

THE PHENOMENON OF COUNSELOR DOING COPY-PASTE IN DESIGNING GUIDANCE AND COUNSELING PROGRAMS

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Abstract: In providing counseling guidance services, a counselor or guidance and counseling teachers require to have good competence following the Regulation of the Minister of National Education of the Republic of Indonesia Number 27 the Year 2008 on Academic Qualification Standards and Counselor Competency. In Indonesia, it is still found that some problems that faced by guidance and counseling teachers in the preparation of guidance and counseling programs, one of which is the guidance and counseling teacher who copied and pasted the counseling program last year. This article will explain an overview of the competence of guidance and counseling teachers in designing guidance and counseling programs, challenges in designing guidance and counseling programs, the factors that caused copy-pasting the guidance and counseling programs, and the efforts to improve the professional competence. This study uses a literature review method. The study revealed that a general overview of the competence of guidance and counseling teachers in designing guidance and counseling programs is in the high, medium, and low categories. There are various challenges in designing guidance and counseling programs: 1) guidance and counseling teachers do not analyze every aspect of programming; 2) guidance and counseling teachers are lacking in making the equivalence of guidance and counseling service hours with subject hours; 3) guidance and counseling teachers do not receive special socialization and training on Pedoman Operasional Penyelenggaraan Bimbingan Konseling (POBK); 4) the guidance and counseling service programs do not receive support from school leaders in terms of financing. Efforts to improve professional competence in designing guidance and counseling programs are analyzing student needs, attending training, guidance and counseling workshops and seminars, implementing Continuous Professional Development (CPD), and following instructions from Ministerial Regulation Number 27 the Year 2008 on Academic Qualification Standards and Counselor Competency in designing guidance and counseling programs.

Keywords: guidance, counseling, programs

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INTRODUCTION

Guidance and counseling are specialized services held in schools to help students facilitate their development in an optimal direction. Optimal development means the potential and value system of a good life (Yusuf & Nurihsan, 2014). As stated in the Ministerial Decree of the Minister of Education and Culture Number. 025/0/1995 that guidance and counseling are aid services for students, both individually and groups so that they can be independent and develop optimally in the fields of personal guidance, social guidance, tutoring, and career guidance through various types of services and assistance activities based on applicable rules. The government positions guidance and counseling services as a profession that is related and fully aligned in the field of education. Counselors are educators who are equal to other educators recognized by the government (Law Number 20 the Year 2003 on the National Education System). This means that the counselor as the one who is responsible for the guidance and counseling profession has a role in making education a success.

The application of the guidance and counseling program is influenced by the counselor's competence, both in terms of pedagogy, personality, social, and professionalism. The counselor is an expert and has professional abilities in the specialization of counseling. The task of the counselor is to construct the necessary conditions for the growth and development of the counselor (Yusuf & Nurihsan, 2014). In providing services to students, counselors need to have standards and competencies by established regulations. This regulation is regulated in Ministerial Regulation Number 27 the Year 2008 on Academic Qualification Standards and Counselor Competency.

To reach the goals of guidance and counseling services, it is crucial to make efforts that are realized in the guidance and counseling program.

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Designing a program of guidance and counseling is one of the professional competencies that counseling must have. This is by Ministerial Regulation Number 27 the Year 2008 on Academic Qualification Standards and Counselor Competency that the professional competence of counselors includes: 1) Mastering the concepts and praxis assessment to comprehend the conditions, needs, and problems of the counselor; 2) Mastering the theoretical framework and practical guidance and counseling; 3) Designing Guidance and Counseling programs; 4) Implement a comprehensive Guidance and Counseling programs; 5) Assessing the process and results of Guidance and Counseling activities; 6) Have awareness and commitment to professional ethics; 7) Mastering the concepts and praxis of research in guidance and counseling.

Guidance and Counseling Teachers

The presence of counselors in the national education system is declared as one of the qualifications of educators, parallel to the qualifications of teachers, lecturers, tutors, widyaiswara, facilitators, and instructors (Law Number 20 the Year 2003 on the National Education System Article 1 Paragraph (6)). As stated in the Regulation of the Minister of Education and Culture Number 111 the Year 2014 on Guidance and Counseling in Basic Education and Secondary Education Article 1 paragraph (4) that "Guidance and Counseling Teachers are educators with minimum academic qualifications of Bachelor of Education (S1) in the field of Guidance and Counseling and have competence in the field of Guidance and Counseling". Guidance and counseling teachers or counselors play a role in enforcing guidance and counseling programs in school. The academic qualifications of counselors in educational units in the formal and non-formal education pathways are: Bachelor of Education (S-1) in the field of Guidance and Counseling and have professional education in counselors (Regulation of the Minister of National Education of the Republic of Indonesia Number 27 the Year 2008).

Designing Guidance and Counseling Programs

The word 'planning' is a continuous process. The process here means anticipating, controlling, and preparing everything to deal with the possibilities. It can be seen that planning is an ongoing effort to be ready to face the possibilities that will occur (Decker & Burbach, 1977). Careful planning of the guidance programs will be beneficial in the transluence of the demand of the implementation of the guidance programs, the relieve of holding and evaluating

the guidance activities carried out (Nurihsan, 2007). In addition, there is planning to implement of the programs of guidance activities smooth, efficient, and effective.

Prayitno (2000) argues that guidance and counseling programs are a unit of guidance and counseling activity plan that will be carried out at a certain period, the guidance and counseling programs is defined as a group of guidance and counseling activities that are designed in a planned, organized, coordinated manner over a certain period and carried out hooked together to reach the goal.

The guidance and counseling programs are enforced on monthly, semester, and annual periods which are used as a reference in the implementation of guidance and counseling activities in schools. Article 6 Paragraph (1) Regulation of the Minister of Education and Culture Number 111 the Year 2014 on Guidance and Counseling in Basic Education and Secondary Education, states that the guidance and counseling utility component has four programs which include, (a) basic services, (b) individualization and planning services, (c) responsive services, and (d) system support services. To create effective guidance and counseling programs, careful planning is needed, so that the goals to be achieved are following the expectations of education and individuals.

The steps in designing the guidance and counseling programs include analyzing the needs and problems of students, determining the goals of the service programs to be achieved, analyzing the situation and conditions in schools, determining the types of activities to be carried out, determining methods and techniques to be used in activities, determining of personnel who will carry out activities, preparing facilities and costs of implementing guidance activities, estimating obstacles that will be encountered, and solution steps (Nurihsan, 2007).

However, there are various challenges in the designing of the guidance and counseling programs, one of which was the guidance and counseling teacher who did the copy-paste guidance and counseling programs last year. This problem is caused by the absence of feedback information from the evaluation results of the guidance and counseling programs that have been implemented (Kurniawati & Nusantoro, 2015). Guidance and counseling teachers don't know whether the program has been enforced effectively or not. In addition, guidance and counseling teachers also don't know whether the guidance and counseling programs need improvement or not. This has an impact on the implementation of the guidance and counseling programs which are

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carried out incidentally, even making teacher guidance and counseling engineer activity reports (Kurniawati & Nusantoro, 2015). During the enforcement of guidance and counseling services, students did not get services that suit their needs, and the service process wasn't attractive. This results in unresolved student problems and the lack of students who can achieve their developmental tasks (Kurniawati & Nusantoro, 2015).

Many researchers have shared their works on counselor competency in different ways, but there is still a lack of research on this issue. The need of the guidance and counseling teachers is to increase the competency of designing guidance and counseling programs. This study purpose serves as an overview of the competence of guidance and counseling teachers in designing guidance and counseling programs, challenges faced by guidance and counseling teachers in designing guidance and counseling programs, the factors that influence the guidance and counseling teacher in copy-pasting the guidance and counseling programs, and the efforts to improve the professional competence of guidance and counseling teachers in designing guidance and counseling programs.

METHOD

This study is a type of qualitative research. Qualitative research is a study whose research results are not obtained through statistical procedures or other quantification methods (Anggito & Setiawan, 2018). Qualitative research is carried out by collecting data that is analyzed and then interpreted, not using statistics. This research operates a literature review method. In the literature review, researchers look for references from books, articles or scientific journals, papers, and other literature sources that contain theories that are relevant to the issues raised. The literature review will not produce new experiments, but provide an overview of current thinking on the topic raised. The author uses recent journal articles and books relevant to "designing guidance and counseling programs". The author started by analyzing case conditions in several schools, obstacles, causal factors, solutions, and implications for institutions, counselors, and school leaders. The author organized and systematically in the process of writing findings and discussions. The study revealed that a general overview of the competence of guidance and counseling teachers in designing guidance and counseling programs is in the high, medium, and low categories. There are diverse challenges in designing guidance and counseling programs, whether it is from the guidance and counseling teachers or from school leaders. Several factors in designing

guidance and counseling programs come from internal and external. There are some efforts to improve professional competence in designing guidance and counseling programs such as analyzing student needs, attending training, workshops, and seminars, implementing Continuous Professional Development (CPD), and following instructions from the Ministerial of Education.

FINDINGS AND DISCUSSIONS

Competency of Designing Guidance and Counseling Programs

Competence directing to Usman (in Kusnandar, 2007) is something that defines a person's qualifications and abilities, both qualitative and quantitative. Competence means a collection of knowledge, skills, and behaviors possessed by individuals (based on certain attitudes and values) in doing something functionally to fulfill certain goals. In simple terms, competence is a skill required for a job or activity.

The minimum qualification standard for guidance and counseling teachers, namely S1 graduates in the specialization of guidance and counseling are not without reason. Because in doing their responsibility as guidance and counseling teachers, they need to have 4 competencies, one of which is professional competence. Professional competence is competence in mastering broad learning materials that can enable them to guide students. The counselor's core professional competencies include: 1) mastering the concepts and praxis of assessment to understand the counselee's condition, needs, and problems; 2) mastering the theory and practice of guidance and counseling; 3) designing guidance and counseling programs; 4) establish a comprehensive guidance and counseling program; 5) assess the process and results of service activities; 6) have an understanding and commitment to professional ethics; 7) expert the concepts and praxis of research in guidance and counseling. The core professional competencies that will be discussed are designing guidance and counseling programs. If we look in more detail from these core competencies, namely: (1) analyzing the counselee's needs. (2) develop a sustainable guidance and counseling program based on the requirements of students in a comprehensive manner with a developmental approach. (3) develop a plan for the enforcement of the guidance and counseling program. (4) planning the facilities and costs for the enforcement of the guidance and counseling program (Ministerial Regulation Number 27 the Year 2008 on Academic Qualification Standards and Counselor Competency).

On the focus of professional competence in designing guidance and counseling programs taken from several previous studies as follows: (1) Research by Umari & Yakub (2018) in an article entitled "Analysis of Professional Competence of Guidance and Counseling Teachers in Schools" suggests that the competence of guidance and counseling teachers in Pekanbaru

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high school in compiling the guidance and counseling program is included in the high category, namely (56.67%). (2) A study accomplished by Luh et al. (2013) with the title "Analysis of the Professional Competence Gap of Counseling Teachers" showed results in 12 schools in Tabanan with very small gaps of less than 20%, while in 2 schools in Tabanan the results were very small. the gap is small with a pool of 20% - 40%. (3) The results of another study by Lestari et al. (2013) in an article entitled "Professional Competence of Guidance and Counseling Teachers in the Implementation of Guidance and Counseling services" that the competence of guidance and counseling teachers at State Junior High Schools in Cilacap City in designing guidance and counseling programs includes: in the high category with a percentage (77.11%). In this study, the indicator with the highest percentage in the sub-variables composes a sustainable guidance and counseling program based on student needs comprehensively with a developmental approach reaching a percentage of 82.29%. While the lowest indicator in the sub-variable is planning the advice and costs of providing guidance and counseling with a percentage of 70.67%. (4) In Malik & Kurniawan (2015) study entitled "Counselor's Level of Understanding About Professional Competence in Guidance and Counseling Services" is in the high category with an average of 70.51%. In this study, the highest percentage indicator in the sub-variables composes a sustainable guidance and counseling program based on the requirements of students comprehensively with a percentage of 77.61%, and the indicator with the lowest average is compiling guidance and counseling program service plan with an average of 64.64%, This is because 28 of 46 counselors are included in the moderate criteria and 7 people are in a low category. The indicator contains three questions, namely adjusting or aligning the guidance and counseling service plan according to the school program, not compiling a calendar of guidance and counseling service activities, and not communicating the guidance and counseling program plan.

The results of previous studies stated that most indicators are in high criteria. This means that counselors can design guidance and counseling programs with high criteria. And counselors can design a program of guidance and counseling activities that will be carried out more systematically and directed. However, there are still other indicators that need to be improved, namely the low percentage in planning guidance and counseling services in terms of financial administration, which is not paid attention to.

Challenges in Designing Guidance and Counseling Programs

In Indonesia, it is still found that some challenges that faced by guidance and counseling teachers in the arrangement of guidance and counseling programs. A study revealed by Farozin et al. (2017) planning the preparation of other

guidance and counseling programs is the equivalence of guidance and counseling service hours with subject hours. Based on the research, it was noted that 36.96% of guidance and counseling teachers were lacking and unskilled in making the equivalence of guidance and counseling service hours with subject hours. The equivalence contains the equalization of guidance and counseling activities carried out with the number of hours. In Regulation of the Minister of Education and Culture Number 111 the Year 2014 on Guidance and Counseling in Basic Education and Secondary Education stated that the workload of a counselor or guidance teacher and counseling is 150-160 students equivalent to 24 hours of learning with different calculations for every activity carried out by the guidance and counseling teachers.

Purwanto et al. (in Farozin et al., 2017) suggest that there are challenges by guidance and counseling teachers in designing guidance and counseling programs, that is, lack of performance of guidance and counseling teachers in the preparation of guidance and counseling programs. In preparing the guidance and counseling program, guidance and counseling teachers do not analyze every aspect of program preparations. Guidance and counseling teachers only rely on knowledge gained from training and lectures which are still incomplete and need a lot of adjustment to changes. The results of a study by Bahri (2020) show that the program compiled is not based on the operational guidelines for the Pedoman Operasional Penyelenggaraan Bimbingan Konseling (POPBK) that are currently in effect. This is due to the absence of special socialization and training on operational guidelines for the Pedoman Operasional Penyelenggaraan Bimbingan Konseling (POPBK), while teachers find it difficult to apply POPBK without special training. The training managed by the Provincial Education Office is not based on the need for guidance and counseling teachers (Bahri, 2020, pp. 9).

In addition, the guidance and counseling service program lack support from school leaders (Bahri, 2020, pp. 9). Guidance and counseling teachers do not include planning the facilities and costs needed for guidance and counseling services. Guidance and counseling teachers are less skilled in making plans for the procurement of guidance and counseling infrastructure facilities in schools and support for school residents in making details of guidance and counseling facilities and infrastructure. The study revealed that the guidance and counseling teacher did not have a library counseling room and the condition of the data collection tool in the form of a test was also not in good condition (Farozin et al., 2017). The financing aspect is one of the inhibiting factors in implementing

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guidance and counseling services. Without adequate facilities and funding, the guidance and counseling services program tend to experience obstacles.

Causal Factor In Copy-Pasting Guidance and Counseling Programs

The phenomenon of guidance and counseling teachers doing copy and pasting in making guidance and counseling programs using the guidance and counseling program is caused by several factors. The suitability of the educational background of the guidance and counseling teacher (counselor) influenced the copy and paste of last year's guidance and counseling programs. Guidance and counseling teachers (counselors) are professionals as educational staff who must carry out their duties and have a sense of responsibility as experts.

In this case, the factors that made guidance and counseling teachers (counselors) copy-paste in making guidance and counseling programs using last year's program are divided into two, that is:

a. Internal Factors

The study revealed by Bahri (2020) titled "Studi Evaluasi Kinerja Guru Bimbingan dan Konseling di Sekolah" one of the factors why guidance and counseling teachers in schools copy-paste the guidance and counseling program using last year's program is because there are 78,86% who came from guidance and counseling undergraduates, and 21,14% came from non-guidance and counseling undergraduates. Most of the guidance and counseling teachers who used copy and paste in making the guidance and counseling program using last year's program had a non-guidance and counseling educational background. Non-guidance and counseling educational background did not know and did not understand the guidance and counseling program. So, they chose to copy and paste using the last year's guidance and counseling programs because they had to meet the demands of making the guidance and counseling program. It means that non-guidance and counseling teachers are mostly "unable" to implement the guidance and counseling service program as stated in the Pedoman Pelaksanaan Tugas Guru dan Pengawas.

Another internal factor is the counselor's understanding of the procedures of the guidance and counseling program evaluation. There are still guidance and counseling teachers who didn't evaluate the guidance and counseling program by the established rules. They have not mastered the stages in evaluating the program. They didn't make an overall accountability report on the application of the guidance and counseling program, don't understand their position and duties in making guidance and counseling programs, and do not use appropriate

instruments or methods (Kurniawati & Nusantoro, 2015). The evaluation carried out in the guidance and counseling program is an effort made to determine the level of success and efficiency of activities related to the implementation of the guidance and counseling program in schools by referring to criteria. Sukardi (2008) suggests that evaluation of guidance and counseling programs is useful for 1) helping to develop school curricula towards conformity to student needs; 2) assisting guidance and counseling teachers to improve teaching methods in the classroom; 3) implementing the guidance and counseling program effectively. There are several phases in the program evaluation implementation procedure, that is: (1) the enforcement arrangement phase, being able to understand how to prepare for the enforcement of the guidance and counseling program evaluation by determining the aspects to be evaluated, determining the evaluation success criteria, determining evaluation procedures, and determining the evaluator team. (2) the preparation phase of evaluation tools or instruments, able to understand how to prepare tools by choosing existing evaluation tools or compiling and developing the necessary evaluation tools (3) the implementation phase of evaluation activities, able to understand the implementation of evaluation activities on each component according to time implementation (4) phase of analyzing evaluation results, able to understand how to analyze evaluation results with quantitative and qualitative data collection methods (5) interpretation phase, namely interpreting and reporting evaluation results, able to understand how to compare the results of data analysis with success assessment criteria and reported in the context of improvement and development of guidance and counseling programs.

b. External Factors

The next factor is the external factor, which makes guidance and counseling teachers copy and paste using the guidance and counseling program last year because the guidance and counseling teacher must be responsible for their students (counselees). As stated in Article 54 paragraph (6) of the Government Regulation of the Republic of Indonesia Number 74 the Year 2008 on Teachers, which states that the workload of Guidance and Counseling Teachers or Counselors who receive professional allowances and additional benefits is to provide guidance and counseling for at least 150 (one hundred and fifty) students per year in one or more educational units. Most of the guidance and counseling teachers teach more than 150 students (counselees). Only some others are in charge according to the ideal demands (government regulations). This is an external factor why guidance and counseling teachers with

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educational backgrounds in guidance and counseling as well as non-guidance and counseling copy and paste in making guidance and counseling programs using last year's program.

Efforts to Improve Professional Competence In Designing Guidance and Counseling Programs

One of the reasons why guidance and counseling teachers copied and pasted the guidance and counseling program last year was that guidance and counseling teachers felt that a needs assessment was difficult to implement. The inability of guidance and counseling teachers in processing and analyzing the results of the assessment is the dominant factor in not implementing the preparation of programs based on the necessity of students (Bahri, 2020).

According to Gibson & Mitchell (2011), assessment activities enforced by guidance and counseling teachers as the basis for developing guidance and counseling programs in schools. This is because assessment is an urgent key for successful planning of goals, objectives, and procedures for achieving goals that are by the counselee's real needs, meaning that assessment is a foundation activity for accountable program development (Imawanty & Fransiska, 2019). When associated with counseling guidance, the notion of assessment is a way for counselors to understand, assess the characteristics, potential, or various problems in individuals or groups using test or non-test techniques. There are stages of conducting an assessment, that is the process of collecting, analyzing, deciphering data or information about students and their surroundings (Komalasari, et al. in Imawanty & Fransiska, 2019).

Based on Umari & Yakub (2018), related parties, in this case, the Province Education and Culture Office, should provide opportunities for guidance and counseling teachers to attend training, workshops, and guidance and counseling seminars. Training of guidance and counseling teachers is one of the efforts to develop the competence of guidance and counseling teachers. Khadijah (2018) states that teacher training has a contribution to the quality of education if the training planning, implementation, training strategy, and evaluation refer to the principles of qualitative human development. through training, guidance and counseling teachers not only understand the theoretical concepts of guidance and counseling services, but they can also know how to design a guidance and counseling program.

Pengembangan Keprofesian Berkelanjutan (PKB) or Continuous Professional Development (CPD) is implemented to create professional,

dignified, and prosperous teachers. Professionals themselves are defined as someone who performs a special task that has a level of difficulty that is more than usual, requires a long time or preparation and education to produce high quality, skills (Johnson, in Natawidjaja, 1998). These programs aim so that teachers can actively participate in forming Indonesian people who fear God Almighty, superior in science and technology, have an aesthetic soul, are ethical, have good character, are noble, and personable. To develop the quality of teachers in Indonesia, the Ministry of Education and Culture has developed and used a program called Pengembangan Keprofesian Berkelanjutan (PKB) or Continuous Professional Development (CPD). The PKB program is enforced in an integrated manner with the results of teacher performance assessments and at the same time fostering teacher careers on an ongoing basis. Pengembangan Keprofesian Berkelanjutan (PKB) is an improvement effort that includes activities to prepare an individual for the advancement of work, position, and life in a programmed, integrated, and continuous manner (Ministry of Education and Culture, 2010).

Several efforts can be made by guidance and counseling teachers to improve their professional competence in designing guidance and counseling programs. So that they do not copy-paste last year's program, one of which is by following the instructions from the Ministerial Regulation Number 27 the Year 2008 on Academic Qualification Standards and Counselor Competency. Academic and Counselor Competencies regarding Professional Competence in designing Guidance and Counseling programs, that is:

1. Analyzing the counselee's needs.
2. Develop a sustainable guidance and counseling program based on the necessity of students in a comprehensive manner with a developmental approach.
3. Develop a procedure for implementing the guidance and counseling programs.
4. Planning the facilities and expenditure of implementing the guidance and counseling programs.

Implication for Educators and Institutions

The study stated that the issue of copy-paste of the guidance and counseling teacher service program by guidance and counseling teachers become a necessary thing to review. The phenomenon leads to a negative impact on students. Effectively guidance and counseling service programs will affect the

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quality of consensual services and the output. Another implication of the results of this study are:

1. Educational institutions/units with guidance and counseling teachers can evaluate each planned guidance and counseling service program. In providing services, school leaders can conduct intense and thorough evaluations and provide feedback to improve less effective programs.
2. Guidance and counseling teachers are expected to design and analyze a more systematic and targeted Rencana Pelaksanaan Layanan Bimbingan dan Konseling (RPLBK) by the needs and potential of students by paying attention to Pedoman Operasional Penyelenggaraan Bimbingan Konseling (POPBK).
3. School leaders selectively choose guidance and counseling teachers by their competencies, namely those from guidance and counseling, and put guidance and counseling teachers in balance with the learners they guide so that there will be no build-up to only one guidance and counseling teacher.
4. Schools and stakeholders are concerned with special training for guidance and counseling teachers in designing guidance and counseling programs to increase their knowledge.
5. Become the material for replication of further research to develop solutions to overcome the issue of copy-paste guidance and counseling service programs.

CONCLUSION AND RECOMMENDATION

Guidance and counseling are one of the services held in schools to help students facilitate their development in an optimal direction. To achieve the goals of guidance and counseling services, it is necessary to make efforts that are realized in the guidance and counseling programs. The study revealed that a general overview of the competence of guidance and counseling teachers in designing guidance and counseling programs is in the high, medium, and low categories. There are various challenges in designing guidance and counseling programs: 1) guidance and counseling teachers do not analyze every aspect of programming; 2) guidance and counseling teachers are lacking in making the equivalence of guidance and counseling service hours with subject hours; 3) guidance and counseling teachers do not receive special socialization and training on Pedoman Operasional Penyelenggaraan Bimbingan Konseling (POBK); 4) the guidance and counseling service programs do not receive support from school leaders in terms of financing. The phenomenon of guidance

and counseling teachers doing copy and pasting in making guidance and counseling programs is caused by several factors, divided into two, internal factors such as counselor's educational background and counselor's understanding of the procedures of the guidance and counseling program evaluation; external factors such as guidance and counseling teachers overload in serving students. Efforts to improve professional competence in designing guidance and counseling programs are analyzing student needs, attending training, guidance and counseling workshops and seminars, implementing Continuous Professional Development (CPD), and following instructions from Ministerial Regulation Number 27 the Year 2008 on Academic Qualification Standards and Counselor Competency in designing guidance and counseling programs.

Despite the many challenges currently facing guidance and counseling teachers in designing guidance and counseling programs, there are many ways to solve that, such as attending training and seminars to improve their competence in designing guidance and counseling programs. The need for guidance and counseling supervisors who have an educational background in guidance and counseling and also understand the performance of guidance and counseling to oversee the performance of guidance and counseling teachers to become more competent, especially in designing guidance and counseling programs. The Education Office provides training and socialization on how to develop a correct guidance and counseling program following with the Pedoman Operasional Penyelenggaraan Bimbingan Konseling (POBK) that keep up with curriculum developments. Adding guidance and counseling teacher personnel in schools to balance the workload so that a counselor can have a workload of 150-160 students with the equivalent of 24 hours of learning following Regulation of the Minister of National Education Number 111 the Year 2014.

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