

Relationships In Counseling A Literature Review: Characteristics And Dimensions Of Relationships In Counseling

Siti Rahmah Tursina^{1*}, Yeni Karneli², Rezki Hariko³, Lia Mita Syahri⁴

Padang State University , Guidance and Counseling

Corresponding Author: Siti Rahmah Tursina, sitirahmahtursina@gmail.com

ARTICLE INFO

Keywords: Characteristics, Relationship Dimensions, Counseling

Received : 10, January

Revised : 11, February

Accepted: 12, March

©2024 Tursina, Karneli, Hariko, Syahri : This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

The research method that will be used is literature review or literature reviews. Literature A review is a written summary of articles, books, and other documents that describes the past and current state of knowledge about a topic, organizes the literature into topics, and documents the need for a proposed study. literature This review aims to provide a need for research and show that other studies do not address the same topic in exactly the same way. The relationship between psychotherapy and counseling has several basic dimensions, such as: uniqueness-similarity, objectivity-subjectivity , cognitive-affective, ambiguity-clarity, and responsibility-accountability. Counselors have the difficult task of recognizing and appropriately addressing these seemingly paradoxical relationship elements.

INTRODUCTION

The core intervention of the therapeutic process is the relationship established between the counselor and the client. A counselor is a person who seeks to help clients deal with various problems through guidance (Tyler, 1953). A counselor is a trained professional who helps others listen to them and gives them advice (Saleem & Hawamdeh, 2023). In many ways, the counselor is a model of how to build and maintain a relationship. Using helpful techniques without an appropriate supportive attitude is usually counterproductive. The relationship is important in counseling and psychotherapy because it is the main medium for eliciting and dealing with important feelings and ideas aimed at changing the client's behavior. Thus, the quality of the relationship determines not only the nature of the personal exchange, but also whether the counseling will continue. Relationships in psychotherapy and counseling are helping agents. Many people do not have effective interpersonal relationships. The psychotherapist's task, therefore, can be seen as establishing whatever relationships the client can create, strengthening them, gradually freeing them from reality, and teaching the client how to maintain them. This is a positive picture of the therapist's instructional role, as opposed to the more negative, remedial or problem-solving role. This developmental role is also what makes the therapist's relative freedom from neurotic distortions so important (Syahri, Mudjiran, et al., 2022).

Before going further, the concept of relationship must be defined. Pepinsky's (Afdal et al., 2019) definition of rapport constructs to designate the affective character inferred from an observable interaction between two individuals". It should be noted that in the definition, however, "relationship" refers to the affective or emotional element of the interaction, which can only be inferred from observation of the client's behavior. In actualizing the term theory, a relationship provides a bridge principle to actualize the personality levels of two people to make contact. Thus, defenses, interpersonal problem-solving skills, and polar feelings find expression in the relationship. While each of the basic theories of counseling has a position on the significance and function of rapport, recent research on rapport variables indicates that the effectiveness of rapport in terms of empathy, warmth, and genuineness shows no significant difference among three different interview theorists (Brammer & Shostrom, 1977).

LITERATURE REVIEW

A. *Counseling Concept*

Counseling is an effort made by counselors (counseling experts) in carrying out the process of assistance to individuals in need to help them resolve related matters felt by individuals.

Counseling activities are carried out by meeting face to face between two people, when counseling is carried out there is a relationship between the counselor and the client (Tambunan & Mulkiyan, 2021). In this counseling activity, the counselor provides a learning situation for clients, so that they can understand themselves at the present time and possibly in the future.

Counseling is carried out by the counselor so that clients can understand their potential for personal and community welfare and can further learn to solve problems related to client needs (Nasution & Abdillah, 2019).

Counseling occurs between the counselor and the client, which is an interaction activity, by utilizing a professional atmosphere that functions to make it easier for clients to change behavior or behavior change.

Patterson (Zamroni, 2016) explains the general concept as follows.

1. counseling is a form of effort made by the counselor in changing the behavior of individuals in a voluntary manner, in the sense that the client changes his behavior with his own heart's desire, without any coercion from the counselor.
2. The purpose of counseling is that the counselor provides conditions that make it easier for clients to be able to change their behavior in dealing with the problems they feel, in this case the right to change behavior is based on the client's will and is adjusted to the problems they experience.
3. Efforts that can be made to change the behavior of clients that can be done by the counselor, one of which is through interviews or the interaction process that occurs during counseling activities.
4. 3M in the implementation of counseling, one of which is listening activities, where listening activities are the main activities carried out by counselors in carrying out the counseling process, so that counselors can easily understand the problems felt by clients, and counselors also provide appropriate responses to clients (Yuhana & Aminy, 2019).
5. The implementation of counseling is carried out by building a close relationship between the counselor and the client by holding the key principle, namely the principle of confidentiality (Febrini, 2011).

Basically, counseling is a form of assistance provided to clients in overcoming things that clients feel interfere with their daily activities.

In the implementation of counseling services, the principles used should be sourced from studies that are relevant to the counseling practice being carried out, including the results of research and experience on human nature in a socio-cultural context in the form of understanding, objectives, functions and the process of providing counseling (SEPTILA, 2021).

B. Principles in the implementation of counseling services.

The formulation of principles in the implementation of counseling includes the following: 1) principles relating to service targets, 2) principles relating to individual problems, 3) principles relating to service programs, 4) principles relating to service implementation, with the following explanation.

1) Principles relating to service targets

This principle explains that the implementation of counseling services is carried out individually or in groups. In the implementation of counseling services, individuals who come are very varied, therefore the implementation of counseling in carrying it out certainly does not look at the age, gender, ethnicity, religion and socio-economic status of individuals. All individuals can feel the proper counseling process, tailored to the needs of clients in carrying out the counseling process (Kurniati, 2018).

2) Principles relating to individual problems

Ideally in the implementation of counseling, all individuals are given assistance to deal with the various problems they experience, but of course there are limitations in the implementation of counseling services, these limitations are a form of counselor professionalism in carrying out the counseling process to be successful. In the implementation of counseling conducted by counselors, the things that are given assistance are related to the physical / mental condition of the individual, problems of self-adjustment with oneself and with the surrounding environment (personal, learning, social and career) (Kurniati, 2018).

3) Principles relating to service programs

Counseling services are carried out on an "incidental" or programmed basis. Incidental services are provided to clients who directly come to the counselor, while for counselors who are assigned to a counseling place, of course, they have a flexible counseling program tailored to the target, individual needs, the community and the place where the counselor's institution is assigned. In order for the program to be in accordance with the needs, the counselor carries out an assessment, measurement and evaluation of the counseling program service process (Damayanti, 2021).

4) Principles relating to the implementation of services

The implementation of counseling services certainly leads to the development of individuals who are ultimately able to guide themselves in dealing with problems. In the final decision in counseling, the decision is determined by the client himself, at the will and ability of the client, of course the decision is in accordance with the problems faced by the client in his life (Damayanti, 2021).

C. Effectiveness of counseling service implementation

The effectiveness of counseling services carried out professionally will later help clients to develop optimally, otherwise if the counseling process runs ineffectively, the client's goal of alleviating his problems will certainly not succeed.

In order for the implementation of counseling services to be effective in its implementation, the counselor can understand matters in the implementation of counseling services, including the following (Mutia, 2021).

1) Duration/time span and quality of psychological distress

- 2) People's motivation and environmental support
- 3) The client's perceived health before the client presents the problem
- 4) The state of mental health felt by the client at the time of counseling.
- 5) General and specific skills of the counselor in carrying out counseling services.
- 6) The counselor's motivation and the atmosphere that can be created by the counselor in the implementation of counselling

D. Relationships in Counseling

The professional relationship in counseling is a relationship that is said to be trained, the relationship is personal although sometimes it involves more than two people or other individuals to overcome the problem. the relationship in the counseling process is designed to help the client to gain understanding and clarify views related to himself and his life and to achieve learning goals that have been set by himself.

There are three characteristics of the counselee's attitude or personality in shaping the counseling relationship in the counseling process including: 1) harmony, 2) unconditional positive attention, 3) accurate empathy, with the following explanation (Hasni, 2021).

- 1) Alignment which is an important characteristic that implies that the counselor has a real appearance that is actually integrated during the counseling meeting, the counselor is present for the client without falsehood and is open in feelings and attitudes that arise with the client.
- 2) Unconditional positive attention

Deep unconditional positive attention is a form of sincere attention and is given by the counselor to the client in a sincere manner. This unconditional attention is a form of evaluation or assessment of good and bad feelings/thoughts and behavior.

The counselor accepts the client as he is and helps the client understand to know his own feelings and life experiences. acceptance is an acknowledgment of the client's right to have feelings, not approval of all behavior. The main concept of unconditional positive has "all or nothing" characteristics such as harmony, unconditional positive regard which is an element in a sequence.

- 3) Accurate empathy is the counselor's most important task in understanding the client's experiences and feelings that arise during the counseling process. The goal is for the client to have a closer connection with himself, experiencing his own feelings more intensely. This concept states that the counselor understands the client's feelings as if the client's feelings are the counselor's feelings, but is not immersed in the client's feelings. the relationship between the counselor and the client is central to person-centered counseling, it is established by Rogers that these three core conditions are considered important, but do not negate the relationship between a person that causes others to stop the effectiveness of the counseling process.

METHODOLOGY

The research method that will be used is literature review or literature reviews. Literature A review is a written summary of articles, books, and other documents that describes the past and current state of knowledge about a topic, organizes the literature into topics, and documents the need for a proposed study. literature This review aims to provide a need for research and show that other studies do not address the same topic in exactly the same way. Literature reviews also show the audience that the researcher is knowledgeable about studies related to a topic. Literature reviews differ in quantitative and qualitative research. In quantitative research, researchers provide a detailed review of the literature to justify the main objectives and research questions of a study. In qualitative research, researchers use a limited amount of literature at the start of the study to allow participants' views, rather than perspectives from the literature, to play a major role in the research. Literature also helps to establish the importance of the research problem or issue. Then, literature is cited again at the end of the study in both quantitative and qualitative research, but the use is again different. In quantitative research, the literature at the end compares the results with predictions made at the beginning of the research (Creswell, Jhon W: 2012).

Design and conduct literature The review involves five interrelated steps. First, the researcher identified key terms to use in the literature search. They look for these terms in titles, research questions, or in computer databases. Next, researchers place literature in library sources such as summaries, books, journal publications and electronic sources, and early stage literature. After finding the literature, the researcher then critically evaluates the material and makes a determination of its relevance for use. The criteria for evaluating materials consist of: assessing the quality of publications and rigor of research as well as checking the relevance of the topic for research. The researcher then obtains the literature, notes or abstracts it, and organizes it into a visual representation of the literature, called a literature map. This map helps to organize past literature as well as illustrate how the proposed study fits into the overall literature. The final step is actually writing literature reviews. Writing strategies at this point include using appropriate style manual formatting and developing titles for the written literature review. Researchers need to consider the extent or length of review for different types of research reports. The type of review will also vary, depending on the type of report. Some literature A review is a thematic review that summarizes the main themes that appear in a literary work. Other literature reviews provide a more detailed study analysis, a study-by-study approach in which each study is examined for its aims and questions, the form of data collected, and the main results. The researcher concludes the literature review by summarizing the main themes and presenting the rationale for the proposed study or the importance of studying the research problem. These reasons lead to the rationale for the research being

built naturally into the statement of objectives and research questions or hypotheses (Creswell , Jhon W: 2012).

RESEARCH RESULT DAN DISCUSSION

According to (Brammer & Shostrom, 1977) there are 6 characteristics and dimensions of relationships in counseling, namely:

A. Unique/Similarity

Counseling relationships are unique. The factors that create this uniqueness are diverse, one of which is due to human differences. The unique factors include the counselor's attitude, behavior and physical characteristics. In the counseling process, the counselor must adjust his attitude to the problems brought by the client. Sari & Setiawan (2020) concluded that counselors' attitudes towards a diagnosis of complicated grief are more positive than the specialist literature suggests, with the benefits of having a diagnosis of complicated grief outweighing the risks of pathology. In addition, according to (Bramante et al., 2023) stated that female counselors (both effective and least effective) have more positive attitudes in counseling than male counselors. Another aspect of uniqueness in the counseling relationship is the different relationships that people build. One unique element in counseling is the advice given, its structure well planned and explained in terms of the process. The giving of advice and ideas is done in an atmosphere of care and based on prevailing norms (Syahri, Netrawati, et al., 2022).

Another unique element that distinguishes the counseling relationship is the counselor's ability to be objective and emotionally involved, because it is intimate, structured, and attitudinal, it also has similarities to other human situations. In another sense, the counseling relationship is an extension of the process of living effectively. The counselor's personality is an 'instrument' that determines positive results in the counseling process, because the core of the therapeutic process in counseling is the relationship built between the counselor and the counselee (Tasmara et al., 2023).

B. Objektif/Subjektif

According to Celenza (2022) the importance of the terms objectivity and subjectivity has been considered for three aspects of counseling, viz: the relationship between the psychologist and the client, the psychologist's emotional reaction to the client's behavior, and the presentation of values to the client.

According to (Bramante et al., 2023) this objectivity and subjectivity refer to emotional levels and things that affect intellectual and emotional elements. Objectivity refers more to cognitive, scientific, and typically a relationship. Where the client is considered as an object of study or as part of the human being who is experiencing problems or suffering. Therefore, the counselor will give the client views and values without personal

judgment. An effective counselor must be responsive in addressing this (Lumongga, 2014).

What counselor behavior means to clients is that they feel the counselor respects their views, does not impose his or her ideas on the client, and looks at their problems rationally and analytically. They want the counselor to be emotionally involved and be a person they can relate to. This can happen if the counselee feels happy to be involved in the counseling process and feels the need to develop his potential in overcoming the problems he is experiencing (Fitriyanti et al., 2022).

The subjective element refers to an attitude of warmth and psychological closeness and a deep connection to the client's problems. This behavior is often described as caring. In contrast, some clients perceive the counselor's involvement as a threat, as they are sent to exercise control or to reveal themselves to others. They experience anxiety because of this, feeling too vulnerable (fear of being attacked) and fearing that their emotions will be controlled. These feelings of anxiety are amplified when clients perceive that the counselor will interfere with their feelings or even reject their feelings. The nature of the emotional interaction seems to be the key that determines the quality of the relationship, or encounter.

Subjective relationships present emotional/feeling involvement in the form of warmth and closeness. In counseling ethics, it must be balanced between the objectivity of the counselor to the problem being discussed and how to build closeness or subjectivity with the counselee, so that the counselee tells the perceived problem (Basyid, 2022).

In counseling objectivity and subjectivity should be harmonious, where the counselor operates both positions and combines both elements. Objectivity is needed in diagnosing, while subjectivity is needed in establishing the counseling atmosphere/climate itself.

C. Kognitif/Afektif

Cognitive relationship elements refer to intellectuality such as exchanging information. While affective elements refer to the expression of feelings and change, the counselor must know when to encourage rational testing of the client and interpret the client's problem and when to encourage the exploration of feelings and combine with their ideas (Bramante et al., 2023). According to Grater (Corey, 2016) clients choose counselors who have cognitive and affective characters. These two elements are interconnected and affect the whole, not separately, because if one element is absent, the other two elements will not be effective (Marjo, 2022).

D. Ambiguity

Bordin (Brammer & Shostrom, 1977) states ambiguity is a characteristic of a stimulus situation in which people respond differently and responses are not clearly indicated. The counseling relationship is vague and ambiguous for the client. Ambiguity serves the function of allowing the client to project feelings into the counseling situation. The process of projecting feelings helps clients to become aware and concerned

about their feelings, thus enabling the counselor to know and deal with them through clarifying counseling techniques. Too much ambiguity in the client leads to strangeness in the relationship where the client should feel secure and structured in the relationship. Having tolerance for ambiguity that occurs in counseling as a consequence of human complexity is a characteristic of a patient and qualified counselor (Saleem & Hawamdeh, 2023).

There is some confusion in the relationship if the counselor explains too much personality to the client or becomes too familiar with the client. For example, the counselor behaves more like a friend than a counselor. If the counselor is too friendly with the client in the sense that they allow themselves to be known too early and describe the personality, the counselor will find that they feel compelled to act too strongly themselves in the interview situation. Thus, the interview may be pushed in the direction of intimate social or friendship talk. This issue is controversial, as there is some literature that emphasizes the importance of a counselor being friendly with clients.

E. Responsible/Akutanble

Responsibility or accepting the client in the counseling relationship implies a willingness on the part of the counselor to assume some responsibility for the counseling outcome and some willingness to share in the client's problems. Clients also have responsibilities, for which they assume most of it is their problem and behavior that is at stake. We feel that the counselor is not responsible for running the client's life or choosing advice. That the client is responsible for setting the goals of counseling because he/she has a problem. Counselors have more influence than they realize because they have power and status as healers.

According to Yaumi (Trisnowati, 2024) *responsibel* means accountable or accountable. Responsible people can be counted on to do their duty and to honor commitments. If someone acts responsibly, others know that this person is reliable.

F. Dimensions of Ethics

The hallmark of the professional counselor is the ethical handling of the client relationship, so that both the client and society are protected. The code summarizes ethical principles that are based on dominant social values. To cover questions that often arise in counseling, the ethical standards committee of the American Psychological Association has published a standard code of ethics in 1979, this code is continuously revised to reflect changes in cultural values. The American Personnel and Guidance Association in 1981 also published a revised statement of ethical standards originally designed for school and college counseling settings. The APA Code includes the following principles, stated here in a very abbreviated form in order to show the general idea of the nine principles. These are important for all counselors and apply the principles, parts of the principles, and standards to specific cases. The ethics in question are:

1. Responsibility, one of which is mastery of various approaches and techniques in counseling (Kurniawan, 2020).
2. Competence, including academic and professional competence as a whole (Rahmanisa et al., 2021).
3. Moral and legal standards, moral standards that serve as guidelines for members of the profession (counselors) are regulated and translated in the counselor's code of ethics (Waroh et al., 2023).
4. Public reports, in optimizing to conduct counseling, public reports aim to increase individual or group knowledge so that activities in conducting counseling can increase participants in obtaining counseling services (Hardy et al., 2021).
5. Confidentiality, counselors have an ethical responsibility to explain the meaning of confidentiality in every counseling service (Syamila & Marjo, 2022).
6. Consumer well-being, will affect individual loyalty in achieving their KES (Rehanara, 2021).
7. Professional relationships, counseling is a professional service that utilizes relationships between individuals (Sagita et al., 2022).
8. Assessment utilization technique, the counselor conducts a reassessment by involving the counselee and his environment to jointly assess the problems experienced by the counselee (Surjaningrum et al., 2020).

CONCLUSIONS AND RECOMMENDATIONS

The psychotherapy and counseling relationship has several basic dimensions, such as: uniqueness-sameness, objectivity-subjectivity, cognitive-affective, ambiguity-clarity, and responsibility-accountability. Counselors have the difficult task of recognizing and appropriately addressing these seemingly paradoxical elements of the relationship.

Since therapeutic effectiveness depends largely on the quality of the relationship between counselor and client, the basic attitude of the counselor is of great importance. Attitudes of acceptance and understanding have considerable consequences on the psychological climate of the interview. The climate created by these attitudes has important implications for the client's evaluation of his or her own personality. The key to an effective attitudinal climate is for the counselor to assume an internal frame of reference, which is an attempt to understand the client by taking the client's view of the situation. The counselor should have the additional characteristics of warmth, intelligence, flexibility, humility, and willingness to share responsibility.

ADVANCED RESEARCH

The results obtained from this article are a form of understanding the relationship that occurs in the counseling process, the things described in this counseling relationship are uniqueness-similarity, objectivity-subjectivity, cognitive-affective and responsibility-accountability. Related to further research from the results obtained are other forms of relationship dimensions that can be discussed related to the successful counseling process.

ACKNOWLEDGMENT

Gratitude is expressed to the lecturers of the course, namely Mr. Dr. Rezki Hariko, M.Pd., Kons and Mrs. Dr. Yeni Karneli, M.Pd., Kons who have helped the author in completing this article in accordance with the material from the lectures that have been undergone.

REFERENCES

- Afdal, A., Arnaldi, A., Nirwana, H., Alizamar, A., Zikra, Z., Ilyas, A., & Fikri, M. (2019). *Increasing life satisfaction of domestic violence victims through the role of supporting group therapy on social media*.
- Azizah, N. (2022). *PENDEKATAN TEORI GESTALT DENGAN TEKNIK KURSI*. 2(2).
- Basyid, H. A. (2022). *Bimbingan Konseling Islam: Dakwah Responsif & Solutif*. Inoffast Publishing Indonesia.
- Bramante, C. T., Buse, J. B., Liebovitz, D. M., Nicklas, J. M., Puskarich, M. A., Cohen, K., Belani, H. K., Anderson, B. J., Huling, J. D., & Tignanelli, C. J. (2023). Outpatient treatment of COVID-19 and incidence of post-COVID-19 condition over 10 months (COVID-OUT): a multicentre, randomised, quadruple-blind, parallel-group, phase 3 trial. *The Lancet Infectious Diseases*, 23(10), 1119–1129.
- Brammer, L. M., & Shostrom, E. L. (1977). *Therapeutic psychology: Fundamentals of counseling and psychotherapy*. Prentice-Hall.
- Celenza, A. (2022). *Transference, love, being: Essential essays from the field*. Routledge.
- Corey, G. (2016). *Theory and Practice Of Counseling and Psychotherapy*. California State University. American Board Of Profesional Psychology.
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. pearson.
- Damayanti, S. (2021). Implementasi Program Komprehensif Bimbingan dan Konseling dalam Pengembangan Potensi Siswa. *Rausyan Fikr: Jurnal Pemikiran Dan Pencerahan*, 17(1).
- Febrini, D. (2011). *Editor: Samsudin, Bimbingan dan Konseling*. Brimedia Global.
- Fitriyanti, E., Alam, A. J., & Rauf, W. (2022). Hubungan Kematangan Emosi terhadap Pengambilan Keputusan Karir Siswa MA dan SMK Pesantren Pembangunan Muhammadiyah. *Jurnal Edukasi Sainifik*, 2(1), 1–8.

- Hardy, S., Saeroji, S., & Tukayo, I. (2021). ANALISA SITUASI DAN PERAN INSTITUSI MASYARAKAT PEDESAAN SELAMA PANDEMI COVID-19. *Jurnal Skolastik Keperawatan*, 7(1), 1-8.
- Hasni, E. (2021). Pendekatan Client Centered Teraphy. *Proceedings of Annual Conference on Islamic Educational Management*, 92-109.
- Kurniati, E. (2018). Bimbingan Dan Konseling Di Sekolah; Prinsip Dan Asas. *Ristekdik: Jurnal Bimbingan Dan Konseling*, 3(2), 54-60.
- Kurniawan, N. A. (2020). Profesionalitas konselor selama pandemi Covid-19. *Prosiding Seminar Bimbingan Dan Konseling*, 87-91.
- Lumongga, D. R. N. (2014). *Memahami dasar-dasar konseling dalam teori dan praktik*. Kencana.
- Marjo, H. K. (2022). Etika dan Kompetensi Konselor Sebagai Profesional (Suatu Pendekatan Literatur Sistematis). *Jurnal Paedagogy*, 9(1), 86-93.
- Mutia, S. (2021). Pelaksanaan Program Layanan Bimbingan Dan Konseling Disekolah. *Intelektualita*, 7(01).
- Nasution, H. S., & Abdillah, A. (2019). *Bimbingan Konseling: Konsep, Teori Dan Aplikasinya*.
- Rahmanisa, R., Rahmat, H. K., Cahaya, I., Annisa, O., & Pratiwi, S. (2021). Strategi Mengembangkan Resiliensi Individu di Tengah Masa Pandemi COVID-19 Menggunakan Islamic Art Therapy [Strategy to Develop Individual Resilience in The Middle of The COVID-19 Pandemic using Islamic Art Therapy]. *Journal of Contemporary Islamic Counselling*, 1(1).
- Rehanara, R. (2021). *Pengaruh Praktik Administrasi, Tingkat Kesejahteraan, Layanan Konseling Dan Pelatihan Terhadap Kepuasan Kerja Dalam Meningkatkan Loyalitas Karyawan Plasa Telkom Solo*. Universitas Muhammadiyah Surakarta.
- Sagita, D. D., Neviyarni, N., Afdal, A., Ifdil, I., & Marjohan, M. (2022). Kepribadian Konselor Hebat Menurut Pemikiran Hamka. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 5(3), 349-356.
- Saleem, T., & Hawamdeh, E. S. (2023). Counselor self-efficacy, spiritual well-being and compassion satisfaction/fatigue among mental health professionals in Pakistan. *Current Psychology*, 42(16), 13785-13797.
- Sari, N. P., & Setiawan, M. A. (2020). *Bimbingan dan Konseling Perspektif*

Indigenous: Etnik Banjar. Deepublish.

SEPTILA, F. S. (2021). *Prinsip Bimbingan Konseling (BK)*.

Surjaningrum, E. R., Ambarini, T. K., Ariana, A. D., Arbi, D. K. A., Cahyanti, I. Y., & Hartini, N. (2020). Pemberdayaan Masyarakat untuk Meningkatkan Ketahanan Keluarga di Masyarakat Pesisir Kota Surabaya. *INSAN Jurnal Psikologi Dan Kesehatan Mental*, 5(2), 134.

Syahri, L. M., Mudjiran, M., Sukma, D., & Syahrial, S. (2022). KESIAPAN KONSELOR DALAM PROSES KONSELING YANG BERHASIL. *Jurnal Bimbingan Konseling Dan Psikologi*, 2(2), 82-91.

Syahri, L. M., Netrawati, N., & Syahrial, S. (2022). Layanan Konseling Kelompok dengan Pendekatan Gestalt untuk Mengatasi Quarter Life Crisis pada Mahasiswa. *Jurnal Bimbingan Konseling Dan Psikologi*, 2(1), 13-20.

Syamila, D., & Marjo, H. K. (2022). Etika Profesi Bimbingan dan Konseling: Konseling Kelompok Online dan Asas Kerahasiaan. *Jurnal Paedagogy*, 9(1), 116-123.

Tambunan, S., & Mulkiyan, M. (2021). Strategi mengatasi trauma pada korban bullying melalui konseling eksistensial. *Jurnal Mimbar: Media Intelektual Muslim Dan Bimbingan Rohani*, 7(2), 214-234.

Tasmara, L., Al-Hafidz, H., Berutu, R., & Pardamean, A. (2023). Kualitas Pribadi Konselor Dalam Menentukan Keberhasilan Proses Konseling. *Jurnal Ilmiah Wahana Pendidikan*, 9(3), 297-303.

Trisnowati, E. (2024). *Implementasi Teori Konseling Individual*. PT. Sonpedia Publishing Indonesia.

Tyler, L. E. (1953). *The work of the counselor*.

Waroh, M., Putri, A. E., Khofifah, K., Yusra, A., Nuramita, N., & Alhamdika, Z. (2023). Nilai Moral di Kabupaten Merangin dalam Proses Layanan Konseling. *Journal on Education*, 6(1), 2609-2615.

Yuhana, A. N., & Aminy, F. A. (2019). Optimalisasi peran guru pendidikan agama Islam sebagai konselor dalam mengatasi masalah belajar siswa. *Jurnal Penelitian Pendidikan Islam*, 7(1), 79.

Zamroni, E. (2016). Self Resilience Pada Konselor: Konstruksi Konselor Tahan Uji Sebagai Pribadi Efektif Dalam Melayani Konseli. *G-Couns: Jurnal Bimbingan Dan Konseling*, 1(1).