

“COMFORT ZONE” OF COUNSELOR AND COUNSELEE IN COUNSELING SERVICE

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Abstract: The provision of guidance and counseling services with the aim of achieving optimal student development will be implemented if the counselor knows what factors make the counselee feel comfortable. The objective of this study is to assess the level of comfort experienced by both the counselor and the counselee, thereby facilitating the realization of the service. The research employed is a qualitative literature review, examining several sources, including books, journals, and other relevant materials, as the primary research object. It has been determined that becoming a counselor is not solely contingent upon physical evidence, such as a diploma that substantiates completion of a bachelor's degree program in guidance and counseling, along with graduation from a professional education program for teachers. Additional factors must be taken into consideration. A professional counselor must possess a fundamental understanding of the ethical principles that govern their practice and exhibit personal characteristics conducive to effective counseling. When a counselor exhibits the anticipated characteristics and ethics, establishing a relationship between the counselor and the counselee is not a sufficient challenge in itself. In addition to the internal factors present within a counseling context, external factors such as facilities and infrastructure play a pivotal role in the implementation of counseling services.

Keywords: counseling relationship; facilities; professional counselor

INTRODUCTION

In Indonesia, the educational system comprises three distinct pathways: formal, non-formal, and informal education, as outlined in Law No. 20 of 2003 (Rembangsupu et al., 2022). Schools, as a formal educational pathway within the school system, play a pivotal role in achieving the objectives of national education. In formal education, there are areas that exhibit a unified approach. The three fundamental aspects of concern are as follows: (a) management and leadership; (b) educational learning; and (c) guidance and counseling that empowers (Tjalla, 2020). The concept is analogous to the human body: the leadership domain corresponds to the head, the learning domain to the body, and the guidance and

counseling domain to the legs. In the context of formal education, the presence of deficiencies or disabilities indicates an incomplete body or unit (Pratiwi, 2022).

Guidance and counseling are particularly significant in student development, as they facilitate the optimal completion of developmental tasks. According to Permendikbud No. 111 of 2014, guidance and counseling is defined as a systematic, objective, logical, sustainable, and scheduled effort by counselors to facilitate student growth and independence. The implementation of guidance and counseling extends from elementary school education to the high school level (Hendriani & Neviyarni, 2023; Nurohman & Prasasti, 2019). School counselors play an important role in promoting student learning and development through comprehensive guidance programs (Arumugam et al., 2021). The provision of guidance and counseling services is instrumental in fostering independence among students, thereby empowering them to become effective counselors and contributing to the attainment of the Vision of Indonesia 2045 (Hapsari et al., 2025; Kemendiknas, 2007).

The process of becoming a counselor is outlined in Permendikbud 111. In accordance with this decree, an individual who has obtained a Bachelor's degree in Guidance and Counseling Education and has successfully completed the Professional Counselor Education program is eligible to assume the role of a counselor. However, extant research in the field reveals a paucity of appropriate evidence. Specifically, studies indicate that teachers are considered an integral component of the guidance and counseling process (Adinda et al., 2023). This process involves students, principals, and parents and aims to address problems that arise during the learning process. The educational qualifications of counselors at one of the junior high schools are not from graduates of guidance and counseling programs, indicating that the services provided are of a fairly high quality and not attributable to their graduate qualifications in guidance and counseling. This suggests a mismatch in service-provision procedures (Nadya, 2021).

The program components in guidance and counseling are divided into four parts: basic services, responsive services, individual planning, and system support (Hadziq & Yudha, 2024). The implementation of guidance and counseling service programs should be carried out, according to the circumstances and conditions, to help students achieve optimal growth. The personal and social competencies of the counselor, including self-knowledge, self-confidence, and communication skills, have been shown to positively influence their performance in responsive services (Samad et al., 2022). One such service is counseling, which is the interaction between a counselor and a client aimed at creating conditions for personal growth through person-centered dialogue. The objective of counseling is to help individuals become aware of their limitations and possibilities (de Lima Júnior & Chitolina, 2019). Within the counseling process, the counselor must meet three fundamental conditions to effectively promote therapeutic transformation and counselee self-development. These conditions encompass congruence, which signifies authenticity or sincerity in the relationship between counselor and counselee, unconditional positive regard, which involves a non-judgmental and accepting stance towards the counselee, and accurate empathic understanding, which entails the ability to perceive and respond to the counselee's emotional state with precision and compassion (Kryuchkov, 2016; Lee & Park, 2023).

In addition to fostering a positive relationship during the counseling process, specifically the relationship between the counselor and the counselee, counselors are also

obligated to maintain core conditions. The implementation of guidance and counseling services depends on adequate facilities and infrastructure, which are essential to their success. The minimum standards for guidance and counseling facilities and infrastructure in junior high, senior high, and vocational high schools in Indonesia have not been met and are considered low (Marimbun & Pohan, 2021). Only one in 14 schools met the standards for guidance and counseling facilities and infrastructure (Intishar et al., 2015). Many educational institutions lack the resources to provide adequate counseling services. For instance, a survey conducted in Yogyakarta found that only 50% of the schools had counseling rooms with standard dimensions (Putranti, 2015). A lack of adequate facilities can impede the delivery of effective services, thereby exerting a detrimental influence on students' academic and personal development (Cania et al., 2024). A review of the extant literature reveals a paucity of effective oversight of guidance and counseling facilities and infrastructure in secondary schools. This oversight is a salient factor in the suboptimal delivery of services (Sari et al., 2023).

The effectiveness of guidance and counseling services in promoting optimal student development depends on counselors' understanding of the factors that contribute to counselees' comfort with the services provided. The objective of this study was to examine the concept of comfort in counseling from the perspectives of both the counselor and the counselee. This investigation was undertaken to ensure that the counseling center's services met its stated goals.

METHOD

This study employed a qualitative approach centered on a literature review. The review was conducted by analyzing various scholarly materials, including books and journals, which served as the primary data source. A literature review involves synthesizing information from books, journals, and other documents to describe theories and provide both historical and current insights by organizing relevant sources on a specific topic (Creswell, J. W., & Creswell, 2018).

This literature review method is used to describe the comfort of counselors and counselees in counseling services. The steps used according to (Kuhltau, 2002) consist of (1) choosing a topic, (2) exploring information, (3) determining the focus of the research, (4) collecting data sources, (5) presenting data, and (6) processing data. The data will be used as a reference from books, journals, and previous research. Data sources were obtained from several national and international books, articles, and journals related to the comfort of counselors and clients in counseling services. The literature was retrieved from several academic databases, including Google Scholar, DOAJ, ScienceDirect, Wiley Online Library, and SAGE Journals, covering an 8-year period from 2017 to 2024.

RESULT AND DISCUSSION

A Counselor's Professionalism

A comfortable environment during a counseling session depends on the counselor's professionalism. The integration of the counselor's competence, ethics, and personal

qualities is indicative of their professionalism. Regulation of the Minister of Education and Culture Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education highlights the importance of competent counseling skills, compliance with the code of ethics, and sensitivity to the counselor's circumstances. Professional counselors possess a high degree of counseling sensitivity, which enables them to encourage behavioral change in the counselee through a variety of adaptive approaches. When counselors conduct counseling sessions ethically and competently, counsees will feel physically, emotionally, and psychologically safe, a prerequisite for creating a comfortable counseling relationship (Azwar & Maemunah, 2025; Nuzliah & Siswanto, 2019).

The counselor's personal readiness to manage themselves before helping others also influences the comfort zone in counseling sessions. It is imperative that counselors possess self-awareness and robust psychological well-being to ensure a comprehensive and stable presence during counseling sessions (Andres, 2025; Wulandari, 2018). Counselors who demonstrate proficiency in emotional regulation and introspection are better equipped to establish a tranquil, non-intimidating atmosphere, thereby fostering an environment in which counsees feel receptive to confiding in the counselor. A meaningful counseling process requires the development of professional knowledge and perseverance so the relationship between counselor and client can be established in a sustainable and trusting manner (Faiz et al., 2018; Lexianingrum et al., 2025).

Furthermore, the degree to which counselors demonstrate flexibility in implementing the counseling process serves as a critical indicator of their professional competence, particularly in addressing the unique needs of each counselee. This flexibility has been shown to strengthen the bonds of loyalty and relational commitment between counselor and counselee, thus contributing to the effectiveness of counseling. The therapist's consistent commitment fosters a sense of being valued and cared for in the counselee, thereby creating a sustainable comfort zone (Ardimen, 2018). In technical counseling, the quality of the personal counselor is crucial; effective, in-depth counseling is provided. The characteristics possessed by counselors include stability, calmness, flexibility (Baştemur & Uçar, 2022), empathy, respect for ethnicity, compassion, caring, and commitment for counseling to be effective (Sari et al., 2024). Counselors possess intellectual, emotional, social, and moral qualities, as well as private physical characteristics (Sholihah et al., 2019). Counselor knowledge of other psychologists' dynamics or characteristics is frequently incorporated within the framework of group counseling (Kushendar et al., 2018; Pratiwi et al., 2025). Therefore, a counselor's professional demeanor is reflected not only in their technical mastery but also in their personal integrity and relational ethics. These elements collectively establish a comfort zone that serves as a safe space for the counselee to grow and change.

Counselor and Counselee Relationship in the Counseling Process

Rogers posited that the approach is rooted in three fundamental conditions: congruence, empathy, and unconditional acceptance. Empathy, in this context, is defined as the counselor's endeavor to enter the realm of the counselee and strive to comprehend their perspective (Teo, 2020). The concept of congruence, otherwise known as authenticity, is characterized by an honest attitude, complete transparency, and a sincere effort to be genuine. In this sense, the counselor is expected to be authentic in both their feelings and interactions with the counselee. Ultimately, unconditional acceptance, coupled with the

manifestation of non-judgmental warmth, engenders a sense of acceptance within the counselee, thereby mitigating the perception of threat. The initiation of this relationship is predicated on three conditions, the fulfillment of which can effect change in the counselee. The crux of the counselor's role lies in fostering an optimal atmosphere during the counseling process (Ratnawati, 2017; Sari et al., 2024; Swan & Ceballos, 2020).

Establishing a counseling relationship is paramount, and the counselor must first develop a strong sense of self-awareness, a clear understanding of counseling's purpose, and a comprehensive mastery of the counseling process. Otherwise, the counselor risks a lack of authenticity and effectiveness in the relationship, potentially leading to suboptimal outcomes for the counselee (Rufaedah & Ikhwanarropiq, 2022). The nature of the relationship between the counselor and the counselee depends on the counselor's personality, beliefs, and behavior (Insani & Astuti, 2024). Consequently, the quality of the relationship the counselor establishes is inextricably linked to the counselor's personal attributes. The relationship between the counselor and the counselee is characterized as an individual-to-individual relationship, considered significant (Haruna & Gurjiya, 2022; Yulitri & Hardi, 2020). One form of appreciation for the counselee is that the counselor must be aware of their capacity to identify solutions to the counselee's current problems.

A counselor's professional abilities are realized through the integration of personal qualities, fulfillment of core counseling conditions, and relational commitments that create a comfort zone as a safe space for the counselee to develop and change.

Facilities and infrastructure

There are challenges in implementing guidance and counseling services; although these services are often implemented to promote success, several factors can hinder this process, both internal and external. The factors that are intrinsic to the counselor's competence are undoubtedly influenced by external factors, including norms, facilities, infrastructure, and the physical environment (Daulay et al., 2023). One of the most critical components of counseling facilities and infrastructure is the provision of counseling rooms, designed to facilitate the delivery of counseling services. The facility is composed of the following rooms: (1) a workspace, (2) an individual counseling room, (3) a guest room, (4) a group guidance and counseling room, (5) a data room, (6) a bibliocounseling room, and (7) other rooms in accordance with the development of the guidance and counseling profession (Anggara & Suherman, 2024). Furthermore, adequate facilities and infrastructure are imperative for effective service delivery. Such facilities should include designated rooms for individual and group counseling, administrative space, and designated resource areas (Fitria et al., 2021). Empirical evidence in the field indicates that many infrastructure facilities do not meet their intended standards, particularly in elementary schools (Khoeriyah, 2024).

The efficacy of guidance and counseling services depends on the availability of adequate facilities and infrastructure in educational institutions. The results of the study indicate that all schools have designated workspaces; however, they lack a dedicated administration room, an individual counseling room, and a group guidance and counseling room (Bhakti, 2017). The fulfillment of BK facilities and infrastructure in accordance with the national standards set out in Regulation of the Minister of Education and Culture Number 111 of 2014 is one of the factors supporting the successful implementation of BK services in

schools (Marimbun & Pohan, 2021). It has been shown that improving facilities and infrastructure enhances counseling services, thereby supporting students' academic, emotional, and social development (Rahmadani et al., 2024). The presence of adequate facilities is a prerequisite for counselors' optimal performance, thereby ensuring a humanistic and emotionally safe service experience for the counselee. Consequently, enhancing guidance and counseling facilities and infrastructure impacts service efficiency and is a fundamental prerequisite for establishing a "comfort zone" that fosters the holistic academic, emotional, and social development of participants.

CONCLUSION

As elucidated in the preceding discourse, it has been determined that the role of a counselor encompasses not only the possession of physical credentials, such as a diploma attesting to the completion of a baccalaureate degree in guidance and counseling, but also successful completion of teacher professional education. Additional requirements have been identified for the attainment of the professional counselor designation. A professional counselor must possess a fundamental understanding of the ethical principles that govern their practice.

In addition to a comprehensive understanding of these ethical guidelines, counselors must also possess personal characteristics that support an effective counseling relationship. When a counselor exhibits the anticipated characteristics and ethics, establishing a relationship between the counselor and the counselee is not particularly arduous.

In addition to the internal factors present within a counseling context, external factors such as facilities and infrastructure play a pivotal role in the implementation of counseling services. The establishment of a good relationship between counselor and counselee depends on adequate facilities and infrastructure, the counselor's ethical behavior, and the counselor's characteristics.

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