School Counselor's Understanding of Professional Counselor Ethics and Competence at SMA Negeri 10 Medan

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ABSTRACT

Professional ethics and competence of professional guidance and counseling counselors is a very important part of his life and work as a guidance and counseling teacher (counselor). The purpose of this research is to find out about the understanding of school counselors about the ethics and competence of professional counselors. This research method is a qualitative phenomenology in which to get accurate information directly to the counseling teacher by conducting observations and interviews. The objects in this study were 2 (two) counseling guidance teachers. The result of his research is that school counselors must have ethics and competence as the foundation of their profession. Professional counselors need to have a strong desire and determination to help others and have the positive attitude to see their clients as people with different values, religious teachings, cultures, and backgrounds. Counselors must have full responsibility, self-control and emotional stability, and be fully aware of differences in values, religions, cultures and beliefs.

Keywords: school counselor, professional, ethics

ABSTRAK

Etika profesi dan kompetensi konselor bimbingan dan konseling profesional merupakan bagian yang sangat penting dalam kehidupan dan pekerjaannya sebagai seorang guru bimbingan dan konseling (konselor). Tujuan dari penelitian ini adalah untuk mengetahui tentang pemahaman konselor sekolah tentang etika dan kompetensi konselor profesional. Metode penelitian ini adalah kualitatif fenomenologi dimana untuk mendapatkan informasi yang akurat langsung kepada guru bimbingan konseling dengan melakukan observasi dan wawancara, objek dalam penelitian ini adalah 2 (dua) orang guru bimbingan konseling, hasil penelitiannya adalah konselor sekolah harus memiliki etika dan kompetensi sebagai landasan profesinya. Konselor profesional perlu memiliki keinginan dan tekad yang kuat untuk membantu orang lain dan memiliki sifat positif untuk melihat klieninya sebagai orang yang berbeda nilai, ajaran agama, budaya, dan latar belakang. Konselor harus memiliki tanggung jawab penuh, pengendalian diri dan kestabilan emosi, serta menyadari sepenuhnya perbedaan nilai, agama, budaya dan kepercayaan.

Kata Kunci: konselor sekolah, profesional, etika
INTRODUCTION

Guidance and counseling are professional activities that involve a relationship between a counselor and an individual or group of individuals (Hariko & Rachmawati, 2018). School guidance and counseling services are an effort to help students get to know themselves and their environment better. They can help students plan their future independently and responsibly. School counselors, teachers and leaders all have a role in providing guidance and counseling services in schools. According to (Jumrawarsi, Mudjiran, Neviyarni, 2021) a counselor is someone who has good insight, knowledge, values and attitudes so that he can be called a professional counselor. When a counselor realizes that he is visited by clients with the hope that he is someone who is able to help clients solve their problems. So because of that, the counselor must pay attention to how he can receive clients warmly and openly. This will be able to provide a positive color for ongoing counseling effectiveness.

According to Hadi et al., (2013) the quality of a good relationship is greatly influenced by the quality of the counselor. The counselor's understanding is the key to intervention, because a counselor will not be able to help his client without understanding what is being helped or how to help. Counselors help clients actualize their potential by cultivating beneficial interactions, developing complete personalities, and displaying effective behaviors. Counselors must realize that when clients come to see them, they expect their counselor to be able to help them solve their problems. So, as a counselor receiving clients who are warm and open to clients will give a positive start to the counseling process. The counselor must also realize that he must not impose his views on the client or try to do things on his own (Sujadi, 2018). As a counselor is needed to prevent and solve client problems, the counselor is someone who is an expert in Counseling Guidance as a profession that can provide comfort, and new hope for clients (Karneli & Hariko, 2023).

Research by Harahap et al., (2022) entitled Analysis of Understanding of the Counseling Professional Code of Ethics for MAN Guidance and Counseling Teachers. The purpose of this research is to find out how far the implementation of the code of ethics is carried out in schools. The results of this study indicate that the code of ethics in schools needs to be upheld within the school community, by the school leadership or the principal. While counseling (ABKIN) is carried out to enforce the school's code of ethics, one of which is by establishing contact about school rules. The proposal from this research is to improve the quality of the guidance code of ethics for teachers in schools in order to increase students' learning motivation in schools.

Research by R. J. dan H. K. Marjo, (2022) Research entitled Counseling Professional Ethics in Virtual Counseling Guidance Services. Based on the results of the research, it shows that in online counseling in the form of virtual counseling technology and other social networks, as a counselor must have ethical aspects that online counselors must comply with, namely building good relations on the Internet, confidentiality when conducting consultations, legal aspects of telecommunication via the Internet, and licensing. Therefore, online counselors need to be professional in conducting virtual counseling with due regard to ethics.

Counselor education is one of the efforts to develop competence for prospective counselors. In this case, higher education institutions as providers of guidance and counseling education have an important role. It is during this education that prospective counselors are forged to become professional counselors who have all the required competencies. During the education period prospective counselors are given insight, knowledge, skills, values and attitudes that must be mastered as a professional counselor (Yusri, 2013).

METHODS

This study uses a qualitative method with a phenomenological approach. Qualitative research is a type of research about a person's life, story, behavior, as well as organizational functioning, social movement or interrelationships (Sugiyono, 2019). Phenomenological
research is a type of qualitative research that looks at and hears closer and more detailed explanations and individual understandings of their experiences (Sugiarto, 2015).

Phenomenological research has a goal, namely to interpret and explain the experiences experienced by a person in this life, including experiences when interacting with other people and the surrounding environment. In the context of qualitative research, the presence of a phenomenon can be interpreted as something that exists and appears in the consciousness of the researcher by using certain methods and explanations of how the process of something becomes clear and real. The research location was at SMA Negeri 10 Medan, the research subjects used were 2 counseling guidance teachers who were adapted to the problems studied. While the data collection procedure is done by observation and interviews.

RESULT AND DISCUSSIONS

Based on the results of interviews conducted by researchers with guidance and counseling teachers at SMAN 10 Medan that, school counselors’ understanding of ethics and professional counselor competence is good and has a positive impact on the implementation of counseling services at schools. Counseling guidance teachers in carrying out their duties always act professionally and in accordance with the counselor's code of ethics. This is indicated by the guidance and counseling teacher in the implementation of services prioritizing the comfort of the counselee. This was also reinforced by the results of interviews conducted with guidance and counseling teachers which stated that:

“As a guidance counselor, I must prioritize the comfort of students. So when students come to do counseling there I have to be ready and be professional. I only carry out my duties according to the provisions. During individual counseling, for example, I have to hear, understand, and respond to what the counselee says. We BK teachers must also understand the principles of BK, so we will use that as a reference in carrying out our duties as counselors. So if for the code of ethics, the BK code of ethics has been implemented, the BK teacher's job is to take care of it so that there is no leakage of this problem ”

From the results of the interview above, it can be understood that school counselors understand their duties and obligations. The BK teacher has behaved professionally and ethically so as to make students happy and feel calm when doing counseling with the BK teacher. The same thing was expressed by another Counseling Guidance Teacher at SMAN 10 Medan who said that:

"As a BK teacher I carry out my duties professionally, as evidenced by the recognition of authority from the university I am taking, that is my main condition for carrying out my profession as a counselor, supported by actively participating in activities related to counseling guidance. I also have professional competence by applying planning principles, assessing the needs of counseling guidance services, formulating goals and developing counseling guidance programs”

In carrying out their duties, the guidance and counseling teacher carries out the planning to carry out the preparation of the program, which is an obligation that must be carried out by the counseling teacher to support his professionalism. However, in carrying out their duties the BK teacher still experiences obstacles. Based on the results of interviews with counseling guidance teachers at SMAN 10 Medan stated that:

“There are problems with obstacles, but not many, for example the lack of confidence of students to come to the counseling teacher, students here still regard the counseling
teacher as the school police and there are still many students who think that students who are called to the counseling room are children who it's just a problem, sometimes those who are called to the BK room there are also children who excel at being called because they are advised to develop the talents and interests of these students, so because of this we as BK teachers in carrying out our duties are a little extra we must be able to convince students that everyone who comes to the BK teacher does not mean he is a naughty child or other negative things. So we have to frequently provide good understanding and motivation to students about the existence of BK at school”

From the results of the interviews above, it can be seen that there are several obstacles experienced by the counseling teacher in carrying out his duties. Many of these obstacles come from the students themselves where there are still students who do not believe in the existence of BK at school. Other things were also conveyed by other counseling guidance teachers, who stated the following:

"The obstacle or obstacle that I experienced was, sometimes there was still miscommunication between me and other counseling teachers, but this was not a serious problem because I thought it was normal for someone to have a different view. Another thing that hinders me, in my opinion, may be that there are still some students who think that BK is not important because their work is only dealing with student problems. So, as a counseling teacher, I always try my best to carry out a sense of responsibility and understand and carry out my duties in counseling guidance services, as a form of professional performance based on an existing code of ethics.”

Based on the results of research conducted by researchers, counseling teachers at SMAN 10 Medan are very good at being ethical and professional counselors. Counseling guidance teachers prioritize client comfort in implementing counseling guidance services, implementing 3M techniques, and carrying out counseling guidance principles. Counseling guidance teachers at SMAN 10 Medan carry out their duties as guidance and counseling teachers according to what has been determined. they already have permit rights such as a guidance counseling bachelor's diploma. Guidance and counseling teachers also carry out program planning, organizing, implementing programs, evaluating and following up.

In carrying out his duties as a guidance and counseling teacher or school counselor at SMAN 10 Medan, he experienced several obstacles such as differences of opinion among members, even obstacles from the students themselves such as students who were afraid of the guidance and counseling teacher, students who felt that BK was not important and other. So from these problems the guidance and counseling teacher must be a little extra to provide motivation and understanding to students about the existence of counseling guidance in schools.

So we can see that the school counselor is the organizer of counseling activities at school. The term counselor is officially used in Law Number 20 of 2003 by stating “counselors are educators” and in Regulation of the Minister of National Education Number 22 of 2005 it is stated “counselors carry out counseling services in schools” which previously used the terms officer, BP/BK teacher and tutors.

As a school counselor must carry out counseling guidance services. Guidance and counseling services in schools provided by counselors are assistance services for students both individually/groups so that they are independent and develop optimally in personal, social, learning, career relationships; through various types of services and support activities based on applicable norms (Arifin, 2013). One of the potentials that develops in students is independence, namely in making important decisions in their life journey related to education and career preparation (Endriani & Karneli, 2020).
As a professional counselor, you must have an attitude of loyalty, in which a professional counselor must make true promises and not make false promises, meaning you must be committed to the service process. This means that the counseling process is carried out with full openness between the counselor and the client. A counselor is an influential key in an effective and efficient counseling relationship. The responsibility of a counselor is the responsibility of the counseling process and the result of counseling (Karneli & Hariko, 2022). Conducive counseling is a service provided by counselors to clients for the development of KES and handling of KES-T in a calm or orderly manner (Hifsy et al., 2022).

According to Febrian, (2013) the professional attitude of a counselor is a tendency that shows that he is a counselor who has a professional attitude. Counselors have an awareness of professional commitments, continuously strive to develop and master themselves, counselors must also understand and understand the shortcomings and prejudices in the counselor and the counselor is responsible for suggestions and warnings given from colleagues in the profession. In addition, as a professional counselor, they must have ethics and competence in their profession.

Ethics is the most basic thing for counselors to carry out various activities related to the counselor profession. In counseling interactions with issues of moral standards that are owned between counselor and client are often different and can even be contradictory. This situation requires counselors to use the belief system that is formed to facilitate and provide assistance to clients (Sanyata, 2006).

Ethics is the most important thing in the counseling process, Franz Mgnis-Suseno argues that: 1) There is a lack of an integrated normative order, therefore ethics is one of the standards that can be used in providing services; 2) Ethics is needed to take precautionary measures when the economic, social, intellectual and cultural fields move from traditional to modern; 3) Ethics forms critical and objective individuals and can also evaluate new ideologies. Normally, ethics is the standard of moral reference for counselors in service delivery (All Habsy, B., Hidayah, N., Boli Lasan, B., & Muslihati, 2019), (Aniswita, A., Neviyarni, N., Mudjiran, M., & Nirwana, 2021)

In the counseling process that is carried out, the counselor always tries to adhere to the guidelines and norms that exist in the counseling culture and tries to take care of himself so as not to deviate from the principles that have been set for the counselor. In the facts on the ground, the counseling they do in the field has difficulties in the process of understanding the counselee's cultural values that are different from theirs, however, they must still be addressed properly. The counselor is also seen trying to upgrade his knowledge related to his knowledge as a counselor by attending seminars (Nurmaulidya et al., 2021). Guidance and counseling science then becomes the framework for implementing the guidance and counseling profession (Hariko, 2016).

Counseling is a profession that exists as a response to individual needs to understand themselves, their environment, and other things related to their lives (Hariko, 2017). Matters related to the value principle built up in the counselor are that the counselor respects the client’s independence, the counselor becomes a “good person” for his client, and has sincerity in providing assistance to them (clients). While matters relating to the nature of values are that counselors have personality integrity who are able to be role models for their clients, counselors have awareness that the profession and services provided depend on the social dimension so that there is a moral responsibility towards society, counselors have the ability to accept emotionally to their clients and the counselor has self-awareness of his own potential and abilities (Haolah, S., Atus, & Irmayanti, 2018).

The Indonesian code of ethics for the guidance and counseling profession has five objectives, namely: 1. Guidelines for ethical and professional behavior in providing guidance and counseling services to teachers. 2. Help teachers build a professional ministry career. 3. Support the work of professional associations, the Indonesian Guidance and Counseling Association (ABKIN). 4. Fundamentals and guidelines for addressing and solving problems.
arising from professional members and their knowledge. 5. Protect members and services or counselees (Lesmana, 2021). Therefore, as guidance and counseling teachers need to know and understand their code of ethics as counseling teachers to carry out their activities in an orderly, effective and efficient manner. (Wahyoeningrum, 2021).

Professional counselors will always prioritize the welfare of the counselee and the trust of the community. The value system that the counselor believes in becomes a provision in ethical behavior (Hunainah, 2016). (Gladding, 2012) Write down five ethical principles related to the counselor's ethical activities and choices, namely: 1). Beneficence means doing good and preventing harm. 2). Nonmaleficence means not causing harm/pain. 3). Autonomy/autonomy means giving freedom in choosing and making their own decisions. 4). Justice/fairness. 5). Fidelity/loyalty means sticking to commitments.

Professional counselors must have a strong desire and determination to be able to help others and have positive traits to be able to view counselees as human beings who have different values, religious teachings, cultures, and backgrounds. Counselors must have full responsibility, be able to control themselves, have emotional balance, and be fully aware of differences in values, religion, culture, and beliefs. As well as professional counselors must be able to meet the qualifications as a counselor properly so that they can help handle counselees properly (H. K. Marjo & Sodiq, 2022).

In addition to ethics, school counselors must also have competence, which the government has also set Competency Standards based on RI Minister of National Education No. 27 of 2008 concerning Academic Qualification Standards Counselor Competency includes four competencies, namely: Pedagogic, Professional, Personality, and social. In addition, there are several competencies of professional counselors, namely: 1) mastering the concept and practice of assessment to understand the conditions, needs, and problems of clients, 2) mastering the theoretical framework and practice of guidance and counseling, 3) designing the Guidance and Counseling program, 4) implementing the Guidance and Counseling program and comprehensive Counseling, 5) assessing the process and results of Guidance and Counseling activities, 6) having awareness and commitment to professional ethics, 7) mastering research concepts and praxis in guidance and counseling. Several aspects are included in the competence of counselors according to (Taher et al., 2021) are; knowledge, understanding, skills, values, attitudes, and interests. According to (Malik & Kurniawan, 2018) a competent counselor should indeed be able to present the figure of a complete educator in his performance so that he becomes a quality counselor. A competent counselor is a counselor who can show his professional form.

CONCLUSIONS

The conclusion from the explanation above is that school counselors must have ethics and competence as the foundation of their profession. Professional counselors need to have a strong desire and determination to help others and have positive traits to see their clients as people with different values, religious teachings, cultures, and backgrounds. Counselors must have full responsibility, self-control, and emotional stability, and be fully aware of differences in values, religions, cultures, and beliefs. Likewise, professional counselors must be able to properly qualify as counselors to help them handle clients well.

For future researchers, it is hoped that they can develop research related to the professional ethics of guidance and counseling teachers that are more comprehensive and modern, besides that future researchers can develop through a qualitative approach using different data analysis, or with a quantitative approach or mixed methods.
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