



## Guidance and Counselling in Education

Agatha Dianovi<sup>1</sup>, Damayanti Siregar<sup>2</sup>, Indi Mawaddah<sup>3</sup>, Suryaningsih<sup>4</sup>

<sup>1</sup> Institute for Islamic Studies of Nusantara Batanghari, Indonesia

<sup>2</sup> Institute for Islamic Studies of Nusantara Batanghari, Indonesia

<sup>3</sup> Institute for Islamic Studies of Nusantara Batanghari, Indonesia

<sup>4</sup> Institute for Islamic Studies of Nusantara Batanghari, Indonesia

**Corresponding Author:** Agatha Dianovi, E-mail; [agathadianovi@gmail.com](mailto:agathadianovi@gmail.com)

### Article Information:

Received August 9, 2022

Revised August 25, 2022

Accepted August 26, 2022

### ABSTRACT

The Guidance Teacher or counsellor is someone who is responsible for providing guidance and counselling in schools consciously towards the development of student's personalities and abilities both from physical and spiritual aspects so that students are able to live independently and fulfil their various developmental tasks as creatures of God in addition to individual beings and social, moral, religious, and cultural beings. Counselling is an effort to help individuals through a process of personal interaction between counsellors and counsellors so that counsellors are able to understand themselves and their environment, be able to make decisions, and determine goals based on the values they believe in so that counsellor feels happy and effective in his behaviour. Guidance Counselling is in a key position in an educational institution, namely a school institution, as a support for the progress or retreat of the quality of education. The role of guidance and counselling in improving the quality of education is not only limited to academic guidance but also personal, social, intellectual, and value-giving guidance.

**Keywords:** *Counselling, Education, Guidance*

Journal Homepage <https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/wp/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite: Dianovi, A., Siregar, D., Mawaddah, I., & Suryaningsih, Suryaningsih. (2022). Guidance and Counselling in Education. *World Psychology*, 1(2), 27-35.

<https://doi.org/10.55849/wp.v1i2.95>

Published by: Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

## INTRODUCTION

When viewed in terms of the history of the development of guidance and counselling science in Indonesia, the term guidance and counselling was originally known as guidance and counselling, which is a translation of the term guidance and counselling. However, in the development of Indonesian later, in 1970, at the beginning of the development period of the new order, the term counselling is a translation of the word counselling and has the connotation of psychological counselling (Scheel, 2018).

It is also widely used in other fields, such as Agricultural Counselling, Family Planning Counselling, Nutrition Counselling, Legal Counselling, Religious Counselling, and so on (Scheel, 2018), which tend to be interpreted as providing information or information, sometimes even only in the form of giving lectures or film screenings. Realizing the development of the use of such a term, some Indonesian guidance and counselling experts who are members of the IPBI professional organization (Indonesian Guidance Officers Association) began to doubt the accuracy of the use of the term counselling as a translation of the term counselling. Therefore, some of them argue that the term counselling should be returned to its original term, namely counselling, so that at this time, the terms guidance and counselling for this science were popularized (Gudyanga, 2019).

In general, the purpose of guidance and counselling is to help individuals become useful people in their lives who have various insights, views, interpretations, choices, adjustments, and skills and are able to adjust to their environment (Wichgers, 2022). More specifically, Prayitno mentioned that the guidance and counselling services provided to students (counsellors) are in order to make efforts so that students can find themselves, get to know the environment, and plan for the future (Çimşir, 2019). The purpose of guidance and counselling is to help the individual in order to find his person so that he is able to understand his strengths and weaknesses, can accept and respond positively, and finally can develop and actualize himself further in his social life (Psifidou, 2021). Finding a person is meaningful also the individual, in addition to being able to realize positive things in himself, can also accept what negative things may be in his person. If the individual feels that he lacks motivation and achievement in learning, it is hoped that the individual does not have a sense of inferiority or hopelessness and other negative feelings, but instead, he is more excited, more actively studying to correct his shortcomings and is expected to catch up (Scherrer, 2019). Likewise, there are advantages and disadvantages to physical form. The existence of advantages (beautiful or dashing) or shortcomings (less beautiful or less dashing) does not make individuals arrogant and bragging or vice versa sad and feel inferior (Das, 2020).

Basically, the guidance does not only serve to overcome the problems faced by an individual but also has a function as an effort to prevent and develop (Bakar, 2019). Therefore, in this case, it is considered very important to know the purpose of counselling guidance services for students. The BK service component has four programs that include: basic services, individual specialization, and planning services, responsive services, and system support services and are grouped into four areas of service, namely: the field of personal service, the field of learning services, the field of social services, and the field of career services (Lee, 2019). The implementation of the four programs and service areas is carried out by following two mechanisms, namely the management mechanism and the problem-solving mechanism (Rahmawati, 2020). The management mechanism is the steps in the management of the BK program in the education unit, which includes steps for needs analysis, planning, implementation, evaluation, reporting, and follow-up program development (Fitzgibbon, 2021).

Meanwhile, the problem-solving mechanism is a step implemented by BK teachers or counsellors in providing services to clients, which include steps: identification, data collection, analysis, diagnosis, prognosis, treatment, evaluation, and follow-up services (Hearne, 2022). Counselling is a noble and altruistic profession. In general, this profession appeals to people who care about others, are friendly, friendly, and sensitive (Grzanka, 2019; Luong, 2022; Rahmawati, 2020). Thus, the personality of the counsellor is a very important thing in counselling (Allemand, 2019; Perera, 2018; Uzunboylu, 2021).

A counsellor must be mature, friendly, and able to empathize. They must be altruistic (care for the interests of others) and not easily angered or frustrated (Zhou, 2019). Not everyone who wants to become a counsellor or apply to a counsellor education program must enter/be accepted into this field. The reason is related to the motivation behind their desire to pursue this and the incompatibility of the personality of the prospective counsellor with our demands (Kim, 2019; Palermo, 2018; Zilberman, 2018). Guidance is the process of providing assistance to individuals or groups to understand and use broadly the educational, positional, and personal opportunities they have to be developed, and as a form of systemic assistance through which individuals are assisted to be able to obtain good adjustments to the environment and life in which the individual is located (Amor, 2021; Opondo, 2020; Rodríguez, 2022).

Guidance and counselling are important components of education (Antelm-Lanzat, 2020; Broglia, 2018; Rodríguez-Conde, 2021). Counselling is assistance and guidance given to individuals in general, and students in particular in madrasahs or schools in order to improve the learning process. Counselling in madrasahs or schools is carried out to meet the development of students in the process of developing emotions and infiltration in madrasahs or schools or communities (Rahman, 2020).

## **RESEARCH METHODOLOGY**

The method used to create this article is literature study or literature research. Literature research is research that is carried out by being sourced from previous writings, both written works, and research results. The literature method is carried out by first finding and reading sources that are relevant and related to the purpose of counselling guidance for students. The results of the exploration are then collected and compiled by a descriptive method, which is a method that provides a description in the form of statements made by the author regarding the purpose of counselling guidance services for students from references that have been previously sought.

## **RESULT AND DISCUSSION**

### **Definition of Guidance**

Guidance and counselling are a translation of "guidance" and "counselling" in English. "Guidance," or the root of the word "guide," means to show, guide, help to improve, to organize, to drive, lead, give advice, or guide (Lu, 2020). So, guidance can be interpreted as helping or guiding. But not all help or guidance is guidance.

Meaningful assistance should always meet a set of conditions and principles such as the following.

First, guidance is a process that is constructive, systematic, planning, and directed towards a goal. So, counselling activities are not activities that are carried out incidentally, at any time, not intentional, perfunctory, or gratuitous (Suzuki, 2020). Second, guidance is the process of helping individuals. Helping means that guidance is an activity that has the nuances of voluntary, and there is no element of coercion either from the guiding party (counsellor) or from the party being guided (counsellor) (Ahrens, 2018). In other words, in the process of implementing counselling, the activities that arise are an atmosphere of democratic cooperation between counsellors and counsellors that have been agreed/determined together towards a predetermined direction, namely the development of more optimal counselling potential.

Based on the definition above, it can be concluded that: the guidance is the process of providing continuous assistance from a competent mentor for individuals who need it in order to develop all their potential optimally by utilizing various media and guidance techniques in a nuanced normative atmosphere so that individual achieves his independence and benefiting oneself and one's environment and achieving the happiness of the world and the hereafter.

### **Definition of Counselling**

According to Prayitno (2004: 100), the term counselling etymologically comes from g quoted Hallen, which suggests that the term counselling comes from the English "to counsel," which etymologically means "to give advice," which means to give advice and advice. The term counselling always follows the term guidance (Bentley, 2019). This is due to the persistence of guidance and counselling activities which in a number of literature are seen as "the heart of the heart of guidance" (counselling is the heart of guidance), is also one of the guidance techniques in the activities of guidance and counselling services among a number of other techniques (Psifidou, 2021).

Based on the definition stated above, it is understandable that counselling is a process of providing assistance carried out through a counselling interview by a counsellor to an individual who is experiencing a problem (counselling) with the aim that counselling can achieve a better understanding of himself and can overcome the problems he faces (Nyamasege, 2021).

### **Purpose of Guidance and Counselling**

Guidance in order to find the person is intended so that the learner knows his own strengths and weaknesses as well as accepts them positively and dynamically as a capital for further self-development (Fonagy, 2018). As a normal human being in every individual self, in addition to having positive things, of course, there are negative. A healthy person is what if he is able to accept himself as he is and is able to realize positive things in connection with his acceptance (Alsaker, 2020).

The purpose of guidance and counselling is to help the individual in order to find his person so that he is able to understand his strengths and weaknesses, can accept and respond positively, and finally can develop and actualize himself further in his social life (Kettunen, 2018). Finding a person is meaningful also. The individual, in addition to being able to realize positive things in himself, can also accept what negative things may be in his person. The purpose of providing comprehensive guidance services is so that individuals can:

1. Planning study completion activities
2. Develop all the potential and strengths it has as optimally as possible
3. Adjusting to the educational environment, the community environment, and the work environment
4. Overcoming obstacles and difficulties encountered in studies, adjusting to the educational environment, society, and work environment.

Nurihsan stated that the purpose of counselling guidance is ultimately to help individuals in achieving:

1. The happiness of personal life as a creature of God
2. Productive and effective life in society
3. Living together with other individuals
4. Harmony between ideals and abilities possessed

Thus, guidance programs can be developed in guidance, and counselling services are guidance to facilitate students in directing personality strengthening and developing the ability to overcome problems that occur in students (Ariga, 2018; Özdemir, 2020; Selvia, 2019).

In accordance with the previous description, guidance and counselling aim to make students able to determine themselves, know themselves and be able to plan for their future. In this connection, guidance and counselling function as service providers to learners so that each learner can develop optimally so that he becomes a complete and independent person (Valverde, 2020). Therefore, guidance and counselling services carry out a number of functions that are to be fulfilled in guidance and counselling activities (Guler, 2021). The counsellor or counsellor of guidance and counselling must understand the functions, principles, and principles of guidance and counselling, as well as the scope of what services a counsellor must provide to his or her students (Opondo, 2020). If a counsellor already understands the aforementioned, they must also understand the settings in which the services and guidance are provided.

In Islamic education, the guidance of the commission aims to provide important guidance on the expectations to be achieved and produced (Mujahid, 2021). Through the objectives, it can also be measured the extent of the success of a program that has been implemented, whether it is in accordance with the applicable method or still not completely achievable. Therefore, Islamic boarding house guidance must have measurable objectives as the basis for the implementation of Islamic interspersed guidance services (Supriyatno, 2019).

Globally, the purpose of Islamic counselling in education is to form a complete child as a servant of God who has the task of becoming a caliph on earth, both in the fields of creed, worship, and morals as well as in the field of education in order to achieve the happiness of life in the world and in the hereafter (Yusuf, 2019). In addition, counselling guidance also aims to strive for healthy and prosperous teaching and learning atmosphere (Sulistiyana, 2019). This is all focused-on students.

## **CONCLUSION**

Guidance is a process of providing continuous assistance from a competent guide for individuals who need it in order to develop all the potential possessed optimally by utilizing various media and guidance techniques in a nuanced normative atmosphere so that individual achieves their independence and benefits themselves and their environment da n achieve the happiness of the world and the hereafter.

Counselling is a process of providing assistance through counselling interviews by a counsellor to individuals who are experiencing a problem (counselling) with the aim that counselling can achieve a better understanding of themselves and can overcome the problems they face. Counselling guidance is the process of providing assistance or interaction between counsellors and counsellors both directly and indirectly in order to help counsellors in order to develop their potential or solve the problems they experience. Guidance and counselling aim to enable students to determine themselves, know themselves and be able to plan for their future. In this connection, guidance and counselling function as service providers to students so that each student can develop optimally so that they become complete and independent people.

## **REFERENCES**

- Ahrens, U. (2018). Experience with the new visual guidance concept. In *AISTech - Iron and Steel Technology Conference Proceedings* (Vol. 2018, pp. 1001–1006). [https://api.elsevier.com/content/abstract/scopus\\_id/85062498861](https://api.elsevier.com/content/abstract/scopus_id/85062498861)
- Allemand, M. (2019). Self-control development in adolescence predicts love and work in adulthood. *Journal of Personality and Social Psychology*, 117(3), 621–634. <https://doi.org/10.1037/pspp0000229>
- Alsaker, F. D. (2020). Self-concept, self-esteem and identity. In *Handbook of Adolescent Development* (pp. 90–117). <https://doi.org/10.4324/9780203969861-6>
- Amor, M. I. (2021). Assessing university guidance and tutoring in higher education: Validating a questionnaire on Ecuadorian students. *PLoS ONE*, 16(6). <https://doi.org/10.1371/journal.pone.0253400>
- Antelm-Lanzat, A. M. (2020). Learning styles and vocational guidance in secondary education. *Educational Sciences: Theory and Practice*, 20(3), 1–15. <https://doi.org/10.12738/jestp.2020.3.001>
- Ariga, R. A. (2018). Relationship of extrovert and introvert personality types against student achievement faculty of nursing USU. In *Journal of Physics: Conference Series* (Vol. 1116, Issue 5). <https://doi.org/10.1088/1742-6596/1116/5/052007>
- Bakar, A. Y. A. (2019). School guidance and counselling services for special education students in Malaysia: A literature review. *International Journal of Innovation*,

- Creativity and Change*, 5(6), 421–433.  
[https://api.elsevier.com/content/abstract/scopus\\_id/85084513867](https://api.elsevier.com/content/abstract/scopus_id/85084513867)
- Bentley, A. (2019). A tale of two capitals: a Bourdieusian perspective on counselling in higher education. *British Journal of Guidance and Counselling*, 47(5), 609–618.  
<https://doi.org/10.1080/03069885.2018.1481196>
- Brogia, E. (2018). Challenges to addressing student mental health in embedded counselling services: a survey of UK higher and further education institutions. *British Journal of Guidance and Counselling*, 46(4), 441–455.  
<https://doi.org/10.1080/03069885.2017.1370695>
- Çimşir, E. (2019). The effectiveness of the counseling and guidance in special education course on counselor candidates' attitudes toward and preparation levels with regard to students with disabilities. *Elementary Education Online*, 18(3), 1046–1058. <https://doi.org/10.17051/ilkonline.2019.610618>
- Das, B. (2020). Student psychology based optimization algorithm: A new population based optimization algorithm for solving optimization problems. *Advances in Engineering Software*, 146. <https://doi.org/10.1016/j.advengsoft.2020.102804>
- Fitzgibbon, A. (2021). Practical applications of a social justice agenda in counselling and psychotherapy: the relational equality in education framework (REEF). *British Journal of Guidance and Counselling*.  
<https://doi.org/10.1080/03069885.2021.1981230>
- Fonagy, P. (2018). Affect regulation, mentalization and the development of the self. In *Affect Regulation, Mentalization and the Development of the Self*.  
<https://doi.org/10.4324/9780429471643>
- Grzanka, P. R. (2019). White Supremacy and Counseling Psychology: A Critical–Conceptual Framework  $\psi$ . *Counseling Psychologist*, 47(4), 478–529.  
<https://doi.org/10.1177/0011000019880843>
- Gudyanga, E. (2019). Zimbabwean secondary school Guidance and Counseling teachers teaching sexuality education in the HIV and AIDS education curriculum\*. *Sahara J*, 16(1), 35–50. <https://doi.org/10.1080/17290376.2019.1610485>
- Guler, D. (2021). Development of self-care behaviours in counsellors-in-training through an experiential self-care course: an action research. *British Journal of Guidance and Counselling*, 49(3), 414–434.  
<https://doi.org/10.1080/03069885.2020.1740915>
- Hearne, L. (2022). An exploration of adult guidance practitioners' experiences of policy and practice in the reformed Further Education and Training (FET) sector in Ireland. *British Journal of Guidance and Counselling*, 50(1), 128–140.  
<https://doi.org/10.1080/03069885.2020.1811838>
- Kettunen, J. (2018). Applying phenomenography in guidance and counselling research. *British Journal of Guidance and Counselling*, 46(1), 1–11.  
<https://doi.org/10.1080/03069885.2017.1285006>
- Kim, L. E. (2019). A Meta-Analysis of the Effects of Teacher Personality on Teacher Effectiveness and Burnout. *Educational Psychology Review*, 31(1), 163–195.  
<https://doi.org/10.1007/s10648-018-9458-2>
- Lee, D. (2019). Mycounselor: Guidance and counseling support system for higher education institute in the Philippines. In *ACM International Conference Proceeding Series* (pp. 1–5). <https://doi.org/10.1145/3374549.3374578>
- Lu, J. (2020). Research on teaching mode innovation in higher education under the guidance of distance education concept. In *Proceedings - 2020 International*

- Conference on Modern Education and Information Management, ICMEIM 2020 (pp. 171–174). <https://doi.org/10.1109/ICMEIM51375.2020.00046>
- Luong, V. (2022). Does Personality Matter? Perceptions and Experiences of Introverts and Extraverts as General Surgeons. *Teaching and Learning in Medicine*, 34(3), 255–265. <https://doi.org/10.1080/10401334.2021.1922284>
- Mujahid, I. (2021). Islamic orthodoxy-based character education: creating moderate Muslim in a modern pesantren in Indonesia. *Indonesian Journal of Islam and Muslim Societies*, 11(2), 185–212. <https://doi.org/10.18326/ijims.v11i2.185-212>
- Nyamasege, C. K. (2021). Effect of maternal nutritional education and counselling on children's stunting prevalence in urban informal settlements in Nairobi, Kenya. *Public Health Nutrition*, 24(12), 3740–3752. <https://doi.org/10.1017/S1368980020001962>
- Opondo, C. M. (2020). Guidance and counselling programme and overall adjustment of teenage mothers: Evidence from secondary schools in Kenya. *Open Psychology Journal*, 13(1), 133–143. <https://doi.org/10.2174/1874350102013010133>
- Özdemir, N. K. (2020). School counseling and guidance programs: Examination of career adaptabilities. *Hacettepe Egitim Dergisi*, 35(3), 613–626. <https://doi.org/10.16986/HUJE.2018045437>
- Palermo, C. (2018). Teacher implementation of Self-Regulated Strategy Development with an automated writing evaluation system: Effects on the argumentative writing performance of middle school students. *Contemporary Educational Psychology*, 54, 255–270. <https://doi.org/10.1016/j.cedpsych.2018.07.002>
- Perera, H. N. (2018). Profiles of teacher personality and relations with teacher self-efficacy, work engagement, and job satisfaction. *Personality and Individual Differences*, 120, 171–178. <https://doi.org/10.1016/j.paid.2017.08.034>
- Psifidou, I. (2021). The role of guidance and counselling in minimising risk factors to early leaving from education and training in Europe. *Journal of Education and Work*, 34(7), 810–825. <https://doi.org/10.1080/13639080.2021.1996545>
- Rahman, I. K. (2020). The development of e-counseling gestalt prophetic to help students cope with academic procrastination in Indonesian Islamic higher education. *Islamic Guidance and Counseling Journal*, 3(1), 46–53. <https://doi.org/10.25217/igcj.v3i1.614>
- Rahmawati, W. R. (2020). The effect of problem solving - Focused coping skill towards stressed nurses with extrovert and introvert personality. *International Journal of Psychosocial Rehabilitation*, 24(3), 2534–2560. <https://doi.org/10.37200/IJPR/V24I3/PR201899>
- Rodríguez-Conde, M. J. (2021). Evaluation in Education and Guidance: Contributions from TEEM 21. In *ACM International Conference Proceeding Series* (pp. 607–609). <https://doi.org/10.1145/3486011.3486524>
- Rodríguez, R. P. (2022). Guidance in Early Childhood And Primary Education During School Closure Due to Covid 19 Lockdown: A Qualitative Study in the Context of the Community of Madrid. *Revista Espanola de Orientacion y Psicopedagogia*, 33(1), 44–62. <https://doi.org/10.5944/REOP.VOL.33.NUM.1.2022.33755>
- Scheel, M. (2018). Counseling Psychology Model Training Program  $\psi$ . *Counseling Psychologist*, 46(1), 6–49. <https://doi.org/10.1177/0011000018755512>
- Scherrer, V. (2019). Development of Motivational Variables and Self-Esteem During the School Career: A Meta-Analysis of Longitudinal Studies. *Review of Educational Research*, 89(2), 211–258.



- <https://doi.org/10.3102/0034654318819127>
- Selvia, N. (2019). The design of student mathematical representation instrument on problem solving reviewed from introvert-extrovert personality. In *Journal of Physics: Conference Series* (Vol. 1318, Issue 1). <https://doi.org/10.1088/1742-6596/1318/1/012062>
- Sulistiyana. (2019). Total quality management program specific guidance and counselling services in the state high school. *International Journal of Innovation, Creativity and Change*, 5(4), 564–582. [https://api.elsevier.com/content/abstract/scopus\\_id/85084433491](https://api.elsevier.com/content/abstract/scopus_id/85084433491)
- Supriyatno, T. (2019). Internalization of multicultural values in learning islamic education. *Library Philosophy and Practice*, 2019, 1–7. [https://api.elsevier.com/content/abstract/scopus\\_id/85089352841](https://api.elsevier.com/content/abstract/scopus_id/85089352841)
- Suzuki, K. (2020). An educational system with functions of guidance and adaptive advice to support problem solving based on basic concepts of statistics. In *ICCE 2020 - 28th International Conference on Computers in Education, Proceedings* (Vol. 1, pp. 295–300). [https://api.elsevier.com/content/abstract/scopus\\_id/85099439396](https://api.elsevier.com/content/abstract/scopus_id/85099439396)
- Uzunboylu, H. (2021). Research orientations related to guidance and counselling programmes: A content analysis study. *Anales de Psicologia*, 37(1), 88–100. <https://doi.org/10.6018/analesps.422381>
- Valverde, J. d. (2020). Creativity: A key concept in guidance and career counselling. *Journal of Adult and Continuing Education*, 26(1), 61–72. <https://doi.org/10.1177/1477971420903736>
- Wichgers, I. J. M. (2022). Study profile choices in secondary education: searching for factors underlying the recommendations made by school guidance counsellors and tutors to vignette students. *British Journal of Guidance and Counselling*. <https://doi.org/10.1080/03069885.2022.2068504>
- Yusuf, L. N. S. (2019). Islamic comprehensive guidance and counselling to enhance high school students' mental health. *International Journal of Innovation, Creativity and Change*, 5(5), 683–696. [https://api.elsevier.com/content/abstract/scopus\\_id/85082875226](https://api.elsevier.com/content/abstract/scopus_id/85082875226)
- Zhou, M. X. (2019). Trusting virtual agents: The effect of personality. *ACM Transactions on Interactive Intelligent Systems*, 9(2). <https://doi.org/10.1145/3232077>
- Zilberman, N. (2018). Personality profiles of substance and behavioral addictions. *Addictive Behaviors*, 82, 174–181. <https://doi.org/10.1016/j.addbeh.2018.03.007>

---

**Copyright Holder :**

© Agatha Dianovi, et.al. (2022).

**First Publication Right :**

© World Psychology

**This article is under:**

