
THE USE OF SELF-INFORMATION AND ENVIRONMENT IN COUNSELING PROCESS

Muhammad Fatchurahman^{1*}**Keywords:**

Self-Information
Environment
Counseling

Accepted

September 2019

Published

Desember 2019

¹University of Muhammadiyah
Palangkaraya, Faculty of Education,
Indonesia.

*email:

mfatchurahman789@gmail.com**Abstrak**

Counseling as one of the forms and techniques of assistance provided by schools in the context of implementing overall guidance, this is given to help students in their efforts to solve all problems. The availability of this information makes it easy for students to obtain the information needed for example to implement a decision, want to know about something both in terms of themselves and their environment. The use of self and environmental information in the counseling process occurs in the creation of rapport, in exploring, discovering the real problem, exploring and studying alternative problem solving, decision making, implementation of decisions taken and in evaluation and follow-up. Therefore the information used must meet the requirements: that is, careful and not prejudiced, up to date, comprehensive and available information sources. In addition to the above conditions, the principles of time saving, non-authoritarian and feedback are also taken into account, so that this can cause self and environmental information in the counseling process to be very important material for both the counselor and the client.



© 2019 The Authors. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (<http://creativecommons.org/licenses/by-sa/4.0/>). DOI: <https://doi.org/10.33084/anterior.v18i2.456>.

Preliminary

Counseling is one form and technique of assistance provided by schools in the context of implementing overall guidance so that educational goals can be achieved. Therefore, in terms of objectives, counseling services are the same as guidance which is to help students, so in the implementation of counseling also required self and environmental information, both for counseling and for clients. For counselors,

the availability of self and environmental information is a very useful material.

Especially for the acceptance and understanding of the client he helped, to facilitate the next counseling process because acceptance and a good understanding of the client will create intimacy. Hoping counselors provide assistance that suits the needs of the clients. For the client himself, the availability of self and environmental information will help him

understand himself objectively and realistically. If the individual is able to understand themselves objectively, then he will be able to determine goals and life plans realistically. Thus he will be able to develop optimally in accordance with his potential so that happiness and satisfaction can be achieved.

Besides the things stated above, in terms of work efficiency, the availability of information is very helpful for the guidance officers because the time available for conducting counseling is very limited and there is no specific time available to carry out at school. Berdie, et al (Lacksana & Nuryono, 2016) who stated that if the counselor wants to carry out effective guidance activities or do any work with students (counselees), then he must know everything that is in his students (counselee). More information is known about the counselee, so he will be able to work better with the counselee.

The availability of self and environmental information so the time for counseling can be used fully to help solve students' problems. The availability of this information makes it easy for students to obtain the information needed for example to implement a decision, want to know

about something both in terms of themselves and their environment.

Winkel (2005), Tohirin (2014), Prayitno and Amti (2015), Ismah (2016), Fatchurahman (2017) stated that the process of providing assistance or assistance to individuals in understanding themselves positively, and connecting them between themselves and their environment, and able to choose, determine, and plan according to his concept, so as to achieve a meaningful life (happy), both personally and socially, in the end the problems faced are alleviated and can live independently in accordance with the demands of the times.

Likewise, the consideration of the time aspect, also in terms of the available guidance staff, seems to be insufficient or not balanced with the number of students in schools. Not to mention the administration guidance activities carried out by the guidance officers carried out by special administrative officers. With the availability of self and environmental information, the guidance officers themselves will ease the task.

The availability of a number of students' information and environment is absolutely necessary for the successful

implementation of counseling services, as stated by ASCA (Sciara, 2004: 22) "Counseling is confidential relationships which the counselor conducts with students individually and in small groups to help them solve their problems and developmental concerns". Counseling is a confidential relationship in which the counselor does it with students individually and in small groups to help them solve problems and concerns in their development. From this opinion, it is of course the success or failure of a relief effort in the context of counseling that will be given much depends on the information or information about the individual.

Seeing the importance of self and environmental information, especially in the implementation of counseling in schools, the collection of information is always placed at the first step in the overall guidance activity. It aims to make it easier for guidance officers to hold further activities in the guidance activities program.

In the description above one of the determinants of the success of counseling activities in general and counseling in particular will depend a lot on the availability of information used or utilized. So the information itself is not only stored

but used as much as possible for the successful implementation of guidance and counseling activities. Winkel and Hastuti (2006) stated "it is not enough if the data about students are only collected and then stored in a cupboard. The data must be arranged so that it can be used as a basis for guidance services ... management results are used if necessary, for example in counseling interviews.

Therefore Lucia (2010) stated that to be able to provide effective and efficient guidance and counseling services, a counselor must understand his client / students fully and also understand the environmental conditions completely, a complete understanding of the client / student and environmental conditions will be able to obtained from data about the client's condition and its environment.

Seeing the importance of self-information and the environment as one of the critical success factors in the counseling process, the counselor must know and understand various aspects such as: the type of data, what are the roles and conditions, and how to use self-information and the environment of the client, both at the time rapport creation, exploration, finding

problems, and decision making and follow-up.

Discussion

A. Personal and Environmental Information

I. Definition of Self and Environmental Information.

In order to make it easy for counselors to carry out their duties, one of which is needed is self-information and the environment of their clients. Personal and environmental information is information or data about a person whether it concerns physical, psychological, family and environment situations and conditions (Nawawi, 1982: 36). This personal information is also called personal information. Jourard stated that the personal information included aspects: (a) attitudes or opinions, (b) tastes and interests, (c) work or education, (d) physical, (e) finance, and (f) personality (Setiawati, 2012).

While Papu (Setiawati, 2012) said that this information could include various things such as life experiences, feelings, emotions, opinions, ideals, and so on. Meanwhile Semiawan (1997) stated that the

environment is anything that is external to the individual, because the environment is a source of information obtained through the five senses.

From some of the opinions above, it is concluded that the information about themselves and the environment here refers to all information, facts, data concerning students both physically and psychologically. Information, data or facts relating to the family or the environment, all of which describe or explain the state of self, family and environment that can be through the five senses.

2. Types of self and environmental information.

The scope or types of self and environmental information relating to self, family and environment according to Djumhur and Surya (1975) and Lucia (2010) are as follows:

- a. Personal identity data, which includes information on name, gender, place and date of birth, religion, parents and so on.
- b. Data on family, family background, such as family status, number of family members, occupation, and parents' education.

- c. Data about health and physical growth, namely health conditions such as illnesses that have suffered, health problems, weight, height, treatment ever obtained, physical characteristics.
- d. Data about the development process, namely, the phases of development, the state of development, specific aspects: such as thinking, language, emotions, intelligence, personal, disturbances in development.
- e. Data about the surrounding community, customs, social status, beliefs of social norms, social institutions / organizations, etc.
- f. Data on education, education history, schools entered, education received, educational experience.
- g. Data on learning progress, rapport figures, exam results, study skills, both at school and outside.
- h. Data about intelligence.
- i. Data on talent: school, work.
- j. Data about interests: on subjects, work and so on.
- k. Data about activities outside of school.
- l. Data on social / personal adjustments about adjustments to the social environment such as the position of the group, its role in the social environment, the group's acceptance of itself.
- m. Data about ideals, about work, education, residence, life, life partners.
- n. Data about daily habits at home, school and community.
- o. Data on job / occupational information, including types of positions, opportunities and terms of work, etc.

All of the above types of data information are usually called cumulative records (cumulative records). The cumulative note according to Hidayah (1998), Azizah (2013) is an explanatory note containing the counselee's development which includes: self and family identity, academic development, health or physical development, psychological development, social development, ideals or future plans and various data obtained from the results of interpretation of test and non-test assessment data, so that all problems and obstacles can be known.

Each student has his own cumulative record, and this data is used by the counselor when he is conducting counseling, so he no longer needs to use counseling interview time to gather

information. Tyler (1976: 52) suggested a practical value from the cumulative record is that in the presence of this amount of information the counselor no longer needs to use valuable interview time to gather information. Thus the entire interview hour is used to investigate the client in other words the stage of understanding who and what the counselee is facing.

Data in the cumulative record is predictive, diagnostic, and futuristic. Types of cumulative notes can be: computerized based files, personal books, and personal notes. At the end of the decade it was suggested that the BK teacher or counselor had already used a computer-based cumulative record (Hidayah, 2010), because this type had advantages, such as: efficient, flexible, and innovative.

Professionally, a counselor when going to do counseling must be prepared with data about students themselves. The cumulative note is very useful in supporting the achievement of the objectives of the guidance itself, especially for counselors in helping students to recognize themselves, understand themselves and their environment and be able to develop their potential optimally.

B. Use of Personal and Environmental Information in the Counseling Process in Schools.

I. The role of self and environmental information in the counseling process at school.

The role of information is to convey self-information about various matters relating to themselves and the environment around him, as the reciprocity for himself, his family and others. At the time of counseling, the counselor takes at least a number of steps such as: creating rapport, exploration, problem assessment, exploring and assessing alternative problems implementing the decision and evaluation and follow-up in the cognitive-oriented counseling process. The role of information itself in the counseling process, according to Partowisastro (1984) is as follows: (a) helps the client's self-understanding, (b) helps find the real problem, (c) helps assess alternatives, (d) helps decision making, (e) help implement the decision. In addition to the five roles above, Tyler (1976) also suggested two more roles, namely helping to create report cards and assisting with evaluation and follow-up.

From the two opinions above, it can be concluded that the role of self and environmental information will appear in: (a) helping create report cards, (b) assisting in exploration, (c) assisting in the assessment of problems, (d) helping exploring and exploring alternatives, (e) helping decision making, (f) help carry out a decision, and (g) help carry out evaluation and follow-up. The counseling process at the same time shows the role of

information in it, so that its existence is very helpful for the counselor.

2. The requirements for self and environmental information used in the counseling process.

Personal and the environmental information in the counseling process cannot be separated from the role of the information itself. Because of the requirements for self and environmental information that can be used in the counseling process are inseparable from the basis or principle of the use of the information, so it needs to be considered in order to achieve the real goal. Information requirements that must be fulfilled to be useful in the counseling process according to Tylor (1976) (a) the information must be accurate and not prejudiced, (b) the information must be up to date, (c) the information must be comprehensive (whole), (d) the information must be available. Furthermore, Tylor also stated the principle from the basis of the use of personal and environmental information is (a) the principle of saving time (b) the principle of non-authorization (3) the principle of feedback.

The things above are one part of determining the success of counseling that

uses further information if both of the above have been known and fulfilled, then the next determinant of success is how to use the information itself.

3. How to use personal and environmental information to help create rapport.

The counseling process consists of several stages. One of them is what is called 'Building Good Relationships'. Some experts express it differently. Cavanagh named it Alliance. Carkhuff called it Attending. Egan wrote the name Tuning In. In NLP (Neuro-Linguistic Programming) known as Building Rapport. Building good relations is done at an early stage, although not a core part of the counseling process, but this stage plays a very important role (Nafiah, 2014). Dinkmeyer and Sperry (1987) stated that from the very beginning of counseling activities, clients should begin to formulate plans or contracts, detailing what they want, what plans are arranged to get to where they are going, what obstacles they encounter until they fail to achieve goals, how they can change unproductive behavior into constructive behavior, and how they can make the best use of the assets they have to get what they want.

The creation of good relations in the counseling process is very necessary for the smooth and successful counseling process. The creation of good relations is characterized by a sense of familiarity and warmth, openness and mutual trust, the existence of mutual pleasure and accepting clients as they are, the counselor must also know the state of the client. His identity, what he wants and the things that become his pride and pleasure, so that the counselor's attitude can also help create good relations.

Whereas in the counseling process itself according to Cormier & Hackey (Gibson & Mitchell, 2008), Prayitno (1998), Abhimanyu and Manrihu (2009), mentioned several stages that must be carried out namely (1) starting from the development of the formation and climate arrangements of the initial counseling relationship include: delivery and assessment, (2) exploration of problems or interpreting, (3) personalization includes coaching and developing initiatives, (3) conducting assessments.

In accordance with the above opinion, the way to use personal and environmental information in helping to create good relations is that the counselor already has a personal readiness and knowledge about

the client at hand, especially concerning his identity. It is important for counselors to accept the initial stages especially for clients who first receive counseling. Furthermore, the counselor and client can talk about something fun, something to be proud of, as well as other things that are of interest to the client for example about interests, talents, outstanding achievements, hobbies and other things that become his pleasure or pride. The counselor must also be responsive to any reaction that is shown by the client.

Therefore, in creating this rapport the attitude of the counselor, self-information and the environment, the client's reaction and the condition of the counseling process itself must be well integrated. After the above can run smoothly, then slowly the things discussed by the client are desired, what he is worried about is accompanied by information from the counselor about the duties and responsibilities of the counselor, counseling goals, and other things that can cause client confidence in the intent both counselors, namely: "Penstrukmen" (Tyler, 1976: 30). However, counselors should not be hasty in their actions or speech. Therefore the counselor must be intelligent. Thus seeing the client's counselor's reaction can find out whether a good relationship

has been created or not, if so, then the counselor continues to the next stage.

4. How to use self and environmental information to help in exploration.

Exploration is essentially aimed at helping clients understand themselves. In exploring this, clients need knowledge about themselves and the environment. Self-exploration is an effort to collect information about themselves and knowledge about the environment, with the aim of fostering and developing the potential of the client's self.

The task of the counselor is to help and guide the client so that he reaches the level of self-understanding in an objective and realistic manner. Therefore counselors must first understand their clients well based on available information. In helping clients to understand themselves, then the way that can be done is to first determine the outline of the area of information to be covered then arranged in a folder, complete each of these fields with the intention of completing the client's self-image, only then will the information be conveyed to the client (Tyler, 1976). From the opinions above, the ways to use

information to help clients understand themselves are:

First, the counselor reads and examines all information as a whole. Determine the outline of the information field for example: family, education, abilities and achievements, talents, interests, hobbies, social relationships and difficulties that have been experienced.

Second, complete each field until it approaches the actual client situation. For that counselor can make a summary of the state of the client which includes strengths, weaknesses, supporting factors and inhibiting factors, as well as conflicts between information. Third, convey the results above to the client. The main task of the counselor is not just to convey that information but to make the client want to accept and understand himself. Tyler (1976), Tohirin (2014), Prayitno and Amti (2015) suggested that the purpose of delivering information is to enable clients to have a correct view of their strengths and weaknesses so that clients are able to plan and carry out an activity, and are able to actualize their rights.

Therefore the counselor must work to achieve that goal by working as little as possible to show a reaction to defend

themselves or against. How to convey information can be done as follows:

- (a) The information conveyed must strive to be understood by the client, so the use of words should be understood. Besides, words that don't use emotional meaning. Especially in delivering test results and other information that is less expected by the client.
- (b) Information should be delivered as thereby helping the client understand himself correctly. This is indeed difficult to implement if the client does not open yet.
Tyler (1976) argued that conveying true and relevant information without being accompanied by advice tends to strengthen the pattern of client responsibility in counseling relationships. And such delivery implies that the counselor values the client's ability to use the information for self-understanding. Counselors value and respect the intelligence of clients to think constructively and realistically.
- (c) Convey information that is pleasing or proud of the client first, then later information that is less pleasant. Especially the information from the test results, for example, tell the talent first,

interest also convey the first score or score as well as more / higher information.

- (d) Convey factual information that is qualitative, simple and easy to understand. Don't convey quantitative scores or facts because the client is lacking and may not even know the meaning of that fact.
- (e) The information conveyed part by part, not all at once. It also needs to consider the level of ability because after a certain part of the information has been given, he is given the opportunity to respond. From his response the counselor can find out whether what has been conveyed is understood or not.
- (f) After all of the information is conveyed, the counselor then summarizes what has been said, so that the client will get an overall picture of himself.

From the explanation above, it is important to use self and environmental information in assisting exploration, according to Willis (2004) and Kurnanto (2009). This exploration is important because many clients keep an inner secret, cover themselves or are unable to express

their opinions, so that the client is expected to be able to be free to speak without fear of being pressured and threatened. Besides that the counselor is able to solve client problems by exploring the feelings, thoughts and experiences of the client. Thus the client can explain the problems that exist in him until there are no more difficulties.

5. How to use personal and environmental information to help find the real problem.

There are clients who come to the counseling room who tell the problem right away even though what is stated is not necessarily the real problem. There are also clients who do not realize if he has a problem, some even know he has a problem but do not want to come clean for various reasons. To find out what problems are actually experienced by clients is not easy. This is because in addition to the above, the problem is interrelated so it is difficult to determine which is the real problem. Self and environmental information helps the counselor to determine the problem faced by the client, Williamsom said that the diagnosis is a comprehensive picture by the counselor about the client, his strengths and weaknesses, interests and abilities, past

experience and hopes for the future. If the counselor has been able to put all information about the client into one pattern, then he is easier to make predictions about what the real problem is by various linking of information with symptoms that appear clients (Sukardi, 1984).

To find the client's problem first, the counselor understands his client well, the way to understand the client has been the author pointed out in the previous section. In order for the counselor to get a picture of the problem, he cannot determine based solely on the description or understanding above, but must relate it to the symptoms that the client presents during the counseling process. However, the counselor must determine the client's problem based on the cause that is closest to the truth or has the most logical and realistic causal relationship. For this reason, the counselor's carefulness and carefulness is required, because if not, then the assistance that will be given next is not in accordance with the actual needs of the client.

In using self-information and the environment in finding problems, it must remember the conditions for good

information as stated, namely, complete, objective, up-to-date and accurate and thorough. Based on this, then in the use of personal and environmental information to determine a client's problem, the counselor should:

- (a) The determination of the problem must be based on thorough (complete) information. Do not counselors determine client problems based only on a piece of information or so on.
- (b) Determination of the problem besides based on information (complete data), must be seen and well known by the counselor in terms of accuracy and accuracy of the information. Complete does not guarantee the exact formulation of the problem, do not let the information used to harm the client.
- (c) New information influences the exact problem formulation, so counselors should always check whether the information is still relevant or not. Especially regarding information that is temporary and not permanent, for example health, family, not use information that is outdated because this is one source

of inaccurate formulation of the actual problem.

- (d) Problem solving aside from having to consider the above, the objective aspect of the information also needs to be considered. The information used must truly describe what is truly about themselves and the environment without being influenced by other factors.
- (e) All of the above are combined with symptoms that appear to be invisible and recorded information, that is the client's reaction, responses, characteristics and attitudes. These things help the counselor see what problems the client is actually facing. For that counselor must be able to create a situation of counseling that is warm, intimate, safe, acceptance and does not conduct assessments, mutual trust and mutual respect, thereby allowing clients to give birth to information that allows clients to give birth to information that might be very helpful in finding the real problem.

From the statement above it is expected to help the counselor finding client problems, of course, with the

formulation of the problem made by the counselor delivered to the client, this is a way to find out whether the counselor's formula is correct or incorrect.

6. How to use information to help explore and explore and study alternatives.

After the problem and its causes have been found, then the next is how to solve the problem. To find a solution to that problem, you need to find ways. This is called an alternative assessment or assessment stage. In assessing these alternatives is to help the counselor and client. In a way the client and counselor consider each alternative to be taken based on information. The use of information in the counseling process aims to bring the client to his choices, decisions and life plans. The use of information is two, one of which is to formulate alternatives that the basis for the formulation of alternatives is the result of exploration (Munandir, 1976).

Thus the basic capital of alternative studies is the result of exploration. What is meant by exploration results here is their knowledge of themselves and the environment as well as their knowledge

regarding the problems they are going through, for example the problem of continuing studies (do not know what to go through, majoring in what). Then he must have knowledge about matters relating to the continuation of studies. Thus the integration of self-problems with knowledge relating to the problems faced as capital for alternative studies. This is appropriate capital for alternative studies. Tyler (1976) which stated that based on the results of exploration, clients are encouraged to be able to conduct their own alternative studies by reading and reading related to the problem at hand.

In accordance with the opinion above as well as showing how to use information in forming alternative assessments, which are described as follows:

- (a) The client is first assisted to understand himself objectively and realistically by conveying self and environmental information in the manner described in the exploration stage.
- (b) The counselor prepares reading material or sources of information relating to the client's problem. In preparing the information, the counselor needs to consider the

requirements that must be met as useful information.

- (c) Clients are welcome to read and review the information themselves, but counselors also need to assist clients in understanding the information itself if the client is unable to understand it.
- (d) Based on a good self-understanding and understanding of the client to the information that has been available. Clients can examine alternative solutions to the problems they face. By considering the state of themselves and their environment with what is stated in the reading material. Thus comparing the two understandings, the client will be able to formulate several alternatives found by the client.

After the four ways above, the counselor can also propose several alternative solutions to the problem, but must also be based on consideration of the state of the client's self with information from material or information sources. In this case the counselor should not recommend one alternative that should be done by the client. The counselor only adds to the alternatives found by the client.

7. How to use personal and environmental information to make decisions.

The counseling process is an aid to solving problems faced by students. Therefore, to solve that problem, alternative solutions must be sought. Each alternative is assessed, only then can an alternative decision be made. The problem does not know, cannot determine choices or decisions about alternatives, it actually shows that the client feels uncertain or uncertain. Uncertainty or uncertainty is rooted in personal matters. To make it easier to help wise decision making according to Steffler is: so that he can make useful decisions, then he must know about himself, the facts in his environment, the possibility includes the consequences / consequences of choices that are planned (Pietrofesa, 1978). Therefore the ability to make decisions should be realized in the form of real activities (Fatchurahman, 2017).

This opinion suggests that to make a decision the client must have a good and objective self-understanding. This self-understanding covers all aspects, both physical and psychological. Clients must also

know and understand the supporting factors and inhibiting factors. The environment here is both the family environment and social or general environment. In addition, the client must have a good understanding of the demands, requirements and possibilities, both the consequences and consequences of each alternative choice.

Therefore good decision making can be done by:(a) Each alternative is considered based on the client's personal situation, factors in the family and environment. (b) The alternative chosen must be based on conformity between the client's self-conditions that meet the requirements, supporting factors that exist in the family and the environment with the least risk. (c) The decision is taken by the client himself.

In making this decision the counselor can give advice, but should consider the state of the client and other factors. The final decision must be made by the client himself because full responsibility must be borne by himself, and the client is willing to accept any risk or any consequences that might arise logically as a result of that choice.

Therefore the use of information in the counseling process will be increasingly important as he can increasingly recognize the counselee's personal needs by recognizing the personal characteristics of the counseling so that it will affect decision making, namely in the form of his choices.

8. How to use personal and environmental information to implement a provision or decision.

Counseling is a process of helping, what has been chosen and decided must certainly be implemented. In carrying out a decision, the client needs the help of a counselor, namely how or how to implement them. Therefore the active role of the counselor is expected to assist the client in implementing his decision. Tyler (1976) stated that the use of information in counseling to carry out plans carefully after the decision is chosen. At this stage the client needs detailed factual information that will be used to guide him in deciding what should be done next.

Based on his decision or choice about a problem he experienced, the client plans what, where, and how he should carry out that plan. For example, the client decides to continue his studies to the College after a high school place in a particular department

in accordance with the decision he has chosen, then the client must be assisted in how to enter the College, what are the conditions, where he can obtain information about it. The counselor's job is to help clients find answers to all these questions.

The advantage of the availability of information is that it helps the counselor and client not to have trouble getting that information. Every information has particular source or institution that is a source of information. The source of the information is usually periodic reports in the form of manuals, pamphlets, journals and research from the resource of persons. Most of the information is local in nature and is obtained in the surrounding area or local area where the counselor works. What the counselor must consider about this information is the new objectivity.

The way to use information to help implement a decision, namely: First, let the client look around and read and listen to the source or archive of information. Second, the counselor informs the client or conveys to the client what he needs or wants to know (Tyler, 1976). To help the client carry out a decision or choice, how to use information is as follows: (a) The counselor prepares

information needed by the client and invites reading, listening or understanding the contents of the information. This is done primarily to eliminate doubts, uncertainties and conflicts in the client. (b) After the client has finished reading it, make a schedule with the client for the meeting once again. This is done to find out whether the client understands well what he has read.

The two methods above are implemented if we follow and use information in the first way. Whereas if we follow the second procedure then the way is (a) the counselor conveys the information needed by his client, (b) the delivery of information must be piecemeal not at once, (c) give time and opportunity for the client to listen or ask if he is unclear or do not understand, and (d) use or choose words that are easily understood by the client.

9. How to use personal and environmental information to help with evaluation and follow-up.

The final stage in the counseling process is evaluation and follow-up. The evaluation is done to show us how far the goals that have been formulated have been achieved. To find out the level of success in

the counseling process, information is needed. In fact, to know the results that have been achieved compared to the initial situation before assistance with after assistance was given. In accordance with the goals of counseling which have three levels, namely instantaneous goals, temporary goals, and final goals. Then the evaluation can be done in accordance with the level of these objectives. A momentary evaluation is to find out if there are changes in attitudes and behavior as expected. To see attitudes and behavior, counselors can see directly based on information that is derived from the client itself directly.

While the evaluation to find out whether the objectives are temporary achieved or not, not difference from the above. The counselor can see the changes that occur in the client. To obtain information from friends of clients, teachers, homeroom teachers, parents and their own made. Information indicating the initial state of the client is compared with information obtained from the evaluation. Such information is concerned with developing potential clients. For more details on the evaluation results can be made graph. Looking at the comparison on

the graph, the success rate of counseling can be determined.

For the evaluation of the goals of the counseling process such as self-actualization, self-realization and self-satisfaction, it does take quite a long time too. After the information relating to the above objectives has been collected, then evaluation can be carried out using the same method as above. The information was collected from several parties who have relationship with the client. Then the counselor makes a graph, by making a graph that shows the previous state and a graph of the client's final state, after which the graph is compared. In addition counselors can also use a rating scale.

Follow-up is carried out after the evaluation process above has been completed, because the basis for the implementation of further actions is the results of the evaluation. The method is based on information on the results of the evaluation and the causes of failure, then the follow-up can be formulated better and more thoroughly.

Conclusion

Counseling is the core of the guidance

activities at school. The counseling service itself is the process of providing assistance to the individual so that he is able to solve the problems encountered so as to achieve a decent and happy life. The main function of counseling is curative and / or corrective, although counseling can also be preventive and perseverative.

One critical factor in the success of the counseling process is the use of information, information or facts concerning the person being assisted. Counseling uses information in it is cognitive. Cognitive patterned counseling process through certain stages or processes, namely the creation of rapport, exploration, problem assessment, alternative exploration and assessment, determination of action plans, implementation of decisions, evaluation and follow-up.

The role of information in the counseling process is to assist the creation of report cards, assist exploration, assist in the assessment of problems, assist in the exploration and assessment of alternatives, assist decision making, assist the implementation of decisions and assist evaluation and follow-up. Therefore the information used must meet the requirements: that is, careful and not prejudiced, up to date, comprehensive and

available information sources. In addition to the above conditions, the principles of time saving, non-authoritarian and feedback are also taken into consideration

Thanks giving

The initial version of this article was presented in a Counseling Seminar at the Guidance and Counseling Study Program Forum, 2018, Muhammadiyah University Palangkaraya, Indonesia. We would like to thank the University of Muhammadiyah Palangkaraya for facilitating financial and providing information to access guidance and counseling journals.

REFERENCE

Abimanyu, Soli dan Manrihu, M. Th. (2009). *Teknik dan Laboratorium Konseling Jilid 1*. Makassar: Badan Penerbit UNM.

Azizah, Dian Muslimatun. (2013). *Survei pengumpulan dan penyimpanan data ddi SMA se-Kabupaten Tegal*. <http://dyanamuzha.blogspot.com/2013/02/survei-pengumpulan-dan-penyimpanan-data.html> Diakses 19 Oktober 2018.

Djumhur, I. dan Surya, Moh. (1982). *Bimbingan dan Penyuluhan di Sekolah (Guidance & Counseling)*. Bandung: CV. Ilmu.

Dinkmeyer, Don. C., Sperry, Len. (1987). *Adlerian Counseling and Psychotherapy*. New York City, New York : Published by MacMillan Publishing Company.

Fatchurahman, M. (2017). Problematik Pelaksanaan Konseling Individual. *Jurnal Bimbingan dan Konseling Ar Arhman*. Volume 3 Nomor 2 Tahun 2017.

Fatchurahman, M. (2017). Konsep Dasar Evaluasi Program Bimbingan dan Konseling. Palangka Raya: Lembaga Literasi Dayak.

Gibson, R.L & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. New Jersey: Prentice Hall.

Hidayah, Nur. (1998). *Pemahaman Individu: Teknik Non Tes*. Malang: FP Universitas Brawijaya.

Hidayah, Nur. (2010). *Asesmen Psikologis: Teknik Non Tes. Hand-out*. Malang: BKP-FIP Universitas Negeri Malang.

Ismah. (2016). Layanan Bimbingan dan Konseling Islami melalui Teknik Modelling. *Jurnal Madaniyah*. Volume I Edisi X Januari 2016.

John. J. Pietrofesa, et al. (1978). *Hie Authentic Counselor*. Chicago: Rand Me.

Kurnanto, M. Edi. (2009). *Langkah-Langkah Penangan Kasus Konseling : Modul Praktikum*. Pontianak: STAIN Press.

Lacksana, Indra dan Nuryono, Wiryono. (2016). Pengembangan Catatan Kumulatif Melalui Media Web Server Untuk Siswa SMA. *Jurnal Bimbingan dan Konseling UNESA*. Vol 6, No 1 (2016): Volume 6 Nomer 1.

Lucia. (2010). Makalaha Bimbingan dan Konseling: *Data dalam program pelayanan bimbingan dan konsling di sekolah*. Padang:

Fakultas Tarbiyah Institut Agama Islam Negeri Imam Bonjol Padang.

Munandir. (1995). *Konseling Lintas Budaya dan peranan Bimbingan dalam Informasi Budaya*. Surabaya: Konvensi Nasional X IPBI. (Makalah tidak diterbitkan).

Nafiah, Zaimmatun. (2014). *Membina Hubungan Yang Baik (Rapport)*. <https://zaimmatun.wordpress.com/2014/01/12/membina-hubungan-yang-baik-rapport/> Diakses tanggal 1 Juli 2018.

Partowisastro, Koestoer. (1985). *Bimbingan dan Penyuluhan di Sekolah-Sekolah*. Jakarta: Erlangga.

Prayitno dan Amti, E. (2015). *Dasar-Dasar Bimbingan dan Konseling*. Jakarta: Rineka Cipta.

Prayitno. (1998). *Konseling Pancawaskita*. Padang: Fakultas Ilmu Pendidikan.

Sciarra, Daniel T. (2004). *School counseling: Foundations and contemporary issues*. Australia: Thomson Brooks/Cole.

Semiawan, Conny. (1997). *Perspektif Pendidikan Anak Berbakat*. Jakarta: Grafindo.

Sukardi, Dewa. K. (1984). *Pengantar Teori Konseling (Suatu Uraian Ringkasan)*. Jakarta: Ghalia Indonesia.

Tohirin. (2014). *Bimbingan dan Konseling di Sekolah dan Madrasah (Berbasis Integrasi)*. Edisi Revisi. Jakarta: Rajawali Pers.

Tyler, Leona E. (1976). *The Psychology of Human Differences*. New York: Appleton Century Crofts, Inc.

Winkel, W.S. & Sri Hastuti. (2006). *Bimbingan dan Konseling di Institusi Pendidikan*. Jakarta: Grasindo

Willis, Sofyan. (2004). *Konseling Individual: Teori dan Praktek*. Bandung: Alfabeta.

Winkel, W.S. (2005). *Bimbingan dan Konseling di Instituti Pendidikan*. Jakarta: Gramedia.