

User rating on the eligibility of the KIPAS model counseling steps

Andi Mappiare-AT^{1*)}, Lutfi Fauzan², Hastiani Hastiani³

¹²Universitas Negeri Malang, Indonesia

³IKIP-PGRI Pontianak, Indonesia

*Corresponding author, andi.mappiare.fip@um.ac.id

Abstract

This research examines the *Konseling Intensif dan Progresif yang Adaptif terhadap Struktur* counseling model (KIPAS) based on Indonesia's archipelago. In English, this means Intensive and Progressive Counseling Adaptive to Structure. The model constitutes good news (Kabar gembira), data integration and Internalization (Integrasi dan internalisasi data), action planning (Perencanaan tindakan), plan actualization (Aktualisasi rencana), and celebration or certification (Selebrasi/Sertifikasi). Together, these steps form an acronym of KIPAS, a counseling model whose steps should be tested empirically to describe the users' expectations or ratings. Data were collected using a satisfaction scale and analyzed in a descriptive percentage. The results show that the KIPAS steps are applicable, with user ratings ranging from very feasible to quite feasible.

Keywords: Counseling steps, culture-based counseling, KIPAS counseling model

How to Cite: Mappiare-AT, A., Fauzan, L., & Hastiani, H. (2020). User rating on eligibility of the KIPAS Model counseling steps. *Konselor*, 9(3), 102-109. DOI: <https://doi.org/10.24036/0202093109915-0-00>



This is an open-access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2020 by author.

Introduction

The counseling models before and during the millennial era have several essential characteristics. For instance, they are transparadigmatic between psychology, systemic-relation, and construction (Rauscher, 2012). Additionally, supporting science comprises various disciplines, including psychology, sociology, culture, and religion, with multicultural task and clientele (Daya, 2001; MacCluskie, 2010).

This counseling model's practical design has at least 9 unique features, such as being integrative and flexible or adaptive (Howard, Nance, & Myers, 1986). Moreover, the model is solution-oriented, positions the subject as an agent, and focuses on counselee's assets or strengths (Egan, 1986; Iveson, 2002; Nelson, 2009; Bandura, 2006; Giddens, 1986; Oppong, 2014; Pattoni, 2012; Scheel, Davis, & Henderson, 2013). It also involves collaborative work, happiness-oriented, allows short time and utilization of technology, online procedure or cyber counseling (Castle & Gilbert, 2006; Sprinthall, Peace, & Kennington, 2001; Sprinthall et al., 2001; Becker et al., 1985; Iveson, 2002; McCrickard & Butler, 2005).

The model is educational counseling (Konseling) in a school setting for ordinary individuals, apart from being intensive (Intensif), proactive, and striving to achieve optimal results. Furthermore, it is progressive (Progresif) and continuously striving to achieve tangible results. It is adaptive (Adaptif) in serving the demands of a structure or system, including sensitivity, responsiveness to the environment and cybernetic power. Moreover, the model exhibits self-equilibrium and the power to change the self-system to meet structural demands. It addresses structure (Struktur), comprising the school system, family, business and industry, as well as society, or stakeholders (Andi Mappiare, 2018; A Mappiare-AT, 2013; Andi Mappiare-AT, 2013).

According to studies on Indonesian culture, the KIPAS counseling model has an established scientific foundation, with the ability to be adapted and strategized during disruption (Habsy & Wahyuni, 2019; Triyono, 2018). In Indonesia, it emerges timely during a trust crisis in school personnel on guidance and counseling (Irani, 2020). Although the steps are concise, they meet contemporary counseling procedural

standards because they are short, easy, and enjoyable (Hariko & Ifdil, 2017). They are suitable for counselors and counsees as an excellent option for schools in Indonesian cultural communities (Wahyuni & Gudnanto). This model became an option in the school primarily because it has a cultural content and several folk games favourable to teachers and students (Ariantini, Naser, & Hanafi, 2019; Ariantini & Suriata, 2019; Mappiare-AT & Fauzan, 2019). The cultural content is applied more as the etic than the emic position, and it is specific compared to universal approaches (Daya, 2001).

The KIPAS model steps include good news (Kabar-gembira) by providing invitation letters and opportunity verbalization for direct counseling without intermediaries. The second step is data integration and internalization (Integrasi dan internalisasi data), which unifies self-data with the counselee's understanding to establish the core-business agreement. The third step is action planning (Perencanaan tindakan), involving designing ways towards the counselee's ideal or renewable conditions. The fourth step is plan actualization (Aktualisasi rencana), which constitutes the counselee's self-change plan implementation for ideal or renewable conditions. The fifth step is celebration or certification (Selebrasi/Sertifikasi) as a sign of valuable and dignified success. This makes the counselee, their parents, teachers, and school proud, as well as improving performance. According to (A Mappiare-AT, 2013; Andi Mappiare-AT, 2013), all these steps are worth testing.

These steps are explicitly described as study variables in the research method section, structured to counselee modification, such as behavior, thought, or feeling and emotion. In the second step, both parties manage the counselee's core-business summary in easy-to-read formats. The counselor allows the counselee to write a schematic summary of the core-business on the sheets discussed in the interview. Additionally, they collaborate, discuss, review, and revise the counselee's "core-business" scheme. The counselee complements the core-business elements with their specific labels, including neglected or ignored, as well as ideal or renewable assets.

Specific student labels of neglected or ignored-assets are latent, intellect, hidden and wasted skills. Others include stored or wasted power, excessive association, and sensitivity to deviants' orientation. Ideal or renewable assets are productive life skills, intelligent or critical thinking, and sufficient power, active and realistic analysis, as well as sensitivity to social norms. Hence, ideal or renewable assets are relatively parallel to and prepared to replace each neglected or ignored-asset.

The modification strategy labels are self-management and direction, thought and cognitive stimulation induction, empowerment, self-analysis and situation, as well as social sensitization and value clarification (Mappiare-AT & Fauzan, 2019). Self-management is a specific behavior modification strategy common in counseling, while the self-directed strategy is a medium or long-term preventive program (Meichenbaum, Carlson, & Kjos, 2007; Crisp, Doty, Smith, & Flanagan, 2009).

Induction of thought and cognitive stimulation is an instantaneous technique in stimulating the brain before natural fires to accelerate the thought process. This term is adopted from a technique to stimulate contractions for accelerated birth (Batinelli et al., 2018). Cognitive stimulation is a program to restore cognitive functions of disorders, such as dementia (Comas-Herrera & Knapp, 2016; Toh, Ghazali, & Subramaniam, 2016). On the other hand, self-immunization and internalization or injection of cultural values is a *prima donna* of meta-strategy in the 5 modification KIPAS strategies.

Social sensitization, the process of arousing sensitivity related to a specific behavior, was replaced with social sensitization and value clarification (Chen et al., 2018). The social sensitization is achieved through dialogue, a medium or long-term training program (Ndagije et al., 2019; Alapítvány, 2017). On the other hand, the value clarification strategy is commonly used in social and personal sensitivity to increase awareness (Khairunisa, 2017).

There is a personal modification in the counseling process, including behavior, thought, feelings or emotions. It takes place during data integration and internalization, action planning, as well as in plan actualization. The good news step supports personal modification, while celebration or certificate provides positive feedback for the counselee.

The research problem was centred around how the guidance and counseling teachers or school counselors assess the KIPAS feasibility steps. There were several research questions on how users evaluate the feasibility in the good news, data integrity, internalization and action planning steps. Moreover, the questions addressed how users assess feasibility in plan actualization, celebration and certificate awarding.

Table 1: Neglected or ignored-assets, modification strategy, and ideal or renewable-assets

Neglected/Ignored-Assets (Cause of Problems)	Modification Strategy	Ideal/Renewable-assets (Counseling Goals)
Latent and wasted skills	Self-management and Self-direction	Productive life skills
The intellect is hidden and wasted.	Thought induction and Cognitive stimulation	Intelligent or critical thinking
Power is stored or wasted.	Empowerment	Sufficient or full of power
Excessive associative	Analysis of Self and Situation	Active and realistic analyst
Sensitive to deviants orientation	Social sensitization and Value clarification	Sensitive to social norms or value of goodness

This study describes the feasibility level of each activity in the 5 KIPAS steps based on user assessment. The theoretical benefit of this study is obtained by empirical evidence through a culture-based counseling model, KIPAS, or scientific material. Furthermore, there are practical benefits to the culture-based counseling model, KIPAS, applicable or retried by guidance teachers or school counselors.

The KIPAS feasibility steps are the user assessment based on the joy and benefits of implementation, motivation, and support capacity to facilitate counseling, measured by a satisfaction scale.

Method

This is descriptive percentage research completed by quantitative procedures, in which counselors assessed the KIPAS steps' feasibility. The main variables described are the KIPAS steps, including 5 sub-variables, while the aspects assessed are the activities in each KIPAS step as follows:

Good News Step, involving the following activities: The first activity (1.1) involves the counselor finding positive aspects of the prospective counselee as good news, and delivers them directly through an invitation for counseling in (1.2). In activity (1.3), the counselor delivers the positive aspects directly to the counselee's parents as a letter of invitation for discussion. For activity (1.4), the counselor communicates directly to the counselee the positive aspects of counseling.

Data Integration and Internalization, including the following activities: In activity (2.1), the counselor selects only urgent discussion topics as a counselee's focus. In the next activity, (2.2), the counselors combine the information found in (2.1) by finding the label for the counselee's neglected or ignored-assets. They then interpret the information through the counselee's ideal or renewable-assets in activity (2.3). In the final activity, (2.4), the counselee internalizes their core business with the help of the counselor.

Action planning, comprising the following activities: In activity (3.1), the counselor helps the counselee carefully organize an action plan to select and determine change strategies. They then help the counselee in activity (3.2) to clearly understand the preferred modification strategy to forego neglected or ignored-assets and adopt ideal or renewable-assets. In activity (3.3), the counselor helps the counselee determine and accept a choice modification strategy in line with the specific core-business formula on a particular subject theme. Finally, they help the counselee in activity (3.4) to be committed and volunteer to undergo a choice modification strategy.

The Plan Actualization Step, with the following activities: In activity (4.1), the counselor evaluates and strengthens the counselee's commitment and volunteerism in strategy implementation. They proficiently implement at least 5 conversion strategies in the second step, (4.2). The counselor applies local practices in activity (4.3) based on Indonesian culture developed creatively and innovatively as a personal counseling development technique in counseling. In activity (4.4), they build the counselee's full involvement in implementing the strategy during and outside the interview session.

The Celebration or Certificate Awarding, with the following activities: The counselor asks the counselee in activity (5.1) to celebrate or self-reward any success achieved, where the highest celebration is providing a Counseling Success Certificate to the counselee. In activities (5.2) and (5.3), the counselor and the counselee celebrate each complete part of a counseling theme. The counselor provides a certificate to the

counselee in activity (5.4) to celebrate each achievement on a the KIPAS counseling model discussion theme.

Table 2: Conclusion Criteria

No	Range of user ratings	Label of conclusion
1	75% - 100%	Very many / all users (who) rate ...
2	50% - 74%	Many users (who) rate ...
3	25% - 49%	Quite several users (who) rated ...
4	00% - 24%	There are no / few users (who) rate ...

The population of this research comprised 105 people, including school counselors, as well as guidance and counseling post-graduate students living in Malang, Indonesia. Data were collected by a user satisfaction scale instrument that lists specific activities in implementing the KIPAS counseling model. The scale's checklist contains a list of activities to be performed by the user in implementing the model. Each activity displays a statement to be assessed by the user based on the ease of concept and implementation. Moreover, the implementation is based on its joy, impact and benefits, motivation power, as well as the ability to facilitate the counseling. Each statement provides a choice of feasibility assessment on a scale of 1 to 4, where 1 = Not feasible (or less useful), 2 = Inadequate, 3 = Fair enough, and 4 = Very feasible. The following criteria are applied to obtain the answers to this research problem:

Result and Discussion

Many users rated the first step, the Good News delivery, as feasible for the 4 activities involved, while several others considered it very worthy based on only 3 activities. This is because few users rated activity 1.3 as less easy for the counselor to implement, administer, and less useful for the counselee. Many rated the second step, data integration and internalization, as quite feasible, and several others considered the 4 activities as very feasible. On the other hand, there are no special notes about the 4 activities in this step. Many users rated the third step, action planning, as quite feasible for the 4 activities, while several others considered the 3 activities as very feasible. Users generally consider the third step as advantageous, while a few others rate activity 3.4 as less useful and less easy for the counselor to administer the counselee's commitment. The assessment of the fourth step, plan actualization, is more varied concerning each of its activities, since users consider it quite feasible regarding 3 activities. However, other users regard it very worthy, specifically on one activity, and a few others rate all the activities in this step as not easy for the counselor. Many users consider the fifth step, celebration and certifying, as quite feasible and very worthy. Furthermore, they think the fifth step is not easy for the counselor to implement and administer due to lack of motivation. The counselor provides a certificate to the counselee as a celebration for achievement on a counseling discussion theme.

This discussion emphasizes the peculiarities of the KIPAS steps compared to the modern Western approach. It is based on the orientation of the counselor-counselee interaction functions, such as affection or feeling, thought, action, or their combination. KIPAS is a counseling model based on Personal Counseling Theory (Moblely & Gazda, 2007) or Personal Theory (Sommers-Flanagan & Sommers-Flanagan, 2018), with a possibility for further exploration (Hrovat & Luke, 2016). Furthermore, KIPAS is eclectic-joyous, more or less concerned with happy eclecticism (Sprinthall et al., 2001), with its main characteristic being the joy of the subjects in teamwork. The human interaction in a learning setting that exerts total joy is shown in Quantum Teaching (DePorter, Reardon, & Singer-Nourie, 1999; Mappiare-AT & Faridati-Zen, 2014). Hence, the KIPAS counseling model is designed for this purpose, as it emphasizes the counselor and client's interaction for the counselee's dramatic and positive growth (Sommers-Flanagan & Sommers-Flanagan, 2018). This is very visible in the implementation of the KIPAS model counseling steps.

The first step of the KIPAS counseling model shows the humanistic orientation in creating counselee's comfort. As the counselee and counselor's affection or feelings take precedence, the model emphasizes the importance of good news in counseling, created from the pre-counseling stage. Therefore, many users rated the good news delivery step as quite feasible for its 4 activities. However, several users considered it very feasible based on 3 activities, including (1.1), in which the counselor finds the counselee's positive aspects as good news. The other activities are (1.2) and (1.4), where the counselor delivers positive aspects to the counselee through an invitation letter for counseling.

These results align with previous research on group guidance, in which good news is received more frequently, enhancing a formal and effective internalization of a learning culture. This is reflected in the positive feelings and emotions, as well as conscious and clear goals with a concrete, firm, and straightforward action plan (Mappiare-AT & Fauzan, 2019). Moreover, these results are technically consistent with the expectations of the advocates of positive psychology. They emphasized the importance of skilled counselors in relating with counsees, finding their strengths, and thinking positively. Relationship skills with the counselee include being sincere or genuine, having a positive unconditional appreciation, being empathetic, and communicating explicit attitudes (Meyers, 2014). This is recommended by all humanist or self-centered counseling experts, such as Rogerian (Corey, 2015; Sharf, 2015).

Counselors' skills help counsees think positively, build self-esteem, and recognize the strengths applicable in various life aspects (Xie, 2013; Hanson, 2015; Sasson, 2017; Xie, 2013; Pattoni, 2012; News editor, 2015). The skills are essential in facing this study's reality, which few users consider very feasible in activity (1.3). Counselors directly communicate to the counselee's parents about their positive aspects and deliver an invitation letter for their discussion. Furthermore, few users consider activity (1.3) as less easy for counselors to implement and administer, as well as less useful for the counselee. Therefore, it is necessary to train the skills of delivering good news in schools, as well as communication techniques in conveying value-laden information (Mappiare-AT & Fauzan, 2019; Carkhuff, 2000; Singh, 2018).

The second step of the KIPAS Model, data integration and internalization, emphasizes the cognitive orientation of the counselor-counselee interaction but ignores the affection or feeling and action. This step is analogous to the synthesis stage in E. G. Williamson's clinical approach, or Trait-and-Factors (Neukrug, 2012).

The results show that many users rated step 2 as quite feasible based on its 4 activities (Singh, 2018). In activity (2.1), the counselor selects the most urgent discussion theme as a focus for a counselee, commonly used in all approaches (Corey, 2015; Sharf, 2015; Sommers-Flanagan & Sommers-Flanagan, 2018). The counselor in activity (2.2) combines the information in the first step by finding the counselee's neglected or ignored-assets. For activity (2.3), the counselor interprets the previous information by finding the counselee's ideal or renewable-assets recommended by positive psychology advocates that emphasized the students' strengths (Magyar-Moe, Owens, & Conoley, 2015; Pattoni, 2012; Scheel, et al., 2013). These ideal assets include life goals, motivation, energy, skills, passions, social networks and communities (Simpson, 2017). For activity (2.4), the counselor helps the counselee internalize the core business aligning with the advocates of affective-action, eclectic counseling, and problem-management (Carkhuff, 2000; Okun & Kantrowitz, 2014; Egan, 1986).

The results show that many users rated step 3, action planning, as quite feasible based on its 3 activities. This stage requires cognitive, affective, and behavioral functions in the counselor-counselee interaction as suggested by integrative counseling characters (Howard et al., 1986; Hutchins, 1979).

In activity (3.1), the counselor helps the counselee to organize an action plan carefully. They involve the counselee in selecting and determining change strategies as the initiation of individual empowerment oriented to human development-oriented (Gazda, 1977)

The counselor in activity (3.2) helps the counselee understand the choice modification strategy to forego the neglected or ignored-assets. The counsees adopt ideal or renewable-assets, which help prepare their power-mobilization efforts (Magyar-Moe et al., 2015; Pattoni, 2012). For activity (3.3), the counselor helps the counselee determine and receive a modified strategy of choice according to a specific core-business formula on a particular discussion topic. In activity (3.4), the counselee is assisted in developing commitment and volunteerism in a choice modification strategy as conversion techniques (Carkhuff, 2000; Egan, 1986). Furthermore, many users rated step 3 as advantageous, though a few others considered it less useful and less easy for the counselor to administer, implying this process needs training.

The fourth step of the KIPAS model counseling is plan actualization or strategy implementation. User assessment is varied concerning each of the activities in this step. Several users consider it quite feasible precisely for the activity (4.1), in which the counselor evaluates and strengthens the commitment and volunteerism of the counselee to implement the strategy. However, many users consider it quite feasible based on activity (4.2), in which the counselor proficiently implements at least 5 behavior modification strategies. These findings support an eclectic counseling pioneer's suggestion that counselors flexibly mind and choose techniques from various approaches (Egan, 1986; Howard et al., 1986; Ivey, Ivey, & Simek-Downing, 1987).

Many users consider activity (4.3) quite feasible, in which the counselor applies creative and innovative local practices based on Indonesian culture as a personal building technique. This supports the statements and findings of previous culture-based counseling research (Fachrurrazy & Sudjiono, 2016; Mappiare-AT & Fauzan, 2019; Setyaputri, Ramli, & Mappiare-AT, 2015). In activity (4.4), the counselor involves the counselee in strategy implementation in and outside the interview session. It is considered quite feasible by many users and consistent with integrative counseling figures (Carkhuff, 2000; Cormier & Cormier, 1985; Egan, 1986; Miller, Sward, Nielsen, & Robertson, 2011; Okun & Kantrowitz, 2014). However, a few users rated all the activities in this step as not easy for the counselor to implement.

The fifth step, celebration and certificate awarding, was considered by many users as quite feasible and worthy based on all of its activities. It is the application of giving feedback and reward in the learning process, as agreed by almost all counseling figures. This case is reflected by the integrative figures between affective-feeling and action-oriented (Carkhuff, 2000; Cormier & Cormier, 1985; Okun & Kantrowitz, 2014; Sharf, 2015). In learning, it has been conducted in Quantum Teaching and is known as called Celebration (DePorter et al., 1999; Mappiare-AT & Faridati-Zen, 2014).

There are many advantages in various indicators, though few users think it is not easy for the counselor to administer the counselee's celebration or certification. It does not support a smooth counseling process in activities (5.1), which is celebration or self-reward for the success achieved. On the other hand, few users consider activity (5.2) less easy for the counselor to administer. In activity (5.3), the counselor celebrates proficiently with the counselee at the end of each session when a counselee completes a part of a counseling discussion theme of the KIPAS Model. The counselor provides a certificate for the counselee to celebrate real achievement in a counseling discussion theme. On the other hand, many users consider activity (5.4) less easy for the counselor to administer due to lack of motivation. This may be due to the counselor's heavy administrative burden, making them unable to innovate as expected by several practitioners and researchers. Moreover, it could be less inspiring when there is no ideal personal counselor with an initiative, and competent support or encouragement (Hasyim, 2015; Gumilang, 2016). There is still a lack of supporting attributes in the counselor, causing students to resist counseling (Luddin, 2014).

The KIPAS model depends on many variables regarding the duration of counseling implementation. These include the complexity of the themes discussed, as well as the counselee and the counselor's readiness. The KIPAS counseling model may be long-term or short-term and does not cut down procedures by ignoring essential areas (Hariko & Ifdil, 2017). In this regard, this research has added a scientific basis for the KIPAS counseling model, making it quite useful in the Indonesian cultural schooling settings (Habsy & Wahyuni, 2019; Ariantini et al., 2019; Mappiare-AT & Fauzan, 2019; Triyono, 2018; Wahyuni & Gudnanto). However, in the Indonesian context, it requires an ability to provide specific services for different counsees, as in various other societies (Daya, 2001).

Conclusion

The KIPAS counseling model steps have generally been rated as quite feasible. This is especially in mobilizing counselors and counsees' joy, similar to person-centered counseling that supports positive growth. Users considered the first step of KIPAS, good news delivery, as quite feasible based on its 4 activities, while others considered it very feasible regarding only 3 activities. For the second step, data integration and internalization, many users rated it as quite feasible based on its 4 activities. Many users considered step 3, action planning, quite feasible based on its 4 activities, while others rated it similarly based on only 3 activities. For step 4, plan actualization, user ratings were varied concerning each of its activities. Many users considered steps 4 as quite feasible regarding 3 of its activities, while others rated it as very worthy based explicitly on one activity. Finally, many users considered step 5, celebration and certificate issuance, quite feasible and very worthy.

References

- Ariantini, N., Naser, M. N., & Hanafi, A. (2019). Konstruksi Teknik Konseling Berbasis Budaya Model KIPAS untuk Meningkatkan Kecakapan Sosial dan Kematangan Karier Siswa. *Nusantara of Research: Jurnal Hasil-hasil Penelitian Universitas Nusantara PGRI Kediri (e-journal)*, 6(1), 26-32.
- Ariantini, N., & Suriata, S. (2019). Konstruksi Permainan Tali Luek Sebagai Teknik Empowering Konseling Model Kipas. *Jurnal Bimbingan dan Konseling Borneo*, 1(2).
- Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on psychological science*, 1(2), 164-180.

-
- Batinelli, L., Serafini, A., Nante, N., Petraglia, F., Severi, F. M., & Messina, G. (2018). Induction of labour: clinical predictive factors for success and failure. *Journal of Obstetrics and Gynaecology*, 38(3), 352-358.
- Becker, B., Nienaber, J., Christenson, R., Manak, R., DeShazer, J., & Hahn, G. (1985). Peripheral concentrations of cortisol as an indicator of stress in the pig. *American Journal of Veterinary Research*, 46(5), 1034-1038.
- Carkhuff, R. R. (2000). *The art of helping in the 21st century* (Vol. 8): Human Resource Development.
- Castle, D. G., M., & Gilbert, M. (2006). Collaborative therapy: framework for mental health. *British Journal of Psychiatry*, 189(467).
- Chen, X., Fu, R., Liu, J., Wang, L., Zarbatany, L., & Ellis, W. (2018). Social sensitivity and social, school, and psychological adjustment among children across contexts. *Developmental psychology*, 54(6), 1124.
- Comas-Herrera, A., & Knapp, M. (2016). Cognitive Stimulation Therapy (CST): summary of evidence on cost-effectiveness.
- Corey, G. (2015). *Theory and practice of counseling and psychotherapy*: Nelson Education.
- Cormier, W. H., & Cormier, L. S. (1985). *Interviewing Strategies for Helpers: Fundamental Skill Cognitive Behavioral Interventions*. Monterey, California: Brooks: Cole Publishing Company.
- Crisp, S., Doty, P., Smith, G., & Flanagan, S. (2009). *Developing and implementing self-direction programs and policies: A handbook*.
- Daya, R. (2001). Changing the Face of Multicultural Counselling with Principles of Change. *Canadian Journal of Counselling*, 35(1), 49-62.
- DePorter, B., Reardon, M., & Singer-Nourie, S. (1999). *Quantum teaching: Orchestrating student success*: Prentice Hall.
- Egan, G. (1986). *The skilled helper: A systematic approach to effective helping*. Pacific Grove, CA: Brooks: Cole publishing company.
- Fachrurrazy, F., & Sudjiono, S. (2016). Kecakapan Belanja Siswa, Kearifan Kultural, Dan Media Bimbingannya. *Jurnal Ilmu Pendidikan*, 17(3).
- Gazda, G. M. (1977). *Human relations development: A manual for educators*.
- Giddens, A. (1986). *The constitution of society: Outline of the theory of structuration* (Vol. 349): Univ of California Press.
- Gumilang, G. S. (2016). Identification of Self Position and Basic Attitude of Counselors By Semar Text. *Journal of Guidance and Counseli*, 6(1), 78-87.
- Habsy, B. A., & Wahyuni, F. (2019). Scientific Foundation Of Nusantara Culture Based Counseling Model: Kipas (Konseling Intensif Progressif Adaptif Struktur). *European Journal of Education Studies*.
- Hariko, R., & Ifdil, I. (2017). Analisis Kritik Terhadap Model Kipas; Konseling Intensif Progresif Adaptif Struktur. *Jurnal Konseling dan Pendidikan*, 5(2), 109-117.
- Howard, G. S., Nance, D. W., & Myers, P. (1986). Adaptive counseling and therapy: An integrative, eclectic model. *The Counseling Psychologist*, 14(3), 363-442.
- Hrovat, A., & Luke, M. (2016). Is the personal theoretical? A critical incident analysis of student theory journals. *The Journal of Counselor Preparation and Supervision*, 8(1), 5.
- Hutchins, D. E. (1979). Systematic counseling: The T- F- A model for counselor intervention. *The Personnel and Guidance Journal*, 57(10), 529-531.
- Irani, L. C. (2020). Critical Analysis of Nusantara Culture-Based Counseling: Professional Counseling Crisis Phenomenon by Counselor. *ProGCouns: Journal of Professionals in Guidance and Counseling*, 1(1).
- Iveson, C. (2002). Solution-focused brief therapy. *Advances in psychiatric treatment*, 8(2), 149-156.
- Ivey, A. E., Ivey, M. B., & Simek-Downing, L. (1987). *Counseling and psychotherapy: Integrating skills, theory, and practice*: Prentice-Hall, Inc.
- Khairunisa, N. (2017). The Implementation of Value Clarification Technique (VCT) Learning Model to Improve Social Care Character in Social Science Learning. *International Journal Pedagogy of Social Studies*, 2(1), 153-161.
- Luddin, A. B. M. (2014). Atribut Konselor dan Resistensi Pelajar dalam Konseling. *Jurnal Ilmu Pendidikan*, 20(2).
- MacCluskie, K. C. (2010). *Acquiring counseling skills: Integrating theory, multiculturalism, and self-awareness*: Pearson/Merrill Upper Saddle River.
- Magyar-Moe, J. L., Owens, R. L., & Conoley, C. W. (2015). Positive psychological interventions in counseling: What every counseling psychologist should know. *The Counseling Psychologist*, 43(4), 508-557.
-

-
- Mappiare-AT, A. (2013). *Martabat Konselor Indonesia dalam Falsafah dan Kinerja Model KIPAS: Konseling Intensif Progresif Adaptif Struktur*. Paper presented at the Prosiding Kongres XII, Konvensi Nasional XVIII ABKIN dan Seminar Internasional Konseling, Denpasar Bali.
- Mappiare-AT, A. (2013). *Penguatan Layanan Bimbingan melalui Model Konseling Intensif dan Progresif dan adaptif terhadap Struktur (KIPAS)*. Paper presented at the Proceeding Seminar Internasional forum FIP-JIP se-Indonesia. Medan.
- Mappiare-AT, A., & Faridati-Zen, E. (2014). Pengembangan Perangkat Pembelajaran Matakuliah Riset Kualitatif Untuk Mahasiswa Bimbingan Konseling. *Jurnal Ilmu Pendidikan*, 20(2).
- Mappiare-AT, A., & Fauzan, L. (2019). Keberfungsian Model ABC Tschudi untuk Internalisasi Budaya Belajar Mahasiswa. *Jurnal Kajian Bimbingan dan Konseling*, 4(2), 53-61.
- McCrickard, M. P., & Butler, L. T. (2005). Cybercounseling: A new modality for counselor training and practice. *International Journal for the Advancement of Counselling*, 27(1), 101-110.
- Meichenbaum, D., Carlson, J., & Kjos, D. (2007). *Cognitive-behavioral therapy*: American Psychological Assoc.
- Miller, A., Sward, J., Nielsen, R., & Robertson, S. (2011). Theoretical integration of humanistic and cognitive/behavioral approaches in counseling. *Ideas and research you can use: VISTAS 2011*, 1-9.
- Mobley, J. A., & Gazda, G. M. (2007). *Creating a Personal Counseling Theory*: Retrieved April.
- Ndagije, H. B., Manirakiza, L., Kajungu, D., Galiwango, E., Kusemererwa, D., Olsson, S., . . . Speybroeck, N. (2019). The effect of community dialogues and sensitization on patient reporting of adverse events in rural Uganda: Uncontrolled before-after study. *PloS one*, 14(5), e0203721.
- Nelson, J. A. (2009). Book Review: *More Than Miracles: The State of the Art of Solution-Focused Brief Therapy* (2007) Steve deShazer & Yvonne Dolan with Harry Korman, Terry Trapper, Eric McCollum, & Insoo Kim Berg. New York: The Haworth Press, Inc., 177 pp. \$24.95 (soft), ISBN# 978-0-7890-3398-7. Reviewed by. *The Family Journal*, 17(1), 96-97.
- Neukrug, E. (2012). *An introduction to the counseling profession: The world of the counselor*: Brooks/Cole/Cengage Learning.
- Okun, B. F., & Kantrowitz, R. E. (2014). *Effective helping: Interviewing and counseling techniques*: Nelson Education.
- Oppong, S. (2014). Between Bandura and Giddens: Structuration theory in social psychological research?
- Pattoni, L. (2012). *Strengths-based approaches for working with individuals*.
- Rauscher, L. A. (2012). Paradigm adherence and personality correlates across mental health professions.
- Scheel, M. J., Davis, C. K., & Henderson, J. D. (2013). Therapist use of client strengths: A qualitative study of positive processes. *The Counseling Psychologist*, 41(3), 392-427.
- Setyaputri, N., Ramli, M., & Mappiare-AT, A. (2015). Pengembangan media permainan “roda pelangi” untuk meningkatkan efikasi diri siswa SMP dalam menghadapi ujian. *Bimbingan dan Konseling*, 28(1), 38-46.
- Sharf, R. S. (2015). *Theories of psychotherapy & counseling: Concepts and cases*: Cengage Learning.
- Singh, M. G. (2018). Educational guidance and counseling concept and its development strategies. *Differences*, 2(3).
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*: John Wiley & Sons.
- Sprinthall, N., Peace, S., & Kennington, P. (2001). Cognitive-developmental stage theories for counseling (pp. 109^ 130). *The handbook of counseling*. Thousand Oaks, CA: Sage.
- Toh, H. M., Ghazali, S. E., & Subramaniam, P. (2016). The acceptability and usefulness of cognitive stimulation therapy for older adults with dementia: A narrative review. *International Journal of Alzheimer's Disease*, 2016.
- Triyono, T. (2018). *Mereka-reka strategi bimbingan dan konseling dalam era disrupsi/revolusi industri 4.0 bagi generasi z*. Paper presented at the seminar nasional bimbingan dan konseling 2018.
- Wahyuni¹, F., & Gudnanto, C. A. P. Menjawab Tantangan Global Dengan Konseling Model Kipas “Konseling Ramah Budaya”.
- Xie, H. (2013). Strengths-based approach for mental health recovery. *Iranian journal of psychiatry and behavioral sciences*, 7(2), 5.
-