

**EXPLORING THE ISSUE OF BK TEACHERS WITH NON-BK BACKGROUNDS
IN THE PERSPECTIVE OF THE PROFESSIONAL CODE OF ETHICS****Diandra Thufailah Sukmawati^{1*}, Isna Zahiratul Fairuz², Naila Salsabila Munigar³, Najwa Dhiyaul Haq⁴, Silva Safitri⁵, Zaskia Hilmah Salamah El Mahmudiyah⁶, Ipah Saripah⁷,
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Abstract: BK teachers with Non-BK backgrounds are still an issue that often occurs in education in Indonesia. This is due to the lack of BK teachers in Indonesia. Therefore, the purpose of this study is to explore and find out more deeply related to BK teachers with Non-BK backgrounds in the perspective of guidance and counseling. This study uses a descriptive qualitative method to explain in more detail the data from interviews with both BK teachers and BK teachers with Non-BK backgrounds. The results obtained are that BK teachers with Non-BK backgrounds do not really understand and delve into the code of ethics for guidance and counseling. However, in practice, BK teachers who come from psychology majors (non-BK) have an adequate understanding of counseling, so that their existence helps reduce the workload of BK teachers.

Keywords: code of ethics; professional ethics; non-bk teachers

INTRODUCTION

Every profession has professional ethics that need to be understood and implemented in their work as a responsible professional. Ethics is a behavioral order based on a value system of a certain society (Hambali *et al.*, 2021:6). Ethics can also be a rule for a group of individuals in a job (profession) which is referred to as the code of ethics (*ethics of conduct*) (Siregar, 2015). While the definition of a profession is, "a profession refers to a job or position that requires expertise, responsibility, and loyalty to the job" (Supriadi in Hunainah, 2016). Thus, it can be understood that professional ethics is a set of rules that must be followed by individuals voluntarily and in accordance with their conscience and essence in carrying out professional work without external obligations and if a violation occurs, it will be legally punished (Menbarrow, 2021). Professional ethics vary from profession to profession. This is because the general principles formulated in a profession will differ from each other (Sinaga, 2020). Likewise in guidance and counseling. As a profession, guidance and counseling have professional ethics that need to be followed. The guidance and counseling profession is a type of work carried out by counselors or

BK teachers who provide guidance and counseling services to counselors in educational units (Hartono, 2015).

As stated in Article 31 paragraph (3) of the Law of the Republic of Indonesia, the main purpose of national education is to realize the intelligence of the nation's life, faith and devotion to God Almighty, and noble character. To achieve the main goals of education, a team of teachers is needed, one of which is guidance and counseling teachers. Referring to Articles 2 to 6 of Law of the Republic of Indonesia Number 14 of 2005 related to Teachers and Lecturers, "BK teachers have a position as professionals in formal educational institutions at the primary, secondary, and early childhood education levels which are formally proven by the ownership of an educator certificate". Hartono (2020) revealed that BK teachers are professional educators who have expertise in the field of guidance and counseling, which is shown by mastery of the Counselor Competency Standards based on the requirements of the Regulation of the Minister of Education Number 27 of 2008.

The task of BK teachers at school is to facilitate each student in the form of guidance and counseling services so that students can participate in learning optimally so that they can achieve the goal of developing their own potential. Therefore, the position of guidance and counseling teachers is an important aspect in the implementation of the formal education system in schools which plays a role in providing guidance and counseling services to help students develop (Hartono, 2020). Hikmawati (in Nitami *et al.*, 2015) stated that BK is a support service for students, both individually and in groups, to be able to be independent and develop optimally in the fields of personal life development, social life development, ability learning and career planning through various standards-based support services and activities. Regarding the roles and duties of BK teachers which are closely related to student development, the code of ethics needs to be understood in practice. Kartadinata (2011:15) explained that the professional code of ethics is a regulation of professional behavior norms that must be obeyed by every member of the profession in carrying out professional duties and in their lives in society.

Based on the results of a questionnaire with respondents as many as 40 BK teachers at the high school level, 70% answered 'strongly disagree' that hiring workers who do not have a permit is an ethical action to overcome the lack of professional assistance. This can potentially have a negative effect. Nugroho and Fathoni (2022) stated that BK teachers with Non-BK backgrounds have a less-than-optimal effect when providing guidance services to students in need with the problems experienced and their solutions. The following are the challenges of hiring non-BK teachers, namely: 1) The BK program is not well structured and programmed, 2) The mechanism for providing BK services is not qualified, and 3) The competencies that non-BK graduate homeroom teachers have are still lacking. There are differences in personality competencies that BK teachers must have based

on BK and Non-BK in general, there are four indicators in personality, namely: self-understanding, self-acceptance, self-direction, and self-manifestation. If this personality has been embedded in a teacher, especially BK teachers, then the services provided to students will certainly run optimally and can improve the quality of quality education.

Problems that can occur for BK teachers with Non-BK backgrounds are ignorance about guidance and counseling and how to help students in handling problems. This can result in an inability to handle complex cases as well as an inability to understand the importance of maintaining confidentiality and respecting student privacy. In line with this, Cavanagh (in Hunainah, 2016) stated that there are four ethical issues that must be considered by a BK teacher, including *the ethics of professional responsibility, confidentiality, imparting information and the influence of the counselor*. Hunainah (2016) explained that professional counselors will pay attention to their performance to always prioritize the welfare of counselors and community trust. As the code of ethics for guidance and counseling states that the qualifications of BK teachers must have knowledge and insight in the field of BK, and must have institutional relationships that contain the rules for the implementation of BK ABKIN services (Nuzliah & Siswanto, 2019). The value system that the counselor believes is a determinant of ethical behavior. Ethical principles based on social values in the counseling profession include: 1) Responsibility; counselors have the responsibility to perform the best performance and standards of professional services, 2) Competence; counselors need to maintain the best standards of professional competence, 3) Services provided by counselors, 4) Confidentiality; protecting counseling information from improper parties, 5) Counsellor welfare; counselors respect and protect.

Hiring BK teachers who do not have a background in the field of guidance and counseling has serious ethical implications for existing guidance and counseling service standards. Palindangan (2021) revealed that decisions made by ignoring ethical principles and not taking into account ethical implications will bring losses that have a wide impact both directly and indirectly. This violates professional ethical standards that demand that guidance and counseling practitioners must have the appropriate knowledge, skills, and experience to provide services to counselors. The provision of services will be less efficient if the code of ethics is not implemented (Mulyani & Irman, 2023). A professional BK teacher will certainly show students or to the wider community that he is someone who is educated so that his skills can be trusted and tested. In this case, professional ethics are needed that will act as "*self-control*". (Alawiyah *et al*, 2020). Therefore, it is important for BK teachers to have full awareness in order to be able to implement their professional ethics, so that every action taken to students or the school community is always within the proper rules and ethics.

In the research of Mulyani & Irman (2023), it was found that BK teachers with non-BK educational backgrounds understand the counseling code of ethics, but lack understanding and mastery of the BK code of ethics. However, the study has not discussed the difference between the psychological code of ethics and the guidance and counseling code of ethics. Furthermore, the study does not discuss the dilemmas experienced by BK teachers. On the one hand, BK teachers understand that the existence of BK teachers with a Non-BK (psychology bachelor) background is basically not in accordance with the code of ethics for guidance and counseling. However, the existence of BK teachers with Non-BK backgrounds has helped the implementation of counseling services that are less effective due to the lack of BK teachers with suitable graduates. Therefore, this article will discuss issues related to the placement of Non-BK BK teachers that have not been discussed in depth before.

METHOD

This study uses a qualitative descriptive method. According to Jaya (2020), descriptive research is a type of research with the aim of determining the value of each variable, either one or more independent variables, without any relationship with other variables. Qualitative research methods are a type of research that produces discoveries that cannot be obtained through statistical procedures or other means of quantification (Moleong, 2005). Research using qualitative descriptive methods focuses on answering research questions about who, what, where, and how an event or experience occurs, until finally it is studied in depth to find patterns that appear in the event (Kim H in Yuliani, 2018). Thus, it can be concluded that the qualitative descriptive research method is carried out to describe and analyze the value of each variable which aims to answer questions related to the events studied.

The data collection method used is using questionnaires and interviews. The questionnaire focuses on BK teachers at the high school level. The interviews were conducted on 4 BK teachers with non-BK educational backgrounds (psychology bachelors) and 1 BK teacher with BK educational background. The procedures carried out include searching for BK teachers with Non-BK backgrounds in high school, obtaining interview permits, compiling interview questions, and analyzing interview data.

RESULT AND DISCUSSION

Table 1 Theme of Non-BK Teacher Interview Results

Theme	Subject 1	Subject 2	Subject 3	Subject 4
Understanding of the BK teacher code of ethics	Lack of understanding of the BK teacher's code of ethics.	Lack of depth	-	-
Have a professional license/certification of BK teachers	No, only a special supervisor	Not	Yes	No, but it is registered in Dapodik

Theme	Subject 1	Subject 2	Subject 3	Subject 4
	certificate (ABK)			
Adaptation Efforts	Understanding, observing, interviewing, and asking questions with fellow BK teachers	Adaptation to administration	Lots of learning	Adaptation to administration
Challenge and obstacles	Related to Administration	Related to administration	Administrative issues	BK administration system
The difference between the professional code of ethics and the code of ethics according to the major taken (psychology)	Not much different. Client confidentiality and building a good rapport.	Probably the same	Nothing, almost the same as the psychological code of ethics	There is, but not much different
Learn the code of conduct and ethics BK teacher	Haven't studied it in depth. Understand in general such as the principle of confidentiality.	Haven't studied the whole thing	Yes	Leaning on the ethical code of psychology.
Implementation of the code of ethics and professional ethics	Building commitment and maintaining confidentiality.	Applying a code of conduct of confidentiality	Adjusting to the code of ethics for counseling services	Stay professional and confidential
Work environment support	Get support and work together	The environment is positive	Yes, support	Yes, quite supportive
Response to hiring Non-Bk BK teachers according to the code of ethics or not	It can be as long as it is still suitable	Between true and no	Agree	Agreed, as long as you can do counseling
The foundation of the code of ethics and professional ethics that is the foundation	Following the psychological code of ethics	Holding the principle of confidentiality	BK teacher code of ethics	Execute according to the rules of the code of ethics
Factors of schools hiring Non-BK teachers	Allowed by the government as long as it is still linear	The graduates are still linear, namely psychology and BK	Linear with BK teachers	The graduates are still linear, namely psychology.

Understanding of the Code of Ethics

Based on the results of interviews with BK teachers with non-BK educational backgrounds, it can be seen that BK teachers with non-BK educational backgrounds lack understanding and depth of the code of ethics in the guidance and counseling profession. This is in line with the research of Hotmauli (2021) which states that BK teachers with non-BK educational backgrounds lack a detailed and clear understanding of the rules that have been set in counseling (Hotmauli, 2021). This is because the BK professional code of ethics is

not studied in depth. The code of ethics is needed in understanding counseling strategies to carry out the guidance and counseling process, as a requirement for BK teachers to direct an individual in a better direction (Nuzliah & Siswanto, 2019). However, in general, all BK teachers with non-BK educational backgrounds know that the basis of the code of ethics used is the principle of confidentiality. BK teachers also continue to try to learn the BK teacher's code of ethics even though they still do not understand it comprehensively.

In addition, BK teachers with non-BK educational backgrounds continue to use the professional code of ethics in accordance with their study program. The diversity of a BK teacher's educational background can be a disadvantage or an advantage. BK teachers with non-BK backgrounds are feared to have an impact on the services provided, where services are provided only when students face problems at school (Embet *et al.*, 2021). To ensure that BK teachers in Indonesia understand, master, and apply the code of ethics of professionalism in guidance and counseling, this code of ethics must be the main concern as a counselor. This code is intended to form counselors to become more independent and help them find the best way to address their problems (Hotmauli, 2021).

From the results of the interview, it is also known that the three BK teachers with non-BK backgrounds do not have a license or certificate as BK teachers. Based on legal regulations, BK teachers have been designated as professional educators (Embet *et al.*, 2021). To work well as a teacher or professional counselor, they must have academic qualifications relevant to the subjects taught as well as master the competencies stated in the Teacher and Lecturer Law. Teacher certification is an effort to improve the quality of teachers, it is expected to improve the quality of education in schools (Nugraha, 2014). One of the BK teachers participated in P3K and was accepted by the school as a BK teacher. However, the teacher only has a certificate as a special supervisor (ABK). In addition, two other BK teachers do not yet have a certificate but are already registered with Dapodik and will get NUPTK in the near future. Other BK teachers undergo internal activities organized by the school to develop the potential of teachers, including BK teachers, and participate in Teacher Professional Training.

Implementation of the BK Professional Code of Ethics

The results of the interview showed that the four BK teachers with non-BK backgrounds implemented the BK code of ethics based on the most basic code of ethics, namely maintaining the confidentiality of counseling. The principle of confidentiality in guidance and counseling is related to the confidentiality of counselors or individuals in the form of data or problems experienced. BK teachers will keep the confidentiality obtained from the individual's data from uninterested parties and ensure a sense of security for counselors. Generally, all data is stored in a special place and can only be accessed by the BK teacher (Raminah, 2018).

BK teachers have a full obligation to maintain and maintain all data and information of students or counselors so that their confidentiality is guaranteed. In addition, one of the BK teachers interviewed stated that in implementing the code of ethics and professional ethics of BK teachers, it is necessary to adjust to the code of ethics for counseling services. . Referring to ABKIN (2006: 94) the code of ethics is a norm that can protect professional

members from the government who interfere, prevent the failure of internal agreements that occur in a profession, and provide protection to practitioners from malpractice activities.

The code of ethics for the Indonesia counseling guidance profession that has been compiled by ABKIN and outlined in Decree No: 009/SK/PBABKIN/VIII/2018 includes:

1. Qualifications and competencies of counselors (values, attitudes, skills, knowledge and legitimacy of authority as Guidance and Counseling teachers)
2. Professional activities include:
 - a) Counseling service practice in general
 - b) Practice in units or institutions
 - c) Independent Practice
 - d) Peer support
 - e) Information and Research
 - f) Assessment or Assessment
3. The implementation of the service contains
 - a) Appreciation and openness
 - b) Confidentiality and sharing of information
 - c) Setting up counseling services
 - d) Counselor Responsibilities
4. Violations and sanctions of loading
 - a) Form of violation
 - b) Sanctions for violations
 - c) Mechanism for the application of sanctions.

Related to this, there are BK teachers who in carrying out their duties as BK teachers refer more to the code of ethics that they have learned during their previous study period, namely the Psychology code of ethics. In the interview, BK teachers responded to questions related to the foundation of the code of ethics and professional ethics that are used as a reference in carrying out the profession of BK teachers, which are as follows:

"Remain responsible as a BK teacher, you must understand what the duties of BK teachers are. Follow the psychology of how we should be in the field". -BK Teacher 1

"To learn the BK code of ethics, I have not studied it in its entirety, but in running counseling services, I refer to the most basic psychological code of ethics, namely the principle of confidentiality". - BK Teacher 2

Based on these answers, it can be understood that the BK teacher is more inclined to implement the psychological code of ethics in his profession as a BK teacher because he understands it better than the BK teacher's code of ethics. This is also supported by the assumption of BK teachers with non-BK backgrounds, especially from psychology majors, who consider that the psychological code of ethics and the code of ethics for guidance and counseling are not much different. The psychological code of ethics is a set of values to be obeyed and carried out as well as possible in carrying out activities as psychologists and psychological scientists in Indonesia (HIMPSI, 2010) while the Guidance and Counseling code of ethics is a provision and regulation that must be obeyed and practiced by counselors who provide guidance and counseling services in accordance with the principles of the counselor profession and have the correct legal basis (Megarizky in Hotmauli, 2021).

Differences and Similarities of Code of Ethics

There are differences and similarities in the code of ethics in guidance and counseling with psychology. This is based on the Indonesia Code of Ethics for Guidance and Counseling by the Guidance and Counseling Association (ABKIN) in 2018 and on the Indonesia Psychology Code of Ethics Book as a result of the 2010 Congress of the Indonesia Psychology Association.

Table 2 Differences between BK Code of Ethics and Psychology

Differences in Code of Ethics	Similarity of Code of Conduct
The BK code of ethics applies to BK teachers and counselors. Meanwhile, the psychological code of ethics applies to psychologists.	It equally emphasizes respect for human dignity.
BK focuses on the educational environment. Meanwhile, psychologists can work in various fields.	Equally uphold confidentiality.
BK aims to assist students in personal development and adjustment. Meanwhile, psychologists help a wide range of individuals in overcoming psychological problems.	The same adheres to the principle of voluntariness.
The BK code of ethics covers issues relevant to BK services, Whereas the psychological code of ethics covers issues such as confidentiality of client data, professional competence, etc.	Equally emphasizes integrity and professionalism, as well as ensuring benefits for clients.

Based on the table above, it can be further described as follows.

Table 2 refers to the Indonesia Code of Ethics for Guidance and Counseling by the Association for Guidance and Counseling (ABKIN) in 2018 and the Indonesia Psychology Code of Ethics Book as a result of the 2010 Congress of the Indonesia Psychology Association. In the BK code of ethics, it is written that the Indonesia code of ethics for guidance and counseling is a value and moral rule that serves as a reference for members of the organization in carrying out their duties or responsibilities in carrying out guidance and counseling services to counselors. Meanwhile, in the psychological code of ethics in article 1, it is written that the psychological code of ethics is a set of values to be obeyed and carried out as well as possible in carrying out activities as psychologists and psychologist scientists in Indonesia. From these two statements, it can be interpreted that the code of ethics for guidance and counseling applies to members of guidance and counseling organizations, namely bachelors, professions, masters, and doctorates in guidance and counseling, while the code of ethics for psychology applies to psychologists and psychological scientists in Indonesia. In the BK code of ethics, it is written that

"Guidance and counseling is an integral part of the national education system which aims to lead students to achieve optimal development which means being able to navigate their life journey through decision-making, including those related to the need to choose, achieve and maintain a career to realize a productive and prosperous life that is grown in a complementary manner between guidance and counseling teachers or counselors and other educators in the educational setting".

It can be interpreted that BK services focus on the education system or school by providing guidance, counseling, personal development and adjustment services, as well as mentoring to individuals in the educational environment to assist students in overcoming

personal, academic, and career problems. Meanwhile, in the psychological code of ethics, psychologists can work in various fields with a wider scope. This is written in the psychology code of ethics book in Chapter 1 Article 1 that:

"Psychological services are all activities of providing psychological services and practices in order to help individuals and/or groups intended for the prevention, development and resolution of psychological problems. Psychological services can be in the form of counseling and psychotherapy practices; research; teaching; supervision in training; community services; policy development; social and clinical interventions; development of psychological assessment instruments; implementation of assessments; career and education counseling; organizational consulting; activities in the field of forensics; program design and evaluation; and administration".

Specifically, the BK Code of Ethics covers issues relevant to guidance and counseling services, including relationships with counseling, use of information, research, professional qualifications, confidentiality, voluntariness, openness, activeness in problem solving, and independence in decision-making. Meanwhile, the psychological code of ethics covers issues such as confidentiality of client data, professional competence, integrity and scientific attitudes.

In addition to these differences, the code of ethics for guidance and counseling and the code of ethics for psychology have several similarities. Both have the same code of ethics regarding respect for human dignity. As written in each code of ethics as follows:

"Counselors respect counseling in accordance with the dignity and dignity of humanity. Counselors are aware of and appreciate counselors as individuals with their personal rights and multicultural conditions."

~ Indonesia Guidance and Counseling Association (ABKIN) Code of Ethics 2018

"Psychologists and/or Psychological Scientists must emphasize human rights in carrying out psychological services. Psychologists and/or Psychological Scientists respect the dignity of every person as well as the rights of individuals to personal freedom, confidentiality and personal choice".

~ Indonesia Psychology Code of Ethics Book Results of the 2010 Congress of the
Indonesia Psychology Association

Both also adhere to the principles of confidentiality and voluntariness. The code of ethics for guidance and counseling and the code of ethics for psychology discuss in great detail the principle of confidentiality. In the BK code of ethics, confidentiality is discussed in several parts, such as professional activities of service practices in general, information storage and use in information and research, confidentiality in sharing information with other parties, recording counseling data, research, and socio-psychological conditions. In the psychological code of ethics, confidentiality is discussed in detail in Chapter V related to the confidentiality of records and results of psychological examinations which contains article 23 regarding psychological records, article 24 regarding maintaining data confidentiality, article 25 regarding discussing the limitations of data confidentiality to users of psychological services, article 26 regarding the disclosure of data confidentiality, and in article 27 regarding the use of information and examination results or educational or other purposes. Regarding volunteerism in the BK code of ethics, it is intended to accept

counseling as it is, and receive input, opinions, or criticism from the institution's leaders as a basis for self-development. In the psychological code of ethics, volunteerism is intended for prospective research participants who are voluntary, psychologists need to ensure that prospective participants voluntarily participate in research.

The BK code of ethics and psychology also have similarities related to aspects of integrity and professionalism. As written in each code of ethics that:

"Professional ethical values are very important in the *helping profession* The essence of the value of guidance and counseling is..... (4) maintaining personal integrity in the counselor-counselor relationship....."

"Professional values will be the foundation of ethical behavior and in decision-making. The basic principles of professional ethical behavior include autonomy, kindness, fairness, loyalty, and honesty. These basic attitudes must be upheld and practiced by every guidance and counseling teacher or counselor....."

~ Indonesia Guidance and Counseling Association (ABKIN) Code of Ethics 2018

"In professional principles, psychologists and/or Psychological Scientists must have competence in carrying out all forms of psychological services, research, teaching, training, psychological services by emphasizing responsibility, honesty, competency limits, objectivity and integrity."

~ Indonesia Psychology Code of Ethics Book Results of the 2010 Congress of the
Indonesia Psychology Association

The codes of ethics of both are equally concerned with the results and benefits of the services provided. In BK, BK teachers or counselors are responsible for ensuring benefits for the client or individual they serve. This includes the psychological well-being and rights of the client. In psychology, psychologists must prioritize benefits for clients and avoid conflicts of interest.

Basically, the BK code of ethics discusses ethical values in the provision of services in schools because it focuses on the school education system comprehensively. Meanwhile, the psychological code of ethics covers a wider aspect of life, so that there are moral values from its scientific classification. However, both of them hold tightly to the basic principles of respect and appreciation for the party provided with services.

Challenges of Becoming a BK Teacher with a Non-BK Background

From the results of the interviews conducted, the four BK teachers with non-BK backgrounds have the same difficulties, namely related to administration because non-BK teachers do not learn about administration in BK services. The administration of guidance and counseling services is the process of planning, organizing, directing, and supervising guidance and counseling activities and the use of other resources to achieve certain goals. (Zulkarnain in Delarosa, 2019). Administration on BK services itself is important to help monitor student development. Proper administrative management also affects the content and quality of data owned by BK teachers. This counseling administration data then becomes a reference to assess whether the counseling services provided by BK teachers achieve the counseling goals themselves (Pranata & Nudin, 2017).

A BK teacher or school counselor must have a detailed, measurable, and regular BK administration to support effective and targeted BK services. This will ensure that this

program is implemented properly and that the benefits are felt directly by students as service recipients. According to Pranata & Nudin (2017), data and information are urgently needed by BK teachers to supervise students and provide appropriate services and programs. The data or information management system has a very big impact because BK teachers have a lot of data and the data or information must be managed properly. BK services can be said to be efficient if the goals of guidance and counseling related to students' self-development can be achieved with minimal use of resources (Hamdi & Pitriyani, 2024).

In a study conducted by Muhamad Hamdi and Pitriyani (2024), one of the efforts to increase understanding related to BK teacher administration is to hold a community service program. This program is carried out using *the workshop* method with lectures, questions and answers, discussions, and practice techniques. The materials presented are related to the Aspects and Functions of Counseling Administration in Schools. Suherman (in Hamdi & Pitriyani, 2024) states that the administrative function is divided into *planning, organizing, actuating, coordinating, and controlling*.

Factors of Schools Hiring Non-BK Teachers

Based on the results of the interviews conducted, there are several considerations related to factors that affect schools in hiring BK teachers with non-BK educational backgrounds, namely, lack of human resources, the role of the government, and majors that are considered linear.

1. Lack of Human Resources

The lack of BK teachers can be seen from the existence of BK teachers who are not from the guidance and counseling department. This is due to the lack of guidance and counseling graduates. Furthermore, human resource training in improving professional competence in guidance and counseling is still not optimal (Madinah & Jarkawi, 2022). In addition, there is an assumption that to become a BK teacher, it is not necessary to have a special educational background. Some people argue that subject teachers can also become BK teachers, and some even argue that BK teachers are not needed at all (Zahirah, 2023). Related to these problems, one of the BK teachers with a background in guidance and counseling graduates in the interview responded that:

"Yes, there is a shortage of BK teachers, most of them are BK teachers, there are not enough graduates. Meanwhile, there are many schools. Well, I like the shortage of teachers because most schools don't understand, not those who don't understand the rules, maybe all kinds of subject teachers who don't have or lack of class hours are used as BK teachers."

It can be understood based on the interview that many schools employ BK teachers with Non-BK educational backgrounds because of the small number of human resources for guidance and counseling experts. Some schools that may experience urgent needs cause teachers with non-BK educational backgrounds to be made BK teachers in several schools in Indonesia. This condition is due to the fact that there is still a shortage of insufficient number of undergraduate guidance and counseling graduates to meet the needs of schools in Indonesia, both public and private schools, from primary to high school education levels. The case of the lack of BK teachers needs to be a serious focus because the role of BK teachers is very important in the education process. If ignored, it

will have a bad impact on the process and results of counseling services. This is in line with the research of Fitriani *et al.*, (2022) which explained that: (1) The limited number of BK teachers has implications for the need to spread BK education in various universities, (2) The school does not understand and care about the meaning and essential function of BK teachers in the scope of education.

2. The Role of the Government

The government has an important role in regulating policies that allow schools to hire BK teachers with Non-BK backgrounds, as an adequate effort and to meet the need for the availability of guidance and counseling resources in the educational environment. Related to this role, one of the BK teachers with a background of guidance and counseling graduates and a BK teacher with a background of Non-BK graduates in the interview responded that:

"Yes, I really support it. If P3K is from the government, we just follow the government. There is a connection with the government, many teachers have graduated, but they have not been placed so they are included in BK teachers." - BK teachers with a background of BK graduates

"Nothing, allowed by the government, absolutely, because the government allows from psychology, if from mathematics it seems that it is not allowed" - BK teacher with a background of Non-BK graduates

It can be understood based on the interview that the government itself has supported the hiring of BK teachers with Non-BK backgrounds. BK teachers with Non-BK backgrounds have been mentioned by the government in the Ministry of National Education, the government issued Permendiknas No. 27 of 2008 concerning academic qualification standards and counselor competence. In the regulations listed, there are special regulations for BK teachers in schools. Permendiknas No. 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies in Article 1 paragraph 1 states that to be appointed as a BK teacher, a person must meet the academic qualification standards and counselor competencies that apply nationally. Then education providers whose educational units employ BK teachers are required to apply academic qualification standards and competency of BK teachers.

Government Regulation Number 19 of 2017 concerning amendments to Government Regulation Number 19 of 2008 Article 1 Paragraph 1 states that one of the qualifications of teachers is professional qualification. The development of each teacher's professional competence is certainly different, depending on the individual factors themselves and their academic qualifications. The academic qualification factor can be seen in Article 1 (2) of PP 19 of 2017 which states that an academic degree is an academic education level diploma that must be possessed by a teacher according to the type, level, and formal education unit in a higher education place with professional training and teaching qualifications.

3. Majors that are Considered Linear

The school employs BK teachers with Non-BK backgrounds with majors that are considered linear, namely psychology majors. BK teachers with a background in psychology are often considered linear and equated with the guidance and counseling department. This is because both have similar concerns in understanding individual

psychology and assistance in developing self-potential. Related to this, one of the BK teachers with a background of Non-BK graduates in the interview responded that:

"The difference between BK and psychology is not too far, so that psychology graduates, for example, can overcome the problems that exist in students"- BK teacher with a Non-BK background 1

"Linear with BK teachers, because from psychology you also learn about BK-an" - BK teacher with a Non-BK background 2

"For psychology and BK, the focus is on developing children's competencies, as well as their character, personality, so they are still in the realm of psychologists" - BK teacher with a Non-BK background 3.

It can be understood based on the interview that according to BK teachers with Non-BK backgrounds, they think that guidance and counseling have some similarities with psychology so that those who are psychology graduates can become BK teachers. Currently, in some schools, there are still BK teachers with a background in psychology education who follow the deed IV program to be able to become teachers and have worked for many years. Dewi (2013), (graduates of the Bachelor of Psychology program have competence in conducting psychological assessments and measurements, developing and implementing psychological interventions to students, providing consultation related to school institutions and the education system, establishing effective communication with students and parents, developing social relationships and interpersonal skills, and conducting applied research in the field of psychology. Meanwhile, BK teachers have special expertise in providing counseling services in both formal and non-formal educational environments).

The Dilemma of Allowing Non-BK Teachers

BK teachers with non-BK educational backgrounds are basically not in line with the code of ethics for guidance and counseling. This is clearly regulated by ABKIN in the Guidance and Counseling code of ethics which states that "Guidance and Counseling Teachers are educators who have at least an academic qualification of Bachelor of Education (S-1) in the field of Guidance and Counseling and have academic competence in the field of Guidance and Counseling". It is stated that the minimum education of a BK teacher is a bachelor of education in the field of Guidance and Counseling. This means that teachers with a study background that is not from guidance and counseling—even if the psychology department is considered linear—is basically not in accordance with the code of ethics. Related to these problems, one of the BK teachers with a background in guidance and counseling graduates in the interview responded that:

"From the actual professional ethics, it can't actually be (hiring non-BK BK teachers). For example, if you look at the professional ethics that you have the right to make in school, it is a guidance and counseling graduate or counselor."

".... or if, for example, the S1 is not BK, it must be PPG BK. Well, it's just because of the limitations of all kinds of human resources, so we have not been able to implement it".

It can be understood based on the interview that BK teachers understand that the existence of BK teachers with non-BK backgrounds is an act that is not in accordance with the code of ethics. The existence of Professional Education for Guidance and Counseling

Teachers (PPGBK) is an alternative to hiring non-BK teachers in order to improve their competence and meet BK professional ethics. Permendiknas Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education states that "... graduates of the PPGBK/K program produce professional educators in the field of guidance and counseling called counselors or guidance and counseling teachers who are awarded the title of Gr.Kons".

However, the limitation of BK teachers who come from the guidance and counseling department is inversely proportional to the number of schools that need BK teachers. The Ministry of National Education (2022) stated that the population of BK teachers in Indonesia only reaches 33,000 out of 18.8 million students, meaning that the ratio of BK teachers to students is 1:570. Furthermore, based on the results of data from the Ministry of National Education (2022), the limited number of BK teachers occupies the 2nd position as a potential factor for problems faced by BK teachers, which is 53.8%. The BK teacher in the interview stated that the school had experienced a shortage of BK teachers.

"... Our limitation is to hold more than 350 people, ideally one BK is 150 people, while in the past there were only four BK teachers. Now it is better because the Principal understands the urgency of having BK teachers and views that BK is important".

Problems related to the lack of BK teacher population create a dilemma regarding the permissibility of BK teachers with non-BK backgrounds in schools. This is because on the one hand, hiring BK teachers with non-BK backgrounds is not in line with the applicable code of ethics. However, on the other hand, hiring BK teachers with non-BK backgrounds can be a solution to meet the high school needs for BK teachers and reduce the workload of BK teachers in schools. In the interview, the BK teacher stated the following:

"Yes, really. So our burden (BK teachers) is reduced. Passable. If there are no additional teachers, we will have more work."

"In essence, the origin of the major is still relevant to BK, it's still okay".

Based on the interview, BK teachers admitted that the addition of BK teachers in schools even though they have non-BK backgrounds has greatly helped reduce the workload. This then has an impact on more optimal counseling services and more equitable supervision of students, not only focusing on children with problems. However, the determination of BK teachers in schools should not be arbitrary. At least BK teachers need to have a strong scientific foundation regarding guidance and counseling within the school scope. In this case, BK teachers with non-BK backgrounds who come from psychology are still acceptable because majors that are considered to be still relevant to guidance and counseling.

CONCLUSION

BK teachers with non-BK backgrounds have not understood and studied the code of ethics for guidance and counseling in depth. However, this does not have much effect on how to approach and handle students. This is because the non-BK teachers who have been interviewed are graduates of the psychology department. Therefore, BK teachers with non-BK backgrounds have adequate knowledge related to counseling services. BK teachers with non-BK backgrounds understand and implement the code of ethics on the principle of confidentiality which is also contained in the psychological code of ethics. After reviewing,

there is not much difference between the psychological code of ethics and counseling guidance, so there are BK teachers who are more inclined to implement the psychological code of ethics as a reference in carrying out their profession. However, different backgrounds make BK teachers with non-BK education experience challenges or obstacles in the field of administration. Regarding administration, BK teachers with non-Bk backgrounds did not study it when studying S1 psychology.

Furthermore, the lack of human resources causes a dilemma related to the employment of Non-BK teachers. This is because hiring BK teachers with Non-BK backgrounds is not in accordance with the guidance and counseling code of ethics. However, the existence of BK teachers with Non-BK backgrounds, especially psychology, at the same time has helped reduce the workload of BK teachers in schools. Therefore, the implication of this study is that if the number of BK teacher graduates with guidance and counseling backgrounds is decreasing, then the existence of BK teachers with Non-BK backgrounds can be normalized.

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