

# Guidance and Counseling Problems in Indonesia: A Critical Review

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**Abstract:** In recent years, there are many issues circulating and developing in our midst around the discussion of the conditions of guidance and counselling. The apparent form of dynamic change makes the role of guidance and counselling to face the next generation of students pose its own challenges. These challenges not only affect the world of guidance and counselling, but also in the world of education in general. This is because guidance and counselling are an integral part of the education system, meaning mutual influence which is symbiotic.

**Keywords:** guidance and counselling principles, the role of the counselor

## 1. INTRODUCTION

The implementation of the guidance and counselling service program while still focusing on the rules and principles of service implementation would certainly be a reliable alternative to deal with these dynamics. The role of the counselor as a guidance and counselling practitioner is expected to be whole and professional in applying all forms of rules and principles of service in the guidance and counselling [1]. The goal is that the existence of guidance and counselling is maintained even able to provide a greater influence on the world of education more optimally.

According to Prayitno the provision of guidance and counselling services has become an integral part in the scope of education, educational orientation is also aligned with the orientation of guidance and counselling services [2]. This service is a basic need to be fulfilled for students. This is as stated in several regulations such as in accordance with statute number 89 of 1989 concerning the National Education System, government regulation number 28 of 1990 concerning Basic Education and 29 of 1990 concerning secondary education.

Guidance and counselling can facilitate students or are referred to as counsees in order to achieve the level of complete self-optimization [3], [4]. By applying the principles of educational psychology within a developing cultural frame. This form of service can be provided both individually for example individual and group counselling with the aim that individuals are able to direct personal, social, learning and career aspects to a more optimal level.

## 2. GUIDANCE & COUNSELING

Guidance and counseling service program implementers are called counselors, who professionally

have met the two minimum standards as a counselor, namely the educational background of guidance and counseling at the undergraduate level (S1) and have run a professional expertise certification program as a counselor. This certification program is certainly held by a trusted legal entity [5].

Counselor also added that he had four core competencies needed in each program implementation of guidance and counselling services. First, pedagogical competence related to the ability of a counselor in providing guidance in accordance with scientific counselling and counselling to the counselee to steer himself towards the optimal personal level. Second, personal competence related to the ability of the counselor's personal profile to become a model for learning media for counsees [6].

Then social competence, which is related to the ability of counsellors in building productive and effective relationships with various parties who can support the implementation of counselling and counselling services towards professionals [7]. And the fourth or final competency that a counselor needs to have in guidance and counselling is professional competence. This Competence is related to the ability of counsellors in mastering, managing and evaluating guidance and counselling services programs in their entirety and comprehensively.

Guidance and counselling occupy an integral part in education [8]. This means that the role and guidance of counselling can be said to have the same portion as the function of education itself. The function of providing guidance and counselling in education is to facilitate students in achieving their developmental tasks in order to run optimally. In addition, guidance and counselling can be used as a reference for subject teachers to find out the conditions that affect students in the learning process in the

classroom and outside the classroom. In some writings it is mentioned that counsellors through counselling guidance have important functions, one of which is in strengthening the character and who both mention that it is important for today's character to be planted solidly in the young generation, especially can be done by the counselor through a guidance and counselling service program in the scope of education. By having a strong character provision, it is not a difficult case when a student wants to optimize the potential possessed in various supporting media around him [9].

Implementation of counselling guidance in the past tends to lead to things that are curative (overcoming naughty and problematic students). This has led to negative stigma as "the police" for guidance and counselling in schools. The implementation of counselling in the present tends to be developmental, meaning that the counselor focuses on the potential rather than the obstacles experienced by students [10]. Implementation of guidance and counselling in the future the picture is more "multi-directional". This can be predicted by looking at the progress of information technology and its impact.

By regulation the implementation of the guidance and counselling service program has been set one of them in the 2014 Ministry of Education and Culture on Guidance and Counselling in Basic Education and Secondary Education. Where there are 12 principles of guidance and counselling that is strongly recommended to remain firmly held by practitioners of guidance and counselling in the field, namely BK counsellors or counsellors. The twelve principles compile guidelines for implementing professional, comprehensive and directed guidance and counselling. Like how it is implemented, who is the service target, and what are the standard rules that need to be considered in line with the educational goals [11].

Counselling guidance is now faced with various changes in the counselee's paragraph. This is the result of advances in information technology that are utilized by today's millennial generations. This condition can be observed together both in the school environment and in the community. Where these two environments mutually reinforce the personal condition of the counselee today. Reinforcement is meant is the direct influence of people around the environment who maintain the sophistication of information technology still in touch with the children of today's generation [12].

We all know that millennial generation now seems to place its personal identity on a smart device that is often called a device. This culture touches from the level of early age to old age. This condition was later made by the Japanese state as the beginning of the birth of a new civilization dynamic after the industrial revolution, namely the era of society 5.0 [13]. One indicator seen in this new dynamic is the use of smart devices capable of reaching all forms of life around us. Good for meeting personal or other people's needs.

### **3. PROBLEM SOLVING**

Seeing such conditions, it is important for guidance and counselling to start formulating strategies so that they can face change while at the same time becoming superior as a forum for developing potential for future generations. There are five speculations regarding the future of counselling that can be considered as anticipation in dealing with the conditions of change that will occur in the future [14].

First, the treatment by the school counselling profession now influences the quality of counselling services in each different school. The intended treatment here is the counselor's performance in providing services in accordance with a professional guidance and counselling program. With the achievement of good results criteria, it will also bring a positive response to the community towards the productivity of guidance and counselling services in the future.

Second, scientific studies in school counselling research can be used to anticipate the unknown future of school counsellors. Forms of scientific studies can be done in collaboration with one of them with higher education institutions. Examples of activities that we can encounter include teaching and teaching activities in schools, the activities of observation to fulfill the task of the culinary eye and the distribution of questionnaires in meeting the problematic questions that are developing in the midst of today's generation.

Third, there is not only one future waiting for the school counselling profession, but many future possibilities, depending on what the school counselor chooses today. In this case, wise decisions need to be made to achieve a positive change in the future. The criteria that need to be had to have these objectives are starting from the application of regulations in guidance and counselling as a whole and professionally as well as training for counsellors as executors of guidance and counselling service programs in the field. This training is intended to enable counsellors to apply the code of ethics and adjust the rules that apply in the community

Fourth, school counsellors must have a moral foundation in their responsibilities for future generations of students and next generation school counsellors. The attitude of responsibility as a reflection of the value of character in education in Indonesia as well as the 4th value of society, which is led by wisdom or deliberation, is certainly important in every counselor. Responsible counsellors are able to organize the guidance and counselling process effectively and efficiently

Fifth, counsellors are responsible for integrating that technology for future interests that might not have been necessary in the past twenty years. Advances in technology and information for counsellors are able to adjust the implementation of guidance services and counselling programs that are up to date. An example that has been developed in dealing with technological developments in

guidance and counselling is the emergence of cyber counselling by Prof. Nur Hidayah from Universitas Negeri Malang, Indonesia. This form of product is an example for counsellors to continue to develop their knowledge and skills. Hopefully with the development of technology, the more professional guidance and counselling services by counsellors.

#### 4. CONCLUSION

The implementation of the guidance and counselling service program have professionally fulfilled two minimum standards as counsellors namely educational background of guidance and counselling at the undergraduate level (S1) and have undertaken professional expertise certification programs as counsellors. It is important for guidance and counselling to start formulating strategies so that they can face change while at the same time becoming superior as a forum for developing potential for future generations.

There are five speculations regarding the future of counselling that can be considered as anticipation in dealing with the conditions of change. First, the treatment by the school counselling profession now influences the quality of counselling services in each different school. Second, scientific studies in school counselling research can be used to anticipate the unknown future of school counsellors.

Third, there is not only one future waiting for the school counselling profession, but many future possibilities, depending on what the school counselor chooses today. Fourth, school counsellors must have a moral foundation in their responsibilities for future generations of students and next generation school counsellors. Fifth, counsellors are responsible for integrating that technology for future interests that might

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