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ANALYSIS OF THE APPLICATION OF PERSON-CENTERED COUNSELING IN GUIDANCE AND COUNSELING SERVICES AT SCHOOL

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ABSTRACT

The person-centered counseling approach has evolved in applications ranging from nondirective, client-centered, and student-centered to people-centered approaches. This paper describes the application of person-centered counseling in guidance and counseling services. The research method used a literature study. The results of the study and analysis were synthesized using a narrative method by grouping information or data according to the objectives of the study. The results showed that in order to truly achieve effective results from the implementation of person-centered counseling, the main attitudes the counselor needs to have are conformity, unconditional positive understanding, and understanding of empathy. The results of the study can also be discussed topics in group guidance services, individual counseling, and group counseling.

Keywords

person-centered,
client-centered,
counseling approach,
school counseling

ABSTRAK

Pendekatan konseling berpusat pada pribadi telah berkembang dalam pengaplikasiannya, mulai dari pendekatan nondirektif, berpusat pada klien, dan berpusat pada siswa hingga pendekatan yang berpusat pada pribadi. Artikel ini menjelaskan tentang penerapan konseling yang berpusat pada pribadi dalam layanan bimbingan dan konseling. Metode penelitian yang digunakan adalah studi kepustakaan. Hasil penelitian dan analisis disintesis menggunakan metode naratif dengan mengelompokkan informasi atau data sesuai dengan tujuan penelitian. Hasil penelitian menunjukkan bahwa untuk benar-benar mencapai hasil yang efektif dari pelaksanaan konseling yang berpusat pada pribadi, sikap utama yang perlu dimiliki konselor adalah konformitas, pemahaman positif tanpa syarat, dan pemahaman yang empatik. Hasil penelitian juga dapat dibahas topik-topik dalam layanan bimbingan kelompok, konseling individu, dan konseling kelompok.

Keywords

person-centered,
client-centered,
pendekatan
konseling, konseling
sekolah

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INTRODUCTION

The essence of the Person-Centered Counseling approach needs to be learned in depth to be mastered in the practice of Guidance and Counseling services, especially in the paradigm of implementing modern and post-modern education that emphasizes the existence of individual account. This person-centered counseling approach becomes an opening for the recognition of individual potentials to be developed based on what they choose in life rather than just orders or coercion from others. This is one of the noble values of the person-centered counseling approach because of the viewpoint of individuals who have power and resources, not pathological individuals. Even for individuals who are viewed by society with a negative stigma, a Person-centered approach can be applied. For example, Lipinska (2009) applies a person-centered approach to providing psychotherapy for people with dementia by creating conditions that have a relational depth, which include: 1) High-level therapeutic conditions that reinforce interactions, 2) "Silence" and "courage" of the therapist, 3) Listening to express rather than expression, and 4) Emphasize the client's experience. In addition, although person-centered focuses on individual personalities, Synder (2002) studies that person-centered can be applied to couples and family therapy. Awaliyan and Barida (2021) suggested that a client-centred approach could be used to treat adolescent antisocial behavior.

This person-centered who has a humanist soul has experienced rich development in its implementation. Meams and Thorne (2000) have extended Rogers' notions of self into self-configuration. Configuration is a hypothetical contract which means a coherent pattern of feelings, thoughts, and behavioral responses that are symbolized or pre-symbolized as a reflection of the dimensions of existence in self. Self-configuration may continue to grow, but sometimes "not for growth". Mearns and Thorne also advocate an actualizing process which is described by a psychological homeostasis whose continuity is under "double control." Where the drivers of the tendency to actualize and the restraint of social mediation can exert their power. In addition, with regard to the therapeutic relationship, Mearns and Thorne have three elements in the therapeutic relationship, namely trust, intimacy, and mutuality.

The Canadian psychologist Rennie (1998) has developed what he terms an experiential approach to person-centered therapy. Rennie's approach revolves around client and therapist reflexivity, which is defined as self-awareness and agency in that self-awareness. Rennie's approach focuses on client and therapist processes. The two elements of the process are the process of identifying "I see you seem to have stopped" and the briefing process "I don't know if that's helpful or not, but one thing you can try is to see if you can make contact feeling trapped).

Person-centered can be described as an approach that has proven effective in several interventions. Research by Sa'ad et., Al. (2014) proved that the adoption of the person-centered approach showed a significant reduction (pre-test to post-test) in depression, increased self-concept and resilience of adolescents outside of marriage who were pregnant. Furthermore, Gibbard and Hanley (2008) presented the results of a five-year study which showed that person-centered counseling was effective for clients with general mental health

problems, such as anxiety and depression. Effectiveness is not limited to individuals with mild to moderate onset of symptoms but extends to people with moderate to severe symptoms of longer duration.

Implementation of person-centered counseling can be seen through research from Kiptiyah (2018) this is person centered counseling can be used to increase student awareness, increase learning, change attitudes, and encourage students' motivation to study hard. Beside it, research from Pratama (2020) this is individual counseling service using a client centered therapy approach with self understanding technique effective to increase self confidence students SMA.

METHODS

This research uses a literature review research design. The research studies and analyzes scientifically reading sources from books, journals, the internet, and the results of interviews related to the theory and practice of person-centered approaches in guidance and counseling services. The results of the study and analysis were synthesized using a narrative method by grouping information or data according to the objectives of the study. Furthermore, the evaluation is carried out from the synthesis results.

RESULTS

Analysis of Research Results on Application of Person-centered in Guidance and Counseling Services in Indonesia

Some of the research findings on the application of Clie Centered in guidance and counseling services in Indonesia can be described in table 1.

Table 1. Findings Results of Client-Centered Application in Guidance and Counseling Services in Indonesia

| Number | Name & Year | Research Subject | Research Results |
|---------------|-----------------------------|--|---|
| 1 | Susanti (2017) | 14 students of class VIII at SMP Negeri 3 Banda Lampung | Through the analysis of the correlated sample t-test, it can be concluded that the use of individual counseling with a person-centered approach is effective in improving student learning outcomes. |
| 2 | Fajariyah (2011) | One student at SMK Negeri 1 Surabaya | Through qualitative data analysis which includes steps of data reduction, data presentation, and data verification, it can be concluded that the process of implementing person-centered therapy can overcome student insecurity. |
| 3 | Komariyah & Nuryanto (2019) | Seven students at SMP N 16 Yogyakarta | Through t-test analysis, it can be concluded that group counseling using a person-centered approach is effective in increasing students' self-confidence. |
| 4 | Paramitha (2019) | 24 students of grade VIII at SMP Negeri 7 Kisaran Timur, Asahan, North Sumatra | Through t-test analysis, it can be concluded that the person-centered approach can increase students' self-confidence. |
| 5 | Azmila (2019) | Students at SMA Negeri 1 Mandah, Riau, Pekanbaru | Through the Wilcoxon test analysis, it can be concluded that the person-centered approach in group counseling can improve student self-regulation. |
| 6 | Utari (2019) | Nine students at SMA | Through t-test analysis, it can be concluded that |

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|----|---|---|--|
| | | PGRI Pekanbaru | group counseling services with a person-centered approach with empathy techniques are effective in overcoming student anxiety. |
| 7 | Adesti (2018) | Students at SMA Negeri 1 Srono | The application of person-centered counseling can increase the independence of low decision making |
| 8 | Anjani. Yasmansyah, & Utaminingsih (2018) | Four students of class XI at SMA Negeri 14 Bandar Lampung | Through the Wilcoxon test analysis it can be concluded that person-centered counseling can be used to increase student learning independence. |
| 9 | Azzahra, Septyanti, & Yuliani (2018) | High school student | Through analysis of several journal articles, it was concluded that a person-centered approach needs to be applied in individual counseling services to increase student self-confidence. |
| 10 | Ningsafitriyah, Maulida, Pristianti, & Wardani (2019) | Seven grade X students at SMK Ar-Rohman Magetan | Through the analysis of the Wilcoxon Pair Test, it can be concluded that group counseling with the Person Centered Therapy Technique is effective in improving students' emotional intelligence. |
| 11 | Mustikasari (2018) | One class X student at SMA Negeri 1 Purwoasri | Through the baseline analysis of the ABA model, it can be concluded that person centered counseling is not effective for increasing students' self-esteem, due to the lack of time for giving intervention and the influence of other factors such as parenting styles, social class, and peers. |
| 12 | Mahmudah (2019) | Three grade X students at SMK Hidayatus Sholihin Kediri | Through paired sample t-test analysis, it can be concluded that individual counseling services using a person centered approach are not effective for improving students' self-concept, because there are other factors that also influence self-concept such as other people and referral groups. |
| 13 | Rahmah Hasanati (2016) | People with schizophrenia who are on an outpatient basis | Through case studies, it is concluded that the application of person-centered counseling can bring positive changes, namely increasing awareness of the importance of treatment for the subject's healing process. |
| 14 | Kusuma (2020) | A 22 year old woman who is currently pursuing a bachelor's degree | Through the analysis of BDI test results before and after a threat, it can be concluded that there is a decrease in depression in the subject after being given person-centered therapy intervention. |
| 15 | Setyawati (2017) | 30 students of class VIII at MTS Negeri 4 Sleman | Through the t-test analysis, it can be concluded that group counseling services with person-centered therapy techniques can increase adherence to discipline in schools. |
| | | Etc. | |

Based from the table evaluation from several journals, that in Counseling Centered empathy is called technique, even though it is the nature of the counselor's relationship to the counselee. There are several ineffective research results through the Client Centered approach, this requires reinforcement that in order to truly make counseling effective, a counselor must have a counselor's main attitude in accordance with Rogers' requirements, namely congruence, unconditional positive regards, and empathy. In addition, it should also

be noted how the characteristics of the counselee because this approach is very suitable if the counselee positions himself as an active rather than passive individual.

DISCUSSIONS

Person-Centered Figures and History

Rogers is the fourth of six children. Rogers was raised in an affluent family. His father was a civil engineer and a successful contractor. The Rogers family is a hard-working family with conservative almost fundamentalist Protestant Christian beliefs that are notorious for being rigid, religious, moral and ethical. Rogers is known as a child who is often sick, shy, dreamy, not many friends and nerds. During his growth and development, Rogers had admiration and adopted the attitude of his father. His father was considered a master of the art of subtle love control. His statement that: "In our family the questionable behavior of others" we do not approve, such as playing cards, watching movies, smoking, drinking alcohol and others. socially incompetent other than superficial contacts. However, he still blames his parents for making him feel that he doesn't deserve to be loved.

Rogers attempted to break away from interpretive psychodynamic therapies. Rogers tried to emancipate people from the influence of the parents in his day who controlled the thoughts, feelings, and actions of children. Rogers' person-centered therapy grew and evolved to challenge authoritarian tendencies in both therapy and parenting and advocate for clients' right to find their own direction. Roger was influenced by psychologists such as Combs, Snygg, and Maslow.

Rogers attended the University of Wisconsin to study agriculture, then moved into history with the aim of supporting his professional life as a pastor. At the age of 20, he went to China at the World Student Christian Federation Conference International, where he emancipated himself with his parents' religious thoughts. After finishing college, he married an artist, Hellen Elliont. When his wife was sick, he had a tense moment in which she repeatedly sat in a wheelchair until she died. Rogers met a widow who was younger than him, Bernice Todres, but due to an occasional and episodic relationship finally ended.

In 1924, Rogers studied at Union Theological Seminary then moved to Teachers College, Columbia University. There he was exposed to John Dewey's instrumentalist philosophy, a highly statistical approach to behavior and a Freudian orientation. Rogers received his Columbia University degree in 1939 later feeling more competent as a therapist because his experience provided servants with learning and insights transitioning from diagnosis to listening to interview therapy.

In 1940, Rogers received a professor of psychology at Ohio State University. He conducts various consultations related to war including training counselors. Later he became director of counseling at an army welfare organization. Rogers developed and presented a Client Centered approach at the University of Minnesota under the title "some newer concepts in psychotherapy" on December 11, 1940.

At the time of the success of his ideas, 1940, there were many conflicts of a professional and personal nature. Two professional conflicts are the conflicts with psychiatrists

and behavioral psychologists. Rogers was opposed by psychiatrists and psychologists to be granted a license to practice psychotherapy and to have administrative responsibility for mental health work. Spontaneously he highlighted the philosophical and practical views contained in the humanistic or Client Centered view as opposed to the behavioral view. Rogers personally continues to strive to be a person who has an open mind and continues to grow to fight and succeed against several personal crises and difficulties.

From 1940 to 1957 he was Professor of psychology and executive secretary of the counseling center at the University of Chicago. This is where Rogers developed and published the practice of Person-centered therapy. In 1957 Rogers became Professor of Psychology and Psychiatry at the University of Wisconsin and began to apply the Person-centered approach to hospital schizophrenics. In 1968 Rogers and colleagues helped these people before he died. In the days leading up to Rogers' death, he developed a keen interest in the application of the ideas of person-centered group work, community change, nuclear deterrence, and large-scale workshops in the world. The name client centered was changed by Rogers and his friends to person centered in 1974. The purpose of this change was to provide a stronger description of human values and the mutuality approach to be used in various contexts other than psychotherapy and counseling.

Rogers was a brave pioneer who for more than 50 years has devoted himself to inspiring others to catch up. Rogers is often referred to as the father of psychotherapy research, in which he was the first to study the counseling process in depth by analyzing transcripts of actual therapy sessions; he was the first to undertake a major study of psychotherapy using quantitative methods; he was the first to formulate a comprehensive theory of personality and psychotherapy based on empirical research; and he contributed to the development of a psychotherapy theory that did not emphasize pathology and focused on the strengths and resources of the individual. He is not afraid to take up strong positions, and Rogers has challenged the status quo throughout his professional career.

View of Human Nature

Person-centered philosophy and basic assumptions are based on a positive view of humans who see people as having an innate nature striving towards becoming fully functioning. The basic assumption is that in the context of a personal relationship with the therapist's care, the client experiences feelings that were previously rejected or distracted and increases in self-awareness. Some of the Person-centered views of human nature are (Alwisol, 2004): 1) Humans are free rational, easy to change, proactive and elusive; 2) Humans are basically active, not passive; 3) Each individual has within himself a driving force, namely being open to self-experience and believing in himself; 4) Humans tend to do self-actualization; it can be understood that organisms will actualize their abilities and have the ability to direct themselves; 5) Man is basically useful and valuable, and he has values that are upheld as good for himself; 6) Human behavior basically corresponds to his perception of the phenomenal field and the individual reacts to that field as perceived. Therefore, the individual's perception of the phenomenal field is subjective; 7) Basically, humans are good and trustworthy, constructive, and do not destroy themselves.

Personality Structure

Since Rogers began dealing with the ways in which personality can change and develop, Rogers did not emphasize the structural aspects of personality, but Rogers was more concerned with dynamics than personality structures. However, of his 19 formulations concerning the nature of the person (Alwisol, 2004): 1) The organism is in a world of experience that is constantly changing or a phenomenal field, of which it becomes its focal point. Experience is everything that takes place within the individual at any given moment, including psychological processes, motor impressions, and motor activity activities. This phenomenal field is private, it can only be recognized by oneself its true and complete content. Therefore, the best source for understanding someone is the person himself. This is the self-report concept of Person-centered therapy; 2) Organisms respond to the world according to their perceptions; 3) Organisms have a main tendency, namely the desire to actualize, maintain, and improve themselves or self-actualize, maintain and enhance; 4) Organisms react to the field of phenomena in a total or gestalt manner and are well directed; 5) Basically, behavior is a goal-directed effort to satisfy the needs for actualizing, maintaining, and expanding oneself in the field of the phenomenon. 6) Emotions will accompany behavior that is directed towards goals, so that the intensity or strength of the emotions depends on subjective observations of how important the behavior is in the effort to actualize, maintain and develop themselves; 7) The best way to understand someone's behavior is to use an internal frame of reference, namely perceptions, attitudes, and feelings expressed in a free or counselee-centered atmosphere; 8) Part of the phenomenal field gradually undergoes differentiation, as a process of forming self. Self is awareness of one's existence and function, which is obtained through experience in which self or I or me is involved as an object or subject; 9) Self structures are formed as a result of the interaction of organisms with phenomenal fields, especially evaluative interactions with other people; 10) If there is a conflict between the values it already has and the new values that will be introjected, the organism will relieve the conflict by: a) revising its self-image, and obscuring or distorting the values that originally existed in itself, or by b) distort new values to be introjected / assimilated; 11) Experiences that occur in an individual's life will be processed by awareness at different levels, namely: a) Symbolized or symbolized: observed and arranged in relation to self, b) Obscured or distorted: no relation to the structure of self, c) Denied or ignored or denied / ignore: the experience is symbolized but ignored because the awareness does not pay attention to the experience or is denied because it is not consistent with the self-structure; 12) Most ways of behavior that individuals accept is consistent with the notion of self; 13) Individual behavior is also based on experiences and needs that are not symbolized; 14) If the individual refuses to be aware of meaningful experiences that are not symbolized and organized into a whole self-structure, it will result in psychological maladjustment; 15) Psychological adjustment occurs when all the experiences of the organism are assimilated at the conscious level into a harmonious relationship with the self-concept; 16) Every experience that is not in line with the self structure is perceived as a threat, and the stronger the perception, the more organized the self-structure will be to defend itself; 17) In conditions where there is no threat to the self structure, the incompatible experience is perceived, tested,

and revised by the self structure in order to assimilate and surround the experience. There is a change in personality, when the personality can accept new aspects in itself; 18) If the individual perceives and accepts all his experiences into a harmonious and integrated system, then he will better understand and accept other people as individuals; 19) If the individual has the confidence to carry out the appraisal process (to be able to appraise attitudes, perceptions, and good feelings towards himself, other people, or certain events), then he will find that the old system is no longer necessary.

Based on the 19 personal formulas above, three constructs are obtained which are important foundations in his theory, namely self, organism and the phenomenal field, namely.

Self. The main concept of Rogers' personality theory is self, so it can be said that self is the actual personality structure. Self or the concept of self is a comprehensive concept that is organized and composed of perceptions of the characteristics of "I" or "me" (I as the subject or I as the object) and the perception of the relationship between "I" or "me" with other people and various aspects of life. . The concept of self describes people's conception of themselves, the traits that they consider to be part of themselves. The concept of self also describes the self-view in relation to its various roles in life and in relation to interpersonal relationships. Rogers describes the self or self-structure as a construct that shows how each individual sees himself. This self is divided into two, namely: Real Self and Ideal Self. Real Self is the current state of the individual, while Ideal Self is the state of the individual that the individual wants to see or what the individual wants to achieve.

Organisms. Organisms that include living things, subjective reality, and holism. An organism in relation to a living being is a being complete with its physical and psychological functions, the place of all experience and everything that is potentially present in consciousness at all times. Organisms in relation to subjective reality, organisms respond to the world as it is observed or experienced. So reality is not a matter of right or wrong but a problem of perception which is subjective. Organisms in relation to holism, organisms are a single system, so that changes in one part will affect other parts. Every change has a personal meaning or purpose, namely the goal of actualizing, maintaining, and developing oneself.

Phenomenal Field. The field of phenomena talking about the whole experience, both internal (perception of oneself) and external (perception of the outside world), consciously or unconsciously, is called the field of phenomena. The field of phenomena is the entire personal experience of a person throughout his life in the world, as his perception is subjective and true to himself.

Personality Development

As explained in the formulation of the nature of personality, individual personality is actually the result of the interaction between self, organism and phenomenal fields (Alwisol, 2004). When the organism is faced with a phenomenal field, it is self that filters a number of existing experiences, where experiences are suitable or not in accordance with self but there is no threat, it will try to be symbolized and will enrich self in a positive direction. However, if experiences that are not the same age as the self-structure are perceived as a threat and the

perception is getting stronger, the more organized the self-structure will be to defend oneself. There are a number of general ideas about personality development related to Person-centered. Basically, Person-centered views that personality can be fully actualized when the individual is exposed to unconditional positive regard (positive things without conditions). Individuals who have been exposed to conditional positivity can have low self-esteem and low feelings of worth. Whereas an individual who is capable of self-actualization will be more open to experience and less defensive, will learn to live in the present, will trust his own decision-making skills, will have more life choices and become more creative.

Healthy and Problematic Personal

Since childhood, children still need acceptance and a positive view of their surroundings. When children gain acceptance, children begin to define themselves according to their life experiences compared to the pressure on how other people perceive or respect them. The cleanness of a person's view of himself makes the child's self-concept assess a process which then functions as a reliable guide, so that from these conditions it will form a conformity between what someone wants with what happens, what is expected in themselves and what happens, conditions like this forms the individual with a healthy personality.

According to Rogers, in addition to the values learned in the family, school, or church, there is usually a mismatch between individual experiences such as: sexuality is a mistake, obedience to an authority is good, getting lots of money is important, women should not be independent and assertive. All these experiences, feelings, ideas, behaviors are recognized by some people radically so that the individual begins to experience unhealthy development and results in anxiety, which is a factor in causing unhealthy behavior.

It can be concluded that a healthy person in the Person-centered view is a Congruence person, which is the conformity between what the individual wants or expects with what happens in reality. Meanwhile, a problematic person is a person with incongruence, which is a mismatch between what the individual wants or expects with what happens in reality. Healthy individuals are characterized as individuals who can function fully or a full functioning person, namely: a) Increased openness to experience, b) Tendency to existential life, c) Increased belief in organisms, d) Freedom of choice, e) Creative, f) Constructive and reliable, and g) A life that is rich in color (Rogers, 2012).

Purpose of Counseling

Basically, the aim of implementing Person-centered counseling is to help the counselee achieve the growth process into a full functioning person so that he is able to overcome his various problems both now and in the future. The objectives of Person-centered Counseling according to Seligman (2006) include: 1) To facilitate the counselee's trust and ability to be in the present. This allows the counselee to be honest in the process without feeling judged by the counselor; 2) To promote counselee self-awareness and self-esteem; 3) Empower the counselee to change; 4) To encourage conformity in the counselee's behavior and feelings; 5) To help counselees gain the ability to organize their lives and become self-actualizing.

Characteristics of Counselors and Counselees

Person-centered prioritizes the therapeutic relationship between counselor and counselee, which is characterized by: 1) Two people are in a psychological relationship; 2) The first person, called the counselee, is in a state of incongruence, sensitivity, and anxiety; 3) The second person, called the counselor, is in congruence or integrated in the counseling relationship; 4) The counselor has unconditional positive regards to the counselee; 5) The counselor feels empathy for the counselee's frame of reference and tries to communicate his feelings to the counselee; 6) The counselee accepts expressions of empathy and unconditional positive regard so that he feels understood and his self-esteem is high.

Roles and Duties of Counselors and Counselees

Person-centered has different characteristics from other directive counseling approaches. According to the person-centered view, a counselor and counselee: 1) The counselor is not an authority who knows all the conditions of the counselee, but the counselor acts as a facilitator who tries to realize the potential of the counselee. Therefore, person-centered positions the counselee as an active, not passive, individual. 2) The counselor is not the party who initiates and finalizes the direction of the counselee's life in the counseling process, but the counseling process is rooted in the counselee's capacity to achieve self-awareness and self-directed change in both attitude and behavior.

Counseling Relationship

The basic person-centered ideas that Rogers developed from the humanistic movement in psychotherapy relating primarily to the central role of the client-therapist relationship as a means of growth and change, have been incorporated in many other theoretical approaches. Rogers said that "If I can provide a certain type of relationship, the other will discover within himself the capacity to use that relationship for growth and change and personal development will occur". Relationships in person-centered counseling are warm, it does not mean that the counselor always agrees with the wrong attitude and behavior of the counselee, but between counselor and counselee must emphasize authenticity in order to remain able to establish a professional therapeutic relationship. Relationships in person-centered counseling: 1) Focused on the counselee's responsibility and ability to find ways to deal with reality; 2) Emphasize the counselee's phenomenal field. The phenomenal field is the whole experience of a person he receives, consciously or unconsciously. The counselee no longer rejects experiences as they are; 3) The principles of counseling based on human psychological maturity are rooted in humans themselves. So a constructive counseling relationship occurs because of the relationship between counselor and counselee; 4) Counseling relationship is not carried out by a specific set of techniques, but this approach focuses on the person so that the counselor and counselee exhibit human characteristics and participation in the growth experience.

The Stages Of Development of the Counselee in Counseling

The stages of Person-centered counseling can generally be described: 1) The counselee comes to the counselor of his own accord or the advice of others; 2) The counselor

provides an understanding to the counselee that the counseling situation from the start is the responsibility of the counselee; 3) The counselor encourages the counselee to be able to express thoughts, feelings, by showing authenticity, accepting the counselee as it is and empathy; 4) The counselor tries to make the counselee able to accept himself (self-acceptance); 5) The counselee determines the choice of attitude and action to be taken; 6) The counselee realizes his choice.

Counseling Techniques

The techniques used in person-centered are different from those used in other counseling approaches. The difference is that other counseling often focuses on something the counselee can do during the counseling session, whereas the techniques used in person-centered are used by the counselor to create an environment that facilitates the self-awareness process. These techniques are usually referred to as the counselor's primary attitude.

Congruence. Congruence is whether the counselor is genuine and authentic in what he says and does. Often, if the counselor says one thing but body language reflects something else, the counselee is aware of this and it can impact their confidence and openness to the therapeutic relationship. For example, a counselor might say "I understand where you are from" to a client but have a confused expression on his face. The counselee can see this confusion and feel uncomfortable expressing feelings from now on. Therefore, the main role of the counselor is to be aware of their body language and what they are saying and in the moment. If confusion arises, the counselor must be able to handle this with the counselee. Returning to the previous example of the counselor expressing understanding and having a confused outlook, the therapist noticed the counselee seemed agitated after commenting on the understanding and then explained to the counselee why and how he or she understood the statement. This makes the counselee feel comfortable and ensures continued trust.

Unconditional positive regard and acceptance. Unconditional positivity refers to the counselor who accepts, respects and cares about the counselee. Acceptance refers to accept for everyone or counselee which is come to counselor. This does not mean that the counselee has to agree with everything the counselee says or does, however, the counselor should see the counselee do the best he can and demonstrate this by expressing concern rather than disagreeing with him. The unconditional positivity allows counselees to express how they think without feeling judged and helps facilitate the change process by showing that they are acceptable.

Empathy. Empathy is a skill used by the counselor to demonstrate understanding of the counselee's emotions. Empathy is different from sympathy because sympathy is often seen as feeling sorry for the counselee, whereas empathy shows understanding and allows the counselee to be more open.

Person-centered counseling also uses the non-directiveness technique which refers to allowing the counselee to be the focus of the counseling session without the counselor

providing advice or implementing strategies or activities. Other techniques used by person-centered counselors in the therapeutic process or commonly referred to as basic counseling communication skills include reflection of feelings, open questions, paraphrasing, and encouragers.

Person-centered Weaknesses and Strengths

The weaknesses and strengths of Person-centered can be described as follows. The weaknesses of person-centered counseling include: 1) It is difficult for counselors to be neutral in situations of interpersonal relationships when applied to other counselors. 2) Counseling becomes ineffective when the counselor is too non-directive and listens to the counselee's story. 3) The minimum of techniques to help the counselee solve the problem. 4) Not systematic enough, especially about counselees whose responsibilities are limited. 5) Difficult to apply to countries with non-directive cultures, for example, in Asia.

While the advantages of person-centered counseling include: 1) Counselors are challenged to be neutral in interpersonal relationship situations when applied to other counselors. 2) Counseling becomes ineffective when the counselor is too non-directive and listens to the counselee's story. 3) The lack of techniques to help counselees solve problems. 4) Less systematic, especially about counselees whose responsibilities are limited. 5) Difficult to apply in countries with non-directive cultures, for example, in Asia.

CONCLUSION AND RECOMMENDATION

A conclusion is not merely a re-statement of the data or findings, but a synthesis of key points and, as mentioned in the "Introduction" which eventually produces the "Results and Discussion" chapter so that there is compatibility. In addition, the prospects for developing research results and the prospects for future research applications (based on results and discussion) can also be added.

Rogers said that "The organism has one basic tendency and striving - to actualize, maintain and enhance the experiencing organism" and "This process of the good life is not, I am convinced, a life for the faint-hearted. It involves the stretching and growing of becoming more and more of one's potentialities. It involves the courage to be. It means launching oneself fully into the stream of life "implies that students as organisms or individuals have a tendency and make basic efforts to actualize, maintain, and improve their quality towards the desired positive direction. In order to actualize, maintain and improve their quality, they need courage to become, so that students consciously launch themselves fully into the flow of life. The person-centered approach is very good to be applied in giving threats or interventions to individuals, because they see that the individual is good, rational, easy to change, proactive, has a driving force, is useful and valuable, trustworthy, constructive, and other positive traits. Currently, there are more than 200 innovative person-centered therapeutic practices, one of which is expressive art therapy and play group therapy to increase personal growth both individually and in groups.

At school is a meeting of individuals with diverse cultures. Guidance and counseling services in schools can also apply a person-centered approach, because students will develop

more as a full functioning person when the school environment also supports genuine or congruence, unconditional positive regard and full of empathy. Ratnawati (2017) through her study that the concept of empathy, congruence, unconditional positive regard in person centered therapy needs to be applied in schools in classroom management. Guidance and counseling services, be it group guidance, group counseling, and individual counseling, really help students to achieve self-actualization.

In table 1 it can be taken an example that **the person-centered approach has been applied** in guidance **and counseling** services, especially counseling services both individually and in groups. Person-centered implementation in schools can be recommended in the services:

Group Guidance

Group guidance as a preventive and development function can bring up service discussion topics that increase the individual's ability to self-actualize. For example, topics about self exploration, self concept, empathy development. Guidance in a group setting involves several individuals who also have different cultural backgrounds. It is important for the counselor as the group leader to understand the frame of references of each group member.

Individual Counseling

Since the beginning of his career as a psychotherapist, Rogers has provided therapy services on an individual basis. Individual counseling can also apply a person-centered approach to help counselees solve problems independently. Some of the problem topics that can be facilitated through the Client Centerd approach are insecurity, or low self-esteem, apathy, anxiety, borderline personality disorder, alcohol consumption, psychosomatic problems, interpersonal difficulties, depression, and marital or family problems such as unwanted and disharmonic pregnancies. pain, and the loss of loved ones.

Group Counseling

In the 1960s and 1970s Rogers applied people-centered principles to group work, which was very successful in popularizing group counseling. He pioneered the development of basic meeting groups and personal growth groups (Corey, 2016). As a curative service, group counseling promotes the ability to help all group members overcome incongruence through group dynamics. The purpose of group counseling **is to provide a safe climate in which members can explore** all their feelings and experiences, to help members become more open to new experiences and develop their own self-confidence and judgment. The problem topics discussed in group counseling can also be drawn from the problem topics in individual counseling.

The counselor or counseling group leader provides little arrangement or direction and allows members to determine how time is spent in the group. Members are seen as having the capacity to find meaningful direction, capable of helping one another, and moving towards constructive results. The role and duties of the counselor as group leader in group

counseling are: 1) Group leaders initiate and encourage interaction by how they organize groups and model behavior. They demonstrate how to share, take risks, relate honestly, and involve others in interactions; 2) The group leader directs members to the group process, teaching them how to get the most out of their group and helping them become aware of the group dynamics; 3) The group leader must be able to listen actively and sensitively. Only by paying full attention to members' verbal and nonverbal communication can they help participants move toward deeper levels of self-exploration and self-understanding; 4) The group leader is responsible for creating a safe and supportive climate that is conducive to exploring significant personal issues; 5) The group leader has the duty to set boundaries, establish group rules, inform members of their rights and responsibilities, and protect members.

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