



Analysis of the Counselor's Code of Ethics: Problems in Implementation

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Abstract. Counselors are professionals who receive special education in the field of guidance and counseling, as well as the original diploma from the counseling guidance undergraduate program. Counselors in conducting counseling have guidelines in carrying out counseling so as not to harm the counselee or counselor. The guidelines used by counselors can be seen in the guidance and counseling code of ethics that has been established by the Indonesian Counseling Guidance Association. Code of ethics is a guideline or guidelines for professional behavior or as a moral foundation that is practiced, secured, and upheld by counselors as members of professional organizations. This code of ethics is important as a guide because it is a set of rules that can protect the counselor profession, prevent internal problems, and fortify counselors from malpractice behavior and increase public trust in the counselor profession. Various problems in the application of the code of ethics occur in the implementation of counseling services, both caused by the counselor himself and external parties.

Keywords: Counselor Professional · Code of Ethics

1 Introduction

The ideal provision of guidance and counseling services is carried out by a professional with an educational background in guidance and counseling. Guidance and counseling services are within the scope of education and counselors are included in educational qualifications. Educational services that cover all aspects of individual life require services by counselors, as educators, which are based on four basic competencies, namely pedagogic competence, personality competence, social competence, and professional competence. The implementation of the four basic competencies is fully colored by the substance of the guidance and counseling professional code of ethics as stated in the Indonesian guidance and counseling professional code of ethics (Rahardjo & Kusumanto, 2017). The Indonesian code of ethics for guidance and counseling are values and moral values that serve as a reference for members of the organization in carrying out their duties or responsibilities in carrying out guidance and counseling services to counselees (ABKIN, 2018).

The guidance and counseling code of ethics provides the basis and direction of guidance for guidance and counseling teachers in carrying out their professional duties so that the goals of guidance and counseling can be achieved as expected (Basuki, et al., 2021). The Code of Ethics for guidance and counseling is a sign of professional service. Violations of the norms contained in the code of ethics will receive sanctions from professional organizations, in this case the Indonesian Guidance and Counseling Association (ABKIN) (Rahardjo & Kusumanto, 2017).

2 Methods

Study this use approach studies library, that is gather reference about code ethics professional counselor and problems in its application, for drawn thread red to get the gist of it. Collected data in the form of qualitative, that is statement sentence nor results research written by the author for use as research data. Analysis of the data used in study is data reduction, data display, and retrieval conclusion (Sugiyono, 2015).

3 Result and Discussion

The application of the code of ethics for the guidance and counseling profession in Indonesia as described above is still not implemented properly and its application is still not optimal (Jumrawarsi et al., 2021). Inappropriate application of the code of ethics for the guidance and counseling profession is a contributing factor to the emergence of various problems related to the counselor profession in guidance and counseling services in the field. According to Yusri (2012) various efforts such as self-development through competency and professional education and participating in teacher competency exam programs have been carried out as fulfilling the criteria of a teacher, but the results are still not satisfactory. Because the score is very minimal from the results of the teacher competency test. Hartono (2009) states that the clarity of the guidance and counseling system and function as a good service is sometimes hampered by policies made within an agency. The counseling profession's code of ethics states that counselors must meet certain criteria in the field of guidance and counseling consisting of attitudes, knowledge, and skills, and are recognized as counselors (ABKIN, 2018).

A professional code of ethics is needed so that professional members or counselors can maintain quality standards and the status of other professions, so that the possibility of being indirectly involved in the field of guidance and counseling can be avoided. This code of ethics for counselors is intended for counselors who provide guidance and counseling services, with the understanding that guidance and counseling services can be distinguished from other forms of professional services, due to the characteristics of professional guidance and counseling services. Purnomo & Kurdie (2017) violations committed by counselors often occur in the field as follows, counselors sometimes function as teachers (teachers); counselors sometimes do not pay attention to the needs of counselees; a counselor often cannot maintain the principle of confidentiality by the counselee; the emotional level of a counselor is not controlled so that it can beat the counselee; sometimes directly acting arbitrarily without confirming the counselee's

problem to the authorities and the counselor is not justified in abusing his position as a counselor to seek personal gain that can harm the client.

In addition, the code of ethics to become a professional counselor (PB ABKIN, 2006) is as follows: 1) qualifications where counselors are required to have (values, attitudes, skills, knowledge and insight in the field of guidance and counseling, gain recognition of their abilities and authority as counselors); 2) information, testing and research (storage and use of information, testing, given to counselors who are authorized to use and interpret the results, as well as research, maintaining the principles of research objectives and confidentiality); 3) processes on service (relationships in service delivery, relationships with clients); and 4) consultation and relations with colleagues or other experts (consulting with fellow colleagues and transferring the case if unable to provide assistance to the client).

Qualifications that must be possessed by counselors, here are some efforts to support skills and competencies that are reflected in the attitudes and behavior of counselors according to Rahardjo, et al. (2017) as follows: 1) the requirements for prospective professional counselors, not only based on the minimum level of education but also emphasizing on personal needs such as intelligence, talents, interests and other personal aspects that are believed to support the profession; 2) the determination of educational accreditation of counselor candidates and the granting of a license or authority for counselors as credentials carried out by professional organizations with national standards need to be carried out on an ongoing basis; 4) the arrangement of lectures does not only emphasize the aspects of the course but has continuity between the courses and the implementation of practicum both in the laboratory and in the field; as well as providing opportunities for training and evaluation as well as self-development for counselors who have met professional standards must continue to be carried out by both ABKIN and the institution where the counselor works. Professional counselors not only have good qualifications to become professional counselors but also the attitudes and behavior of the counselors themselves.

The application of the code of ethics from the guidance and counseling profession in Indonesia as described above is still not implemented properly and its application is still not optimal (Jumrawarsi et al., 2021). The lack of proper implementation of the code of ethics for the counseling guidance profession is a contributing factor to the emergence of various problems related to the counselor profession in guidance and counseling services in the field. Suhertina (2012) related to the implementation of the code of ethics for counseling guidance reveals that many school counselors still have a relatively low understanding of the professional code of ethics. A very surprising finding is that some school counselors do not recognize the existence of a code of ethics for counseling guidance (Sujadi, 2018). This happens because of misunderstandings about counseling guidance, especially counseling guidance in schools (Prayitno & Erman Anti, 2004). According to Yusri (2012), various efforts such as self-development through competency and professional education and taking part in the teacher competency exam program have been carried out as fulfillment of the criteria for a teacher, but the results are still not satisfactory because the score is very minimal from the results of the teacher competency test. Hartono (2009) states that the clarity of the system and function of counseling guidance as a good service is sometimes hampered by policies made in an agency.

Prayitno and Erman Amti (2004) reveal misunderstandings about counseling guidance caused by counselors who are not graduates of guidance and counseling education. Many students do not want to use guidance and counseling services because most of the guidance and counseling services are used to deal with students who violate or cause problems, by being handled by the counselor himself or by the teacher or other parties. Gladding (Aniswita et al., 2021) raised issues related to code of ethics violations, as follows: 1) breach of trust; 2) The services provided exceed the level of professional competence; 3) Counselors are negligent in providing services; 4) Counselors claim competencies they do not possess; 5) The counselor imposes references, values or principles on the counselee; 6) The counselor makes the counselee dependent and not independent; 7) Perform immoral activities or harassment of the counselee; 8) There is a conflict of interest, such as the counselor having a dual role, namely as a counselor and other roles both in personal and professional relationships; 9) There are unclear opportunities such as financial problems or additional payments; 10) There are advertisements that are out of place; and 11) Plagiarism.

Hunainah (2016) in Nuzliah (2019) there are at least three cases of violations of the code of ethics that often occur in the implementation of counseling services including: 1) Violations committed against the counselee. For example, revealing the counselee's secret, committing immoral acts and committing acts of violence or mistakes in providing services; 2) Violation of professional organizations. For example, not implementing the rules that have been set and defaming the good name of professional organizations; 3) Violation of colleagues or other related professions. Examples of unpleasant actions. Aniswita et al. (2021) violations of the code of ethics generally occur because: 1) There is no clear mechanism or procedure for submitting complaints regarding violations of the code of ethics; 2) Lack of public knowledge about the substance of the counselor professional code of ethics; 3) There is no ethical awareness from counselors to maintain the dignity of their profession; 4) There is a kinship between the violators of the code of ethics and the party authorized to enforce the code of ethics; 5) Weak law enforcement in Indonesia so that perpetrators of violations of the professional code of ethics cannot be legally prosecuted (Hunainah, 2016).

Based on the study of the problems regarding the application of the counselor professional code of ethics in Guidance and Counseling services above, the authors conclude that the problems in the application of the counselor code of ethics can be divided into 2 factors, as follows: internal and external factors. Among these factors are the qualifications of the counselor and the lack of mastery of the counselor's competence. In the field there are still many school counselors who are not graduates of guidance and counseling education (Jumrawarsi et al., 2021), this is certainly contrary to the code of ethics regarding counselor qualifications which requires an undergraduate background in the field of Guidance and Counseling. In addition, it is also related to the counselor's interest in improving competence such as attending training, seminars, etc., which is quite low. This results in poor service provided by counselors to clients, such as counselors unable to create guidance and counseling programs, unable to integrate with colleagues, unable to apply educational knowledge when providing services, and unable to evaluate and follow up on evaluations. Lack of knowledge of regulators about ideal counseling services is the main cause. For example, the policy of related parties to appoint class

teachers to become counselors because there are a large number of class teachers, so that the guidance and counseling services provided are not optimal.

Counselor awareness can make the counseling profession have good dignity, namely by upholding the code of ethics of the counseling guidance profession. Counselors must have an idealistic attitude by carrying out all their duties and responsibilities, also counselors must have altruistic behavior or prioritize helping others above their own interests. The quality of the personality must always be improved by the counselor. According to Sukartini (2011) the characteristics of a good personality include: (1) taqwa and faith in God Almighty; (2) have positive and responsive thoughts about humans as religious, ethical, individual, and social beings; (3) have a democratic attitude and respect the rights and dignity of others; (4) have commendable morals and uphold the values, norms and ethics used; (5) shows a balance of personality and mature emotional unity; and (6) attractive appearance and intelligent, creative and independent thinking.

Uman (2007) states that the quality of the counselor profession can be continuously improved as indicated by professional performance, professional foundation, academic material, and process skills that can be understood and implemented properly, interaction adaptation, personality, creativity, and increased collaboration. The absence of regulation can almost affect the profession even though competence already exists. Regulators can formulate regulations for implementing guidance and counseling in education units to strengthen the implementation of guidance and counseling services. With regard to the timing of the implementation of guidance and counseling in educational units, the spectrum of guidance services, the main tasks of counselors, supervision, and accountability for program implementation must be clearly regulated in the regulations, with the contents of these regulations. Supervision of these policies by providing strict sanctions for violators must also be included so that existing policies can be implemented. Guidance and Counseling code of ethics, aspects of the client's self and their changes are also things that need attention, so that human dignity and dignity can be upheld in its application.

4 Conclusion

The counselor's professional code of ethics in guidance and counseling has not been implemented optimally and there are still various problems. This is partly due to the lack of knowledge and appreciation and enforcement of the code of ethics by the counselors themselves, as well as a lack of understanding by related outside parties. The role that can be carried out is that the counselor must have full awareness to study the code of ethics and that his core task must be carried out appropriately according to the guidelines and provisions in the code of ethics, carry out continuous self-development and must also be carried out both formally and informally. In addition, for policy makers or related external parties to be able to establish clear and precise regulations accompanied by technical implementation and supervision in their implementation.

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