Journaling Technique to Enhance Self-Disclosure of Student Counselors

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Abstrak

Self-disclosure is considered highly important for prospective counselor students. When facing clients, conscientious openness within certain boundaries aids in enhancing counseling effectiveness. The counselor's openness during counseling sessions can encourage clients to open up themselves. Hence, this research aims to develop self-disclosure among students of the Islamic Guidance and Counseling Program through journaling techniques. The methodology employed is quantitative experimentation using a pre-experimental design known as the one-group pretest-posttest design. The research sample consists of 35 individuals randomly selected from a total population of 155 students of the Islamic Guidance and Counseling Program, Class of 2022. Data collection involved the use of a self-disclosure questionnaire, which was subsequently analyzed using the Wilcoxon test. From the Wilcoxon test results, a significance value of 0.000 was obtained, indicating $0.000 < 0.05$. Therefore, based on the decision-making foundation in the Wilcoxon signed-ranks test, it can be concluded that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Hα) is accepted. Consequently, it is inferred that there is a difference in the level of self-disclosure among students of the Islamic Guidance and Counseling Program before and after being provided with journaling techniques.

Keywords: Journaling Technique, Self Disclosure, Students.

Introduction

Self-disclosure is not an easy task, as revealed by the findings of Gusmawati et al. (2016) in their study titled "The Condition of Self-Disclosure among Guidance and Counseling Students." It was found that 55.29% of Guidance and Counseling students had a narrow scope of self-disclosure, while 38.82% had a moderate depth of self-disclosure. Therefore, it is recommended to provide guidance and counseling services to broaden and deepen students' abilities in self-disclosure. Furthermore, the research findings of Sari et al. (2006) indicated that students' self-disclosure was only in the low to moderate categories.

Additionally, the research findings of Paine et al. (2010), as cited by Ifdil & Ardi (2013), indicate that counselors who do not engage in self-disclosure significantly perform lower compared to those who do, and their counseling services are less satisfactory than those provided by counselors who practice self-disclosure. Furthermore, research conducted by Hariko (2012) revealed that clients tend to prefer counselors who are more open about themselves during counseling sessions. Based on these various research findings, the researcher observes another phenomenon among Generation Z prospective counselor students, which is their inability to express themselves effectively, whether in conveying information about themselves, expressing difficulties faced during their studies, or discussing social relationship issues. During observations while teaching the Counseling Techniques and Skills course for the Class of 2022 in the Islamic Guidance and Counseling Program, many students were seen struggling to demonstrate breadth in providing information related to themselves as counselors or even when portraying themselves as clients, especially among male students. The tendency observed among students is to only share superficial or general information about themselves. This observation was noted during the application of the "Johari Window Technique," particularly in quadrant 3 or the "Hidden Self." They merely provide shallow information such as, "I am an introverted person, I am friendly, and so on."

Furthermore, to reinforce the initial data before the research, the researcher conducted interviews with several Islamic Guidance and Counseling students regarding their willingness to express themselves and share their issues with others, whether friends or family. On average, students tend to prefer keeping their problems to

themselves rather than seeking someone to confide in. They opt to isolate themselves, avoid crowds, cry alone, and even express their emotions by self-harming, such as hitting their heads, and so forth. Their perception is that sharing their problems with others will lead to negative judgments from others and fear that their issues will be disclosed to others without their consent.

Furthermore, students rarely, and some never, write down their stories or problems in a book or diary because they feel that self-expression is not something important. Among the students the researcher interviewed, none of them had ever sought professional help such as from counselors or psychologists when facing significant issues. The researcher also inquired about the involvement of Academic Advisors in helping students express themselves. Students mentioned that they only approach academic advisors to seek approval for their Study Plan, so they rarely consult with academic advisors regarding academic problems.

The researcher recognizes various issues related to self-disclosure or the ability to open up among students, particularly among prospective counselor students, which need to be enhanced so that future counselors can easily open up and professionally assist clients with their problems. Therefore, the researcher sees that improving self-disclosure can be pursued through guidance and counseling services. According to Nurihsan (2006), counseling is a face-to-face interaction process between counselors and clients aimed at helping individuals understand themselves and those around them, making decisions based on their values, and setting goals, so that counselors feel satisfied and their actions are effective.

From the various issues mentioned above, the researcher identifies one technique that can be used to develop self-disclosure skills among students, which is journaling. According to Erford (2015), individuals writing in a journal or diary will likely enable clients to express themselves and externalize their thoughts, feelings, and needs, expressions that are usually kept privately. Incorporating journaling into counseling as a technique is a written expression that helps keep clients focused on counseling goals even outside of counseling sessions. The researcher employs journaling as an effort to develop self-disclosure based on Morton's opinion (Septiani et al., 2019) stating that self-information can be descriptive and evaluative. Descriptive information refers to factual descriptions about oneself that others may not know, such as occupation, address, or age. Evaluative information includes an individual's opinions or

feelings about something, such as characteristics of people they like or dislike. Self-disclosure can also be explicit, meaning the self-information is more secretive and not readily known by others unless the individual provides it.

Based on the arguments above, the researcher implements the journaling technique in classical format counseling and guidance services. The novelty of this research lies in the application of journaling technique not only for emotional expression through diary writing but also for self-disclosure purposes, and its integration into classical counseling format. The researcher's concern regarding the field phenomenon is also supported by previous research findings.

Method

In this study, the method employed is the quantitative experimental research method. The experimental research involves administering specific treatments to test hypotheses predetermined by the researcher and to ascertain the effects of these treatments. The experimental research design utilized is the pre-experimental design, employing the one-group pretest-posttest approach. The research population consists of 155 students enrolled in the Islamic Guidance Counseling Program, Class of 2022, divided into 5 classes, wherein the students are undertaking the Counseling Skills Technique course as a fundamental course for prospective counselors. From these five classes, one class comprising 35 students was selected as the research sample. The sampling technique employed is purposive sampling, based on the consideration that at the outset of the Counseling Skills Technique course, this particular class exhibited indications of issues related to self-disclosure, as perceived by the researcher through the utilization of the Johari Window technique, which is one of the course's subjects.

Next, to measure the level of self-disclosure during the pretest and posttest, the researcher developed a research instrument based on the 5 dimensions of self-disclosure according to DeVito's theory, which are 1) amount, 2) valence, 3) accuracy/honesty, 4) intention, and 5) intimacy. The validity test results comprised 30 questionnaire items, and the reliability test yielded a Cronbach's Alpha value of 0.756. Variable statements are considered reliable if Cronbach's Alpha value exceeds 0.60. Thus, it can be concluded that the self-disclosure research instrument used in this study is reliable. Furthermore, the pretest and posttest data were analyzed using the Wilcoxon signed-

ranks test method via SPSS version 26. The Wilcoxon signed-ranks test was chosen due to the non-normal distribution of data, and this analysis was employed to test the hypotheses.

Theoretical Review

Journaling Technique

In counseling activities, the practice of making notes or writing is known as the journaling technique. According to Erford (2017), incorporating journaling as a therapeutic technique involves written expression brought into counseling sessions and shared openly with the counselor, becoming a catalyst for the counseling process. Additionally, Hasanah & Pratiwi (2020) state that the journaling technique also focuses on students who may not be able to express their emotions verbally but can do so honestly, openly, and freely through journaling.

Furthermore, Lent (cited in Siregar, 2020) states, "Journaling counseling techniques are aids given to clients in order to reduce and alleviate problems related to emotional pressures felt by individuals with expressive writing activities." From Lent's perspective, the researcher can conclude that journaling technique serves as a tool provided to counselors to assist clients in reducing and alleviating issues related to emotional pressures experienced by individuals through expressive writing activities.

In counseling sessions, clients are asked to express their thoughts and feelings through writing. However, in certain situations, counselors may need to set topics to focus on specific issues to be addressed during the counseling session. Furthermore, the journaling technique illustrates that this activity is not merely about writing daily notes but is a profound process of recording, reflecting, and exploring one's thoughts, feelings, and personal experiences. Journaling technique serves not only as a recording tool but also as a means of self-understanding, goal setting, self-expression, and overcoming life challenges. This perspective is echoed by Nurfitriani Fakhri et al. (2023), who state that journaling technique is a way to express thoughts, feelings, and knowledge freely.

In practice, this technique involves writing daily notes, thoughts, feelings, and experiences with specific purposes. The main goals of journaling technique vary depending on the individual practicing it. Some may use journals to reflect on personal

development, plan goals, or cherish significant moments in life. Meanwhile, others may utilize it as a tool to cope with stress, organize thoughts, or foster creativity.

Rogers, the founder of person-centered theory, also found that journaling plays a valuable role in the counseling process. Rogers believed that clients need very little direction to develop and integrate insights about their authentic self, thus enhancing the likelihood of better problem-solving skills when facing various issues and challenges in the future (Erford, 2017). Additionally, Erford (2017) also cites that journaling is an effective technique to keep clients motivated and focused between counseling sessions. It yields diverse outcomes, including reductions in somatic pain, improvements in working memory, and support for positive growth, reducing traumatic symptoms, improving mood states, altering belief or thought structures, and so forth.

Another impact experienced by clients is that daily notes or journals provide individuals with the freedom to express and understand life issues, thoughts, feelings, and behaviors experienced, with the aim of reducing, coping with, or even resolving the burdens of the problems they face (Tas'adi & Dewi, 2019). Nova, in her research, explains that journal writing can be used as an intervention technique useful for personal development because it has several benefits, namely: (1) As a medium for planning goals to be achieved, (2) To write down commitments, (3) As a target controller, (4) A tool for formulating new ideas, (5) As a source of inspiration, (6) A memory storage tool, (7) As a medium for reflection and wisdom. Positive behavior is behavior that tends to benefit oneself and others (Veriza et al., 2023).

From the various benefits or impacts of using the journaling technique mentioned above, counselors need to understand the steps in implementing the journaling technique in counseling services. According to Erford (2017), the implementation of the journaling technique can range from non-directive free-flowing writing assignments to structured worksheets, but the critical element in all journaling practices is to adapt the method to the needs. Furthermore, the implementation steps of the journaling technique, as cited by Young, are as follows: 1) Describing the purpose and content of the task. 2) Engaging in journaling activities. 3) Monitoring client progress and involving clients in the exchange of meaning derived from the content and process of the journal. 4) Encouraging clients and modifying activities as needed (Erford, 2017).

Journaling technique, as an effective and inexpensive therapeutic technique with simple steps, involves individuals pouring out their thoughts and feelings in written form. The purpose of journaling is to ensure that ideas, thoughts, and feelings are well understood and clarified.

Self Disclosure

Self-disclosure involves the act of opening up and sharing personal information, which can include thoughts, feelings, or experiences. It is a form of honesty and transparency in relationships. According to Kim & Dindia (2016), "The traditional definition of self-disclosure refers to only intentional, 'verbal' expressions of the self, and does not include nonverbal cues, such as how people dress, as disclosure." Further understanding of self-disclosure, as cited by Hidayat (2012), is the expression of reactions or responses to the current situation and providing information about the past that is relevant to responding in the present. According to Sears (in Sagiyanto & Ardiyanti, 2018), self-disclosure or openness is the act of sharing feelings and information intimately with others. As expressed by Deriega and Grzelak (Mikulincer & Nachshon, 1991), self-disclosure is defined as including "any information exchange that refers to the self, including personal states, dispositions, events in the past, and plans for the future."

Furthermore, the author quotes from Abramova et al. (2017) regarding self-disclosure: "self-disclosure is typically defined as the divulgence of personal information from one person to at least another one (Wheeless and Grotz 1976) and is characterized by its voluntariness and uniqueness (Derlega et al. 1993)." Self-disclosure often has communicative purposes. For example, someone may disclose their feelings to gain emotional support, build trust, or strengthen social bonds. Another definition of self-disclosure is the ability of an individual to express themselves through information about personal identity given to others or about others who have a very close relationship (Sari et al., 2022).

When an individual engages in communication, it may imply that they are engaging in self-disclosure. Self-disclosure can be a contributing factor to the development of intimate relationships and fosters trust in social relationships. Self-disclosure requires courage because sharing personal information can involve risks.

However, with risk also comes the opportunity to build stronger and deeper relationships. Devito (in Pohan & Dalimunthe, 2017) defines self-disclosure as a type of communication where information about oneself that is typically kept hidden is shared with others. The concept of openness in Islam is reflected in the Qur'an, Surah Az-Zumar, verse 18, which means: "Those who listen to speech and follow the best of it. Those are the ones Allah has guided, and those are people of understanding." This perspective is also aligned with the view expressed by Rime (in Gamayanti et al., 2018) that when someone discloses personal information about themselves to others, one of the benefits is to seek help and support or achieve social control.

Islamic perspectives on self-disclosure indicate that transparency and openness are positive values, but they must be accompanied by ethical considerations and respect for privacy as well as prevailing social norms. Thus, this view creates a healthy balance between honesty and maintaining ethical values in communication and interaction with others. Islam encourages its followers to be honest and transparent in their relationships. Honesty is a valued virtue, and providing truthful information about oneself can strengthen trust in relationships. Individuals can engage in self-disclosure by writing descriptively about themselves, such as sharing various interesting facts, experiences, and various feelings (likes, dislikes, anger, etc.) openly, honestly, and without coercion. Furthermore, someone with good self-disclosure will have a deeper understanding of their behavior.

Various studies have been conducted to explore and understand the dimensions of self-disclosure, which is a complex phenomenon involving an individual's disclosure to others. Derlega, Winstead, & Greene (in Sprecher et al., 2013) state that "Self-disclosure may be especially important during initial interactions because it likely determines whether two people will desire to interact again and develop a relationship". There are several dimensions of self-disclosure proposed by Culbert (1968), Person (1987), Cox (1989), Watson (1984), and Altman Taylor, as cited by Gainau (2009), including 5 aspects: appropriateness, motivation, timing, intensity, depth, and breadth.

Jourard (cited in Gainau, 2009; Ifdil & Ardi, 2013) developed 6 aspects of self-disclosure known as Jourard self-disclosure (JSDQ), which include:

1. Attitudes or opinions, encompassing views or attitudes regarding religion and teenage social interactions;

2. Tastes and interests, covering preferences in clothing, food and beverages, as well as favorite hobbies;

3. Occupation or education, including the school environment and school social interactions;

4. Finances, encompassing financial status such as income sources, necessary expenses, and financial management practices;

5. Personality matters, including personal states such as anger, anxiety, sadness, as well as matters related to the opposite sex;

6. Physical aspects, covering physical condition and health status.

Additionally, DeVito (as cited in Pohan & Dalimunthe, 2017) outlines five aspects of self-disclosure, including: 1) amount, 2) valence, 3) accuracy/honesty, 4) intention, and 5) intimacy. The explanations are as follows:

1. Amount: Refers to the extent or quantity of self-disclosure, indicating how much information about oneself one can convey, which can be measured by the duration of self-information delivery.

2. Valence: Divided into positive valence, characterized by self-disclosure conveyed in an interesting, humorous, and pleasant manner, while negative valence is marked by self-disclosure conveyed with sarcasm, criticism, and unpleasantness.

3. Accuracy/Honesty: Accuracy and honesty are marked by the careful delivery of personal information by individuals, where they accurately depict their self-awareness and knowledge about themselves. Some individuals may choose to lie or exaggerate for personal matters, but our self-disclosure heavily depends on our honesty.

4. Intention: The breadth and depth of an individual's self-disclosure are influenced by the intention and purpose of the disclosure. By understanding the intended purpose, one can control the information they provide about themselves.

5. Intimacy: Individuals can disclose the most intimate details of their lives.

In this study, the researcher utilized the dimensions of self-disclosure according to DeVito's theory, which includes the five dimensions: 1) amount, 2) valence, 3) accuracy/honesty, 4) intention, and 5) intimacy. Subsequently, the researcher developed

them into measurement tools for this research. Several opinions regarding the dimensions of self-disclosure above can be summarized as follows: self-disclosure does not happen spontaneously; individuals must first have self-awareness, take an interest in sharing information about themselves, thus fostering honesty in every piece of information conveyed. Therefore, counselors need to possess self-disclosure skills to persuade clients in problem-solving, as it will encourage honesty in clients when expressing their issues.

Discussion

The results of the research can be observed from the changes in self-disclosure scores that occurred in the research sample, which were then compared between the pretest and posttest results after the implementation of journaling techniques. In Table 1, the researcher presents the classification of pretest and posttest data.

Table 1. Classification of Self-Disclosure Grouping Based on Pretest and Posttest Results

Score Interval	Category	Pretest		Posttest	
		F	%	F	%
≥121	Very High	0	0	0	0
76-98	High	0	0	35	100%
53-75	Low	33	94%	0	0
30-52	**Very Low**	2	6%	0	0%
Total		35	100%	35	100%

Table 1 presents the comparison results of the frequency and percentage of pretest and posttest self-disclosure among students of the Islamic Guidance and Counseling Program. In the pretest results, there were no participants classified in the very high and high categories. This can be observed in the table above, which indicates that the frequency and percentage of self-disclosure in the very high and high categories were 0. Meanwhile, in the low category of self-disclosure, there were 33 participants, representing 94%, and in the very low category, there were 2 participants, representing 6%.

After the implementation of the journaling technique, the posttest results indicate that all 35 participants who were categorized as very low and low in self-disclosure during the pretest showed improvement, reaching the high category in the posttest, with a percentage of 100%. Based on the average scores of self-disclosure tested in the study, it can be concluded that the journaling technique has a positive influence

on enhancing self-disclosure among students of the Islamic Guidance and Counseling Program at the Faculty of Da'wah, Sultan Maulana Hasanuddin State Islamic University of Banten. This is evident in the posttest results, where all research participants were able to achieve a significant increase in scores compared to their pretest scores. This can be seen in Table 2 below:

Table 2. Average Pretest and Posttest Calculation Results

Descriptive Statistics					
	N	Mean	Std. Deviation	Min	Max
Pretest	35	65,25714	6,831342	47	73
Posttest	35	83,2	4,831271	77	93

Table 2 shows that the average pretest score is 65.25714 and the average posttest score is 83.2. This indicates that the average posttest score is higher than the average pretest score, suggesting that the self-disclosure of students in the Islamic Guidance and Counseling Study Program has increased after receiving treatment in the form of journaling techniques. Based on Tables 1 and 2, there is a significant improvement in the level of self-disclosure among students during the pretest and posttest. Furthermore, to determine the changes in self-disclosure among Islamic Guidance and Counseling students, we compare the results of the self-disclosure questionnaire scores before and after implementing journaling techniques. The change refers to the increase in self-disclosure scores among Islamic Guidance and Counseling students after the implementation of journaling techniques.

The more detailed results of the comparison between the initial measurement scores at pretest and the final measurement at posttest are shown in the diagram 1 below:

Figure 1. Comparison Diagram of Pretest and Posttest Scores of Student Self Disclosure

	Rata-rata
■ Pre-Test	62.26
■ Post-Test	83.2
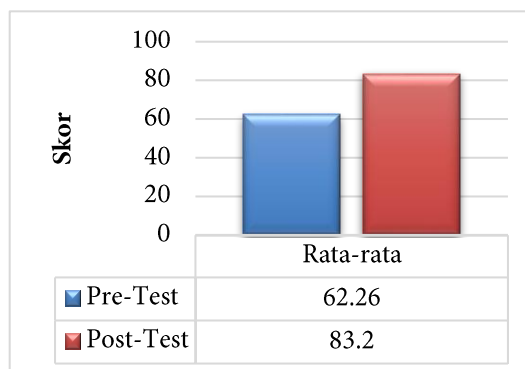
Furthermore, to address the hypothesis in this study, the researcher processed the pretest and posttest data to determine whether there was a difference in the mean pretest-posttest scores in the experimental group. The results obtained from the Wilcoxon test analysis in this study can be seen in the following Table 3:

Table 3. Wilcoxon Signed Ranks Test Results

Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	35[b]	18.00	630.00
	Ties	0[c]		
	Total	35		

a. Post Test < Pre Test
b. Post Test > Pre Test
c. Post Test = Pre Test

The data processing results indicate that there is inconsistency or minimal change in the negative ranks (N), mean rank, and sum rank after the implementation of journaling technique between pretest and posttest. All of these values show a result of 0, reflecting that there is no reduction or decrease from pretest to posttest values. Positive ranks or the difference (positive) between the outcomes of journaling technique for pretest and posttest are observed. It is noted that there are 35 positive data (N), indicating that the 35 students of the Islamic Counseling Guidance Program experienced an increase in self-disclosure after being given the journaling technique from pretest to posttest values. The mean rank or the average increase in data is 18.00, while the total positive ranking or the sum of rank is 630.00.

Meanwhile, the ties value of 0° indicates that there are no identical values between the pretest and posttest scores. There is no data of questionnaire self-disclosure scores that are exactly the same when observed from both the pretest and posttest values. Subsequently, the researcher conducted a Wilcoxon test to test the research hypothesis. Therefore, the test statistic results for the pretest and posttest in this study can be seen in Table 4 below:

Tabel 4. Test Statistik *Pretest dan Posttest*

Test Statistics[a]

	Post Test - Pre Test
Z	-5.163[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The decision-making basis for the Wilcoxon signed ranks test is as follows:

- If the Asymp.sig value is < 0.05, then the null hypothesis (Ho) is rejected, and the alternative hypothesis (Hα) is accepted.

- If the Asymp.sig value is > 0.05, then the null hypothesis (Ho) is accepted, and the alternative hypothesis (Hα) is rejected.

Based on the output table of the Wilcoxon signed ranks test, the significance value is determined to be 0.000. Since 0.000 < 0.05, according to the decision-making basis in the Wilcoxon signed ranks test, it can be concluded that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Hα) is accepted. Thus, it can be interpreted that there is a significant difference between the mean of the pretest variable and the posttest variable. In other words, there is a difference in the level of self-disclosure among students in the Islamic Counseling Guidance Program before and after being given the Journaling technique. A similar conclusion can be drawn that Journaling technique is effective as an effort to improve self-disclosure among students in the Islamic Counseling Guidance Program.

The results of this study indicate that students in the field of guidance and counseling need to understand that the level of self-disclosure possessed by counselors can influence the openness of their clients. Therefore, self-disclosure needs to be a focus for aspiring counselors. Individuals who struggle to establish openness with others may develop social skills disturbances, low self-confidence, leading to feelings of fear, anxiety, low self-esteem, and introversion. All of these factors affect an individual's mental health (Johnson, 1981; cited in Gainau, 2009; Gamayanti et al., 2018).

Many counselors have been using journaling techniques as a form of behavioral intervention to help shape positive behaviors in adolescents. Several studies have involved the implementation of journaling techniques in various contexts. Counseling

services are a vital aspect to be implemented in educational institutions, especially at the higher education level. Journaling techniques represent a form of service aimed at providing support to clients, allowing them to explore and express emotions and pressures they experience, and then analyzing them to develop coherence in the clients' personality development.

Dryden et al., as cited in (Siregar, 2020), suggest that by writing down details of the problems/dynamics experienced by clients causing distress, clients are able to actively analyze and internalize the results. A study conducted by Nurfitriani Fakhri et al., (2023) titled "The Influence of Journaling Therapy in Reducing the Level of Stress in Clients at the BNN Baddoka Rehabilitation Center" showed that there was an influence of journaling therapy in reducing the level of stress with a significance result of 0.751 or (>0.05) using Kolmogorov-Smirnov test data analysis. Furthermore, the research results from Parwanti et al., (2021) titled "The Effect of REBT Group Counseling with Journaling Technique to Reduce Pornography Addiction" showed that REBT group counseling with journaling technique has an effect in reducing pornography addiction.

The findings of this research are consistent with the results of the study conducted by the researcher, as the application of journaling techniques can develop the self-disclosure abilities of students in the Islamic Guidance and Counseling Program. This is evident from the increased posttest scores, where out of 35 research participants, there was an increase in scores falling within the interval of 76-98, categorized as high. The average posttest score was 83.2. Furthermore, the results of the hypothesis test showed that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected, with a significance value of 0.000, indicating 0.000 < 0.05, consistent with the decision-making basis in the Wilcoxon signed ranks test. The primary objective of journaling techniques varies depending on the individual practicing them. Some may use journals to reflect on personal development, set goals, or savor important moments in life. Meanwhile, others may use it as a tool to cope with stress, organize thoughts, or explore creativity.

Conclusion

Counselors in higher education institutions need to realize that self-disclosure issues cannot be overlooked, especially for aspiring counselors. Therefore, it is observed

that the implementation of guidance and counseling services in higher education institutions needs to be optimized and maximized. Guidance and counseling services play a crucial role in enhancing students' self-disclosure. Self-disclosure, or the ability to open up and express thoughts, feelings, and personal experiences, plays a crucial role in students' personal and academic development. Here are some reasons why guidance and counseling services are essential for enhancing students' self-disclosure:

1. Providing a Safe Environment: Guidance and counseling services create a safe and trustworthy environment for students. In this environment, students feel more comfortable to openly discuss personal, emotional, or academic issues that may be difficult to share elsewhere.

2. Encouraging Self-Understanding: The counseling process helps students to better understand themselves. Through dialogue with counselors, students can reflect on their values, motivations, and life goals. Better self-understanding often encourages students to engage in more self-disclosure.

3. Addressing Personal Issues: Guidance and counseling services help students address personal issues that may be barriers to self-disclosure. Counselors can provide the necessary support to manage stress, anxiety, depression, or other emotional issues that may affect students' ability to open up.

4. Developing Communication Skills: Through counseling sessions, students can develop effective communication skills. This involves not only the ability to speak but also the ability to listen with empathy. Good communication skills can facilitate the process of self-disclosure.

5. Providing Encouragement and Motivation: Counselors often serve as guides and motivators for students. Positive encouragement and motivation can stimulate students to be more active in self-disclosure, especially in terms of setting personal or academic goals.

6. Overcoming Academic Challenges: Guidance and counseling are not only related to emotional aspects but can also help students overcome academic challenges. Counselors can provide guidance on choosing majors, handling academic pressure, or effective study strategies, all of which can affect the level of self-disclosure.

7. Improving Interpersonal Relationship Quality: Increased self-disclosure can help students build healthier and deeper interpersonal relationships. The skills acquired from guidance and counseling services can be applied in the context of their social and academic relationships.

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