

Guidance and Counseling Professional Ethics : A Systematic Literature Review

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Abstract. Every profession is carried out by upholding ethics where the guidelines for carrying out a profession in accordance with these ethics are called a professional code of ethics. In short, a professional code of ethics is a number of rules relating to ethics in carrying out a profession. Counseling is a profession that requires a professional code of ethics to be implemented. The purpose of writing this article is to outline the code of ethics for the guidance and counseling profession. The method used is descriptive qualitative through a literature review. The results show that several professional codes of ethics for a counselor are respecting clients' rights, having competence and being able to be responsible for the solutions they provide to clients.

Keywords: Professional Code of Ethics, Counselor, Guidance and Counseling

1 Introduction

Counseling is a process of identifying problems faced by an individual through activities in the form of interviews conducted with a counselor with the aim of overcoming these problems with solutions provided by the counselor to the individual (client)[1]. Generally, individuals who become clients in the counseling process have mental problems that are vulnerable to injury, therefore, it is the responsibility of professional counselors to protect them from unethical counselor behavior [5]. Consequently, It is the duty of licenced counsellors to safeguard clients against unethical counselling practices. Counsellors should thus be knowledgeable about counselling ethics. Self-awareness and self-disclosure make our flaws more apparent. The client took conscious, inescapable, and purposeful acts that resulted in the disclosure; these actions do not contravene the school counselling code of ethics. This is not a means of offering clients solutions to their problems; rather, it is a means of assisting them in connecting with comparable circumstances in order to open them to the counselling process. Counselling is valuable because it assists clients as it should and must be a helper during the process of assisting the client in discovering their authenticity and preparing them to solve their problems in the future [17].

In order to uphold and foster public trust, professional counsellors are responsible for a multitude of duties, including obtaining extensive training, education, and supervision in the implementation of moral counselling techniques. This is due to the fact that counsellors work under strict supervision and under several laws and standards of ethics. In order to assist clients in an ethical and compliant manner, professional counsellors must adhere to a variety of principles and rules. Counsellors are required by their profession to operate in the client's

best interest to accomplish their goals, safeguard the client's rights and avoid injury, and uphold professional boundaries when rendering services[15]. Both the client and the counsellor have higher expectations because of the strength that exists in their connection. Codes of behaviour, ethics, and principles make guarantee that the counsellor works in the client's best interest rather than his own.

According to Clarkson (2001), professional groups need its members to uphold their codes of ethics in order to safeguard society. The degree of this protection depends on a number of variables, including [i] the client's understanding and familiarity with the complaint processes and code of ethics. [ii] the degree to which the client feels comfortable talking to the counsellor about how they feel about a transgression; [iii] the fairness of the code of ethics; and the client's capacity to manage the code of conduct or obtain assistance in negotiations.[3]

In order to help a client use personal and environmental resources effectively for career, social, personal, and community adjustments, professional counselling involves the counsellor working sincerely with the client to understand the issues, potential, and obstacles that exist. Professional counsellors help people grow emotionally and physically so they can live independently. In their study, Leahy et al. (2003) identified seven primary duties of a professional counsellor: [i] career counselling, [ii] vocational counselling and consultation, [iv] case management, [v] applied research, [vi] assessment, and [vii] professional advocacy.[7]

According to the national education strategy, school counsellors were supposed to teach six subjects: study skills, career guidance, psychosocial and mental health, leadership skills, HIV/AIDS prevention education, and smoking and drug prevention education. As to the findings of Abd Rahim Mohd Mustiman et al. (2008), the Department of Social Welfare's Counselling and Psychology Division was founded on April 1, 1998, in reaction to the Counsellor Law of 1998, which mandated the placement of professional counsellors in every nation. This branch offers career counselling, marital and family counselling, interactive courses, psychological testing, individual and group counselling, and crisis intervention. The idea of ethics is related to psychological factors, morality, and values. The question of what is deemed moral or ethical then becomes difficult. Every counsellor approaches the field with a unique set of norms, values, and beliefs, and their approaches to interpreting ethical quandaries are often distinct.[1]

In addition to legal requirements, codes of ethics serve as broad guidelines or professional tenets that counsellors and therapists should follow in order to offer ethical care and address moral conundrums. Counsellors can use this code of ethics as a guide to what behaviour is acceptable and inappropriate. Codes of ethics are a useful instrument for fostering and preserving moral behaviour in certain contexts where counselling is not licenced. Professional counselling organisations give its members access to a code of conduct and ethics; membership may be revoked for violating this code. A professional may be a member of many organisations, giving them access to extra ethical rules. This allows counsellors to weigh all relevant and available ethical codes when presented with an ethical quandary. It is the counselor's duty to be aware of the applicable laws and rules that control their profession. The fundamental ethical obligations of professional counsellors are highlighted by the counselling and psychotherapy codes of ethics. The next article will address the ethics of counselling guidance professionals in light of this history[10].

2 Research Method

This research was conducted using qualitative descriptive research. This type of research is a type of research that focuses on exploring understanding of certain phenomena or problems from a more qualitative and detailed perspective. This qualitative method aims to describe and explain the characteristics, interactions and meaning of the research conducted [13]. By using this method, the research carried out can produce in-depth and detailed descriptions of the research subject. So it can help describe events, processes, social interactions, or complex behavior. qualitative descriptive research focuses more on explanations using words, narratives, pictures or interviews.

The results of qualitative descriptive research can provide in-depth insight into certain aspects of the observed phenomena, and can be used as a basis for understanding events, perceptions, and interpreting them in a broader context. The results of this analysis help researchers to understand the situation, context and complexity of the problems observed. So this approach provides a deep and contextual understanding of a particular phenomenon or problem which can be the basis for further research, policy development, or a better understanding of the complexity of the phenomenon or problem being researched. [4]

This research uses a literature review approach so that the data used is secondary data. Secondary data is data that has been collected by other parties and reused by researchers. Secondary data can come from various sources, such as documents, scientific literature, theses and other publications. The use of secondary data serves as additional material for analyzing and interpreting existing data to gain a deeper understanding [6]. In this research, secondary data comes from journal articles, books, previous research, and various other literature studies

3 Results and Discussion

Based on the code of professional ethics, ethics in the counseling guidance profession consists of:

1. Guidance counsellors must respect and uphold the fundamental rights, moral and cultural values, dignity, and worth of each and every client. This includes treating clients with dignity and with respect. In compliance with the law, the counsellor must respect the client's right to secrecy and privacy. They make every effort to guarantee that consumers comprehend and approve of any professional action they suggest. This indicates that they do not let their services to be compromised due to reasons like gender, sexual orientation, handicap, religion, colour, ethnicity, age, national origin, political party, or socioeconomic class. Instead, they show a fair amount of respect for the moral and cultural values of their clientele. Always honour the right of clients to a thorough explanation in a language they can comprehend of the nature, intent, and outcomes of testing and examinations. Make sure that client meetings are held in a private, confidential manner and that others are fully and actively involved in choices that affect them[8].
2. Proficiency. Counsellors that provide guidance and counselling possess professional abilities consistent with the qualifications of a licenced professional counsellor. To uphold the calibre of their work, they must be conscious of their skill limits, practise self-care, and look for guidance and supervision. Counsellors are only allowed to provide services for which they are certified by virtue of their education, expertise,

and training. Recognise their limitations and take care not to go beyond their education and expertise. Provide appropriate recommendations to professionals within or outside the counselling field if a counsellor feels inept. If your professional responsibilities are making you feel anxious or vulnerable, ask your colleagues for help or oversight. Professionals are required to exclusively offer services and certify their competence in accordance with the parameters of their education, training, certification, and consultancy received, supervised experience, or other relevant professional experience[10].

3. **Accountability.** Counsellors who provide guidance and counselling should understand that it is their professional duty to behave honourably, credibly, and responsibly towards their clients, coworkers, and the communities in which they live and work. They have to abstain from negative behaviour, accept accountability for their professional acts, and face ethical conundrums methodically. Act in a way when engaging in professional activities that doesn't jeopardise clients' interests or undermine public trust in the field. Any action that plainly does the customer more damage than good should be stopped. When looking into and resolving ethical challenges, try to employ methodical techniques. Seeking and fostering absolute conformity in their processes is what integrity is all about. They treat others fairly and honestly, and they appropriately portray themselves. They aggressively manage conflicts of interest, refrain from taking advantage of others, and recognise when their colleagues are acting inappropriately. Counsellors are not permitted to pursue or accept incentives or perks over and above what was originally specified in the contract, nor are they permitted to receive sizeable presents where accepting them would be unfairly harmful. Adhere to an effective code of ethics in counselling and take appropriate action when colleagues appear to be acting unethically. Do not abuse clients emotionally, sexually, financially, or in any other way[16].

The following are things that professionals should be aware of: being trustworthy, being honest when providing services, upholding professionalism, showing empathy, being transparent, being competent when handling a client's case or cases, respecting the client's right to self-determination or consent when providing services, and being aware of their professional status and limitations. In case management while upholding the worth and dignity of clients. Clients place a high value on the moral character of professional counsellors. Many of the character traits that are deemed significant in the provision of services have an ethical or moral component, making them virtues or admirable traits. It is inappropriate to assume that all counsellors in the profession possess these attributes as these are profoundly ingrained in the individual. It's possible that rather than being a result of pressures from outside authority, this grew out of personal dedication [3].

The ability to transmit empathy—the capacity to comprehend another person's sentiments, experiences, or feelings as that person feels while you are with them—is a personality trait that counsellors must actively encourage clients to develop. Being sincere is making a personal commitment to acting and speaking in a consistent manner. Integrity is a dedication to morality in interpersonal interactions, as well as candour, honesty, and obedience. Resilience is the ability to address a client's issues without taking them personally. Counsellors and clients must collaborate while maintaining the client's honour and dignity. must hold and show respect to clients. Be considerate at all times by demonstrating adequate regard for other people's self-awareness [4].

Since caring for clients is a counselor's main responsibility, ethical decisions made by counsellors must take into account not just themselves but also other parties and the larger

community. Counsellors should be knowledgeable about all facets of practice, both inside and outside the organisation, as counselling is never done in a vacuum. A holistic understanding of ethics, including the environment, structure, systems, laws, regulations, moral codes, policies, social norms, emotions, values, and spirit, is necessary for counsellors. Before beginning full-time work in a school context, professional and practicum counsellors may need different training. Examining how many hours undergraduate students must complete for their practicum—which differs for full-time and part-time students—is crucial. As a result, it is required that all candidates have completed fewer than 180,000 additional hours of trainee work both before and throughout their undergraduate degrees [9].

Guidance and counseling teachers are academics and practitioners who operate in accordance with established standards. The fact that Ministerial Regulation 111 of 2014 includes references to guidelines for implementing counseling and guidance for counselors is proof, supported by the Guidance and Counseling Operational Guidelines 2016. The most recent guidelines, which have been revised and updated from previous guidelines, are included in these two references. Several quotes from the introduction to Ministerial Regulation 111 of 2014, namely regarding Guidance and Counseling Guidelines, explain that every student needs a range of life skills to grow in a dignified, efficient, and beneficial way that benefits both the environment and themselves.

Life competencies can only be developed through an educational service system in educational units which includes special psychoeducational services such as guidance and counseling in addition to subjects/fields of study and management learning services. Different directions and guidance exercises can be tried to cultivate the potential and life skills of interesting students/counselors and work with them in an efficient, adapted, and cooperative manner so that each student/counselor truly achieves normal formative abilities or behavioral examples. Systematic, programmed and collaborative services as well as the development of students' positive potential and competencies are two key words that can be concluded. In addition, guidance and counseling services can be provided in the corridor by guidance and counseling teachers. to truly produce students whose potential and competence grow positively. Apart from that, guidance and counseling teachers must be competent in creating systematic, collaborative and professional programs[2].

Serving all students, not just those with problems is the most important step in dispelling the misconception that guidance counselors act as school police. Trying to provide services to all students vi face to face and complete data. The counselor's readiness to guide each student through data analysis is demonstrated by having complete data. resembled someone all the students knew. Every student has at least met in person, either through individual or classical services. When students meet the Guidance Counselor, try to make it a memorable experience for them so that they can remember the time and of course the Guidance Counselor's presence at their school. The guidance and counseling teacher is prepared with existing data if one day he is given a "problem" student. Remain committed to focusing on student strengths that need to be developed rather than imposing punishment. By using appropriate and efficient counseling methods, encourage students to evaluate their behavior and make improvements to themselves. Continue to try to provide the best service possible, and don't be afraid of being seen as excessive[11].

Work on and plan the program that will be implemented. Planning a program is also a matter of principle that shows the seriousness of the counseling teacher. Even if ideal guidelines exist, you must change them to meet the most pressing needs of students and schools. There is not enough space for programs. We can only implement one or two major superior programs. Take, for example, high school career guidance programs. Social guidance

to foster positive peer behavior. And individual guidance on daily worship routines. All classes will benefit from tutoring. Don't forget to work on or implement all program plans using innovative, creative and motivating strategies. You will always be able to determine which tactics to change and which to continue if you keep trying new ones [12].

Guidance and Guidance Teachers are not experts who must be perfect in everything. Developing the creative potential of a guidance counselor as a form of professionalism. Counseling educators are also individuals with various limitations. If you have certain potential strengths as a guidance and counseling teacher, such as music, drawing, writing or speaking skills, hone those skills. that they can be used as a means or medium for counseling services. Counseling guidance teachers will be more motivated to provide services with their own enthusiasm if they show their creativity. Make motivational songs that students can remember if they enjoy music so that students can enjoy receiving guidance services . Posters or drawings by guidance and counseling teachers can be used to encourage students to listen to guidance services if you enjoy drawing. Please use your imagination while referring to achieving BK's service goals.

Rahardjo et al. [14]. list the following as requirements that guidance and counselling counsellors must meet in order to adhere to the code of ethics: 1) Prospective professional counsellors must meet requirements that go beyond a minimum level of education, emphasising personal needs such as intelligence, talents, interests, and other characteristics that are thought to support the profession; 2) It is necessary to continuously assess whether counselling programmes are accredited at the university level and provide licences or other credentials to counsellors by means of professional associations that follow national guidelines; 3) instructional planning places equal emphasis on topic-specific components as well as subject continuity and practical implementation in the field and in the lab; The Indonesia Guidance and Counselling Association (ABKIN) and the organisation where the counsellor works shall continue to provide chances for training, assessment, and self-development to counsellors who have reached professional requirements. Professional counsellors possess excellent credentials, but they also exhibit certain attitudes and behaviours that set them apart from other counsellors.

There are two main variables that contribute to the difficulty of applying the professional code of ethics for counsellors: internal and external influences. The credentials of the counsellor and their lack of competency in certain areas are among these variables. According to Jumrawarsi et al. (2021), a significant number of school counsellors in the profession lack a graduate degree in guidance and counselling. This goes against the code of ethics for counsellor credentials, which mandates a graduate degree in guiding and counselling. therapy. In addition, it has to do with the counselor's relatively low interest in developing their skills through training, seminars, and other events. As a result, counsellors offer their clients subpar services. For example, they are unable to develop guidance and counselling programmes, integrate with their colleagues, apply their educational background when providing services, and assess and monitor client evaluations. The primary reason is the regulator's ignorance about the best counselling services. For instance, because there are many class instructors, the guidance and counselling services offered are subpar. Accordingly, the policy of linked parties is to assign class teachers as counsellors [18].

It follows that there are still a number of issues and that the professional code of conduct for counsellors in guiding and counselling has not been used to its full potential. This is brought about, among other things, by the counsellors' own ignorance of, disregard for, and failure to enforce the code of ethics, as well as by pertinent outside parties' lack of comprehension. Counsellors can play the role of someone who fully understands and studies

the code of ethics. Their primary responsibilities include adhering to the rules and regulations in the code, conducting ongoing self-improvement, and performing their work in both formal and informal settings. Furthermore, in order for decision-makers or relevant outside parties to create specific and unambiguous laws that are supported by technological implementation and oversight throughout their execution.

4 Conclusion

The process of recognising an individual's issues via activities such as interviews with a counsellor and coming up with solutions with the counsellor for the individual (client) is known as counselling. The rules or guidelines that anybody who wishes to work in the guiding and counselling industry permanently must abide by are known as the code of ethics for the profession. While codes of ethics do not offer a perfect solution to every ethical conundrum, they do offer a framework for addressing ethical and practical issues. It is the duty of professional counsellors to carefully consider which provisions of this code of ethics apply in a given circumstance.

Counsellors work to enhance their clients' self-awareness and interpersonal communication skills. This alters their life and aids in the development of a more intelligent way of living. Relationship development with people, couples, families, groups, communities, and organisations is a part of counselling. After passing an exam or making it through an adaptation period that guarantees the establishment of a professional relationship founded on ethical counselling practices and counselling beliefs, a person is recognised as a professional counsellor. A professional counsellor may possess the following personal attributes: competence, fairness, wisdom, bravery, humility, empathy, honesty, integrity, resilience, and respect. Legislators must enact regulations and provide oversight in order to aid in the implementation of the counselling profession's code of ethics. Comprehensive guidance and counselling services need to be proactive, balanced, methodical, holistic, and part of the curriculum in order to accomplish national education goals. Counsellors need to be skilled in working with different parties and with developmental theories.

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