

## **THE INFLUENCE OF GUIDANCE AND COUNSELING TEACHERS' UNDERSTANDING OF PROFESSIONAL ETHICS AND COMPETENCE ON THE QUALITY OF GUIDANCE AND COUNSELING SERVICES**

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**Abstract:** This study aims to show the influence of guidance and counseling teachers' understanding of professional ethics and competence on the quality of guidance and counseling services. This research uses a literature review approach obtained by the source through the database of national and international journal providers found on the Google Scholar page which is then analyzed. The results of this study concluded that understanding ethics and fulfilling the competence of guidance and counseling teachers affects the guidance and counseling services provided. Because guidance and counseling services cannot be provided to just anyone, to facilitate the guidance and counseling process, guidance and counseling teachers must have competencies and realize the code of ethics to achieve effective goals that are accountable to clients.

**Keywords:** Professional Ethics, Guidance and Counseling, Competence, Quality of Service

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## **INTRODUCTION**

Guidance and counseling is a profession that is integrated into the education system. As national education has the function and purpose of developing abilities and shaping the character and civilization of a dignified nation to educate the nation's life, it aims to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and become

democratic and responsible citizens. Of the functions and objectives of national education that have been formulated, in their implications the counselor with his guidance program is in a very important position that determines whether or not the quality of education is. Guidance is a professional activity that use knowledge about a specific educational structure. So to realize it must be supported by professional guidance and counseling teachers. The professional demands of guidance and counseling teachers are regulated in Law No. 20 of 2003 article 1 paragraph 6 of the national education system which contains guidance and counseling teachers are educational qualifications that are parallel to the qualifications of teachers, lecturers, civil servants, tutor, widyasarana, facilitators and instructors (Hanifah, 2017). This legislation mandates that Guidance and Counseling Teachers must have specificities that teachers of other subjects do not have (Alawiyah et al., 2020). From this principle, of course, ethics and competence are binding on a counselor to become a professional counselor.

This professional ethics is required by counselors or counseling guidance teachers as the basis for the profession they adhere to. Because professional ethics serves as a standardization and agreement that refers to ethical behavior etis (Marjo & Sodiq, 2022). According to Nurhafizah (2011, in Wandu & Nurhafizah, 2019) that basically ethics is part of self-control over what to do in professional interactions for the benefit and success of relationships between one another involved in the profession itself. Masruri (dalam Alawiyah et al., 2020) argues that the counselor should be aware that the client comes with the hope that the counselor is a person who can help in solving his problems. The counselor must be aware that the counselor should not impose the values he adheres to the client or act in the absence of binding rules.

In addition to professional ethics that must be understood and adhered to, guidance and counseling teachers are focused on competencies that must be mastered to display high performance that will be aimed at service goals. Because competence affects public trust and accountability it will make the guidance and counseling profession increasingly recognized and utilized for its existence (Rafiqah, 2013). Based on Law No. 14 of 2005 article 10 paragraph 1 reads that four competencies must be possessed by a teacher including, pedagogical competence, personality competence, social competence and professional competence (Salamah & Safiq, 2019). Blašková, Blaško & Kucharčíková, (Adnan et al., 2019) mentions that this competence involves professional skills, mindset and behavior. Therefore, the competence of the guidance and counseling teacher is a set of mastery of abilities that must be present in him to realize operational performance. So that this guidance and counseling teacher can help and guide students to understand themselves, both their potential and weaknesses that can be maximized and useful for future student career planning, and then help overcome the difficulties faced by students that hinder the student's learning process (Lisabe, 2019)

## The Influence of Guidance and Counseling Teachers' Understanding of Professional Ethics and Competence on The Quality of Guidance and Counseling Services

This guidance and counseling service is dedicated to improving the dignity and dignity of humanity by using various methods and techniques to facilitate the development of individual or individual groups by their potential and actual abilities and opportunities, and help overcome weaknesses and obstacles and obstacles faced in their development (Rahardjo, 2017). From this view, the service of counselors or guidance and counseling teachers to their clients should not deviate from the agreed code of ethics and be used as the main standard in behaving a guidance and counseling profession.

However, unfortunately, the implementation of the code of professional ethics and mastery of the competence of guidance and counseling teachers in the field has not been carried out properly. Evidenced by the emergence of fallacies of views on the profession of guidance and counseling. Ahmad Arifai (2020) mentioned some of the misinterpreted views found in the field towards the guidance and counseling profession, namely as follows:

- a. Guidance and counseling are only complementary to educational activities  
Many argue that the guidance and counseling program in this school is only a complement so that the school no longer needs to bother organizing guidance and counseling services because it is implicit in education itself.
- b. The guidance and counseling teacher in the school is the "school policeman"  
Many presumptions say that this guidance and counseling is the school police. This is due to the school often fully handing over the problem of violations of discipline and other school rules to guidance and counseling teachers. Many of the guidance and counseling teachers are given the authority to be executors for problem students, Thus, there are many found in schools that consider that guidance and counseling teachers are "killer" teachers.
- c. Guidance and counseling are restricted to certain students only.  
This understanding is erroneous, because this guidance and counseling is intended for all students. After all, students are entitled to equal service opportunities, through the various forms of guidance and counseling services available.

The number of mistakes in the guidance and counseling profession causes the professionalism of guidance and counseling to be tainted. Guidance and counseling is a profession that has been recognized in the law but is underestimated (Yeni Karneli, 2021).

There is a study conducted by Suci Martini, Yusmansyah and Diah Utaminingsih (Martini et al., 2013) that the background of the guidance and counseling teacher affects the quality of the implementation of the main task as a guidance and counseling teacher. The results of his research concluded that the competence of guidance and counseling teachers with a background in guidance and counseling at state high schools throughout Metro City showed that in general they were in good qualifications (75%). Meanwhile, the

competence of guidance and counseling teachers with non-guidance and counseling backgrounds at State High Schools throughout Metri shows that in general they are of poor quality (66%). This indicates that the academic competence of guidance and counseling teachers influences the regulation and implementation of key tasks as guidance and counseling teachers. Remember that one of the basic competencies that a guidance and counseling teacher should have is academic competence. This academic competency standard includes mastery of educational theory and practice; applying physiological and psychological development and counseling behavior; and mastering the essence of guidance and counseling services in the path, types and levels of educational units.

From the problems that have been described above, this study aims to determine the relationship between understanding professional ethics and mastery of teacher competencies to the quality of the implementation of guidance and counseling services. Thus this writing can help readers and teachers of guidance and counseling to improve the quality of the implementation of guidance and counseling services in schools by increasing awareness of the implementation of ethics and awareness to improve competence.

## **METHOD**

The method used in this writing is a literature review method in explaining the influence of teacher understanding related to professional ethics and competence on the quality of guidance and counseling services. This literature review provides an overview of the development of a particular topic (Cahyono et al., 2019). According to Cresswell, John W (dalam Habsy, 2017) literature review is a written summary of articles from journals, books and other documents that can describe theories and information both past and present.

In this writing, the data source is obtained from the search and analysis of journals and books that are in by with the topic of discussion and the purpose of this study. Strategies for collecting sources are obtained through a database of international and national journal providers that can be accessed through Google Scholar searches.

## **FINDINGS AND DISCUSSIONS**

### **Professional Ethics of Guidance and Counseling**

According to Tas'adi the word ethics comes from the Latin word: Ethic (us) , in the Gerik language: Ethikos= is a body of moral principles or values ethic with

## The Influence of Guidance and Counseling Teachers' Understanding of Professional Ethics and Competence on The Quality of Guidance and Counseling Services

the true meaning being venom, habit, costum. Burhanudi (2016) defines ethics as a science that talks about the problem of human actions or behavior, which are good and which are not good. According to Maidiantius (Tanyid, 2014) this ethic has a critical nature as a fundamental trait because it uses norms that are considered applicable that are questioned in the protection of the rights of each institution. For example, "it is forbidden to take someone else's property without permission because it takes someone else's property, without permission here is the same as stealing "don't steal " is one of the norms of ethics. That way this ethic concerns how a debate is carried out as well as giving the norm of the deed itself.

As a guidance and counseling profession, this ethic is very important in protecting against possible violations of rights from the profession. As a profession dedicated to helping others, it will always be faced with the rights, and values of its clients that must be maintained and respected. Sung & Hana (dalam Faiz et al., 2018) mentioned that ethics in counseling is a place to shape individuals to communicate and social interaction with counselors to express internal conflicts that interact with the outside world, thus forming a concept that can be understood by counselors with information that occurs through counselor dialogue with counselors.

This professional ethics is contained in the formulation of the code of ethics for the guidance and counseling profession which is used as a reference in providing services containing procedures and provisions that must be understood and obeyed so as not to get out of the norms agreed upon by the community and the counselor himself. Based on the decision of the executive board of the Indonesian Guidance and Counseling Association (PBABKIN) number 010 of 2006 concerning the establishment of a code of professional ethics for guidance and counseling, thus the following is the code of ethics for the guidance and counseling profession (Bunyamin, 2019).

1. Counselor qualifications in values, attitudes, skills, knowledge and insights.
  - a. The counselor is obliged to constantly develop and master himself. Counselors are asked to understand their shortcomings and prejudices, which can later affect the counselor's relationship with other people / clients which can result in a low quality of professional guidance services.
  - b. Counselors are required to be humble, patient, keep promises, empathetic, trustworthy, honest, orderly and respectful

- c. Counselors are required to have a sense of responsibility and be open to the advice and warnings given to them.
  - d. Counselors are required to prioritize the quality of work as equally as possible and not to prioritize their interests including material, financial, and popularity gains
  - e. Counselors are required to have expertise in using special techniques and procedures developed based of broad insights and scientific principles
2. Submission and use of information
- a. Counselors are required to maintain the confidentiality of the client's data and information. Because records about the client include interview data, correspondence, recordings, and other data, are all confidential information and should only be used for the benefit of the client. The use of this data / information is necessary for research or educational data of prospective counselors that are possible as long as the identity of the counselor is kept confidential
  - b. The use of client information and data is based on the consent of the client and the client's family
  - c. The use of information about clients with members of the same or other professions is justifiable, provided that it is for the benefit of the client and does not impersonate the client
  - d. Information regarding professional information should only be provided to persons authorized to interpret and use it.
3. Relationship with the provision of services
- a. The counselor is obliged to deal with the client as long as there is an opportunity in the relationship with the counselor
  - b. The counselor is not allowed to force the client to continue his counseling session, if the client feels that he has not benefited from the counseling process provided. In the process of counseling the client has the right to end the relationship with the counselor even if the counseling process has not achieved the desired result.
4. Relationship with clients
- a. The counselor is obliged to respect the dignity, dignity, integrity and belief of the client
  - b. Counselor puts his client's interests above his personal interests

## The Influence of Guidance and Counseling Teachers' Understanding of Professional Ethics and Competence on The Quality of Guidance and Counseling Services

- c. In carrying out his duties the counselor does not make a distinction of the client based on ethnicity, nation, color, religion or socioeconomic status
  - d. The counselor does not insist on assisting a person without the permission of the person concerned
  - e. Counselors are obliged to assist anyone in an emergency or many people who want to
  - f. Counselors are required to provide services to the fullest extent desired by the client
  - g. The counselor is obliged to explain to the client the nature of the relationship being fostered and the limits of each other's responsibilities in the professional relationship
  - h. Counselor was prioritizes attention to the client, if problems arise in this loyalty, they must consider the interests of the parties involved and also the demands of his profession as a counselor
  - i. The counselor cannot assist his relatives, close friends, as long as the relationship is professional
5. Consultation with peers
- To provide services to clients, counselors are allowed to consult with peers in their environment to raise their doubts about something. However, this still has to get permission in advance from the client

### 6. Case handover

The transfer of this case is a code of ethics that requires parties who are unable to provide guidance and counseling services appropriately and completely on a problem of students (clients) should be able to hand over to a more expert party.

### **Competence of the Guidance and Counseling Profession**

The guidance and counseling profession is described in the Minister of Education and Culture Number 111 of 2014 as a professional service in the field of education carried out by professional educators, namely counselors or guidance teachers and counselors. The roles and duties of this guidance and counseling are unlike any other teacher. Guidance and counseling teachers in schools are tasked with providing services of a preventive, healing and developmental nature. According to Rima Irmayanti (2018) The traits of the services provided by guidance and counseling teachers in schools function as follows

- a. Prevention (Preventive)

Serves to anticipate a problem that will arise, so that preventive measures are carried out that can open the mind and heart of each individual so as not to do actions that will harm himself and others.

b. Healing (Curative)

Namely the process of assistance given to individuals who have / are experiencing certain problems.

c. Development

The realm of this service is to develop individual competencies, both from the achievement of their intellectual, physical and interpersonal competencies so that individuals can develop optimally according to their abilities.

To carry out their duties and functions as a school counselor, guidance and counseling teachers are required to have adequate competence to make the process of assisting a success. The competencies that a guidance and counseling teacher must have are contained in Law No. 14 of 2005 concerning teachers and lecturers article 10 paragraph (1) which contains that teacher competencies include: pedagogic competence, personality potential, social competence and professional competence obtained through professional education (Sidiq, 2018).

The pedagogical competence of a school counselor is characterized by the counselor's ability to implement the principles and principles of guidance and counseling in carrying out comprehensive guidance and counseling services (Wardhani et al., 2019). This personal competence contains private ownership that is stable, authoritative and able to become a good role model. Foker (dalam Dahlan, 2017) stated that the personality competence possessed by counselors is educator-spirited, open, able to develop themselves and have personality integrity. Sudarwan said that the social competence of a teacher contains communication skills and associating effectively with students, fellow educators, education staff, parents / guardians of students and the surrounding community (Muspiroh, 2015). Moreover, this social ability includes the ability to adjust to the demands of work and the surrounding environment while acting as a teacher. Then the last competence required in Law No. 14 of 2005 is professional competence which includes the ability to master science in the field of being pursued, mastering technology in the field of being pursued, being able to think logically, being able to think analytically, being able to communicate orally and in writing, being able to work independently and being able to work in a team (Rosa et al., 2014).



## The Influence of Guidance and Counseling Teachers' Understanding of Professional Ethics and Competence on The Quality of Guidance and Counseling Services

### **The Effect of Understanding Guidance and Counseling Teachers related to Ethics and Competence on the Quality of Guidance and Counseling Services**

From the results of the literature review analysis of several studies related to this topic, all say that the quality of guidance and counseling services is greatly influenced by the implementation of the counselor's code of ethics in the implementation of guidance services and the competence of an adequate counselor.

Research conducted by Anriani (Anriani & M, 2021) with the subject of her research to guidance and counseling teachers and two class VIII students at SMP PGRI Dumai City revealed that the implementation of a code of ethics in the implementation of guidance and counseling services will make students feel comfortable and safe for guidance and counseling teachers who make the interaction between counselors and counselors effective. guidance and counseling teachers at PGRI Junior High School in Dumai City applied five principles developed by Corey related to ethics in assisting. The first principle applied by the guidance and counseling Teacher at PGRI Junior High School, Dumai City, is the principle of autonomy, a principle that frees clients to choose their counselors in the face of their problems. Because there is only one guidance and counseling teacher at PGRI Junior High School in Dumai City, the counselor tries to understand the counselor if the counselor is not ready to carry out counseling, so that in the implementation of counseling there is absolutely no coercion. The second principle is not to violate the code of ethics as a counselor and client. Guidance and counseling teachers at SMP PGRI Kota Dumai try to avoid the slightest risk of the counseling process whether it involves physical, emotional, psychological, or offensive behavior. This is evidenced by the results of a researcher's interview with one of the students at PGRI Junior High School, Dumai City, who said that the guidance and counseling teacher at his school never violated the counselor's code of ethics, both physical, psychic, such as not discriminating against counselors.

The third principle is compassion, the guidance and counseling teacher strives to assist to his counselors to face their problems and always strives to produce good conditions before and after performing guidance and counseling services, which naturally the counseling process results in changes in counseling with a cultural approach. The fourth principle in carrying out the counseling process always applies fairly. The teacher of guidance and counseling SMP PGRI Kota Dumai tried not to discriminate against his counseling in dealing

with problems. Especially in Dumai city, Islam is a minority, so guidance and counseling teachers at PGRI Junior High School Dumai City try to get to know their religion and culture so that they can be integrated with the constitution without discriminating against them. The fifth principle is to be faithful, the guidance and counseling teacher of PGRI Junior High School Dumai City strives to give the right promise and give false promises which means having to be committed to their service, and open to each other between counselors and counselors. The success of guidance and counseling teachers at PGRI Junior High School in Dumai City in implementing the ethical values of counselors is based on a comprehensive understanding of the role and function of ethics in the implementation of guidance and counseling services which are also useful for elevating a counselor to a professional level.

The urgency of applying ethics to guidance and counseling services is strengthened by research conducted by Sudrajat et al (2022) in an axiological study of counselor ethics in providing individual counseling services in schools. It is said in his research that violations of the counselor's code of ethics will cause distrust of students in utilizing guidance and counseling services. Counselors who tend to use this method of punishment are very contrary to the code of ethics of the guidance and counseling profession. The following is what the counselor must do in carrying out the guidance and counseling service process, as follows:

- 1) Confidentiality: counselors are not allowed to tell anything about counseling data and information to anyone
- 2) Professional: counselors are prohibited from using force in the process of performing services.
- 3) Willingness: the counselor is obliged to ask about the willingness of the counselor regarding the implementation of the counseling. The counselor must explain the permissible and not allowed boundaries
- 4) Cohesiveness: counseling must run in an integrated manner

The presence of this professional code of ethics is to protect the counselor himself, because without the ethics of the guidance and counseling profession, guidance and counseling teachers will have the potential to perform unprofessional services and tend to cause a negative stigma towards guidance and counseling teachers.

Another study conducted by Susilo Raharjo & Agung Slamet (2017) showed in that the code of ethics in the guidance and counseling profession materially must continue to be refined, so that in practice in the field it can run

## The Influence of Guidance and Counseling Teachers' Understanding of Professional Ethics and Competence on The Quality of Guidance and Counseling Services

better, as a counselor a service provider and client / counselor. Enforcement of the code of ethics of the counselor profession needs to have clear rules so that it further strengthens counselors in providing services. The results of this study were concluded based on field data found by researchers. The data collected by Susilo Raharjo & Agung Slamet comes from the results of their survey with all junior high school guidance and counseling teachers and MTs who are members of the Kudus District Guidance and Counseling Teacher Deliberation with a total population of 147. It was found that the research variables in the introduction to the ABKIN code of professional ethics which included aspects of introduction, understanding and legal basis in guidance and counseling Teachers of SMP/MTs of Kudus Regency obtained a score of 86% (high). That way for this variable, it can be said that the understanding of guidance and counseling teachers of SMP /MTs of Kudus Regency is related to the preliminary variable of 99% of S1 guidance and counseling graduates. So that the teachers of guidance and counseling SMP/MTs of Kudus Regency understand the code of professional ethics well in theory and practice. Then in the variables of qualifications, competencies and activities, teachers of guidance and counseling SMP / MTs of Kudus Regency obtained a score in the very high category because they looked at their educational background.

In addition to the variables of service implementation, teachers of guidance and counseling SMP/MTs of Kudus Regency obtained a score in a high category of around 78% assuming that the implementation of guidance and counseling services was carried out properly. On the variables of violations and sanctions, teachers of guidance and counseling SMP/MTs of Kudus Regency obtained a score of 33% (less than once) which was interpreted in reverse (a large score means negative and a low score means positive) thus that the guidance and counseling teacher of SMP/MTs of Kudus Regency was very low in committing violations in professional ethics. From the results of the data found, it was concluded that the teachers of guidance and counseling SMP/MTs of Kudus Regency had implemented the code of ethics properly and from the data that had been obtained, it was also indirectly revealed that the understanding and implementation of this code of ethics affected the implementation of guidance and counseling services.

Realizing the code of ethics for guidance and counseling teachers should be their responsibility in carrying out professional actions in which the guidance and counseling profession can be trusted, reputable and accountable to clients. The guidance and counseling profession must avoid all adverse actions that can

undermine people's trust in this profession (Mansaray & Mani, 2020). Therefore, realizing, understanding and complying with the ethics of this profession is related to the competence of counselors in choosing and updating their professional skills.

Guidance and Counseling is a job that must be done by people who have special qualifications or skills. Because guidance and counseling services cannot be provided to just anyone, to facilitate the guidance and counseling process, it must have adequate competencies to achieve effective goals. (Hazrullah & Furqan, 2018). By government regulation number 19/2005 counselors must have four competencies, namely pedagogical, personality, social and professional competencies (Dahlan, 2019). These four competencies greatly affect the process of providing guidance and counseling services provided by teachers to their clients/counselors.

Evidenced by research conducted by Siwi Agustianingsih, (Agustianingsih, 2018) which examined "the influence of pedagogical competence and teacher motivation on the quality of group counseling implementation" and the results of research from the data he has obtained stated that there is a strong influence of pedagogic competence on the quality of counseling service implementation. The influence of this pedagogic competence is very strong in the implementation of guidance and counseling service programs because this pedagogic competence is highly calculated for the implementation of quality services. This pedagogic competence is needed in assisting counselors which includes mastery of educational theory and practicality, applying physiological and psychological developments as well as counseling behavior and mastery of the essence of guidance and counseling services in the path, types and levels of educational units.

For the influence of the professional competence of the guidance and counseling profession on the implementation of guidance services, the research conducted by Mugi et al (Rahayu, 2015) and Adam Aulia and Kusnarto (2015) is the same resulting that counselors who master professional competencies can become an educator who can provide guidance and counseling for students well. Because teachers have an important role in the educational process to improve the quality of graduates or educational outcomes. Therefore, teachers must have qualifications according to their fields and duties (Kusdinar, 2017).

Among the competencies of counselors, personal competence is the most important Amalia (Putri, 2016) because counselors as individuals must be able to present their identity as a whole, precisely and meaningfully and build

## The Influence of Guidance and Counseling Teachers' Understanding of Professional Ethics and Competence on The Quality of Guidance and Counseling Services

good interpersonal relationships that are useful for the success of services. This effective counseling is greatly influenced by the quality of the counselor's relationship with the client, hence the importance of the counselor's personal qualities which include congruence, empathy, positive attention, and respect for the client. With good personal quality, the purpose of counseling is expected to be achieved, besides it is supported by other competencies such as academic, social and professional competencies (Putri, 2016).

### **CONCLUSION**

Ethics in this profession plays an important role in protecting the violations of rights that may occur from the profession. As a profession of guidance and counseling, ethics is something that must be understood and obeyed because ethics in guidance and counseling is a place to form individuals to communicate between counselors and counselors who can understand each other. In addition to the ethics that are required to be adhered to in the guidance and counseling profession, competence is a perfect complement in the guidance and counseling profession for the implementation of professional and quality guidance services. The competencies that a guidance and counseling teacher must have are contained in Law No. 14 of 2005 concerning teachers and lecturers article 10 paragraph (1) which contains that teacher competencies include: pedagogic competence, personality potential, social competence and professional competence obtained through professional education.

Related to the quality of guidance and counseling services, understanding and implementing ethics as well as fulfilling the competence of guidance and counseling teachers, this greatly affects the quality of the implementation of guidance and counseling services. Because guidance and counseling services cannot be provided randomly, to facilitate the guidance and counseling process, guidance and counseling teachers must have competencies and be aware of the code of ethics to achieve effective goals that are accountable to clients.

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The Influence of Guidance and Counseling Teachers' Understanding of Professional Ethics and Competence on The Quality of Guidance and Counseling Services

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