

Analysis of Problematic Implementation of the Counselor Code of Ethics in Indonesia

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Abstract: Problems that are owned by individuals are so complex that they need help from a counselor to handle it. This is the time for counselors to show their abilities by implementing guidance and counseling services properly and in accordance with the existing code of ethics. Various problems in the establishment of a code of ethics occur in the implementation of guidance and counseling services both caused by the counselor himself and from other parties. So, the counselor must have the desire to develop his potential as a professional counselor and the Indonesian Guidance and Counseling Association as the highest organization in Indonesia needs to reaffirm the established code of ethics.

Keywords: code of ethics, guidance and counseling, problematic

1. INTRODUCTION

Counseling is an assistance service provided by the counselor to the counselee to facilitate in various aspects of the problem, where the problems that are owned and brought by the counsees are certainly very diverse. In this case knowledge, insight and skills, in carrying out counseling is needed to help the diversity of problems brought by the counselee.

The counselee comes with bringing very high expectations to the counselor to be able to help the problems faced, therefore counselors must be able to create a safe and comfortable atmosphere in the implementation of counseling in order to create an effective counseling process and achieve desired goals. However, it is undeniable that there are counsees who come with unwillingness and even feel afraid to do counseling because they have a negative perception of the counselor profession, this happens because of a phenomenon caused by the mismatched counselor in carrying out their duties. such as the lack of maintaining the secrecy of the problem, the counselor will only require the counselee to follow the values professed by the counselor, even though the counseling itself is a form of help that focuses on the needs and goals of the counselee itself [1]. Another negative view of counselors is that they are considered school police because they often punish students who violate school rules.

Seeing the symptoms as above we can know that in counseling things that must be owned by the counselor is not only the ability and professional skills but also balanced with professional ethical values so that they act and make ethical decisions. As we know a profession with a code of ethics is an inseparable unity in terms of carrying

out the responsibilities of its profession, the existence of a code of ethics will also make the counselor profession different from other professions. Therefore, ABKIN as the highest association in Indonesia compiles the edict code of the professional guidance and counseling that can be used as a reference and guide in implementing counseling guidance services by counseling practices in Indonesia.

2. DISCUSSION

2.1 *Code of Ethics for the Counselor Profession*

Counselor as a profession requires special expertise, the context of the counselor's duties is in the service area which aims to develop the potential and guide the counselee so that in implementing counseling not just anyone can do it, and in its implementation, it cannot be careless but requires special competence and skills. As stated in the Minister of National Education Regulation Number 27 of 2008 regarding the academic qualification standards and competency of counselors, it is explained that counselors must have complex competencies, namely pedagogic, personality, social and professional competency.

To compensate for each competency possessed by counselors should carry out counseling accompanied by ethical values in the form of a code of ethics prepared specifically for the counselor profession as a reference in the implementation of counseling. The code of ethics in a profession is very necessary, the code of ethics of the profession is needed so that the profession or counselor can maintain the quality standards and status of his profession within clear boundaries with other professional members so as to avoid the possibility of deviations from their duties

by those who not engaged in the field of guidance and counseling [2]. Another reason for the need for a counselor code of ethics is that a professional code of ethics is needed as a basis, a reference in carrying out the duties and responsibilities of the profession and as a guarantee of protection for the providers and recipients of aid services [3].

The code of ethics is a set of rules and regulations in a profession that is held by professional experts. In this case explained that the code of ethics is a set of rules and regulations that were mutually agreed upon to regulate the behavior of the members of the organization [3]. Professional codes of ethics are norms, value systems and morals which are rules about what must or need to be done, may not be done, and are not recommended to be done or assigned in the form of speech or action or behavior by every professional in carrying out professional duties and in social life in certain cultural settings [6]. Therefore, counselors as a profession need to have a code of ethics that is used as a guide in the implementation of guidance and counseling services.

The Indonesian code of ethics of guidance and counseling are the values and moral rules that serve as a reference for members of the organization in carrying out its duties, or responsibilities in carrying out guidance and counseling services to counselees [6]. The code of ethics must be obeyed and practiced by all professional counselors in Indonesia as a guide to character and professional behavior in providing guidance and counseling services. The Code of Ethics of Guidance and Counseling in Indonesia as compiled by ABKIN contains the following matters:

- a. Chapter I is an introduction that contains the understanding and legal basis.
- b. Chapter II is a qualification, competency, and activity consisting of:
 1. Qualifications (for Guidance and Counseling Teachers with minimum academic qualifications Bachelor of Education (S-1) in the field of Guidance and Counseling, Minimum Academic Qualified Counselor Bachelor of Education (S-1) in the field of Guidance and Counseling and have passed PPG / PPK, Masters of guidance and counseling Qualified education S2 guidance and counseling, Doctor guidance and counseling Qualified education S3 guidance and counseling).
 2. Competencies (undergraduate knowledge competencies, bachelor special skills competencies, bachelor general skills competencies, professional knowledge competencies, professional special skills competencies, general professional skills competencies, master knowledge competencies, master special skills competencies, master general skills competencies, doctoral knowledge competencies, skills competencies doctoral specialty, general doctoral competency skills).
 3. Professional Activities (general service practice).

- c. Chapter III is the implementation of services consisting of:
 1. Appreciation and Openness (appreciation of service goals, truth and openness).
 2. Confidentiality and Information Sharing (confidentiality and research).
 3. Service Settings.
 4. Responsibility (responsibility to superiors and other stakeholders, responsibility to knowledge and profession, responsibility to oneself, responsibility to an almighty god).
- d. Chapter IV is a violation and sanction consisting of:
 1. Forms of Violations (general violations, violations of counselees, violations related to work institutions, violations against colleagues, violations of professional organizations).
 2. Sanctions for Violations.
 3. Sanction Implementation Mechanisms.
- e. Chapter V is the closing

Based on the above explanation, it can be understood that a counselor is required to master all theoretical and practical aspects of Guidance and Counseling and have all aspects of a positive personality. Any violation of the code of conduct can cause harm to the counselor himself or the party being served. ABKIN has also confirmed that any violation of the code of ethics will get sanctions based on the provisions stipulated by the Indonesian Guidance and Counseling Association (Chapter IV code of ethics for the Professional Guidance and Counseling).

2.2. Problematics in the Implementation of the Professional Code of Ethics for Guidance and Counseling

As explained above, the professional code of guidance and counseling is very complex and clear to be used as a reference in the implementation of guidance and counseling services both at school and outside school. However, there are still many errors, deviations, and discrepancies in the implementation of guidance and counseling services conducted by the counselors themselves, BK teachers in MTs Madinatussalam, Sei Rotan Medan City Still often reveal counselee secrets to teachers' others so that this has an impact on students' lack of confidence in the BK teacher [5]. This is a non-compliance with the implementation of guidance and counseling services and the code of conduct is not applied in the implementation of services.

Other data from Suhertina [8] research related to the implementation of the guidance and counseling code of ethics, found that BK teachers or school counselors have a relatively low understanding of the BK code of ethics, even it is surprising that some school counselors do not recognize the BK code of ethics. The reason for the non-

optimization of the guidance and counseling service was that the position of the BK teacher was in the hands of parties who were not from the background of guidance and counseling education [9].

Wardani and Hariastuti conducted a simple survey by distributing open questionnaires to students with the result that 60% of students have the view that school counselors are fierce teachers, like to scold and punish students who violate school rules, and sometimes are less assertive in dealing with students [10]. The data also shows that the school police are an image that is often shared by a school counselor. This perception seems to have shaped students' negative thoughts so that it affects students' understanding of the nature of the existence of school counselors. Other research data related to competencies that are still lacking in counselors is a study conducted by Fatchurahman [5] finding the fact that there are still BK counselors or counselors who lack understanding and mastering communication skills (counseling interviews). Though mastery of communication skills is the basis of implementing counseling.

Quoted from *86news.co* on Sunday, October 11, 2019 wrote that "the world of education is tarnished, Person of the Vocational School Teacher 1 Tangerang City is suspected of sexual harassment of his students". The complaint of the parents of the initials "H" to the Investigation Coordinator (NGO Garuk) non-governmental organization of the people's action movement for the people of corruption collusion nepotism about sexual harassment committed by the individual teacher initials "N" as a teacher (BK) counseling guidance at SMKN 1 City Tangerang.

A problem that is also often encountered in the field is that counselors with no background in S1 (bachelor) education as conveyed by Hartono said that in schools several bureaucratic policies occurred which actually obscured the existence and role of guidance and counseling as an expert service, such as the assignment to teacher counselor (school counselor) for a teacher who does not have the guidance and counseling competence [9]. Whereas based on the code of ethics of the counseling profession, it is clearly stated that a BK teacher must have a minimum education qualification of S1 Guidance and Counseling.

Based on several problems encountered in the field in the application of the code of ethics of guidance and counseling the authors formulated the causes of the occurrence as follows:

- a. Counselors as implementers of guidance and counseling services lack competence.
- b. There are still guidance and counseling teachers who do not have a background in guidance and counseling education.
- c. The counselor's unconscious of the importance of developing his competency.
- d. Lack of support from the education system in the work environment of the counselor itself, as in the problems

outlined above regarding the policies issued by the authorities to appoint subject teachers to become Guidance and Counseling teachers due to more subject teachers. This happens because of the lack of knowledge of policy makers regarding the actual implementation of counseling services.

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3. PROBLEM SOLVING

In essence, to create a profession that is considered good and dignified by the community in the implementation of guidance and counseling services should the counselor carry out services correctly and clearly. As well as trying to continue to develop the capabilities and skills possessed to keep it updated and in accordance with changing times. In addition, it is related to guidance and counseling which is part of the education system should the agency facilitate the counselors in improving their abilities.

If from various aspects for the creation of a strong and dignified profession it has already been carried out. No less important is also related to the existence of clarity in the implementation of the code of ethics that has been prepared, such as the need for supervision and follow-up to violations and nonconformance counselors in carrying out services in accordance with what is stated in the code of ethics and making the code of ethics that has been formulated and has been ratified as a guideline in the implementation of guidance and counseling services so that the code of ethics is not only a matter of mere formality.

4. CONCLUSION

The implementation of the code of ethics in Indonesia is still not optimal, it is clear that there are still many BK teachers or counselors who do not use the code of ethics as a basis for the implementation of guidance and counseling services so that the services provided are not optimal as well as the emergence of negative perceptions of the counselor profession. and there are still many BK teachers or counselors who do not know clearly what the contents of the professional guidance and counseling code of ethics itself does not even have a code of guidance and

counseling ethics in the form of soft files or in the form of books.

This problem certainly needs to be solved. The first thing to do is awareness of the counselor himself about how to carry out counseling and counseling services properly and correctly and have the desire to develop his potential as a professional counselor. for ABKIN itself, as the maker of the code of ethics, it would be better if there is clarity and follow-up on the code of ethics that has been determined in terms of systematic use and supervision of its implementation in the implementation of services.

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