

The Role of Guidance and Counselling Services in Indonesian Higher Education

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The Role of Guidance and Counselling Services in Indonesian Higher Education

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ABSTRACT

In recent years, the world has experienced accelerated development. Diverse sectors from various nations are attempting to implement these advancements, which can help to improve those sectors. Indonesia has been involved in these developments for various industries. Indonesia is adopting counseling service innovations in the education sector, to assist pupils in their future growth and development. Due to their impact on students, guidance and counseling services have been important. This study aims to investigate the function of guidance and counseling services in Indonesian higher education. The study will also examine how various counseling services operate in various nations. This research is qualitative. Descriptive analysis was utilized for the study's data. According to the study's findings, Indonesia had already implemented many facilities and plans for counseling and guidance in the education sector. Still, these facilities and plans are not yet fully implemented. In addition, there are still gaps in the appropriate plans. The study recommended that these counseling services in the educational sector become a requirement. This research will contribute to the existing body of knowledge because it provides descriptive and exhaustive literature. It will benefit Indonesia's education sector and the country's students, particularly those pursuing higher education.

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Keywords: Counseling; Guidance; Indonesia; Education institutes

Introduction

In the education sector, counseling [1] is typically the guidance or assistance that educational institutions provide to students for various purposes. It could be for enhancing their capabilities, character, and talents, among other things, or it could be for plans. Youth, particularly students, are regarded as among the most essential in any nation. Historically [2], counseling was not considered a vital education component. Due to a lack of technological advancements and exposure to the outside world, this was the case. However, as time progresses [3], educational system developments emphasize the need for appropriate counseling and guidance for students. This counseling and guidance system has become a major concern for the education sector, particularly after the pandemic. Numerous institutions adhere to counseling and guidance systems [4] across the globe. In recent years, some educational institutions have even begun providing online counseling and guidance to their students. However, many institutions worldwide lack an effective student counseling system in the education sector. Institutions utilize counseling in various methods; for example, some institutes have a dedicated department for counseling students, while others have hired professional counselors [5]. Indonesia's current higher education system is based on the tertiary institution model. The tertiary method divides higher education into academies, institutes, polytechnics, and universities. These institutions of higher education are not supervised in the same manner. This method adheres to state regulations, religious

affiliations, and the private sector [6]. There has been a significant increase in the education sector's progress rate as time has passed. Considering the situations that the globe is experiencing, the students are the ones who require the most assistance in this context. [7] It is estimated that most students in higher education have no notion about their future, their career, or even how to improve their skills. As the world develops, the demand for an appropriate counseling and guidance system in the education sector increases daily. This counseling and guidance system has become a major concern for the education sector, especially after the pandemic. Despite having a counseling and guidance system in some institutes, Indonesia [8] still faces the issue in this context. Various institutes and their varied supervision may partly cause this issue. For students to comprehend their future and enhance their skills, it is becoming essential to comprehend why there are problems in the counseling system.

As stated previously, it is crucial to emphasize and discuss the function of student counseling in the education sector. Various studies have been conducted on various counseling and guidance practices for the advancement of students worldwide. These studies discuss the fact that different student-benefitting practices can vary. [9] The students receive training to enhance their capabilities and skills. The researchers also examined the mental health of higher education students. With the aid of the current research study, the education sector will be able to

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understand the significance of offering guidance and counseling services to students in higher education. In addition to adding to the existing body of literature, the present research provides a comprehensive understanding of the function of guidance and counseling services in Indonesian higher education. According to the preceding discussion, the present study aims to investigate the function of guidance and counseling services in Indonesian higher education. The study also analyzed Indonesian higher education's various guidance and counseling practices. As the current research study examines the function of guidance and counseling services in Indonesian higher education, it may be advantageous for the education sectors of Indonesia and other Asian nations. The education sector can consider how various guidance and counseling practices can improve the higher education system for students. Similarly, students can learn which practices are necessary for their development and guidance.

Method

This study employs a "qualitative descriptive research design" [10]. Research methodology is chosen based on the purposes and objectives of the study. As the purpose of the present research is to investigate the role of guidance and counseling in Indonesian higher education institutions, the qualitative descriptive method is the most appropriate approach. Based on previous research, this research design examines information regarding counseling and guidance in the Indonesian academic sector. Regarding this, diverse secondary data sources have been examined. The primary advantage of using secondary data in research is that it increases the likelihood of accurate analysis, so the results derived from such a research design are generally regarded as reliable. In comparison to primary data sources, secondary data sources are typically viewed as refined and credible. Therefore, most research articles that included critical evaluations on counseling and guidance in Indonesian higher education institutions were reviewed. In addition, the findings section has also reviewed and discussed numerous research articles to derive appropriate research conclusions. Consequently, the function of guidance and counseling, its influence on students' academic performance, and its overall impact on higher education institutions in Indonesia have been evaluated using a qualitative descriptive research design.

Literature Review

Counseling Services

Counseling in the education sector entails advising students on overcoming various problems and improving their abilities for the future [11]. Counseling is also utilized in other world sectors. In the education sector, counseling relates exclusively to students. This provides students with guidance regarding various problems and helps them improve their skills [12]. The majority of nations throughout the globe utilize counseling services. Accepting these educational system-integrated counseling services was not always simple. Educational institutions in various countries offer their students various counseling services [13]. However, the primary purpose of counseling remains the guidance of students. Various countries have various names for counseling services. In some countries, for instance, some institutions refer to these services as vocational training, while others refer to them as academic services, career counseling, and student guidance systems [14].

There are three fundamental categories of counseling and guidance that educational institutions typically provide to students. These services include academic counseling, career guidance, and psychological counseling [15]. Educational institutions offer academic counseling [16]. These types of services concentrate primarily on advising students in their academic endeavors. It assists students in making better-educated decisions and enhances their intellectual abilities. Career guidance [17] is the guidance provided by educational institutions where students receive career counseling. It aids students in making more informed career decisions and determining which careers can help them develop and learn. It also teaches students how to improve their skills and enter a particular field. Occasionally, students are unsure of which career path to pursue. Career counseling aids individuals in selecting the best career path. Psychological counseling is related to students' mental health [18]. Educational institutions provide this sort of mental health counseling for students. Some situations can occasionally worsen the mental health of the students. In such circumstances, providing them with appropriate guidance is essential, and institutions can greatly assist in this regard.

In Australia, counseling services for students at educational institutions include training and guidance related to study and guidance on family relationships, tension, anxiety, etc. [19]. The counseling services provided by educational institutions may also alter with cultural shifts. Those nations with high rates of mental illness, i.e., tension, anxiety, isolation, etc., also offer mental health services as part of their student counseling programs. These nations may include Greece, Jordan, etc [20]. However, some other countries, such as Canada, include mental health counseling for students in the counseling services of educational institutions [21]. Such counseling or guidance is intended to transform the student's mental abilities into constructive ones, particularly for the student's improved future. In addition to academic guidance, several universities in Ghana have recently implemented innovative and effective counseling services, including psychological counseling. After the pandemic, this action was taken because most students were having trouble contending with academic and psychological issues [22].

The Role of Guidance and counseling services in the Higher Education

In recent years, guidance and counseling services in the educational sector [23] have become a pillar of success for students. Counseling and guidance services have become an integral element of the education industry. The reason [24] for this is that advancements have increased in every sector in recent years, and the education sector also requires these advancements. The education system has undergone significant changes in recent years, resulting in increased student tension. This tension can have a negative effect on a student's academic and professional careers [25]. Guidance and counseling services significantly impact student development and the education sector. There are a variety of counseling services that can enhance the academic capabilities of students, such as training sessions conducted before the start of degrees in higher education institutions to help students determine whether they are making the right educational decisions or not [26]. Countries such as Australia, China, Japan, and South Korea, among others,

have educational institutions that provide academic guidance even before the commencement of the degree, allowing the student to reconsider their choice before the degree [27].

Students in Australia's higher education institutions have been found to have extremely elevated mental tension, which negatively impacts their mental well-being and psychological health, ultimately leading to psychological distress and mental disorders. A previous study of nearly 6,500 students from two Australian institutions of higher education revealed that the level of mental stress is elevated in almost 84% of the participants [28]. In addition, another survey of 5000 students at one of the largest Australian institutions revealed that 13% of the students reported extreme mental stress, and 18% reported extreme anxiety stress [29]. By observing this alarming trend in Australian institutes, universities developed various counseling and guidance programs to support students' mental health and well-being, enabling them to develop skills to self-identify, manage their mental stress, and promote help-seeking activities. Moreover, it was deemed essential to promote protective factors in Australian higher education institutions' social and academic environment to eliminate students' mental tension. It has been observed that the counseling services and guidance provided by the higher educational institutions of various countries around the world have played a very significant role in promoting the well-being and psychological health of the students, as well as their ability to comprehend their capabilities, thereby allowing them to choose the appropriate degree for pursuing higher education at various universities. According to research, various higher education institutions promote professional development programs within their universities because it is necessary to guide children in choosing and building up their minds so that they can choose their degree and also identify themselves as well as their field of interest [30]. As depicted in Figure 2.1, there was still uncertainty regarding the type of professional development programs that should be incorporated into higher education institutions and their outcomes and impact on students.

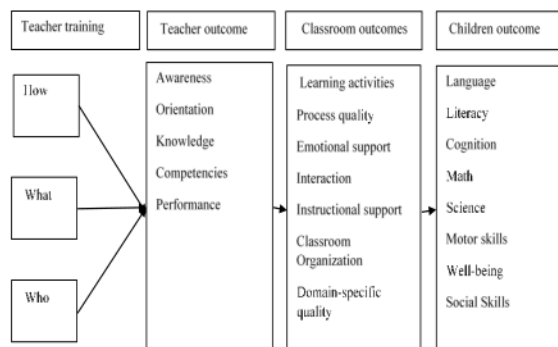


Figure 2.1 Professional development approaches and their outcomes [30]

Moreover, these services improve the students' abilities and skills and reduce their dread of public speaking. Because these services also include public speaking training, students learn how to manage such situations, making them the best in their class [31]. Educational institutions in some nations, such as Malaysia, Indonesia, and the United States, offer career

guidance. Educational institutions provide these career counseling services exclusively to graduating students. Moreover, for the career guidance of African American students in higher educational institutes, a course titled governance and higher education is taught during the spring semesters. The institution hires nearly 20 students from the previous badges and a teacher to teach this course. These career guidance services assist students in selecting the best career path so that they can serve their country and enjoy a brighter, less stressful future.

Similarly, after the pandemic period [32], most educational institutions in China mandated psychological counseling for schools. These services significantly develop the mental capacity to comprehend and adapt to various situations without fear or anxiety. This service helps students significantly improve their self-efficacy, self-determination, and abilities [33]. These services also encourage students to have strong convictions and be receptive to significant change. As they enter a new environment, this counseling and guidance service becomes increasingly essential for students in higher education. After receiving their second degree, they will enter the professional world. Numerous nations are determining how problematic certain academic decisions can be for students and how they can affect their future. Adopting these services is motivated by their enduring impact on the students. These services adopted by various higher education institutions promote a notion of subject selection, and the psychological programs described in the preceding example within Australian universities assist students in relieving stress.

Results and discussion

Role of Counseling and Guidance in Indonesia's higher educational institutes

In 1962, during a conference held in Malang by "The Faculty of Education and Teachers" in August 1960, counseling and guidance were introduced as a profession. In Indonesia, the Malang and Bandung Institutes of Educational and Teaching Sciences initiated a new "counseling and guidance" program after four years. The profession of counseling and guidance began to evolve, resulting in the evolution of counseling and guidance and the fundamental planning pattern. After fourteen years, regulations for the "Indonesian educational system" were updated to include counseling and guidance. Before 1993, there were no official guidelines or manuals. Counseling and guidance services in the educational sector were modified multiple times after their early implementation. Since long ago, the Indonesian government has emphasized implementing counseling and guidance services for its students [34]. This is because these nations' government or regulatory bodies value their students and accurately project their future needs. Due to these factors, counseling and guidance play a significant role in shaping students concerning career development suggestions, improved options to choose from, and numerous other aspects [35, 36]. Implementers of counseling and guidance service programs in Indonesia are called counselors if they satisfy two professional requirements, such as an undergraduate education in guidance and counseling. Additionally, the counselor must administer a "professional expertise certification program" [37, 38]. A reputable legal entity primarily administers the certification program.

Competencies of a Counsellor in Indonesia

In addition, every counseling and guidance services program requires the counselor to possess four essential competencies. The first competency is "pedagogical competency," which refers to the counselor's ability to guide scientific counseling and direct the counselee toward his optimal personal level. The second competency relates to the counselor's profile's capacity to convert himself into a learning media model for counselees. Social competency is the third essential competency for any counselor, which entails fostering effective and productive relationships with various parties who can aid in the professional application of counseling services. Professional competency is the final and fourth competency a counselor must possess [39, 40]. Professional competency is the fourth competency of a counselor and relates to the counselor's capacity to comprehend, administer, and evaluate counseling and guidance service plans comprehensively and thoroughly.

Need for Counseling and guidance

Counseling and guidance are essential for educational institutions to steer students in the right and beneficial direction. The importance of counselors and guidance personnel in Indonesia is comparable to that of the education system. The purpose of counseling and advising students is to assist them in achieving their developmental duties so they can function optimally. In addition, instructors use counseling and guidance in Indonesia's educational institutions as a resource to investigate the circumstances through which students' learning processes can be influenced inside or outside the classroom. Some researchers have also asserted that through counseling guidance, some counselors perform vital functions, one of which is potentially strengthening character. According to researchers, the character of today must be firmly planted in the young generation, which can be accomplished by the counselor with the aid of the counseling and guidance service program in the educational sectors [41]. Maintaining a potentially strong character provision is not a prerequisite for any student who desires to increase his attraction to various assisting media in his environment. In Indonesia, education is considered a determinant of human resource development. Through the provision of high-quality education, a nation with a high level of development that can adapt to increasingly competitive roles with other countries is produced. Without guidance and counseling in educational institutions, students may remain uncertain about their career choices and numerous other factors. In Indonesia, counseling and guidance are mandatory requirements, and institutions are expected to develop a comprehensive school guidance program to meet the needs of their students. The provision is associated with developing and enhancing pupils' personal and social competencies to develop their psychomotor, affective, and cognitive abilities. Various issues negatively impact Indonesian secondary school pupils' educational performance, outcomes, and well-being. Industry 4.0 and the growing trend of globalization have made students more competitive [42, 43]. As a result of educational, social, economic, and political tendencies, the counseling profession in Indonesian educational institutions has emerged and evolved as a subspecialty.

Guidance counselors in Indonesia are regarded as a crucial component of educational institutions because their tasks directly relate to promoting students' overall development. In Indonesia, there are numerous types of guidance counseling,

including orientation, individual, learning, required information, long-term activity, and group. This is because a structured learning counseling and guidance program is essential for assisting students in coping with the stressors they encounter within and outside of school. Indonesian educational institutions deem Guidance and counseling facilities essential because they influence the delivery and development of quality-oriented educational programs [44, 45]. According to researchers' findings, counseling is important because it assists an individual in developing the self-confidence and interpersonal communication skills necessary for effective, harmonious, and collaborative communication with others. Counseling and guidance programs include four essential components: plan, individual interest, responsiveness, and fundamentals. The government and institutions work together to implement counseling and guidance programs. The Indonesian government issues policies and regulations mandating the provision of a counselor and the provision of the necessary facilities for the implementation of counseling and guidance services in all educational institutions. In Indonesia, the Minister of Culture and Education Decree No. 111/2014 seeks to restructure counseling and guidance programs with four components [46]. These are closely related and cannot be distinguished from one another. Thus, the program's organization provides a counselor with an excellent opportunity to deal with students' problems and personal growth and prevent negative behaviors. Therefore, a school that employs a teacher and a counselor must provide a counseling or guidance teacher and evaluate students' learning outcomes. According to researchers, the counseling and guidance program positively influences students' learning development. This is consistent with the findings of [46, 47], which reveal that teachers at "SD/MIM Muhammadiyah Kartasura Elementary School" contemplate the fundamental theories of counseling and guidance.

Components of Guidance and Counseling Programs in Educational Institutes

Counseling and guidance include four components: system development, responsiveness, fundamentality, an individual plan, and interest. These components are helpful for 5th SD Muhammadiyah Elementary School in Indonesia" in addressing student concerns. However, these elements were implemented inconsistently by Indonesian colleges and other higher education institutions [47]. Despite their differences, applying to the programs is essential in all educational institutions. It depends on the students' demands, their desire for counseling in various areas, and other situational factors [48]. Even though guidance and counseling vary by the educational institution in Indonesia, their implementation is mandated because the absence of counseling facilities leads to various factors that impact students' academic outcomes and hinder their professional development. Based on the preceding discussion, it can be concluded that counseling and guidance programs for Indonesian students have been implemented in various schools and educational institutions.

Nonetheless, despite being of the uttermost importance, these guidance and counseling programs are not fully aligned with the "Minister of Education Culture's decree No. 111/2014" [49]. Counselors, the counseling and guidance office, the institutional structure of counseling and guidance, budgets for counseling

and guidance programs, incentives about counseling and guidance services, scheduled counseling and guidance services, training programs for counseling and guidance for class instructors, counseling and guidance services (career, learning, personal, and social), time allocation, and stipulation of responsibilities are included in the program. The government and schools work together to implement counseling and guidance programs. Thus, the Indonesian government issues rules, policies, and regulations to ensure the provision of facilities to school counselors for them to effectively implement school counseling and guidance programs [50, 51]. This facility is more important for solving students' problems. In addition, Indonesian schools must develop an organizational structure and allocate resources and funds appropriately for counseling and guidance services.

Recommendations

Based on the benefits and requirements of counseling and guidance facilities for students, it can be concluded that Indonesia must implement a potential policy in all of its educational institutions. First, the regulatory authorities of Indonesian secondary institutions must validate the counselors' competency elements. Based on the need for the professional development of students and the maximization of their academic performance and educational outcomes, there must be equal access to guidance and counseling services. To narrow the gap between the government and educational institutions, it is necessary to cultivate their collaboration. In addition, budget allocation and adequate provision of physical resources are required to improve student counseling services. Human resource development is the foundation of a successful nation. Therefore, if Indonesia earnestly implements strict regulations regarding counseling and guidance facility for its students, a prosperous, successful, and quality-oriented educational system can be anticipated, as well as a decrease in mental health issues among students brought on by career uncertainty. Although the results indicated its existence, there are no strict guidelines governing the correct implementation of this law; consequently, the counseling and guidance facility is still under investigation as more attention is needed in this regard. Keeping it a priority and as important as the educational system itself, it is essential to develop policies for implementing guidance and counseling in higher education institutions by providing counselors with all the necessary resources, skills, and direction.

Conclusion

This study aimed to examine the function of counseling and guidance in Indonesian higher education institutions. Counseling and guidance play a crucial role in influencing students' futures, significantly indicating their professional growth and development. The Indonesian government regards counseling services as a priority in their educational institutions; consequently, many schools and higher education sectors accord guidance and counseling equal importance to the educational system. Using a phenomenological descriptive research design, this study evaluates the significance of guidance and services in Indonesian higher education institutions. We accessed secondary sources, such as journal articles, published resources, and novels, to collect data on the investigated topic. The analysis revealed that, despite its immense significance, there is still a need for policy formulation that promotes and mandates the

implementation of counseling and guidance as a fundamental aspect of the academic sector. Providing accurate counseling can maximize students' professional development and academic performance.

Research Implications

Theoretical Implications

First, this study contributes to the expanding literature on counseling and guidance services in the Indonesian educational sector. As there is a great need to investigate this topic, the current research contributes to the body of knowledge by ensuring the availability of original research on this subject. Prior research has focused on Indonesian schools and empirically examined the function of counseling for students. This study's findings emphasize the theoretical perspectives associated with guidance and counseling and connect them to student programs and outcomes in Indonesia.

Practical Implications

The current study also integrates several significant practical implications. The Indonesian government and educational administration can gain knowledge from this research. Include counseling as a required subject in educational institutions so that students' academic performance, learning, career planning, and personal growth and development can all be optimized. Through these strategies, educational institutions can cultivate competent, professional human resources contributing to Indonesia's continued development. Students' defined performance may also be the root cause of their lack of guidance, ambiguous career objectives, appropriate development plans, and career advancement information. The Indonesian educational sector can perform its role and prepare a competent next generation by providing adequate guidance and counseling services.

Research Limitations

There are also some flaws in the present research that have been addressed. The investigation investigated the function of counseling and guidance services in Indonesia. Future researchers can assess a similar topic in another developing nation or Asian nation to achieve the desired results. Thus, the fluctuation or distribution of counseling and guidance facilities in various countries' educational sectors can be observed. Future researchers can empirically investigate similar topics. Interview-based qualitative research designs can also be effective. It is possible to conduct interviews or focus group discussions with Indonesian instructors to incorporate their input regarding counseling facilities and their impact on Indonesian higher education institutions. This study can also be conducted by focusing on the employees of Indonesian organizations, their professional counseling, and the effect it has on their career advancement and development. Longitudinal research may also involve acquiring data from students before counseling and their post-counseling evaluation of the impact on their personal growth and academic performance.

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