PORTRAIT OF COUNSELORS' SELF-EFFICACY IN THE IMPLEMENTATION OF INDIVIDUAL COUNSELING SERVICES IN SCHOOLS

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Abstract
This study aims to describe the self-efficacy of counselors in the implementation of individual counseling services in schools, as well as identify factors that affect the success and failure in counseling practice. The self-efficacy of counselors is an important aspect that determines the quality of intervention and success in helping students overcome their problems. This study uses a descriptive qualitative approach with data collection techniques through open questionnaires and narrative analysis of the experiences of secondary school counselors. The results showed that the self-efficacy of counselors was closely correlated with the mastery of basic counseling skills, such as building empathic relationships, using appropriate techniques, and the ability to read students' psychological dynamics. The success of individual counseling is characterized by positive changes in student behavior, increased self-confidence, and intrapersonal and interpersonal conflict resolution. Meanwhile, the failure of counseling services is largely caused by low self-efficacy, lack of environmental support, inappropriate approaches, and difficulties in establishing therapeutic relationships. This study recommends the need for continuous training, reflective supervision, and experience-based professional development to strengthen counselors' self-efficacy. These findings are expected to contribute to improving the quality of individual counseling services in the school environment.
Keywords: counselor self-efficacy, individual counseling services, counseling failure, school education

Abstrak
Penelitian ini bertujuan untuk menggambarkan efikasi diri konselor dalam pelaksanaan layanan konseling individu di sekolah, serta mengidentifikasi faktor-faktor yang memengaruhi keberhasilan dan kegagalan dalam praktik konseling. Efikasi diri konselor menjadi aspek penting yang menentukan kualitas intervensi dan keberhasilan dalam membantu siswa mengatasi permasalahannya. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui angket terbuka dan analisis naratif terhadap pengalaman para konselor sekolah menengah. Hasil penelitian menunjukkan bahwa efikasi diri konselor berkorelasi erat dengan penguasaan keterampilan dasar konseling, seperti membangun hubungan empatik, penggunaan teknik yang tepat, serta kemampuan dalam membaca dinamika psikologis siswa. Keberhasilan konseling individu ditandai dengan perubahan positif perilaku siswa, peningkatan kepercayaan diri, serta penyelesaian konflik intrapersonal maupun interpersonal. Sementara itu, kegagalan layanan konseling banyak disebabkan oleh

rendahnya efikasi diri, kurangnya dukungan lingkungan, pendekatan yang tidak sesuai, serta kesulitan menjalin relasi terapeutik. Penelitian ini merekomendasikan perlunya pelatihan berkelanjutan, supervisi reflektif, dan pengembangan profesional berbasis pengalaman untuk memperkuat efikasi diri konselor. Temuan ini diharapkan dapat menjadi kontribusi bagi peningkatan mutu layanan konseling individu di lingkungan sekolah.

Kata kunci: efikasi diri konselor, layanan konseling individu, kegagalan konseling, pendidikan sekolah

INTRODUCTION

Individual counseling services are a crucial form of intervention carried out by Guidance and Counseling (BK) teachers in helping students overcome personal, social, and academic problems. Individual counseling is a key service in guidance and counselling that has grown rapidly and has proven to be effective in addressing a wide range of personal and social issues. The provision of counseling by counselors to counselors (students) is highly emphasized as an integral part of education that aims to shape the environment and conditions of students to be better. Counseling is seen not as just a technical activity, but as a professional process that demands mastery of ethical values, a healthy personality, and competence in carrying out services. The provision of counseling services by professional counselors plays an important role in helping students resolve personal, social, academic, and emotional problems in a dignified and humane manner. (Anami & Dian Purbo Utomo , 2025; Mufidah et al., 2021) (Sari, 2023)

Most counselors prefer the behavioral *counseling* model and *Rational Emotive Behavior Therapy* (REBT) because they are considered effective in overcoming students' behavioral and emotional problems. The behavioral model was chosen because it is easy to implement, has a clear structure, and focuses on measurable behavior change. Meanwhile, REBT was chosen because it can help students change their irrational mindset to be more realistic and emotionally mature. The dominance of its use is due to several factors, such as the counselor education curriculum that tends to focus on psychological approaches, the limitations of understanding other paradigms, and the limited scope of counselor practice in schools.   (Sofyan et al., 2023)

The success of the implementation of counseling is greatly influenced by the self-efficacy of the counselor, namely the individual's confidence in his ability to solve the problems faced by the counselor, the qualifications of the counselor and the perception and form of service as well as the perception of its effectiveness. Basic counseling skills have a high urgency because they are the main foundation in creating effective, empathetic, and targeted counseling relationships. Mastery of skills such as   (Indriana   et al., 2016) (Dermawan   et al., 2022) *attending*, reflection, exploration, confrontation, clarification, and closing sessions allows counselors to build trust, dig deeper into problems, and help counselors find the right solutions. Without these skills, the counseling process can become unstructured and less meaningful, even risking making counseling feel misunderstood. In the context of education and other professional services, basic counseling skills are essential to support the development of the counselor's potential,

independence, and psychological well-being, while reflecting the professionalism and ethics of a counselor.

A high level of self-efficacy will encourage counselors to be optimistic, diligent, and flexible in handling complex cases, counselors with high levels of self-efficacy tend to view academic transitions as a challenge, not a threat, and they also have strong relationships with business regulations, in-depth processing strategies, and goal-orientedness. Conversely, low self-efficacy can hinder counselors from making decisions, building strong counseling alliances, and maintaining persistence in interventions. Self-efficacy has a central role in supporting the counseling process, especially in the context of education and training of prospective counselors. Self-efficacy in counseling refers to an individual's confidence in his or her ability to perform counseling tasks effectively, such as digging into problems, managing sessions, and implementing interventions. Self-efficacy is directly proportional to the improvement of the competencies of basic counseling skills, such as exploratory skills, insights, actions, and session management. (Popa-Velea et al., 2021)   (Hunsmann   et al., 2024)

The urgency of counselors to have self-efficacy is emphasized as a key factor in determining the success of the implementation of counseling tasks. Counseling self-efficacy is defined as the counselor's belief in his or her ability to carry out various counseling activities effectively, including in dealing with difficult counseling, managing the counseling process, and acting culturally competent. The urgency of self-efficacy lies in its function as a bridge between the theoretical knowledge possessed by the counselor and the application of counseling behavior in real situations. Counselors with high self-efficacy will be more confident, resilient in dealing with counseling challenges, and better able to build effective relationships with counselors. Self-efficacy is influenced by four main sources according to Bandura: experience of success (mastery), observation of models (modeling), social support (social persuasion), and emotional readiness (affective arousal). High self-efficacy helps counselors to be more confident in dealing with complex counseling issues, reduces anxiety during counseling sessions, and improves accuracy in diagnoses and interventions. Therefore, self-efficacy not only strengthens self-confidence, but is also an important indicator of the success of the overall counseling process (Wan Jaafar et al., 2011) (Bandura, 1997, 2001) (Tang et al., 2004).

This research has novelty in explicitly revealing the portrait of counselors' self-efficacy in the implementation of individual counseling services in schools with a real-experience approach, both in the success and failure of counseling practices. In contrast to previous studies that emphasized more on the effectiveness of counseling techniques or models, this study highlights the reflective dimension of counselors to the counseling process carried out as well as how the level of mastery of basic counseling skills affects their self-efficacy. The research gaps filled in are the lack of local studies that directly link low self-efficacy to individual counseling failures in schools, as well as the lack of research that offers strategies to improve self-efficacy after failure, such as through training or reflective supervision. Thus, this study contributes to enriching the literature on

educational counseling in Indonesia with a contextual, practical, and oriented approach to strengthening the professionalism of counselors. From this description, the researcher is interested in conducting research related to how the self-efficacy portrait of counselors in carrying out individual counseling in schools.
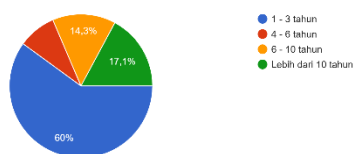
METHODS

The research methodology in this article is quantitative descriptive research with a survey approach. This study aims to obtain an objective picture of the level of self-efficacy of Guidance and Counseling (BK) teachers in providing individual counseling services in schools. The instrument used was in the form of an online questionnaire which included demographic data, frequency of services, success rate, number of sessions, level of self-confidence, as well as experience of success and failure in the counseling process. The subject of the study is a BK teacher at the junior high school/equivalent level in the Surabaya area who has had work experience and provided individual counseling services as many as 36 counselors. The data analysis technique was carried out descriptively by calculating percentages, averages, and frequencies to determine the profile of self-efficacy and the factors that affect it, such as work experience, service success rate, and factors that cause failure. In addition, qualitative data from open-ended questions are analyzed thematically to strengthen the interpretation of quantitative results. This methodology provides a foundation for designing training and interventions to improve counselors' self-efficacy in a more targeted manner.
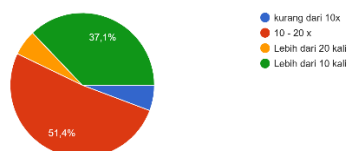
RESULTS AND DISCUSSION

The results of the survey analysis on the implementation of individual counseling and the level of self-efficacy of counselors showed that of the 35 respondents consisting of the majority of women, most of them were BK teachers with 1 to 3 years of work experience.

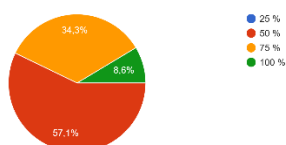Berapa lama Anda telah bekerja sebagai guru Bimbingan dan Konseling?
35 jawaban

- 1 - 3 tahun
- 4 - 6 tahun
- 6 - 10 tahun
- Lebih dari 10 tahun

14,3%
17,1%
60%

Dalam setahun, berapa kali Anda memberikan layanan konseling individu?
35 jawaban

- kurang dari 10x
- 10 - 20 x
- Lebih dari 20 kali
- Lebih dari 10 kali

37,1%
51,4%

The frequency of individual counseling services in a year is dominated by the range of 10 to 20 times, with an average of two to three sessions conducted per case.
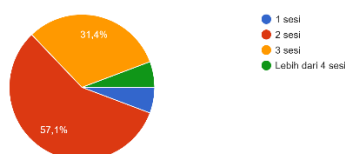
Rata-rata, berapa persen layanan konseling individu yang Anda berikan dianggap berhasil?
35 jawaban

- 25 %
- 50 %
- 75 %
- 100 %

Rata-rata, berapa banyak sesi pertemuan yang dilakukan dalam setiap layanan konseling individu?
35 jawaban

- 1 sesi
- 2 sesi
- 3 sesi
- Lebih dari 4 sesi
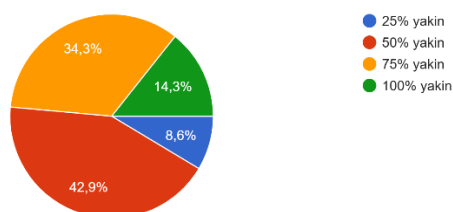
The most commonly reported service success rate is 50%, while only a few report 100% success.

Berapa persen Tingkat keyakinan diri Anda dalam menyelesaikan permasalahan siswa pada saat sesi konseling individu?
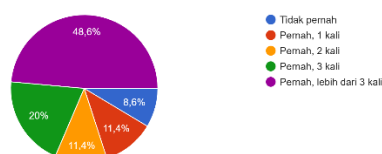35 jawaban

- 25% yakin
- 50% yakin
- 75% yakin
- 100% yakin

In terms of self-efficacy, most respondents felt confident at the level of 50% to 75% in solving students' problems, which indicates doubts or the need to strengthen professional competence.
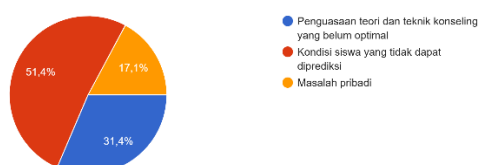
Apakah Anda pernah mengalami kegagalan dalam memberikan layanan konseling individu? Jika ya, berapa kali kegagalan tersebut terjadi dalam satu tahun?
35 jawaban

- Tidak pernah
- Pernah, 1 kali
- Pernah, 2 kali
- Pernah, 3 kali
- Pernah, lebih dari 3 kali

Jika Anda mengalami kegagalan, apa faktor utama yang menjadi penyebabnya?
35 jawaban

- Penguasaan teori dan teknik konseling yang belum optimal
- Kondisi siswa yang tidak dapat diprediksi
- Masalah pribadi

In addition, most counselors admitted that they had experienced failures in providing counseling services, with a fairly high frequency of failures, namely more than three times a year. The main factors causing the failures identified are the unpredictable condition of

students and the lack of optimal mastery of theory and counseling techniques. These findings affirm the importance of efforts to improve self-efficacy through further training, intensive supervision, and strengthening practical experience as an integral part of the professional development of BK teachers to be able to provide individual counseling services more effectively and confidently.

DISCUSSION

The discussion in this study highlights the importance of counselor self-efficacy as a key factor in the successful implementation of individual counseling services at the junior high school level. Self-efficacy plays a role as a driver of counselors' internal motivation in dealing with complex and diverse student problem dynamics. Counselors with high self-efficacy tend to show a greater attitude of optimism, persistence, and flexibility in handling cases, compared to those with low self-efficacy. This is in line with Bandura's view that self-efficacy comes from success experiences, modeling, social persuasion, and emotional readiness, all of which need to be optimally managed in the professional development process of counselors. In the context of counseling, self-efficacy is important because it affects the self-regulation and quality of the counselor's professional function. Counselors who have high self-efficacy are more confident in facing their professional duties, are able to adapt, and make the right decisions when dealing with counseling problems. The results show that although most counselors have sufficient confidence in their abilities, there are still doubts in handling certain cases, especially when dealing with counseling that is difficult to predict or when the technical skills of counseling are not optimal. (Basileo et al., 2024) (Wan Jaafar et al., 2009) (Bandura, 2001) (Siyez & Savi, 2010)

Self-efficacy has also been shown to be closely correlated with the counselor's ability to build strong counseling alliances and execute a structured and empathetic counseling process. Self-efficacy is considered a central element in forming emotionally resilient, innovative, and empathetic teachers, which ultimately contributes to more effective and meaningful student learning. Some counselors have difficulty completing the counseling process due to a lack of mastery of basic skills such as exploration, reflection, and meaningful session closing. These findings confirm that improving self-efficacy is not enough only through theoretical reinforcement in college, but must be accompanied by intensive practical experience, reflective supervision, and contextual and applicative continuous training. In addition, a supportive work environment, such as a collaborative culture between counselors, recognition from the school, and a professional service evaluation system also greatly affect the confidence of counselors in providing services. (Collins et al., 2021; Pérez-Fuentes et al., 2019) (Goroshit & Hen, 2014)

Failure in the counseling process is seen as a therapeutic error that can occur at various stages of interaction between counselors and counselors. Counselors and psychotherapists identify failure as a result of a lack of empathy, ineffective communication, errors in diagnosis, inappropriate use of interventions, as well as inappropriate approaches to

counseling needs. These mistakes are not always technical, but also stem from the counselor's personal factors, such as emotional exhaustion, work pressure, or lack of self-reflection. In addition, fragile therapeutic relationships and lack of awareness of power dynamics in counseling spaces are also triggers for failure. Participants in this study revealed that they were often unaware of the mistake during the process, and only became aware of it after seeing the impact on the condition of counseling in the form of disengagement, abrupt discontinuation of therapy, or the absence of significant changes. Although therapeutic errors are difficult to avoid, it is important for practitioners to develop reflective awareness and stronger self-supervision mechanisms, so that such failures can be identified, acted upon, and used as lessons to improve the quality of counseling services in the future. (Abbaz Yazdian & Khodabakhshi-Koolaee , 2024)

Failure in the counseling process is understood as an inevitable part of psychotherapy practice that involves complex interactions between individuals. Failure can occur due to various factors, such as inaccuracies in the selection of therapy methods, the personal characteristics of therapists and counselors, to the systemic context that governs professional practice. Specifically, failure arises when therapeutic interventions do not fit the needs of the counselor, therapeutic alliances are not well formed, or when counselors are unable to respond flexibly to the dynamics of the counselor. Failures are also compounded by the system's unpreparedness in handling errors, due to the absence of formal training or ethical protocols that encourage open and reflective acknowledgment of failures. Failure is not a sign of weakness, but part of true professionalism to continue to improve the quality of psychological services and maintain the well-being of counselors. (Gazzola & Iwakabe , 2022)

Based on the results of the response to the question *"If you fail, what are the main factors that cause it?"*, it can be concluded that most respondents identified unpredictable student conditions as the main cause of their failure. This reflects that external factors, particularly the changing dynamics of student behavior, emotions, and situations, are often challenges that counselors can difficult to anticipate. In addition, a number of respondents also mentioned that mastery of theories and counseling techniques that were not optimal also contributed to the failures they experienced. This factor shows the need to improve competence and a deeper understanding of basic concepts and the application of counseling techniques in real-world situations. On the other hand, a small percentage of respondents attributed the failures they experienced to personal problems, indicating that internal factors such as personal emotional or psychological conditions can also affect the effectiveness of performance in providing counseling services. Overall, these results highlight the importance of strengthening the professional competence and mental readiness of counselors in the face of real-world complexity.

Based on the results of responses to the question *"Briefly tell us about your successful experience in providing individual counseling services to students,"* the majority of respondents described their success in helping students solve a variety of personal, social,

academic, and emotional problems. Many of them find success when they see students experience real positive changes, such as increased confidence, the ability to manage time and responsibility, and the courage to make decisions or express their feelings to their parents. Some of the prominent experiences include the ability of counselors to handle students who experience family pressure, social conflicts, gadget addiction, breakups, and inconfidence in choosing a major. The counseling process is considered successful when students become more open, able to manage their emotions, and show more adaptive and productive behavior in school. There are also respondents who have succeeded in helping students with severe problems such as fear of the future, reluctance to continue their studies, to students who have lost motivation to learn.

Success in individual counseling is also seen in the students' courage to change, such as quitting smoking, making peace with friends, or getting out of an unhealthy dating relationship. Some counselors noted that their success was measured not only by the resolution of the problem at the time, but by the non-recurrence of similar problems later in life. In general, this experience shows that an empathetic approach, appropriate counseling techniques, and the ability to build safe and deep relationships are the key to success in individual counseling services.

Based on the results of the response to the question *"Briefly tell us about your experience when you have failed to provide individual counseling services to students,"* it can be concluded that failures in individual counseling practices occur mostly due to a combination of internal student factors, limitations of counselors' approaches, and inadequate environmental support. Some counselors say that they experience failure when students do not show behavioral changes after several counseling sessions, even tending to repeat the same problems, such as skipping school, addiction, or conflicts with parents and peers.

Many respondents also mentioned difficulties in building therapeutic relationships with counselors, especially in students who are indifferent, lack of communication, or harbor deep trauma. Unsuccess also arises when the counseling approach applied is not appropriate to the student's psychological state, or when the student does not have the motivation to change. Family factors, such as the background of a broken home, parental divorce, and lack of support from the home environment are also major obstacles that cause counseling services to fail to achieve their goals.

Some counselors acknowledge that failure also stems from their own unpreparedness, such as a lack of understanding of certain techniques (e.g., REBT), inaccuracies in implementing the counseling stages, or a lack of reflection on the effectiveness of the approach used. Although the failure caused disappointment, many considered it an important learning to improve their flexibility, empathy, and understanding in dealing with the complexity of students' problems. In conclusion, this experience of failure reflects that the success of counseling services is greatly influenced by the emotional

readiness of students, counselors' interpersonal skills, and collaboration from a supportive environment of change.

By paying attention to the dynamics in the field, the recommendation that emerged from this discussion was the importance of developing a counselor competency development strategy that focuses on strengthening self-efficacy. This can be done through various ways, including field-practice-oriented training, the formation of peer learning communities, and the integration of self-assessment in each counseling supervision process. Strong self-efficacy will have a direct impact on the quality of counseling relationships, the effectiveness of interventions, and the success rate of student problem-solving. Therefore, investment in improving the self-efficacy of counselors is a strategic investment in building a guidance and counseling service system that is more professional, inclusive, and has a real impact on the development of students in schools.

CONCLUSION

This study shows that in general counselors have a fairly good level of self-efficacy in providing individual counseling services, but there are still counselors who show low self-efficacy, which has an impact on the success of the service. The success of counseling services is greatly influenced by the counselor's belief in his or her own abilities, communication skills, and support from the work environment. Therefore, a sustainable professional development strategy is needed through training, supervision, and peer mentoring to strengthen the self-efficacy of counselors and improve the quality of counseling services in schools.

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