

LITERATURE REVIEW: CONFIDENTIALITY ISSUES BETWEEN GUIDANCE AND COUNSELING TEACHERS AND COLLEAGUES

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Abstract: Confidentiality in guidance and counseling plays an important role in professional ethics. However, collaboration between counseling teachers and colleagues often raises confidentiality issues. This literature review aims to collect data on confidentiality issues between guidance and counseling teachers and colleagues. The research was conducted through secondary data analysis from relevant literature sources, rather than direct observation. Based on the research conducted, there are at least four issues related to confidentiality between counseling teachers and their colleagues, such as student confidentiality, limits to collaboration, professional collaboration, and ethics in communication. With these issues, it is expected that counseling teachers and peers can focus on the applicable code of ethics, receive ethics training, have frequent meetings, and maintain open communication to overcome confidentiality issues.

Keywords: Collaboration, Confidentiality Issues, Guidance and Counseling Teachers.

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INTRODUCTION

Confidentiality plays a central role as a very important ethical principle in the practice of guidance and counseling. Guidance and counseling teachers must maintain the confidentiality of data provided by their students or counselees. However, in daily situations, counseling teachers often have to collaborate with colleagues to discuss cases or conduct supervision. This raises questions about confidentiality issues that arise between counseling teachers and their colleagues (Corey et al., 2010).

The importance of considering confidentiality issues between guidance teachers and colleagues in the guidance and counseling profession in schools

cannot be underestimated. Confidentiality is one of the fundamental principles of the guidance and counseling profession, and without confidentiality, the school guidance and counseling profession may have to fundamentally change the way it works. In a survey of high school students, 99% of respondents acknowledged that confidentiality was an important factor in their decision to seek help from a guidance and counseling teacher. This confidentiality is meant to benefit students, even if they are minors. Without the assurance of confidentiality, students may not feel comfortable opening up or seeking help from a counseling teacher (Williams & Wehrman, 2010).

Yasri (2017) in his research found that one of the factors that influence students' interest in participating in counseling services is the level of student trust in Guidance and Counseling teachers in maintaining the confidentiality of information. Students' trust in Guidance and Counseling teachers refers to students' belief in the ability of Guidance and Counseling teachers to maintain and protect their data and information. However, there are still students who do not trust Guidance and Counseling teachers and are not interested in attending counseling services. The success of a Guidance and Counseling teacher in guiding students can be influenced by the extent to which can maintain the confidentiality of student problems and provide services with an effective approach. The better the teacher is at maintaining confidentiality, the greater the chance of increasing the effectiveness of guidance to students. However, if teachers fail to provide services and maintain the confidentiality of students' problems, it will be more difficult to achieve the goals of the counseling process.

Counseling teachers need to maintain ethical confidentiality with colleagues. According to the ACA (American Counseling Association, 2014) Code of Ethics counselors are required to take rational measures to maintain the confidentiality of the counselee, especially in situations where the counselor discontinues practice, is unable to continue, or dies. This principle also applies in the context of counseling, where information can only be shared for professional purposes, and only relevant data should be disclosed, to protect the identity of the counsellor and avoiding excessive invasion of privacy.

However, in practice, there are problems related to the confidentiality of counseling teachers when interacting with colleagues. This situation may arise due to a lack of understanding and awareness of the importance of maintaining confidentiality in the practice of the guidance and counseling profession. Thus, the purpose of this literature review is to collect data on confidentiality issues between counseling teachers and peers. Within the framework of this literature

review, the author will investigate various research studies and scholarly articles related to the issue.

METHOD

This research uses the literature review method to collect data from relevant literature sources between 2010 and 2023. This research utilized secondary data from previous studies, rather than direct observation. The aim was to understand the existing knowledge on the research topic, identify recent developments in the field, and find knowledge gaps that can form the basis for future research. Thus, this research is conducted through secondary data analysis from relevant literature sources, not by direct observation (Melfianora, 2019).

FINDINGS AND DISCUSSIONS

Confidentiality in Guidance and Counseling Practice

The principle of confidentiality in guidance and counseling practice is a principle that asserts that all information obtained by the counselor from the counselee or other school personnel must be kept confidential. This means that the counselor should not disclose personal or confidential information provided by the counsellor to other parties without the permission of the counselor. This principle of confidentiality is important to create trust between counselors and counsellors, so that students feel safe and comfortable sharing their problems or experiences. By maintaining the confidentiality of information, counsellors can provide more effective services and assist counsees in overcoming their problems (Kurniati, 2018).

According to Khairuddin & Jayanti (2018), it is important to apply the principle of confidentiality in guidance and counseling practice so that the counselee feels trust and comfort. Guidance and counseling teachers, in this context as school counsellors, have the responsibility to protect the privacy of information obtained from counsees, so that the trust of the counsees is maintained. However, the application of this confidentiality also requires proper consideration of the interests of the school or educational institution and the interests of the counselee. Guidance and Counseling teachers in practice must have the ability to maintain confidentiality in situations that may hinder its application. This is very important so that clients feel safe and trusting to share their problems with counsellors.

Daulay et al. (2022) in their research emphasized the importance of the principle of confidentiality in guidance and counseling practice as a core value. In this study, it was found that by maintaining confidentiality in guidance and counseling services, counsellors feel safer and more free to talk about the problems they experience in detail. When the counsellors can explain their problems in detail, they can more efficiently design alternative solutions to address the counsellors' problems.

The principle of confidentiality is very vital in guidance and counseling practice. When this principle is strictly upheld, the counsellor as a provider of guidance and counseling services will gain the trust of all parties, especially from the counsees who receive the services. Conversely, if the counsellor does not manage to maintain confidentiality well, then the trust of the counselee will waver, and this will harm guidance and counseling services (Salsabela et al., 2021).

In guidance and counseling practice, it is important to always respect ethical or moral principles. John McLeod states that four ethical principles are very significant in guidance and counseling. One of them is confidentiality, which requires the counsellor to maintain the confidentiality of information provided by the counselee following the basic principles of confidentiality that underlie guidance and counseling services. (Tumangor et al., 2022).

According to Monro in the book "Namora Lumonga," (Sinta et al., 2023) maintaining the confidentiality of counsees in guidance and counseling practice involves various things, including:

- A. The counsellor needs to explain the position of the counselee in the context of confidentiality, such as informing the counselee if in some specific conversations, the counsellor will involve staff who work at the place.
- B. When the counsellor needs information from the family or other related parties, the counsellor should seek the permission of the counselee first.
- C. Where the counsellor requests that data remain confidential, the counsellor should respect that wish.
- D. If confidentiality cannot be protected due to legal obligations or other considerations, the counsellor shall inform the counselee of this.
- E. Efforts should be made to record interview information as best as possible, and such records should be destroyed when no longer needed.
- F. The counsellor shall create an environment that ensures the confidentiality of the counsellor's information.

G. Confidentiality should always be respected as it is an integral part of professional ethics.

The American School Counsellor Association (2022) mentions the principles of confidentiality that should be held by guidance and counseling teachers as school counsellors, which are as follows:

- A. Respect for privacy, meaning that Guidance and Counseling teachers must respect the privacy and confidentiality of information provided by students. Personal information shared by students must be kept confidential except in situations that threaten the safety of students or others.
- B. Informed consent, meaning that the Guidance and Counseling teacher must explain the limits of confidentiality to the student clearly and obtain consent based on the student's understanding of these limits. The Guidance and Counseling teacher should also explain the benefits, facts, and risks associated with entering into a counseling relationship.
- C. The limits of confidentiality, meaning that the Guidance and Counseling teacher should explain the limits of confidentiality to the student, such as situations where they should report information to a responsible party, such as parents or authorities, if the student poses a threat to themselves or others.
- D. Information security, meaning that Guidance and Counseling teachers must keep student information, including counseling records and personal data, secure under applicable federal and state laws and school policies. Guidance and Counseling teachers should also use accepted security standards when transmitting student information electronically.

Colleagues

Colleague is a term used to refer to individuals who have a similar or parallel position, role, or job with someone. In the context of guidance and counseling teachers or practitioners, colleagues refer to other guidance and counseling teachers or practitioners who have similar roles in helping students or counselees with guidance and counseling issues. They are colleagues who work in the same field and may collaborate in providing services and support to students or counselees (Silalahi, 2022).

Guidance and Counseling Teacher's Openness with Colleagues

Counselors' openness with peers is essential in maintaining professionalism and integrity in guidance and counseling practice. Counselors should have an open attitude and share information with colleagues to obtain feedback, suggestions,

and different perspectives. Openness also has the potential to support counselors in dealing with complex situations or ethical dilemmas in guidance and counseling practice. Following the ethical guidelines of the counselor profession that have been formulated by the Indonesian Guidance and Counseling Association (ABKIN), counselors are expected to cooperate and partner with fellow professionals to provide the best service to counselees (ABKIN, 2018).

This shows the importance of openness and collaboration between counselors and colleagues in counseling practice. The openness of counselors with peers can also help in improving the quality of counseling services. By sharing experiences, knowledge, and skills, counselors can learn from the experiences of colleagues and develop themselves professionally. In addition, this openness can also prevent violations of the code of ethics committed by unscrupulous counselors.

Openness between counselors and colleagues in practice can be achieved in various ways, such as attending meetings or seminars held by professional organizations, participating in discussions or supervision groups with colleagues, or establishing regular communication through the exchange of information and experiences. With the openness between counselors and colleagues, it is hoped that counseling practices can become more qualified, professional, and continue to develop in accordance with the development of science and professional demands (Herman, 2021).

Boyland & Fisher (2018) say several benefits can be obtained from counselor openness with colleagues, including:

- A. Exchange of knowledge and experience. Openness with peers allows counselors to learn from each other and share knowledge and experiences in their practice. By sharing information and perspectives, counselors can broaden their understanding of various issues and approaches in the counseling field. Support and processing of experiences: Openness with peers also provides an opportunity for counselors to process their experiences. In a safe and supportive environment, counselors can share the challenges, successes, and failures they face in their practice. This helps reduce professional isolation and provides important emotional support.
- B. Improved quality of care. Through openness with colleagues, counselors can obtain constructive feedback on their practice. Joint discussion and reflection with peers can help counselors improve their skills and

approaches in providing more effective and meaningful services to counsees.

- C. Strengthening of professional identity. Openness with colleagues helps counselors to strengthen their professional identity. In interactions with colleagues, counselors can gain a deeper understanding of the values, ethics, and standards of practice underlying the counseling profession. This helps counselors to strengthen their commitment to ethical and professional practice.

Confidentiality Issues Between Guidance and Counseling Teachers and Colleagues

Confidentiality of students

The question arises of how can Guidance and Counseling teachers maintain the confidentiality of students' information as counsees when collaborating with colleagues? Can students' personal information be shared without violating their privacy? The answer is that Guidance and Counseling teachers have an ethical and moral obligation to maintain the confidentiality of student information in all situations, including when collaborating with colleagues. The ethics of Guidance and Counseling teachers in maintaining the confidentiality of student information is crucial to maintaining student trust and privacy. Guidance and Counseling teachers must ensure that students' personal information is not disclosed to other parties without clear permission from students or parents. Guidance and Counseling Teachers must maintain the confidentiality of student information in all situations, including when counseling, giving advice, or in other activities involving students' personal information. This is in accordance with the code of ethics of the counseling guidance profession which states that counselors should not impose their values on counsees or act without binding rules (Jumrawarsi et al., 2021).

Guidance and Counseling Teachers can maintain the confidentiality of student information as counsees when collaborating with colleagues by following the ethical principles and code of ethics of the guidance and counseling profession. Guidance and counseling teachers must maintain the confidentiality of student information obtained during the counseling process and only disclose it to colleagues involved in the collaboration. In addition, Guidance and Counseling teachers also need to establish good communication with colleagues and explain the importance of maintaining the confidentiality of student information. Guidance and Counseling teachers can hold meetings or discussions with colleagues to discuss student problems without revealing the

identity of students directly. This aims to maintain student privacy and confidentiality (Rahmawati et al., 2020).

According to Afifah et al. (2023) Guidance and Counseling teachers can maintain the confidentiality of student information when collaborating by following the following steps:

- A. Getting permission from students, before collaborating with other parties, Guidance and Counseling teachers must ask permission from students to share their information. This is important to maintain student privacy and confidentiality.
- B. Explaining the importance of confidentiality, Guidance and Counseling teachers need to explain to other parties who will collaborate on the importance of maintaining the confidentiality of student information. This can be done through a confidentiality agreement or written agreement.
- C. Using a professional code of ethics, Guidance and Counseling teachers must follow a professional code of ethics in maintaining the confidentiality of student information. They should maintain confidentiality and not disclose student information without valid authorization.
- D. With limited communication, counseling teachers should ensure that information is shared only with parties who are interested and relevant in the collaboration process. The information should not be widely disseminated without authorization.
- E. Using secure media, when collaborating digitally, Guidance and Counseling teachers should use secure and encrypted media to send and store student information. This will help prevent unauthorized access to the information.

Collaboration Limits

Another issue regarding confidentiality between Guidance and Counseling teachers and peers is the boundaries of collaboration. Where should boundary lines be drawn when sharing student information between Guidance and Counseling teachers and peers? How to ensure that only relevant and necessary information is shared, and not too many details are revealed?

The line of demarcation to be drawn when sharing student information between counseling teachers and peers is on information that is relevant and necessary to provide support and guidance to students. The information shared should be directly related to the student's well-being and academic progress. This is in accordance with the principle of confidentiality and professional standards in maintaining the confidentiality of student information. To ensure

that only relevant and necessary information is shared, counseling teachers can follow ethical guidelines and professional standards in maintaining confidentiality. Information should only be disclosed to those who need it and with the consent of the student or parent/guardian. In addition, guidance and counseling teachers must ensure that the information shared is directly related to students' needs and problems (Nugroho et al., 2021).

Guidance and Counseling teachers should avoid disclosing personal or sensitive information that is not directly related to the guidance process. In addition, Guidance and Counseling teachers can establish clear communication protocols and guidelines within the school environment. This can include regular meetings or consultations with colleagues to discuss student cases, so that only relevant information is shared and discussed (Fitriani et al., 2022).

This is in line with Anjar (2011) that the line should be drawn when sharing student information between Guidance and Counseling teachers and colleagues on information that is relevant and necessary to help students. The information shared should relate to the educational, welfare and developmental needs of students. Information that is too personal or irrelevant to the purpose of guidance and counseling should be kept confidential. In addition, Guidance and Counseling teachers must also follow professional ethics in sharing student information. They must adhere to the code of ethics and school policies regarding student privacy and confidentiality. Guidance and Counseling teachers should keep student information confidential and only share relevant information with colleagues who need it to help students.

To determine the right boundaries and ensure the quality of collaboration, Awalya et al. (2022) say several steps can be taken, including:

- A. Identify the purpose of collaboration, namely by determining the clear and specific objectives of the collaboration to be carried out. This goal must be by the needs and expectations of all parties involved in the collaboration.
- B. Identify the parties involved, by identifying all parties that will be involved in the collaboration. Make sure that all parties have the same interests and support each other in achieving the collaboration goals.
- C. Determination of roles and responsibilities, by determining the roles and responsibilities of each party involved in the collaboration. Make sure that the roles and responsibilities are clear and accountable.
- D. Effective communication, by ensuring effective communication between all parties involved in the collaboration. Good communication will ensure

a common understanding of the goals, roles and responsibilities in the collaboration.

- E. Resource sharing, by determining a fair and balanced distribution of resources between all parties involved in the collaboration. Ensure that all parties have equal access to the resources needed to achieve the goals of the collaboration.

Professional Collaboration

As Guidance and Counseling teachers, creating effective collaboration practices while maintaining student confidentiality is an important challenge. The next issue is how can we ensure that collaboration efforts always focus on student well-being?

Kurniawan (2018) suggests several steps that can be taken to ensure that professional collaboration efforts with Guidance and Counseling teachers always focus on student well-being, including:

- A. Open and clear communication between counselors and Guidance and Counseling teachers. Both need to share information about students' needs and development regularly.
- B. Involving students in the decision-making process. Counselors and guidance teachers should listen and pay attention to students' opinions in planning and implementing the counseling guidance program.
- C. Involving parents in the collaboration process. Counselors and guidance and counseling teachers need to communicate regularly with parents to gain a better understanding of students's needs and development.
- D. Using a holistic approach to providing counseling guidance. Counselors need to consider the emotional, social, and psychological aspects of students in designing effective counseling guidance programs.
- E. Conducting regular evaluation and monitoring of the counseling guidance program. By conducting evaluations, counselors can evaluate the effectiveness of the program and make necessary changes to improve student well-being.

Gysbers & Henderson (2013) in their book entitled "Developing & Managing Your School Guidance & Counseling Program" mention several steps that can be taken to achieve this goal. The steps are as follows:

- A. Open Communication and Collaboration, i.e. ensuring open communication and close collaboration between other counselors and Guidance and Counseling Teachers should share information about

students' development, their feelings, concerns, and achievements. Strong collaboration and effective communication are key to ensuring a focus on student well-being.

- B. Student Coaching, i.e. Guidance and Counseling teachers and other counselors should work together in coaching students. This may include individual or group counseling sessions.
- C. Assessment and Monitoring of Student Wellbeing, i.e. paying attention to methods of monitoring student wellbeing, such as wellbeing surveys, observations, or interviews. This will help in identifying student problems or needs that require more attention.
- D. Attend joint training, and participate in joint training with other counselors to understand student welfare issues and effective counseling strategies.
- E. Evaluation and Adjustment, by periodically reviewing the results of collaboration with other counselors to ensure that the interventions implemented improve student welfare. Make adjustments if necessary.

Ethics in Communication

An equally important issue in the issue of confidentiality between counseling teachers and peers is the ethics of communication. How can Guidance and Counseling teachers keep communication with their colleagues professional and ethical? Do they understand and adhere to the professional code of ethics in all their interactions?

Guidance and Counseling teachers can keep communication with their peers professional and ethical by understanding and adhering to the counselor's professional code of ethics in all their interactions. A counselor's code of ethics is a set of guidelines and principles that govern the professional conduct of counselors. It provides standards for ethical behavior and outlines the responsibilities and boundaries of the counselor-client relationship. The code of ethics helps ensure that counselors maintain a high level of professionalism and provide effective and ethical counseling services to their counsees (Abdillah et al., 2021).

The counselor's professional code of ethics is a guideline that guides the implementation of their responsibilities. Guidance and counseling teachers must assume responsibility, show concern for professional identity and professional development, have an awareness of commitment, have skills in using specific techniques developed based on broad understanding and scientific principles, recognize and manage personal and professional strengths and limitations, and maintain objectivity and prevent getting too emotionally involved in the

problems of the counselee. By understanding and adhering to the professional code of ethics, Guidance and Counseling teachers can keep communication with their colleagues professional and ethical. They will respect the rights and dignity of colleagues, maintain the confidentiality of information obtained in the context of guidance and counseling, and avoid conflicts of interest that could be detrimental to the counselee or their profession. In addition, Guidance and Counseling teachers are also expected to work in teams with other paraprofessionals and professionals, provide services by their authority and professional code of ethics, and carry out referrals according to the needs and concerns of the counselee (Budiman et al., 2023).

Communication ethics between Guidance and Counseling teachers and colleagues are very important in creating a harmonious and effective work environment. Guidance and Counseling teachers must be able to maintain mutual respect, listen well, and provide appropriate responses to the opinions and ideas of their colleagues. In addition, Guidance and Counseling teachers should also avoid conflicts and try to reach mutually beneficial agreements. Good communication ethics between Guidance and Counseling teachers and colleagues will strengthen collaboration and improve the quality of work in providing guidance services to students (Karamoy & Triana, 2022).

In the book "Professional Ethics of Guidance and Counseling" written by Hunainah (2016), the principles of communication ethics between Guidance and Counseling teachers and colleagues include the following:

- A. Guidance and Counseling teachers and colleagues must respect each other in every communication. This means that there is an attitude of mutual recognition and respect for the opinions, experiences, and expertise of each individual.
- B. Mutual support between Guidance and Counseling teachers and colleagues is an effort that must be made to help students. Guidance and counseling teachers and peers must provide each other with moral support, advice, and assistance in facing challenges and problems that arise in their work.
- C. Guidance and counseling teachers and colleagues should give each other constructive and useful feedback. This means providing honest, objective, and constructive feedback to help improve the quality of their work and communication.

The things that are prohibited to do because they violate the code of ethics with colleagues (Nururrahmah & Muslimah, 2023) are as follows:

- A. Causing disharmony and conflict among coworkers.

- B. Soliciting views from individuals who do not have relevant knowledge in addressing the counselee's problem.
- C. Competing for counselees who need services.

CONCLUSION AND RECOMMENDATION

The implementation of guidance and counseling services cannot be separated from the principle of confidentiality. Issues regarding confidentiality are not only present in the relationship between Guidance and Counseling teachers as counselors with students or counselees, but also between Guidance and Counseling teachers and their colleagues. The issues related to confidentiality between Guidance and Counseling teachers and colleagues are as follows: A. Student confidentiality; B. Limits of collaboration; C. Professional collaboration; D. Ethics in communication. With these issues, it is expected that Guidance and counseling teachers and colleagues can focus on the applicable code of ethics, receive ethics training, have frequent meetings, and maintain open communication to overcome confidentiality issues.

Further research in guidance and counseling should prioritize understanding students' perspectives on confidentiality and exploring their comprehension of privacy, expectations, and experiences with counseling services. Additionally, investigating the impact of specific ethical training programs for counseling teachers is essential to gauge changes in behavior and attitudes following training. Comparative analyses of confidentiality and collaboration practices across diverse educational and cultural contexts can offer insights into contextual influences on ethical practices. A longitudinal study would contribute by assessing the enduring effects of confidentiality and ethical collaboration on counseling services and student outcomes. Lastly, exploring the integration of technology in maintaining confidentiality, including secure communication methods and challenges related to digital privacy, is crucial in today's technologically advanced educational landscape. Collectively, these research avenues aim to enhance our understanding of the complexities surrounding confidentiality and ethical collaboration in guidance and counseling, ultimately contributing to the improvement of counseling services in educational settings.

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