselors so they can work through their problems (Samsulbassar, 2018). In addition to being carried out face-to-face, advice and counseling may currently be implemented electronically by employing internet media and social media. These can be done in groups or individually.

One of the guidance and counseling services that is carried out face-to-face between students and counselors in the context of discussing and resolving student difficulties is referred to as individual counseling. The goal of individual counseling is to help students make decisions on their own, improve their attitudes, and adapt to their surroundings (Agus Irawan Census 2020: 24). In essence, counselors provide guidance and counseling to assist them better understand themselves in terms of their interests, abilities, potential, and areas of competence, as well as to comprehend their problems and come up with solutions.

Discussion

The stages of analysis in this study are based on data from student interest score data in individual counseling expressed with variable Y and counselor personality questionnaire score data expressed with variable X for the counselor. The goal of data analysis in this study is to test the proposed work hypotheses, which are that at Madrasah Aliyah Negeri Sumenep "there is a relationship between the counselor's personality and the students' interest in conducting individual counseling (Ha)" and "there is

no relationship between the counselor's personality and students' interest in conducting individual counseling (H_0). This is based on Sugiono's assertion about the requirements for offering a correlation coefficient interpretation:

Table 1 interpretation of r values

No	Coefficient intervals	Level of relationship
1	0,00-0,199	Very low
2	0,20-0,339	Low
3	0,40-0,559	Enough
4	0,60-0,779	Strong
5	0,80-1,000	Very powerful

Using the SPSS product moment correlation approach, the following findings were obtained:

Correlations			
		Counselor Personality	Student Interests
Counselor Personality	Pearson Correlation	1	.793**
	Sig. (2-tailed)		.000
	N	135	135
Student Interests	Pearson Correlation	.793**	1
	Sig. (2-tailed)	.000	
	N	135	135

Figure 1 correlation test results *Product Moment Correlations*

The findings of the SPSS Study yielded a price coefficient of 0.793 with a significance level of 0.000 in the correlation table. Given that the significance value for the SPSS data obtained is 0.000, it can be deduced that there is a relationship or correlation between the personality of the counselor and the student's desire in providing individual counseling.

Testing:

If $r_{\text{count}} > r_{\text{table}}$, then H_a is accepted

If $r_{\text{count}} < r_{\text{table}}$, then H_0 is rejected

As the price of the r count is higher than that of the r table and the degree of confidence of 0.05 (5%) led to the price r table of 0.159, it can be deduced that there is a substantial relationship between the counselor's personality and the student's desire in providing individual counseling. Based on the results of the resulting data coefficient, the correlation is positive since the data and price coefficients reflect the state of the people. Considering the correlation coefficient of 0.793, it is clear that the correlation is significant. The second hypothesis, which claimed that "there is no relationship between the personality of the counselor and the student's interest in conducting individual counseling," was rejected, according to the correlation value or r count of 0.793, the significance value of 0.000 then (2-tailed), and $r_{\text{count}} > r_{\text{table}}$ ($0.793 > 0.159$).

Conclusion

A counselor or guidance and counseling teacher must also have personality competency in addition to intellectual and pedagogical competence. This is due to the fact that personality competency affects how well guiding and counseling are implemented. According to researchers' views, there are still a lot of pupils who believe that guidance and counseling teachers are teachers that frequently administer punishments, are rude, and are dreaded. Because there are still counselors or guidance and counseling teachers who don't match the personality competency qualifications of a counselor, pupils still label these individuals.

Counselors or guidance and counseling teachers must possess the personality competencies outlined in this study in order to combat students' unfavorable perceptions of them in schools. The researcher hopes that the counselors exhibit professional qualities and attitudes and adhere to the requirements for counselor certification, in this case, competency in terms of personality.

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