

STUDENT VIEWS OF GUIDANCE AND COUNSELING TEACHER PROFILES IN TERMS OF GUIDANCE AND COUNSELING PROFESSIONAL ETHICS

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Abstract: The complexity of problems in everyday life is a challenge for school counselors and counselors in demonstrating their professionalism as a counselor profession in assisting counselee development. For the sake of maintaining honor as profession, so as school counselor must aware that for reach That need competency and obey to code ethics profession. Student as user service counseling in school still looked bad profile from the school counselor. The purpose of this research is to know view from student to counselor profiles and how ethics profession real school counselor. On study in this case, the method used is method SLRs which one _ writer succeed collect 30 articles with 4 articles including the focus on the results for studied related view student to t h e school counselor. After data and articles were collected next will analyzed in this way this research g e t s a conclusion. The results obtained in the research of 4 Articles that have been reviewed have positive results and some are negative. This can be taken from the selected literature, one of which is that there are still many students who consider school counselors to be "school police". This shows that less good profile from the school counselor in the view of the student. In fact, it still is often happening error in gift service counseling, which usually done by school counselor in school That Alone. However, from some literature, the school counselor's profile is considered good, close to students and can be trusted to tell personal things. As for study about application ethics or code Guidance Counseling ethics shows the understanding of the school counselor on the guidance and counseling teacher's code of ethics is relatively low.

Keywords: counselors, guidance and counseling, students' views of school counselors, school counselor profiles, school counselor ethics

INTRODUCTION

One of the education systems in schools is Counseling Guidance. All educational institutions and schools have Counseling Guidance and are taught the same as the lessons in school. The statement issued by Prayitno and Amti (2004: 112) Guidance Counseling has a goal, namely, to aid everyone so that they can develop optimally according to the stages of their development, such as talents and achievements possessed, family, socio-economic

status, education, and can create a positive environment. Counseling Guidance is intended for students to get optimal development of their potential so that students can adapt to their environment at school and outside of school. Counseling Guidance has an important role for schools or formal educational institutions as counselors and prepares students to adapt with society. According to (Tohirin, 2014) students do not only study in class to be able to solve and deal with problems when they enter society.

Counseling is an important activity for students in the school environment and outside of school. Counseling is an activity that changes attitudes, thoughts, and behavior, and both the activity and the process must be carried out by a professional counselor. In counseling activities or processes, theories and approaches are needed, so that it is required to have special education to become a professional counselor, according to the statement (Erhamwilda, 2009). Reporting from Suherman (2011: 5) coaching or Counseling Guidance is the latest view of human potential that is centered on positive assumptions. counselor must aware that counselee present with hope that counselor is figure Which presence can help himself. By because That prefix counselor with reception which good and open can give energy positive for sessioncounseling Which effective.

Thereby also need realized that school counselor No can impose mark Which he adhered to to student. However, there is a number user service counseling Which looked bad on profile school counselor as profession counselor. View This often time caused by error Which done by a few persons counselor Alone. For example, at SMA N 4 Padang a sample of 73 respondents was taken, from 5 categories the assessment was very good to not good. The student's perception of the school counselor showed a percentage of 35.61% stating that it was not good. Unfavorable perceptions of students occur because in the implementation of Counseling itself the principle of confidentiality that is owned by school counselors is lacking. Purwanti et al (2013) in their research a low score was obtained by school counselors by some students because students still lack confidence in school counselors, such as storing, guarding and maintaining student information in the form of confidentiality of the information obtained. counselor Which operates his job must fulfil condition competence professional and ethics Which strict, especially when face symptoms certain. As organization Which responsible full of development the Guidance Counseling profession in Indonesia, ABKIN has formulate set code ethics Which must obeyed by whole profession counselor Which Work Good environment education nor on the outside.

In his statement ABKIN (2006; 94) stated that the profile of the Guidance and Counseling profession needs to be realized as a form of implementing a code of ethics. Likewise with the expression that states that the purpose of enforcing a code of ethics is to: (1) Maintain the honor of the profession; (2) Protecting counselees from malpractice; (3) Quality improvement; (4) Maintenance of professional standards and quality and (5) Upholding of labor and professional ties. Code of Ethics Counseling Guidance in Indonesia itself has been compiled by the Indonesian Counseling Guidance Association (2006:69). Therefore, it is necessary to realize that in order to achieve the objectives of the ABKIN statement, a counselor needs to have maximum knowledge, creativity, attitudes and values in the implementation of ongoing counseling.

By looking at what ABKIN emphasizes regarding the Guidance and Counseling profession, of course this is an opportunity for the counselor profession to show its skills as a counselor. The purpose of this research to be achieved is also to see student perceptions from the profile of a school counselor and will be seen from the perspective of professional ethics Guidance Counseling, as well.

METHODS

The research in this article uses a *Systematic Literature Review* (SLR). SLR is a way or method of deepening by identifying, evaluating, and interpreting all its findings. SLR has the goal of identifying, reviewing, and evaluating all research that is accurate and can provide answers to the research questions set (Triandini, Jayanatha, Indrawan, Werla Putra and Iswara, 2019). Doing SLR makes it possible to synthesize various findings that are in line so that the truth that has been published by the author becomes more complete. The use of SLR is intended to combine the results of relevant research, and to be able to provide complete and balanced facts (Siswanto, 2010). *Literature review* in this article the author collects 30 articles and journals which are sorted based on criteria, namely regarding students' views of school counselor profiles and how the role of professional ethics Counseling Guidance so that only 7 articles were obtained. In this study the SLR method was used for its process objectives (Siswanto, 2010). In this practice, the SLR method is used by searching data sourced from articles and journals so that new theories and concepts are obtained as well as answers to research questions (Perry & Hammond, 2002). SLR has a goal to answer research questions by summarizing, identifying, and interpreting various research results.

RESULTS AND DISCUSSION

This study shows that students' views of school counselors are very diverse. In the 7 selected articles, many students' views of the school counselor's own profile, such as school counselors are teachers who are fun, firm, disciplined, humorous, and others. According to Desiderato in Rakhmat (2005) perception or view is the experience of an event, factual or relationship obtained by concluding information and describing messages. The student's view of the school counselor's profile is the student's perspective on the teacher serving Counseling Guidance, which is known from looking at, observing, and seeing the behavior of the school counselor inside and outside of school hours. Students have their own views through experience, knowledge, and feelings towards the school counselor.

A. Guidance and Counseling Teachers

Research on students' views of school counselors was expressed directly by Felinda (2021) at SMP N 7 Banjarmasin. This research revealed students' feelings towards school counselors such as fun, liked by students from different grade levels because of a *friendly figure*. The personality of the school counselor who is liked because of his work will carry out his duties and responsibilities as a school counselor well. Services provided in a comprehensive, detailed, and complete manner are the duties of the school counselor and are never neglected. The ability in the performance of school counselors such as teaching in class and helping student problems through personal counseling is a school counselor's

professional ethics. During the Covid-19 period, SMP N 7 Banjarmasin did not participate in class as usual. School counselors at SMP N 7 Banjarmasin visit their students' homes, especially students who have problems or obstacles in doing online learning.

The views of students at Tri Sukses Boarding School Jambi Middle School from research conducted by Aisyah et al, (2022) showed positive results. Guidance and counseling activities have students who have been able to deal with their problems, know their personalities. The role of school counselors has been well implemented to provide motivation, direction, input, and encouragement so that students are able to develop themselves both in terms of achievements and talents and abilities. (Daryanto, 2015: 107) The role of Counseling Guidance services prioritizes educational efforts interactively in the learning process so that it is fun, challenging and motivates students to think, feel, behave, act, and have responsibility. Students' perceptions or views of the duties and profiles of school counselors in carrying out counseling services at TSBS schools with a total of 41 choice questions and distributed to 115 students, generally felt that the quality was "good" with a percentage of 61%.

The first and different expression is in the research by Dewi et al., (2017) of XI IPS students at SMA N 1 Natar in South Lampung. The students saw that the school counselor was the school police, could not maintain confidentiality because the counseling room was not supportive, and there was a lack of socialization about counseling so that students did not know what counseling meant. Students' views of school counselors are like school police because the profession of school counselors aims to expedite the course of learning and school counselors are always dealing directly with students who have problems. This problem also occurred at SMA N 4 Padang in Purwanti's research (2013). Second, Nur Gita (2020) in his research which aims to understand how class VIII students view the profile of school counselors at Mutiara Persada Middle School, Yogyakarta, concludes that some students still hold the view that school counselors are nicknamed ' *School Police* ' who like to give punishment to students who violate school rules. In his research, Batuadji (2009) in his research, found that students generally have negative perceptions of service Counseling Guidance, is reflected in the use of the term " *school police* " to describe school counselors. In addition, many students underestimate the service Counseling Guidance provided at school.

In Wardani et al.'s research, (2009) conducted a simple survey by distributing open questionnaires to students. This study succeeded in showing that 60% of students' views have an understanding that school counselors are teachers who are strict, good at rebuking and like to punish students. Based on this also that the view that is often associated with school counselors is the school police. This perception or view seems to be viewed negatively by students towards the school counselor's profile and has been formed and made students' understanding blurred about the role and goals of the school counselor or school counselor. It is this negative view that makes the interest in using counseling services only until it is enough.

B. School counselor ethics in terms of professional ethics

Counseling is a service from the school for students, both individuals and groups of students with the aim of students having or being able to develop themselves optimally, socially, learning, and career based on norms as a service and supporting activities that apply,

Prayitno (2004). Counselor professional ethics or school counselors are people who understand the theory of counseling services and can apply them. More broadly, school counselors or counselors need to have in themselves personal competence and social personal. According to Sunaryo Kartadinata (2011: 15) school counselors have a professional code of ethics which are rules or regulations and behavior on professional norms that have the nature to be followed, upheld by all members in the profession when carrying out social activities and carrying out their duties. Abkin's statement (2006) code of ethics or ethics are the rules that maintain a profession so that it is not interfered with by the government, avoids whether there is consensus in matters that are internal to a profession, provides protection, prevention, and avoids malpractice activities. Abkin (2006) also stated that the existence and strength of a profession occur because of public trust. School counselor ethics always involves commitment and awareness in professional work to maintain responsibility and strengthen student confidence.

School counselors have a role to provide services to students as a provider of understanding, help solve problems, and motivate students to be able to make their own responsible decisions and students can be independent. In the professional ethics of school counselor, it is intended to provide a positive reflection for students as well as encouragement and motivation for their students. This is also strengthened by the existence of three basic things that school counselors must have, namely, being able to keep secrets, being voluntary and having openness, and school counselors being able to make decisions made by the students themselves. Professional ethics as a school counselor prove that it has been fulfilled in accordance with the characteristics of the profession and has been carried out by professional staff.

C. Student Views of School Counselors from a Professional Ethics Perspective

Students' views of school counselors vary widely from positive to negative, the views of these students can be reviewed in accordance with professional ethics in Counseling Guidance. From the results obtained, the views of students at SMP N 7 Banjarmasin are very good and positive. Students perceive school counselors as fun and trustworthy teachers. This is included in the form of school counselor professional ethics in carrying out their duties and responsibilities. But some research results also state that students' views of school counselors are negative. The cause of this is because the school counselor is the supervising teacher of troubled students and inadequate facilities and amenities for the room Self Counseling Guidance. In the role of school counselor professional ethics, confidentiality is a form of ethical issue in the Counseling Guidance profession. The unsupportive counseling room makes students uncomfortable because the students cannot express their emotions and say things that are confidential because it is easy for others to see and hear. Cavanagh said that there are 4 ethical issues that need to be considered by school counselors and counselors, namely 1) professional ethics in being responsible; 2) secrecy; 3) provide explanations or information; and 4) an influential counselor. Different from Prayitno and Erman (1999) in Guidance Counseling which is carried out individually or individually, a school counselor must have the principles and issues of Counseling Guidance and the ethics of confidentiality is the most important.

Guidance Counseling, which is carried out individually, some information can be obtained, namely students still doubt the confidentiality of the school counselor to store and maintain information or data, information that has been submitted by students. Students have a fear that information or data, information that students have given to school counselors during individual counseling will leak to friends and other teachers, this is also supported by the state of the room facilities Counseling Guidance that has no privacy to speak. Room Inadequate Counseling Guidance makes students feel uncomfortable such as doors that cannot be locked, sounds that can leak out and from the school counselor himself who has a loud voice so that every word spoken can be heard outside the room. It was this incident that made students reluctant to tell or take part in individual counseling at school. BNSP (in Ahmad Sudrajat) according to him is the standard of spatial facilities Guidance Counseling at school, namely 1) being able to function to get services Counseling Guidance as best as possible, 2) a room with an area of 9 m², 3) space Guidance Counseling provides a sense of security, comfort and guaranteed privacy for students, 4) space Guidance Counseling is equipped with equipment that is able to support the activities of Self Counseling Guidance. The research was conducted in class VII-I of SMP N 3 Gresik in line with PERMENDIKBUD RI No 111 of 2014. Counseling Guidance has the goal of being able to help counselees or students achieve their duties, optimal and independent self-development in terms of personality, learning, socializing, and careers. The discrepancy between regulations and facts on the ground makes students give a negative view of the school counselor's profile. The cause of all of this is the school counselor's non-compliance with the professional ethics of a school counselor.

In the study using the SLR method, a sample of 7 articles was taken which contained student perceptions or views on the profile of school counselors in carrying out their profession in accordance with the ethics of the Counseling Guidance profession. Of the 7 articles obtained, 2 of them gave a positive view of the profile of the school counselor, in Felinda's article (2021). In their article entitled " Student Perceptions of Counseling Teacher Performance at SMP Negeri 7 Banjarmasin" and Arbianto et al (2019) on the title Implementation of Cognitive Restructuring Strategies to Reduce Negative Perceptions of Students in Services Guidance Counseling class 7.1 SMP N 3 gresik. In this study, school counselors have a pleasant view, can be trusted, help students who do not understand or who have difficulty in learning, and provide motivation for students, so that students have a very good perspective. The role of the school counselor in this case is in line with the ethics of the Counseling Guidance profession which uses the principle of confidentiality and in carrying out its duties in a correct and open manner.

The profile of school counselors is viewed negatively by students, from 5 articles Wardani et al., (2009) school counselors are considered school police, in Nur Gita (2020) the role of school counselors is to change students' views in junior high schools in Yogyakarta effectively slowly in line with the services provided. given, Dalimunthe (2021) about the perceptions of other teachers who teach fields of study to school counselors at MTS schools for the 2020/2021 Academic Year", Purwanti (2013) about the relationship between students' views on following Individual Counseling Guidance in the implementation of BK services which has a principle of confidentiality to the school counselor itself, Dewi et al., (2017)

"Factors of Lack of Student Interest in Guidance and Counseling Services", showing unpleasant results, school police, teachers who often scold, and services from Counseling are inadequate and underestimated. From the results of the 5 articles that were selected, the profile of the school counselor himself such as the school police, the role of the school counselor who should protect, support, provide motivation changes to being the first teacher visited by troubled students, his excessive assertiveness. That way the student's view of the school counselor's profile becomes less fearful and untrustworthy. Supported again by the inadequate guidance and counseling room facilities, the Guidance Counseling was not able to run properly and some students were embarrassed to express their emotions in the guidance and counseling room .

Based on the above findings related to views regarding Guidance and Counseling profiles, the author can conclude that several articles that the author collected from his research show that students still have an unfavorable view of the profile of school counselors, one of which is widely known as the 'School Police'. This means that there are still many people or students who have an unclear understanding of counseling. This kind of misunderstanding can affect the development of counseling services as a respected profession.

CONCLUSION

Implementation code ethics profession counseling guidance in Indonesia Not yet reach results Which optimal, this causes the profile of the school counselor to be less good in the eyes of students. Several articles that the author collects regarding student views of school counselors still show a profile school counselor who is not completely perfect. Many school counselors and counselors are not familiar with the contents of the professional code of ethics and difficulties in implementing it. Of course, these problems need to be addressed immediately to maintain the dignity of the school or professional counselor profile counselor.

Agency Which related can provide facility to increase the qualification school counselor, like organize seminar, workshop, training, and activity similar, which where every school counselor must follow it. describe that enhancement ability professional counselor must reflected in enhancement performance, understanding which strong to base professional, mastery material academic, ability in process counseling, ability adapt in interaction, personality, creativity, and increased collaboration.

Without regulation Which clear, success something profession Can hampered although competence Already fulfilled. Importance maker provision for formulate regulation Which related with internal counseling field education. The goal is for strengthen sustainability counseling guidance services. Regulation must cover several aspects, like KBM guidance And counseling, standard service counseling, task tree function school counselor, monitoring , And implementation program. Besides That, regulation the must lead on application code ethics profession counseling guidance. As for regulation the must containing regarding the firmness of the importance of enforcing the code of ethics of the guidance profession counseling.

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