

Original Article

Profile of Unconditional Positive Regard and Counselor Sincerity in Growing Interest in Counseling Based on Student Perspective

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Abstract. The counselor's personality is very important for establishing a therapeutic relationship with the counselee, such as the personality according to Carl Rogers, namely unconditional positive regard and sincerity, the counselor can develop a good relationship with the student/counselee so that the counselee has an interest in conducting counseling to solve problems. The aim of this research is to determine the profile of unconditional positive regard and sincerity in fostering interest in counseling at SMK Muhammadiyah 2 Surabaya. This research used 68 students as subjects using random sampling techniques. For this research instrument, the researcher used a sincerity and unconditional acceptance questionnaire based on Rogers' theory. The data analysis technique uses descriptive percentages, based on the results of this research, it shows that a) n-conditional positive regard based on students' perspectives is classified as very high with a percentage score of 64.7%, while b) counselor sincerity based on students' perspectives is classified as high with a percentage score of 61.8%. This research shows that the counselor's unconditional positive regard and sincerity have a positive impact on fostering interest in counseling.

Keywords: Unconditional Positife Regard, Sincerity, Counseling

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Introduction

Guidance and counseling services in schools are basically very important, where guidance and counseling services aim to encourage the development of students or students so that they can develop their potential and achieve development the optimal one. In student growth and development, each individual will have their own obstacles or problems in their growth. In other words, student growth is not always smooth and there are various problems. In schools, we often find students experiencing behavioral deviations and showing various symptoms, with categories ranging from easy to difficult (Rahma & Hanifah, 2018).

In solving student problems, counseling is needed to solve the problems faced by students. Counseling itself is assistance provided by the counselor to the counselee through several stages and processes, the aim of which is to enable the counselee to understand himself and his environment, as well as make decisions and set goals based on the values that the counselee believes in, so that his actions are effective. In personal counseling, the counselor must have a personal personality that is useful to support the effectiveness of counseling activities.

The counselor's personality is very important for establishing a therapeutic relationship with the counselee, such as the personality according to Carl Rogers, namely unconditional acceptance and sincerity, the counselor can develop a good relationship with the

student/counselee so that the counselee has an interest in conducting counseling to solve problems. Carl Rogers in Joseph in (Handayani, 2020) states that the counselor's personal character is very important, namely unconditional acceptance, which means that the counselor must respect the counselee, accept the counselee, and not match the counselor's value standards to the counselee. So the counselor must have a personality of unconditional acceptance to be able to foster the counselee's interest in students. Then, according to Rogers in (Aeni & Ikhwanropiq, 2022), counselor competencies that can provide direct change to clients during the counseling process include: 1) Sincerity, 2) Acceptance. 3) Empathy. Therefore, counselors must have a personality of unconditional acceptance and sincerity in order to provide a sense of closeness to clients to foster a sense of interest in counseling. Then in (Yulitri et al., 2020) if the counselor's personality trait of sincerity appears, then the quality of the relationship between the counselor and the counselee will be better, which will make the counselee/student have an interest in counseling (Fitriyanti et al., 2024; Putri et al., 2024).

Unconditional acceptance and sincerity have a positive impact, because the counselor's unconditional acceptance can provide an atmosphere that will encourage therapeutic change (Afanly, 2020). Permatasari et al. stated that a person's sincerity in carrying out their duties as a counselor will help create an effective counseling relationship (Permatasari et al., 2021). Unconditional acceptance is a foundational attitude in counseling that entails accepting clients without judgment, regardless of their background, beliefs, or actions. Rooted in person-centered therapy, this approach allows clients to feel genuinely valued and understood, fostering a sense of psychological safety essential for effective therapy (Hafiz et al., 2023). When students perceive that they are accepted as they are, without fear of criticism or rejection, they are more likely to express themselves honestly and engage deeply in the counseling process. Honesty, likewise, plays a crucial role in counseling. It involves the counselor being authentic, transparent, and congruent in interactions with clients. This sincerity not only models healthy communication but also strengthens the counselor-client relationship by building trust. When counselors communicate honestly while maintaining empathy and respect, it encourages students to reflect on their own experiences more openly and facilitates meaningful change. Together, unconditional acceptance and honesty create a therapeutic environment that is both safe and empowering. For educational institutions, integrating these principles into counseling practices can significantly improve the accessibility and effectiveness of guidance services. By fostering trust and openness, counselors can better support students in navigating academic, social, and personal challenges.

From the explanation above we can conclude that unconditional acceptance and sincerity play an important role in growing students' interest in counseling. However, until now there has not been much research that can identify the level of unconditional acceptance and sincerity of counselors, so we will research this. This research will be used to determine the level of unconditional acceptance and sincerity of counselors in fostering interest in counseling

Method

Method This research uses A descriptive type quantitative method which aims to find out students' views/perspectives on how counselors foster students' interest in counseling with a personality of unconditional acceptance and sincerity. In this research instrument, the researcher created an instrument in the form of a questionnaire. The results for each item produced by the r table are 0.235 at a significance level of 5%. Carrying out this experiment, data obtained from 31 items were declared valid and 1 item was declared invalid with a calculated reliability value of 0.258. From the interpretation table of reliability values, it can be said that this device is suitable for use as a data collection tool in research. The presentation of research data is divided into three categories, namely high, medium and low.

Participants

This research method uses a survey method, while data collection uses a questionnaire. The population in this study were all students at SMK Muhammadiyah 2 Surabaya.

Sampling Procedures

The sampling technique in this research was that the researcher used a random sampling technique. Based on several considerations from researchers, the sample taken in this research was 68 samples of students.

Materials and Apparatus

The questionnaire that the researcher used was related to the unconditional acceptance and sincerity of counselors based on Carl Rogers' theory with the aspects of 1) Non-judgmental acceptance 2) being friendly 3) accepting students as they are 4) accepting without judging. Meanwhile, the counselor's sincerity includes aspects: 1) acting in real situations, 2) being honest without pretending, 3) being open in expressing feelings and experiences (Keleş & Tagay, 2023; Popov & Sokić, 2022). From these two questionnaire variables, researchers developed their own using questions or statements with a questionnaire.

Procedures

Research with varying degrees of validity. A test has been developed, the aim of which is to determine the suitability and accuracy of the instrument as a data collection tool. The experimental instrument consists of 32 items.

Design or Data Analysis

The results for each item produced by the r table are 0.235 at a significance level of 5%. Carrying out this experiment, data obtained from 31 items were declared valid and 1 item was declared invalid with a calculated reliability value of 0.258. From the interpretation table of reliability values, it can be said that this device is suitable for use as a data collection tool in research. The presentation of research data is divided into three categories, namely high, medium and low.

Results and Discussions

In the results of this research, the statistical data analysis yielded several important findings. Through the application of descriptive analysis techniques, the researcher was able to provide a detailed overview of the participants' responses and identify general trends in the data. Descriptive statistics such as mean, standard deviation, minimum, and maximum values were used to summarize the central tendencies and dispersion of the variables under study. These statistics offer valuable insights into the characteristics of the research sample and the overall pattern of responses.

Table 1. Descriptive Statistics

Minimum	Maximum	Mean	SD
2	3	2.38	0.489

In the table above, the statistical description of the profile of unconditional acceptance and sincerity of counselors gets a minimum score of 2.00 and a maximum score of 3.00 with an average score of 2.38 and a level of data distribution of 0.490, which means the personality of unconditional acceptance and sincerity of counselors at Muhammadiyah Vocational School 2 Surabaya in growing students' interest in counseling is relatively high. Apart from that, there is also data analysis which is carried out after respondents fill out the Google form, namely using a percentage formula. This formula processes quantitative data from the Google form given to students. The percentage formula used is as follows:

$$P = F/N \times 100$$

Information:

P = Percentage

F = Respondent Frequency

N = Number of data/samples (Sugiyono, 2009).

The measurement instrument in this study was accompanied by 3 alternative answer choices used for favorable items, namely Often (S) with an answer score of 3, Never (P) with an answer score of 2, Never (TP) with an answer score of 1. On the other hand, for non-items favorable, namely Never (TP) with an answer score of 3, Never (P) with an answer score of 2, Often (S) with an answer score of 1. Determining the maximum score and minimum score by paying attention to the alternative answer scores. The maximum score is 48, obtained if all 16 items are filled with alternative answers with a score of 3. The calculation of the maximum score is $3 \times 16 = 48$, conversely, if all items are filled with answers with a score of 1, then the total score is minimum, namely $1 \times 16 = 16$. To determine the quality of calculations in the questionnaire, benchmark categories are used with the following percentages:

Tabel 2. Benchmark Score

Criteria	Score
High	$38 \geq$
Medium	26-38
Low	≤ 26

Tabel 3. Percentage Distribution of Unconditional Acceptance Rates Based on Force

Variable	Force	Presentase	Category
X	2023	64,7 %	High

Tabel 4. Percentage Distribution of Sincerity Levels Based on Class

Variable	Force	Presentase	Category
Y	2023	61,8 %	High

Based on the results of research that has been carried out, measuring the level of counselor personality competency in unconditional acceptance and counselor sincerity from the perspective of SMK Muhammadiyah 2 Surabaya, shows that the counselor's competency in unconditional acceptance according to the student's perspective is in the high category with a percentage of 64.7%, while sincerity competency Personal counselors according to the student's perspective are in the high category with a percentage of 61.8%.

In the results of this research, the counselor's personality of unconditional acceptance and sincerity has the same high level of presentation, in this case it has been shown that the guidance and counseling teacher at SMK Muhammadiyah 2 Surabaya has a personality of unconditional acceptance and high sincerity in increasing students' interest in counseling. In

unconditional acceptance, BK teachers have demonstrated aspects that are in accordance with Carl Rogers' theory: 1) non-judgmental acceptance, 2) being friendly, 3) accepting students as they are, 4) accepting without judging. Meanwhile, the counselor's sincerity includes aspects: 1) acting in real situations, 2) being honest without pretending, 3) being open.

According to the student's perspective, the counselor or guidance counselor's ability to accept unconditionally and sincerely is quite good. Remembering the importance of unconditional acceptance that counselors need to address to their clients. Counselors or guidance and counseling teachers are able to appreciate the values, beliefs and needs of their counselees. Meanwhile, empathy is defined as the counselor's ability to understand the counselee's thoughts, feel emotions regarding the problems faced by the counselee, and support to help the counselee. Lesmana in (Khoerunnisa et al., 2024). The counselor's unconditional acceptance in fostering interest in counseling is like not judging, which means that the school counselor accepts and takes part in whatever problems the students have, so the counselor and the students will be closer. Counselors must be able to accept the limitations and differences of their students, so the counselee will feel closer to the counselor and be willing to carry out the counseling process when he (the counselee) encounters problems (Nursyamsi, 2015). In cultivating an interest in counseling in students with an unconditionally accepting personality, counselors must also accept their students' point of view. This is based on the counselor having to know that the counselee has a different perspective so that the counselee does not feel that he or she is being rejected (Sanyata, 2006).

Unconditional acceptance and sincerity in counseling play a pivotal role in strengthening the therapeutic relationship, as they help create a safe and supportive environment for clients. When counselors demonstrate genuine acceptance without judgment, clients are more likely to feel comfortable and secure in expressing their thoughts and emotions. This sense of safety is essential for effective therapy, as it encourages clients to be open and vulnerable, leading to deeper and more meaningful discussions (Linawati et al., 2021; Mohd Hafiz et al., 2023). Furthermore, experiencing unconditional acceptance increases clients' openness to change. It makes them more receptive to the counselor's guidance and advice, thereby enhancing their willingness to explore new perspectives and modify maladaptive behaviors (Wilkins, 2000). This approach also cultivates a strong foundation of trust and respect, which is critical for clients to fully engage in the therapeutic process and commit to personal growth (Malik Bhanji, 2013).

Likewise with the counselor's sincerity in fostering students' interest in counseling, because to become an empathetic counselor, it is necessary to build sincerity for school counselors to provide the best service for students (Handayani, 2020). The counselor has the personality of sincerity and must be honest with himself, namely the counselor as an example for his counselee who will foster a therapeutic relationship with his counselee (Mimhamimdala & Sukma, 2023). Therefore, it is important for counselors or guidance and counseling teachers to improve their personality of unconditional acceptance and sincerity so that students' interest in counseling can increase.

This research shows that the counselor's unconditional acceptance and sincerity have a positive impact on fostering interest in counseling. Students who feel unconditional acceptance and sincerity from counselors tend to express their problems more openly and honestly, participate actively in the guidance process, and feel more comfortable and confident in interacting with their counselors. The influence of unconditional acceptance and sincerity, when counselors show unconditional acceptance, they will feel several positive impacts, including: clients feel safe and comfortable, clients feel free to express their ideas without fear, more open and honest in the counseling process, trusted and respected. More open to change, so clients are more open to advice and suggestions from the counselor, making it easier for them to change and develop. Building a strong therapeutic relationship.

The implications of this study underscore the critical role of unconditional acceptance and honesty in counseling services, particularly within educational institutions. These qualities not only enhance the therapeutic relationship between counselors and students but also create a

supportive environment that encourages students to engage more openly with counseling services. This section explores the significance of these qualities, their impact on the therapeutic relationship, and the implications for educational institutions. Unconditional acceptance is a foundational attitude in counseling that entails accepting clients without judgment, regardless of their background, beliefs, or actions. Rooted in person-centered therapy, this approach allows clients to feel genuinely valued and understood, fostering a sense of psychological safety essential for effective therapy (Hafiz et al., 2023). When students perceive that they are accepted as they are, without fear of criticism or rejection, they are more likely to express themselves honestly and engage deeply in the counseling process.

Honesty, likewise, plays a crucial role in counseling. It involves the counselor being authentic, transparent, and congruent in interactions with clients. This sincerity not only models healthy communication but also strengthens the counselor-client relationship by building trust. When counselors communicate honestly while maintaining empathy and respect, it encourages students to reflect on their own experiences more openly and facilitates meaningful change. Together, unconditional acceptance and honesty create a therapeutic environment that is both safe and empowering. For educational institutions, integrating these principles into counseling practices can significantly improve the accessibility and effectiveness of guidance services. By fostering trust and openness, counselors can better support students in navigating academic, social, and personal challenges.

Conclusions

Based on research data from a survey of 68 students. The profile of counselors' unconditional acceptance in the eyes of students was assessed as high with a figure of 61.7%, while counselors' sincerity towards counselors was assessed as high with a score of 64.8%. This shows that the personality of the unconditional acceptance counselor and the sincerity of the counselor at SMK Muhammadiyah 2 Surabaya is high in increasing students' interest in counseling, because the personality of unconditional acceptance and sincerity is important because the counselor can respect the values and needs of his students. This research shows that the counselor's unconditional acceptance and sincerity have a positive impact on fostering interest in counseling. Students who feel unconditional acceptance and sincerity from counselors tend to express their problems more openly and honestly, participate actively in the guidance process, and feel more comfortable and confident in interacting with their counselors.

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