

## Conference Paper

# The Mind Skills of Guidance and Counseling Students at Yogyakarta State University

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**ORCID:**Suwarjo Suwarjo: <https://orcid.org/0000-0001-7448-7008>**Abstract**

The success of counseling is influenced by the ability of the counselor to implement it. Among the basic abilities of a counselor are mind skills. These help the counselor to construct and control their thoughts in providing excellent counseling services to the counselee. This research employed a cross-sectional survey design with an ex post-facto quantitative approach, which was intended to determine the level of mind skills of students of the Guidance and Counseling Department. The population of this research was the students of the Guidance and Counseling Department, with a total of 114 students. Proportionate random sampling was employed, and a counselor mind skills scale was used to collect the data. The results showed that the students had what can be considered 'good' skills in relation to mind skills. Thus, it is necessary to strive to further internalize and optimize the mind skills in the counseling class.

**Keywords:** mind skills, counselor, counseling

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## 1. Introduction

According to Jones the qualification of the competence of counselors in the implementation of professional counseling is supported by three skills, including: communication skills, mind skills, and action skills. Through these three skills that the counselor has in a balanced way, the counseling process will go deep professionally, though, and effective [1]. Hence, as a college that produces graduates of Educational Services in the field of Guidance and Counseling, it must prepare the quality of students who have the qualifications of counseling skills, namely, communication skills, mind skills, and act skills.

To have the three qualifications of counseling skills, it can not only be done theoretically but also requires a systematic practical process. The counselor admits that he already understands the various counseling approaches being taught, but when he practices the counseling process, the counselor often encounters obstacles that are more cognitive and affective in nature. Mind skills help and guide the counselor in

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carrying out every step in the counseling process and assist in every decision made by the counselor during the counseling process [2, 3].

On the other hand, the fulfillment of communication skills qualifications and acting skills has been solidly devoted to the Micro- counseling or Basic Communication Skills courses. Even though mind skills are a prerequisite to become professional counselor, there is a gap in fulfilling the mind skills of Guidance and Counseling students [3]. In other words, it is not enough for students to only understand the theory or counseling approach, but it needs to be balanced with thinking skills (mind skills). The absence of knowledge and ability to manage mind skills can lead to fatal implementation of counseling. The inability of students to manage mind skills in counseling leads to inability to communicate patterns, regulate feelings, and physical reactions, which leads to counseling failure [3].

Mind skills help prospective counselors and counselors to constantly rethink the actions they have taken, review the assistance they provide and make it a basis for improving and enhancing the quality of the assistance process that has been carried out so far. This, in turn, will lead to the formation of a counselor as a reflective and safe practitioner [4]. As a reflective practitioner, counselors always think about and review the actions they have taken. The results of reflection are used as a basis for counselors to improve and develop themselves, so that they can become practitioners who are able to provide safe counseling services, in accordance with the counseling procedures and objectives for safe practitioners.

The Universitas Negeri Yogyakarta's Guidance and Counseling study program has 9 counseling family courses. There are: (1) Psychodynamic Counseling Approach, (2) Behavior Counseling Approach, (3) Cognitive Counseling Approach, (4) Humanistic Counseling Approach, (5) Postmodern Counseling Approach, (6) Multicultural Counseling, (7) Micro-counseling, (8) Individual Counseling Practicum, and (9) Group Counseling Practicum. Through the 9 counseling cluster courses, it is hoped that they will be able to form prospective counselors who are skilled in conducting professional counseling, including mastering the praxis of an integrated counseling approach with various existing counseling skills [3, 4].

In the existing reality, preliminary findings show that students have not realized the importance of meaning of life, especially in the counseling class. Students bumble to distinguish the counseling process from conversing as usual, tend to do it based on pre-made conditioning, and show an attitude that immediately wants to end counseling. It indicates that there is a missing link in the counseling learning for Guidance and Counseling students as prospective counselors. In connection with the importance of

internalizing mind skills for Guidance and Counseling students in the implementation of counseling, it is necessary to explore in depth as a preliminary study regarding the portrait of the mind skills profile of Guidance and Counseling students.

## 2. Related Works/Literature Review

In order to provide effective counseling services, competent counselors are crucially needed [4]. The competency that is meant is, a counselor who is able to use counseling skills comprehensively, so that he can accompany the counselor in the entire counseling process. During the process, a skilled counselor is able to use not only counseling techniques and communication, but also mind management skills called mind skills [5].

Mind skills can be defined as the skills of a counselor to manage the processes that occur in the mind, including defining the processes that occur in cognition, interpreting, reflecting on, and revising the thought process so that it leads to the selection of directed thinking [4, 5]. So, through the ability to optimize the mind skills, it will help the counselor to review the actions that have been done regarding counseling services. On the other hand, through mind skills the counselor can carry out self-reflection on certain actions on an ongoing basis, so that the counseling can take place appropriately and effectively.

### 2.1. Mind Skills as Counselor Skills

Counselors or Guidance and Counseling teachers are required to have professional skills, especially in conducting counseling services. The competence that must be formed so that the counselor can carry out counseling professionally is the competence to manage the mind or better known as mind skills [5]. Effective counselors are able to use counseling skills comprehensively, so that they can accompany the counselor in the entire counseling process.

The term mind skills, which Raka Joni calls mind competence, is the dexterity of responding contextually, which leads to problem solving in counseling [6]. In line with this, Jones (2005) explains that mind skills are a series of actions that must be taken by a professional counselor so that the counseling can take place appropriately and effectively. More broadly, thinking skills are equivalent to the term metacognitive skills, namely the skills to think about what we think [6, 7]. Metacognitive concepts are usually conceptualized as a set of interconnected competencies in learning, thinking, and

include skills for active listening, critical thinking, reflective assessment, problem solving, and decision making [8].

Mind skills can be defined as the skills of a counselor to manage the processes that occur in the mind, including defining the processes that occur in cognition, interpreting, reflecting on, and revising the thought process so that it leads to the selection of directed thinking components. With these skills, a counselor can review the actions that have been done in counseling and reflect on certain subsequent actions on an ongoing basis so that the counseling can take place appropriately and effectively [7, 8]. Furthermore, Jones [8] there are several advantages that will be obtained when the counselor is able to manage his mind skills well, including:

1. The counselor can act more effectively if he is able to see the mental processes that occur in every choice of action he takes in counseling, so that he has the opportunity to realize, measure, and control his thinking skills.
2. The counselor can realize and understand that he has the ability to think with super-conscious thinking which he can develop for the better.
3. Counselors can practice their mind skills as well as train communication skills or mastery of counseling theory and techniques, so that in the end they can develop their counseling skills more precisely and effectively.

## 2.2. Mind Skill Components

Jones describes that there are six components of mind skills that a counselor should have, as follows:

### 1. Creating Rules Skills

Rules are defined as things that a person can and should not do in his life. The rules regarding the do's and don'ts were created by the individual himself or by the influence of the environment. Jones explains that creating rules that help is creating realistic and preferential rules, replacing regulations that are demanding or absolute. Preferential rules are flexible and provide alternative options, far from demands that are irrational [8, 9]. It is different from a regulation that demands or is absolute, which means that the regulation is rigid, absolute, and has no other choice but to implement it.

### 2. Creating Perceptions Skills

Perception is defined as the level of accuracy or accuracy of a person in realizing and assessing himself, others, and situations. The concept of perception is emphasized on the concept of proportional thinking. This includes testing the reality of self-perception, other people, and situations [8, 9]. Creates perceptions that help focus on how accurately a person realizes himself compared to noticing others. How high a person is able to judge himself compared to assessing others.

### 3. Creating Self Talk Skills

Conversations that occur in counseling consist of at least three things, namely: (1) general conversations between counselors and counsees; (2) the counsees' inner conversation; and (3) conversation within the counselor. This self-talk or self-talk involves a mental process that is included in the counselor's mind skills. All verbal thought processes belong to the type of self-talk. Self-talk in the counseling process emphasizes how to focus on managing the self-talk that is in the counselor's head, so that the counselor can carry out counseling without losing direction [10]. Mind skills in counseling emphasize self-talk or self-talk for the counselor in order for the counselor to be able to instruct himself. What to think about at the start, process, and end of the counseling service. How the counselor must instruct himself to carry out counseling appropriately.

### 4. Creating Visual Images Skills

When experiencing feelings or sensations of a significant nature, a person usually describes what they are feeling in mind. It could be that what other people tell you is also responded to by depicting it in your head using certain pictorial images. The better a person is involved in what other people tell you, the better they will describe it in their head [11]. Like self-talk, a person's visual image or visual imagination can be negative or positive. So that both of them often appear simultaneously. The counselor should be able to visually describe in his head what the counsees is telling him so that he is able to read exactly how the mindset of the counsees is dealing with him. Another dimension that must be taken by the counselor is to eliminate other negative pictorial images that are deemed unnecessary, so that it does not interfere with the course of the counseling.

### 5. Creating Explanations Skills

Explanations are the reasons that individuals give themselves for everything that happens. These explanations can influence how they think about their past, present, and future. Furthermore, the explanation will influence how a person feels, reacts physically, and acts. Mind skills explore the counselor's ability to come up

with helpful explanations. The explanation that is meant is an explanation of the problems faced by the counselee, as well as an explanation of the counselee. Mind skills bring the counselor to explain himself for what he is helping the counselor [11].

#### 6. Creating Expectations Skills

Humans predict what will happen in the future, so they can influence and control it. As a result, humans need to create expectations about the consequences of communication and behavior. How do they expect the future to be, this will affect their own feelings, other people's feelings, physical reactions, opinions, and their ability to communicate with others [12]. In counseling skills, creating helpful expectations means that the counselor creates realistic expectations about his own level of ability to cope with difficult situations and people.

### 3. Material & Methodology

This study is intended to determine the profile of the mind skills of students of the Guidance and Counseling Department, Education Faculty, Universitas Negeri Yogyakarta. This research conducted for 8 months, from February to October 2020. The population of this research is the students of Guidance and Counseling from 2017 and the batch of 2018 with a total of 114 students. The sampling technique used is proportionate random sampling. The data collection technique used a questionnaire in the form of a Mind skills scale that Author build that instrument by themselves. Proving the validity of the research questionnaire instrument was carried out by analyzing exploratory factors and three expert judgment, while the estimation of the reliability used the Cronbach Alpha formula. Based on the validation of the Mind Skills Scale by three BK experts, it has met the criteria of benefit, eligibility, and accuracy. The results of Cornbach Alpha reliability testing of 66 items had a coefficient of  $> 0.7$ , namely 0.821 by eliminating 11 items. Thus, the remaining 55 items will be tested with confirmatory factor analysis to determine the unidimensionality of the measurement model for each developed mind skills counselor scale. After testing the confirmatory factor analysis, the RMSEA value is 0.051 which is in the good category, and Chi-Square is 172.17 with a probability value of 0.07543 which indicates that the measurement model developed has good empirical support. The data analysis technique used quantitative descriptive statistical techniques.

## 4. Results and Discussion

### 4.1. Results

The research results are described based on the aspects of mind skills as follows,

#### 4.1.1. Aspects of Creating Helpful Rules Skills

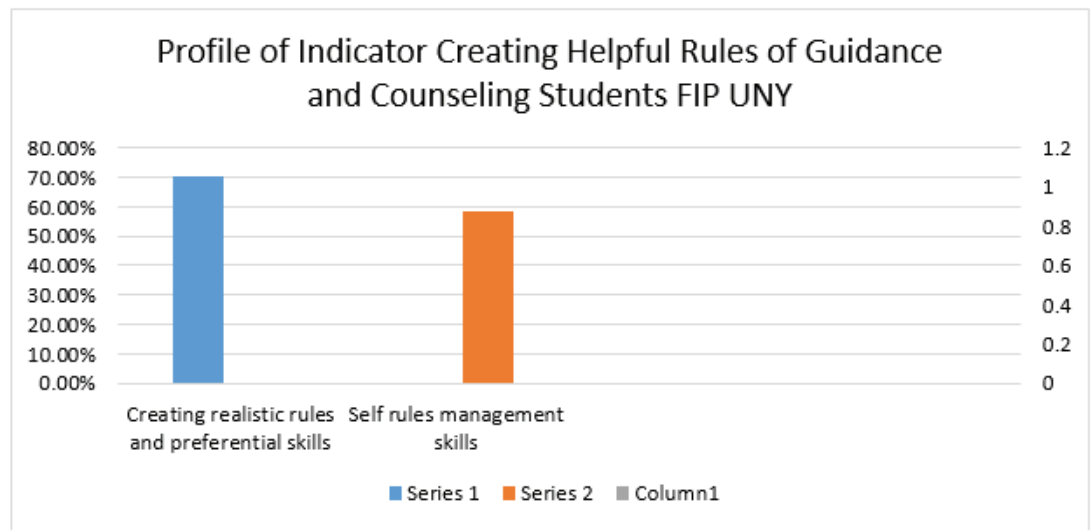


Figure 1: Infographic of creating helpful rules skills

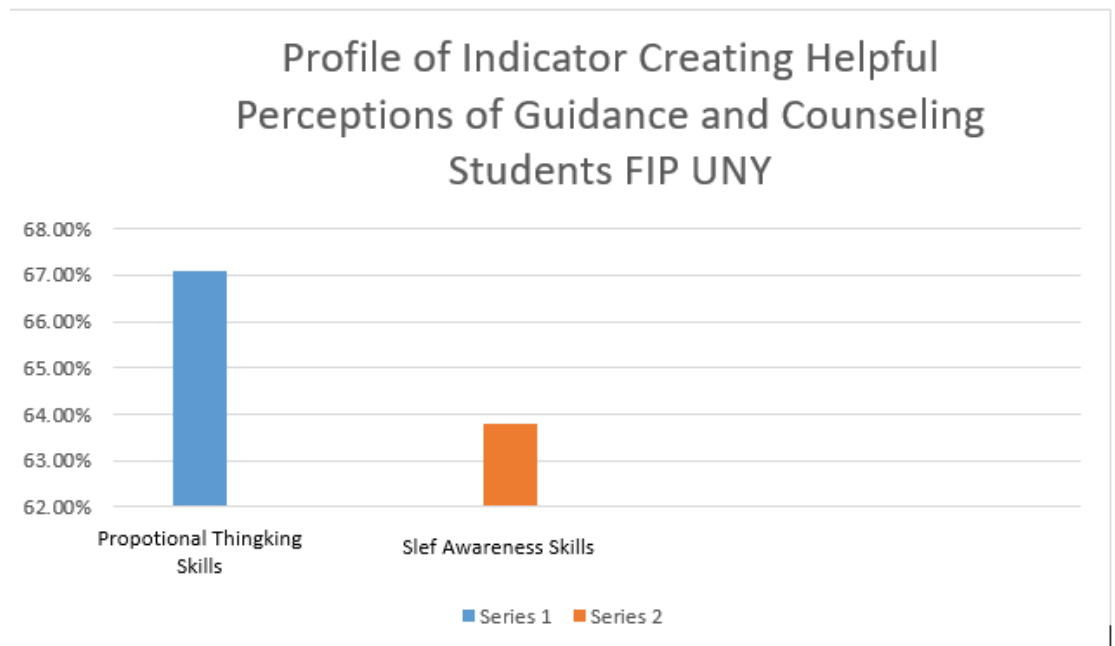
Students' skills in creating realistic and preferential rules have the highest score, 70.44% which is in the good category. Furthermore, students' skills in managing internal regulations have a score of 58.38% which falls into the sufficient category.

#### 4.1.2. Aspects of Creating Helpful Perceptions Skills

Students' skills in creating proposiaonal thoughts obtained a higher score, namely 67.10%, which is in the sufficient category. Meanwhile, the student's ability to realize self-concept falls into the same category, which is sufficient with a score of 63.81%.

#### 4.1.3. Aspects of Creating Self Talks Skills

The research data that describes the profile of the ability to create self-talk which helps the FIP UNY Guidance and Counseling students with the descriptor having the ability to give positive instructions to themselves get a score of 73.30% which when interpreted falls into the sufficient category.



**Figure 2:** Infographic of creating helpful perceptions skills

#### 4.1.4. Aspects of Creating Visual Images Skills

Research data that describe the profile of the ability to create visual images that help FIP UNY Guidance and Counseling students with descriptors have the ability to describe situations or stories as an understanding effort to obtain a proxied score of 70.98% which falls into the good category.

#### 4.1.5. Aspects of Creating Explanations Skills

Students' skills in describing the reasons for the problems that are being faced obtained the highest score, namely 71.19% and entered into the good category. Furthermore, in the ability to describe the reasons for the problems brought by the counselee, 66.99% of the slor is included in the sufficient category. Meanwhile, the ability to describe the reasons about the counselee obtained the lowest score, namely 59.06%, which was included in the sufficient category.

#### 4.1.6. Aspect of Creating Expectations Skills

Students' skills in describing the reasons for the problems that are being faced obtained the highest score, namely 71.19% and entered into the good category. Furthermore, in the ability to describe the reasons for the problems brought by the counselee, 66.99%



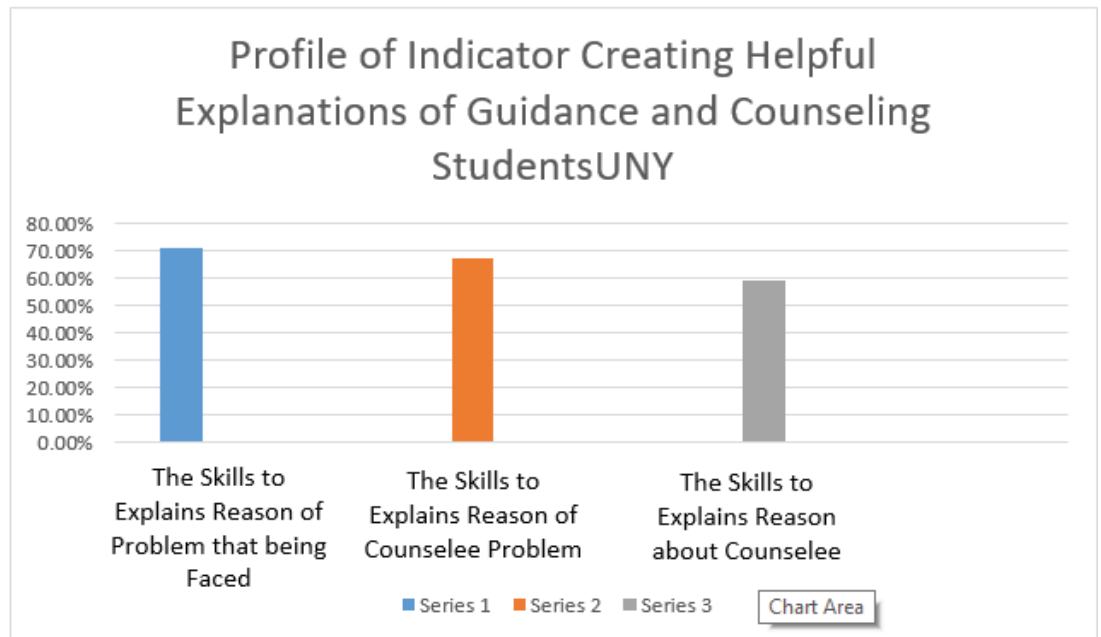


Figure 3: Infographic of creating helpful explanations skills

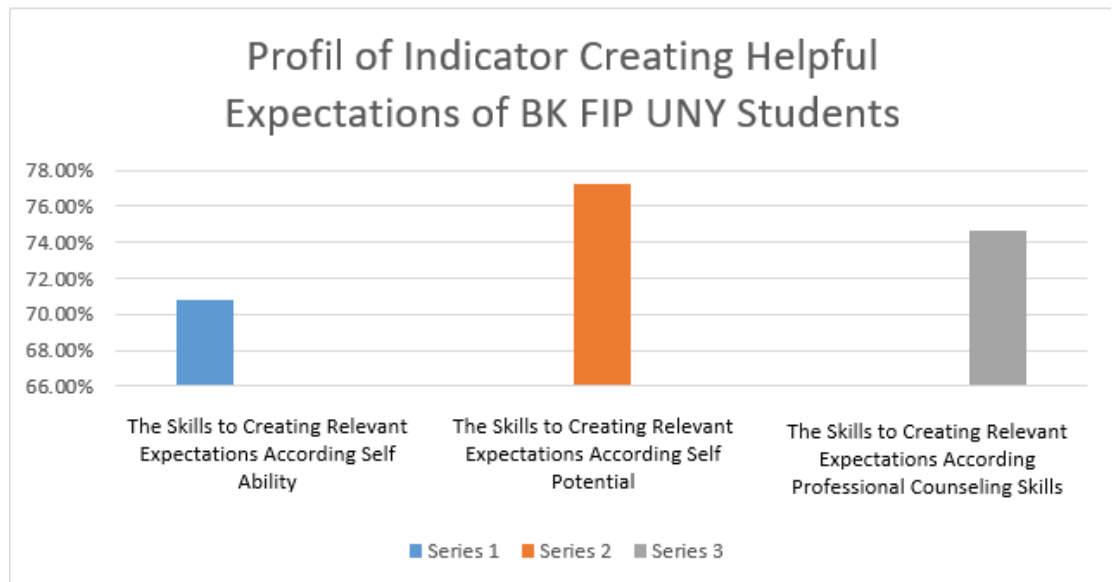
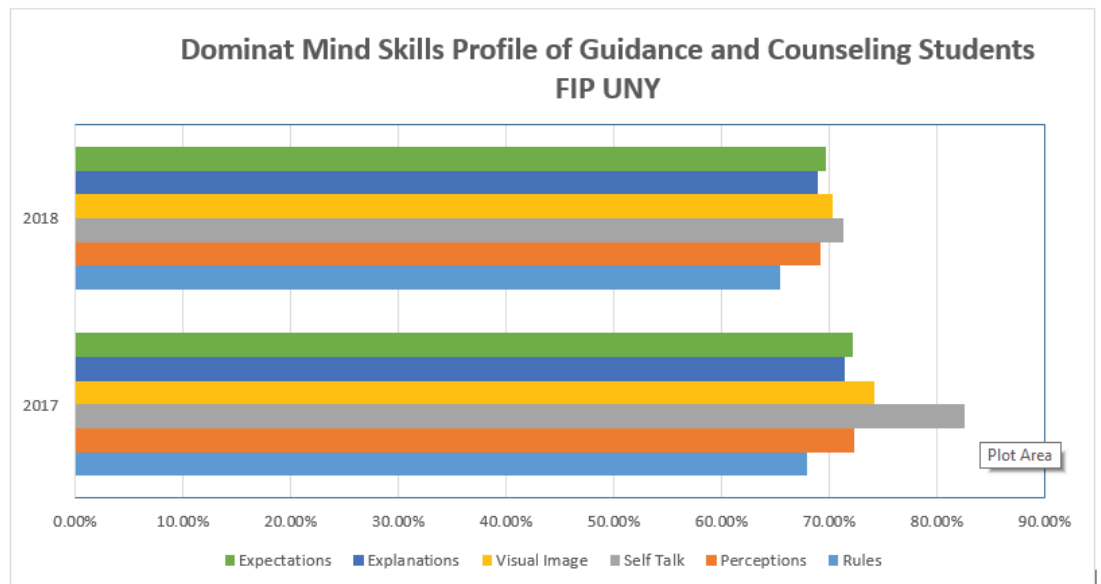


Figure 4: Infographic of creating helpful expectation skills

of the slor is included in the sufficient category. Meanwhile, the ability to describe the reasons about the counselee obtained the lowest score, namely 59.06%, which was included in the sufficient category.

The students of the Gudance and Counseling Program Study Universitas Negeri Yogyakarta who were the samples in this study consisted of 2018 and 2017 generations who were or had finished taking counseling group lectures both theoretically and practically. The research result data is further processed to determine the dominant

profile of the mind skills of Guidance and Counseling students in the context of their performance in learning to practice and the practice of providing counseling services. The description of the dominant profile data can be described in the infographic as follows:



**Figure 5:** Infographic of dominant mind skills profile guidance and counseling students in guidance and counseling department of Universitas Negeri Yogyakarta

## 4.2. Discussion

### 1. Mind Skills Profile of Guidance and Counseling Program Study Universitas Negeri Yogyakarta Students Based on Creating Helpful Rules Skills Aspect

Overall, the ability to create regulations that help both students of the 2018 and 2017 Guidance and Counseling Program Study Universitas Negeri Yogyakarta fall into a pretty good category. Based on the description of the items that have been analyzed on the data collection instrument, it shows the indicators of the ability of Guidance and Counseling Program Study students when viewed based on the dynamics of creating proportional and flexible rules in the counseling cluster lecture process, both theoretically and practically, fall into the good category. This will make it easier for students to hone themselves in order to achieve professional counselor qualification standards in providing effective and complete counseling services.

Furthermore, the indicator of the ability to manage internal regulations shows that the dynamics of the ability of Guidance and Counseling Program Study Universitas Negeri Yogyakarta students fall into the fairly good category. This indicator requires the ability to be self-aware (self awareness) first. By having self-awareness, individuals will be able to see the limitations that exist within themselves. It is at this point that individuals will be able to create self-regulation that helps in relation to the process of providing counseling services as a counselor.

## 2. Mind Skills Profile of Guidance and Counseling Program Study Universitas Negeri Yogyakarta Students Based on Creating Helpful Perceptions Skills Aspect

The acquisition of helpful perceptual profiles from the Guidance and Counseling Study Program students of UNY is divided into two groups of indicators. On the indicator of the ability to think proportional to the Guidance and Counseling Program Study Universitas Negeri Yogyakarta students fall into the sufficient category. Likewise, the indicator of the ability to realize self-concept also falls into the sufficient category. The ability to perceive is a metacognition process that requires flight hours including experience. When viewed based on the item description, the 2017 Guidance and Counseling Study Program students are superior in their ability to create helpful perceptions when compared to the 2018 Guidance and Counseling Study Program students. 67.10% fall into the sufficient category. Meanwhile, the student's ability to realize self-concept falls into the same category, which is sufficient with a score of 63.81%.

When associated with the theoretical context, perception is defined as the level of accuracy or accuracy of a person in realizing and assessing himself, others, and situations. The concept of perception is emphasized on the concept of proportional thinking. This includes testing the reality of self-perception, other people, and situations [11, 12].

## 3. Mind Skills Profile of Guidance and Counseling Program Study Universitas Negeri Yogyakarta Students Based on Creating Helpful Self Talk Skills Aspect

In the self-talk profile that helps, Guidance and Counseling Program Study students generally have good / good grades compared to indicators in other aspects of mind skills. This shows, basically, Guidance and Counseling students have skills in measuring and assessing themselves and having personal intervention to give instructions to themselves. Instruction to yourself is closely related to the manifestation of the counselor who is in his efforts to become professional. Individuals who have skills in giving positive self-instruction will tend to have directed and

measured behavior. This is important when it is related to the counselor's service to counselees with all their characters and various problems.

Negative self-talk can be anticipated by coping with positive self-talk. Coping is meant to emphasize more on competence than perfection. Negative self-talk refers to everything that is negative or failure that is told to oneself in the context of occurring before, during or after a certain event. If someone makes negative self-statements or questions, such as 'I can't deal with' or 'Will I succeed?', They risk weakening themselves internally through unskilled thinking. As a result, they can become less able to control their feelings and thoughts. They also put themselves at risk of communicating externally in inappropriate ways: for an example by seeking excessive approval.

#### 4. Mind Skills Profile of Guidance and Counseling Program Study Universitas Negeri Yogyakarta Students Based on Creating Helpful Visual Images Aspect

In general, the description of the ability profile to create visual images that helps Guidance and Counseling students of Universitas Negeri Yogyakarta is in the good category but is in the lower limit position. This shows that the skills in creating visual images that help Guidance and Counseling Program Study have not been optimally honed. The scores obtained both for the Guidance and Counseling Program Study students class of 2017 and class of 2018 were average at 90.78%.

The visual image in this case is described as a visual imagination possessed by a person which can be negative or positive. So that both of them often appear simultaneously. The counselor should be able to visually describe in his head what the counselee is telling him so that he is able to read exactly how the mindset of the counselee is dealing with him. Another dimension that must be taken by the counselor is to eliminate other negative imagery that is considered unnecessary, so that it does not interfere with the course of the counseling. The visual image in this case is described as a visual imagination possessed by a person which can be negative or positive. So that both of them often appear simultaneously. The counselor should be able to visually describe in his head what the counselee is telling him so that he is able to read exactly how the mindset of the counselee is dealing with him. Another dimension that must be taken by the counselor is to eliminate other negative imagery that is considered unnecessary, so that it does not interfere with the course of the counseling.

#### 5. Mind Skills Profile of Guidance and Counseling Program Study Universitas Negeri Yogyakarta Students Based on Creating Helpful Explanations Aspect

In the aspect of skills in creating helpful explanations, in general, the Guidance and Counseling Program Study of Universitas Negeri Yogyakarta is categorized as quite good and still needs to be optimized. The indicators that exist in the skill aspect of creating helpful explanations consist of: (1) the ability to describe the reasons for the problem at hand, (2) the ability to describe the reasons for the problems the counselee brings, and (3) the ability to describe the reasons for the counselee. These three indicators indicate conditions that still need to be sharpened and optimized for Guidance and Counseling Program Study UNY as an effort to achieve qualification standards for professional counselors.

#### 6. Mind Skills Profile of Guidance and Counseling Program Study Universitas Negeri Yogyakarta Students Based on Creating Helpful Expectations Aspect

In general, the description of the aspect profile of the ability to create expectations that helps the Guidance and Counseling Program Study of Universitas Negeri Yogyakarta students fall into a good category in all indicators. Hope that helps the counselor becomes a starting point in determining the viewpoint of success in providing counseling services effectively [12, 13]. On the other hand, it is not possible that there is a situation where a counselor or prospective counselor makes expectations based on facts and realities which in the end will only become a dangerous boomerang, and can even lead to failure of the counselor in applying a variety of effective skills in counseling. Therefore, every counselor and prospective counselor needs to understand how the context of making realistic expectations is in order to help boost his self-performance to become a professional counselor.

On the other hand, every individual in living his life will never be separated from expectations, so it is possible that if individuals are placed in certain situations, the indicators of expectations they create will also change. Expectation formation is adjusted to the problems or events experienced by the individual. Furthermore, it is through hope that an individual can optimally motivate himself to become a professional [14].

## 5. Conclusion

Based on the results of the research and discussion that have been described in Chapter Result and Discussion the researcher can formulate some conclusions regarding mind skills research as follows:

1. In the mind skills profile, the aspect of creating helpful rules, the indicator of the ability to create realistic rules, and the preferences of the Guidance and Counseling Program Study of Universitas Negeri Yogyakarta scored 70.44% in the good category. Furthermore, students' skills in managing internal regulations have a score of 58.38% which falls into the sufficient category.
2. In describing the profile of the ability to create self-talk which helps Guidance and Counseling students with the descriptor having the ability to give positive instructions to themselves, they get a score of 73.30% which when interpreted falls into the sufficient category.
3. In the profile, creating self-talk which helps the students of Guidance and Counseling with the descriptor has the ability to give positive instructions to themselves, getting a score of 73.30% which when interpreted falls into the sufficient category.
4. In the ability profile to create a visual image that helps Guidance and Counseling students with the descriptor having the ability to describe a situation or story as an effort to understand, obtaining a proxied score of 70.98% which falls into the good category
5. In the ability profile to create helpful explanations, the indicator of student skills in describing the reasons for the problems being faced obtained the highest score, namely 71.19% and was included in the good category. Furthermore, in the ability to describe the reasons for the problems brought by the counselee, 66.99% of the slor is included in the sufficient category. Meanwhile, the ability to describe the reasons about the counselee obtained the lowest score, namely 59.06%, which was included in the sufficient category.
6. In the profile of the ability to create helpful expectations, the indicator of student skills in describing the reasons for the problem at hand got the lowest score compared to other indicators in the skills of creating expectations of helping, which was 70.83% in the good category. Furthermore, the indicator of the ability to describe the reasons for the problems brought by the counselee obtained a score of 77.26% in the good category. Meanwhile, the ability to describe the reasons about the counselee obtained a score of 74.63% in the good category.
7. Overall, the mind skills profile of the Guidance and Counseling students of Universitas Negeri Yogyakarta is in the good category but needs to be optimized

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