

The Effectiveness of the Professional Strengthening Program to Improve Counselor Professional Ethics

Iis Lathifah Nuryanto^{1,*} Arum Setiowati²

^{1,2} Universitas PGRI Yogyakarta

*Email: iis.0608392@gmail.com

ABSTRACT

The purpose of this research is to develop a professional strengthening program to improve the professional ethics of counselors. The counselor's professional program includes: (1) understanding of counselor qualification standards; (2) understand the roles and functions of counselors and; (3) understand the counselor's appearance according to the counselor profession. The method used is a quantitative method with experimental design. Effective professional strengthening program to improve the professional counselors' ethics.

Keywords: *Counselor Professional Strengthening Program, Guidance and Counseling Services.*

1. INTRODUCTION

The Guidance and Counseling profession is one of the professions engaged in education, which has been regulated in the Teachers, Lecturers and Counselors' Law Number 20/2003 about the National Education System, Regulation of the National Education Ministry of the Republic of Indonesia Number 27/2008 concerning Academic Qualification Standards and Counselor Competence and Regulation of the Minister of Education and Culture 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals [1]. The realization of quality guidance and counseling services is influenced by one of the counselor's performance [2]. The primary role of school counselors is to carry out counseling, both individual counseling, group counseling, family counseling, career counseling, educational counseling, consultation with teachers, consultation with parents, and evaluation of guidance and counseling services, as well as facilitating referrals to institutions or experts in outside the school environment [3]. The counselor's performance is very dignified depending on qualification level and competencies it has through the process education and training from institutions that credible [4]. Nugent (1999) stated that counseling services should be considered as an ethically professional service, the individuals conducting the services must obtain the proper qualification [5]. The issue in counselors' professionalism has been raised in

inquiry and debated in many conferences [6]. To provide effective services, counselors are required to be professional [7]

Sunaryo Kartadinata [8] stated that professional ethics codes are professional behavior regulations and norms that must be followed by every profession member in carrying out professional duties and life in society. Code of ethics can be interpreted as ethical guidelines in doing something activities or become individual guidelines for behavior [9]. On the basis of these regulations, the Guidance and Counseling (GC) profession has been ratified by the government in terms of ethics, qualifications and the form of services that must be provided to counselees. Guidance and Counseling in Indonesia has an association called the Association of Guidance and Counseling Indonesia (ABKIN) which has regulated the ethics codes for counselors. As a professional counselor, you should comply with the code of ethics standards that have been formulated in the Ethics' Code for Indonesian Counselors by GC figures in Indonesia. It means that GC services by counselors should not be unwittingly carried out, but follow what has been set by the Government, to achieve Guidance and Counseling goals towards optimal development and independence of the counselee. Ethics in the counseling process is arranged in the form of a professional code of ethics so that it is easy to understand, internalized, and implemented by the counselor [10].

The Counselor Profession has professional ethics regulated by ABKIN. Guidance and Counseling

Professional Ethics are behavioral norms that become a reference for counselors in carrying out their duties or responsibilities in providing Guidance and Counseling services to counsees [11]. Professional counselors have several qualifications that must be possessed, some of which have taken the GC Teacher Professional Education (PPG-BK) held by several Higher Education Institutions (LPTK0 throughout Indonesia), fulfilled the requirements for implementing GC services in schools which is guiding 150 students, counselors must have counselor competencies: pedagogic, personality, social and professional competencies and meet the personal qualities of qualified counselors.

The phenomenon occurred in the field based on research conducted by Suhertina [12] related to the implementation of the guidance and counseling code of ethics, it was found that the guidance and counseling teacher or school counselor had a relatively low understanding of the guidance and counseling code of ethics, even surprisingly, some school counselors did not know the GC code of ethics. It shows the importance of providing professional ethics' understanding to counselors and even prospective counselors who want to step into the counselor profession. Another phenomenon regarding GC teachers in the field was explained by Prayitno & Erman Amti [13], they explained that there are many misunderstandings about Guidance and Counseling. One of the reasons is that the guidance and counseling field was held by parties who do not have any background in guidance and counseling education.

To realize the goal of Guidance and Counseling and having professional counselors in accordance with the counselor's code of ethics, it is necessary to have public trust in the counselor profession itself. ABKIN suggested that the strength and existence of a profession arises from public trust. Counseling ethics must involve awareness and commitment to maintain the importance of the responsibility to protect the client's trust. In order to improve the professional ethics of the counselor, it is necessary to design a program to strengthen the Professionalism of Guidance and Counseling.

2. METHOD

The type of research used by researchers in this study is quantitative research. This quantitative research aims to find the relationship and explain the change's causes (theory testing). This study used a pre-experimental design, specifically the experimental design that used one group pretest-posttest design. Which conducts a pretest before being treated and a posttest after being treated. Thus it can show more accurate results, because it can be compared to pre-treated data [14].

This research aims to assess the effectiveness of the professional strengthening program for prospective Guidance and Counseling Teachers at PGRI University Yogyakarta. Through this experimental research, the researcher wanted to know whether there was an increase in the professional ethics of counselors after the professionalism strengthening program was implemented.

3. RESULTS AND DISCUSSION

The research instrument used was Likert scale. There were 42 statement items, then tested on 20 students and tested for validity and reliability. The results of the validity test were 9 invalid and 33 valid items, and then the reliability test results showed that the questionnaire was included in the very reliable category with a value of 0.808.

Professional strengthening program was given to respondents who have the lowest level of professional ethics (a total of 20 students). This professional strengthening program has 4 stages of activities carried out using Google Meet media for 2 weeks. While the results of the t test show that there is a significant difference between professional ethics in the pretest and posttest data, it is known that the value of Sig. (2-tailed) of 0.000 <0.05, it can be concluded that there is a significant difference in professional ethics before and after being given treatment. Shown in the following Graph.

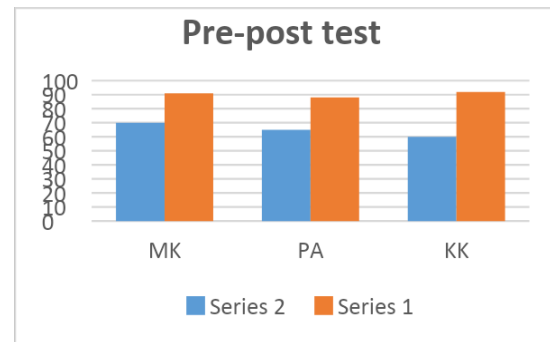


Figure 1. Pretest-Posttest Results of the Effectiveness of Professional Strengthening Programs to Improve Counselor Professional Ethics

Based on the results of this study, it can be concluded that the professional ethics of counselors is strongly influenced by several factors, one of those is the counselor's confidence as a reliable profession when compared to other professions. Public trust is an indicator that can trigger an increase in the counselor's confidence in his own profession. In this study, professional ethics has three aspects: competence (Memiliki Kompetensi), rules (Perangkat Aturan) and counselor expertise (Keahlian Konselor). After treatments were given in the form of a counselor professional strengthening program, it was proven that there was an increase in these three aspects.

Counselors must show their seriousness as a professional who already has a professional ethics code that must be followed. Erman Suherman [15] asserts that a counselor should demonstrate the following attitudes and behaviors: (1) trying to create a conducive counseling atmosphere and relationship; (2) trying to maintain an objective attitude towards the client; (3) exploring factors causing psychological problems, both

in the past or present; (4) determine the frame of reference or cognitive tools for the client's difficulties in a way that the client can understand; (5) counseling has strategies to change back misbehavior, irrational beliefs, emotional disturbances and self-blame; (6) maintain a transfer of understanding of the new behaviors that clients need in their daily lives; (7) be a role model or exemplary figure who possess a healthy and normal attitude; (8) aware of the past mistakes and risks faced; (9) trustworthy and able to maintain confidentiality; (10) have a ever lasting developing self-orientation; and (11) sincere in carrying out their profession.

This shows that the counselor's professionalism is not only seen in the counselor's expertise in providing services using counseling approaches and techniques, but also from the positive and attractive personality of the counselor, so it can attract the counselee's attention and gain the trust of the public.

4. CONCLUSION

The results showed that the professional strengthening program was effective in improving counselors professional ethics. After the 4 stages treatment activities were carried out for 2 weeks for 20 prospective counselor students, it showed that there was a change in attitudes towards professional ethics. This is shown in the form of an increased understanding of the professional ethics of counselors, namely about the competence of counselors, the rules or counselors ethics codes and counselors' expertise in the form of soft skills or other skills that are ideally owned by professional counselors.

REFERENCES

- [1] American Counseling Association. (2014). ACA Code of Ethics. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- [2] Lestari, M., Wibowo, M. E., Supriyo. (2013). Kompetensi Profesional Guru Bimbingan dan Konseling dalam Pelaksanaan Pelayanan Bimbingan dan Konseling. *Indonesian Journal of Guidance and Counseling: Theory and Application*.
- [3] Wibowo, M. E. (2017). Profesi Konselor dalam Kurikulumj 2013 dan Permasalahannya. *Jurnal Bimbingan dan Konseling Terapan* Volume 01 Number 02 2017 ISSN: Print 2549-4511 – Online 2549-9092 <http://ojs.unpatti.ac.id/index.php/bkt>
- [4] Aswata, I. M. O. Profesi Tenaga Bimbingan dan Konseling yang Bermartabat. *Jurnal Penjaminan Mutu*. Retrieved from <https://ejournal.ihdn.ac.id/index.php/JPM/artic/e/download/50/59>
- [5] Nugent, F. A. (1999). *Introduction to the profession of counseling* (3rd ed.). New Jersey: Prentice Hall.
- [6] Ishak, N. M., Amat, S., Bakar, A. (2012). Counseling Professional Ethics From Viewpoint of Counselor Educators. *Journal of Educational Psychology & Counseling*, Volume 5 March 2012, Pages 71-80 / ISSN: 2231-735X
- [7] Aniswita. (2021). Kode Etik Konseling: Teoritik dan Praksis. *Jurnal Inovasi Pendidikan* ISSN. 1979-6307 E-ISSN. 2655-4875 Vol. 8. No 1a, Juli 2021.
- [8] S. Kartadinata, *Menguak Tabir Bimbingan dan Konseling Sebagai Upaya Pedagogis*. Bandung: UPI Press, 2011.
- [9] Irmayanti, R. (2018). Bimbingan dan Konseling sebagai Profesi Khusus. *Quanta Journal* Vol. 2, No. 1, Januari 2018 DOI: 10.22460/q.v2i1p21-30.642 p-ISSN: 2614-6223 e-ISSN: 2614-2198
- [10] Sujadi, E. (2018). Kode Etik Profesi Konseling serta Permasalahan dalam penerapannya. *Jurnal Tarbawi: Jurnal Ilmu Pendidikan* p-ISSN:1858-1080|e-ISSN: 2615-6547 Vol 14, No. 02, Desember 2018 , pp. 69-77
- [11] S. Yusuf, *Program Bimbingan dan Konseling di Sekolah*. Bandung: Rizki Press, 2009.
- [12] Suhertina, “Peningkatan Profesionalisme Konselor Melalui Implementasi Kode Etik Bimbingan Konseling di Sekolah,” 2012.
- [13] Prayitno and E. Amti, *Dasar Bimbingan dan Konseling*. Jakarta: PT Rineka Cipta, 2004.
- [14] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif, dan R&D*. Bandung: Eidos, 2014.
- [15] E. Suherman. (2007) Kompetensi dan Aspek Etik Profesional Konselor Masa Depan, *Educationist*, vol. 1, no. 1, pp. 39–47, 2007.