

THE NECESSITY OF GUIDANCE AND COUNSELING COURSES FOR PRE-SERVICE TEACHERS

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Abstract: This study aims to provide a comprehensive review of the importance of integrating Guidance and Counseling courses into the curriculum of study programs in the Faculty of Education and Teacher Training to address the rapid development of science and technology as well as socio-cultural changes. The respondents in this survey were students from non-guidance and counseling study programs within the Faculty of Teacher Training and Education of a state university in Karawang, West Java, Indonesia. The survey data was processed using percentage analysis, where respondents' perceptions were categorized based on percentage criteria. This study concludes that guidance and counseling courses should be incorporated into all education programs to equip prospective teachers with essential skills for addressing globalization, technological advancements, and socio-cultural changes. The recommendation for education policymakers, particularly those responsible for training future teachers, is to ensure that guidance and counseling courses remain a part of the education study program curriculum.

Keywords: *Guidance and Counseling Course; Subject Teachers; Science and Technology; Socio-Cultural Changes*

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INTRODUCTION

The implementation of guidance and counseling services in Indonesia is governed by the Decision of the Minister of Education and Culture of the Republic of Indonesia, Number 111 of 2014, concerning Guidance and Counseling in Primary and Secondary Education. According to Article 9, these services in educational institutions must be delivered by counselors or teachers specializing in guidance and counseling. However, the shortage of guidance and counseling teachers remains a critical issue. Muh. Farozin, the General Chairperson of the Indonesian Guidance and Counseling Association (PB ABKIN), highlighted that the number of guidance and counseling teachers in Indonesia is significantly disproportionate to the student population. The estimated need for guidance and counseling teachers is 300,000 while the current number is only 58,000 leaving a shortage of 242,000 teachers. Farozin conveyed this concern during a Public Hearing

Meeting (RDPU) with Commission X of the Indonesian House of Representatives (DPR RI) in Jakarta on Wednesday, November 8, 2023 (Farozin, 2023). As a result, many primary and secondary education institutions assign subject teacher's additional responsibilities to compensate for this shortage as guidance and counseling teachers.

The above phenomenon is a critical issue in the education system, particularly in providing adequate counseling services for students. Guidance and Counseling services are essential in supporting students' growth and development, enabling them to reach their full potential and prepare for the future, higher education institutions that offer teacher education programs need to integrate guidance and counseling courses as mandatory subjects in the curriculum of all education-based study programs. This integration aims to address the shortage of guidance and counseling teachers while equipping students with the necessary knowledge and skills in providing counseling services.

The importance of guidance and counseling in schools is reinforced by Donald G. Mortensen & Alan M. Schmuller, who stated that "guidance may be defined as that of the total educational program that helps provide opportunities and specialized staff service by which each individual can develop to the fullest of these abilities and capacities in terms of the democratic idea" (Sutirna, 2020), (Saniyyah, 2022). Therefore, it is essential for subject teachers and prospective teachers to understand and acquire skills in guidance and counseling services. This knowledge should be provided through guidance and counseling courses for students and through training, seminars, or workshops for subject teachers assigned as guidance and counseling teachers. This argument is further supported by the research findings of Nurul Fitriah, which state that subject teachers must receive training or workshops on guidance and counseling services. Moreover, the implementation of guidance and counseling services by subject teachers can take place within the teaching and learning process (Fitriah, 2017).

To provide background on the progress of guidance and counseling across different countries and to highlight the key figures in the guidance and counseling movement, it is important to examine how these nations have established effective and high-quality educational support systems for students.

1. Franks Parson, since 1908 Frank Parsons has been recognized as a pioneer in the history of guidance and counseling in the United States. His contributions began with the establishment of the Boston Vocational Bureau, where he worked alongside Jessy B. Davis, Anna Y. Read, and Eli W. Weaver to introduce vocational guidance into schools and society. Their movement aimed to assist American youth both students and job seekers in finding suitable careers to sustain their livelihoods. Due to his significant influence, Frank Parsons is often referred to as the *Father of the Guidance Movement in American Education*. Furthermore, the United States' Guidance and Counseling model has become a global reference for implementing counseling services. (Sutirna, 2020).
2. Guidance and counseling services were initially implemented in Malaysian schools during the early 1960s. This initiative began as career guidance services and gradually expanded to address various needs and challenges arising from economic, scientific, and technological developments. The school counseling services in Malaysia were directly modeled after the guidance and counseling framework used in the United States. These modifications were made to align with the unique cultural characteristics

of Malaysian society, ensuring that the services remained relevant and effective (Rahman, Isa, & Atan, 2013).

3. The Philippines adopted the history of guidance and counseling from the United States while adjusting it to the country's cultural characteristics. The counseling profession in the Philippines began as part of the educational and social reforms initiated during the colonial rule of the United States (Garcia, 2012).
4. One of the key indicators of a developed nation is the quality of its education system. Well-organized education produces highly skilled and competitive human resources. A critical question arises: What distinguishes developed and developing countries? The difference is not determined by geographical location, population size, years of independence from colonial rule, military strength, or national security. Instead, it is shaped by the deeply rooted culture and education system within society (ADS, 2023).

Based on the discussion above, a research study through surveys is necessary to examine the significance of Guidance and Counseling courses for students in the field of education. The findings of this survey research can serve as a recommendation for higher education institutions with faculties of teacher training and education across Indonesia, and is expected to be a solution to the problem of the shortage of guidance and counseling teachers in schools, and more broadly, at a global level.

METHOD

This research employs a survey method by distributing questionnaires to all students of the English Education and Indonesian Language and Literature Education programs, totaling eight learning groups or 271 respondents. The questionnaire was created using *Google Forms* and consists of three questions. The questionnaire link is as follows: <https://docs.google.com/forms/d/e/1FAIpQLSfLkIOhcUzA6aKBSypxFXBdj3yP1uwgpR-Ed aslSZ8N9np6A/viewform>. The survey data processing technique calculates the percentage by comparing the number of responses with the total ideal responses and multiplying the result by 100%, using the following formulation:

$$P = \frac{f}{n} \times 100\%$$

Information:

- P : Percentage value survey answers
f : Number of responses from respondents
n : Total number of respondents
100% : Constant percentage value

The calculated percentage results are then converted into percentage criteria. The percentage criteria table is as follows:

Table 1. Survey Questionnaire Percentage Criteria

Percentage Survey Answers	Criteria
P = 0%	No one
0 % < P < 25%	Fraction

25% ≤ P < 50%	Almost everything
50% ≤ P < 75%	Half of it
75% ≤ P < 100%	Most of the
P = 100%	All of it

Source: (Setiawan, 2015)

From the results, conversion to criteria percentage Then conclusions are drawn as an answer to the importance of service guidance and counseling known and understood by the subject teacher lesson. This research also serves as Best Practice for the beginning of the guidance and counseling course for students who are not studying guidance and counseling.

RESULT AND DISCUSSION

RESULT

The survey was conducted from March 4 to 10, 2025, among students from the English Education and Indonesian Language and Literature Education programs. A total of 256 responses were collected from 271 respondents, with a participation rate of 94.46%.

Table 2. Survey Participants Data

English Education Student			Indonesian Language and Literature Education Student		
Class	Amount	Participant	Class	Amount	Participant
4A	41	37	6A	31	24
4B	34	32	6B	32	35
4C	31	30	6C	34	36
4D	38	34	6D	30	28
Amount	144	133	Amount	127	123

Source:

<https://docs.google.com/spreadsheets/d/18RkqEHe0JgwMrL4LrCahFvyDMccA8aoWifsA9-4U0FM/edit?resourcekey=&gid=1929435042#gid=1929435042>

The Survey Question “Is it important to offer guidance and counseling courses to students who are non-program study guidance and counseling?” results can be observed in the image below:

Table 3. The Survey Result Question Number 1

Choice	F	%
Very Important	171	66,8
Important	71	27,7
Moderately Important	13	5,1
Not Important	1	0,4
Very Unimportant	0	0,0

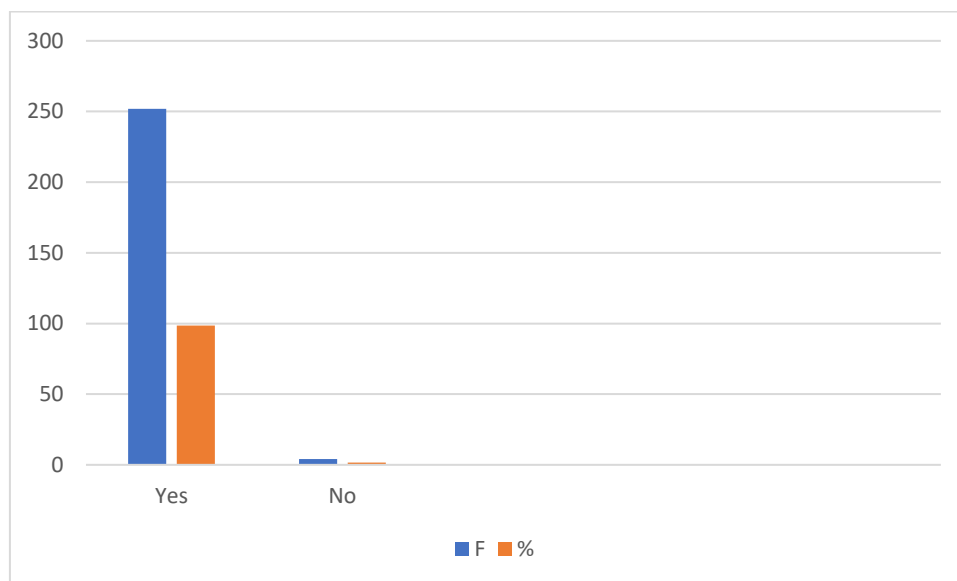


Figure 1. Perception is it important to offer guidance and counseling courses to students who are non-program study guidance and counseling

The results of the first questionnaire reveal that half of the education students, believe that guidance and counseling courses are very important, with 66.8% indicating this opinion, and 27.7% considering them important. These students agree that guidance and counseling should be included in the curriculum of study programs that are not specifically focused on guidance and counseling (For example English Education, Mathematics, Sports Education, and others).

Furthermore, for a questionnaire about “what is your opinion after learning about the current situation and the development of the world, social changes, and the lifestyle of students today?” results can be noticed following this:

Table 4. The Survey Result Question Number 2

Choice	F	%
guidance and counseling services are very much needed	225	87,9
guidance and counseling services are needed	31	12,1
no need for counseling services	0	0,0

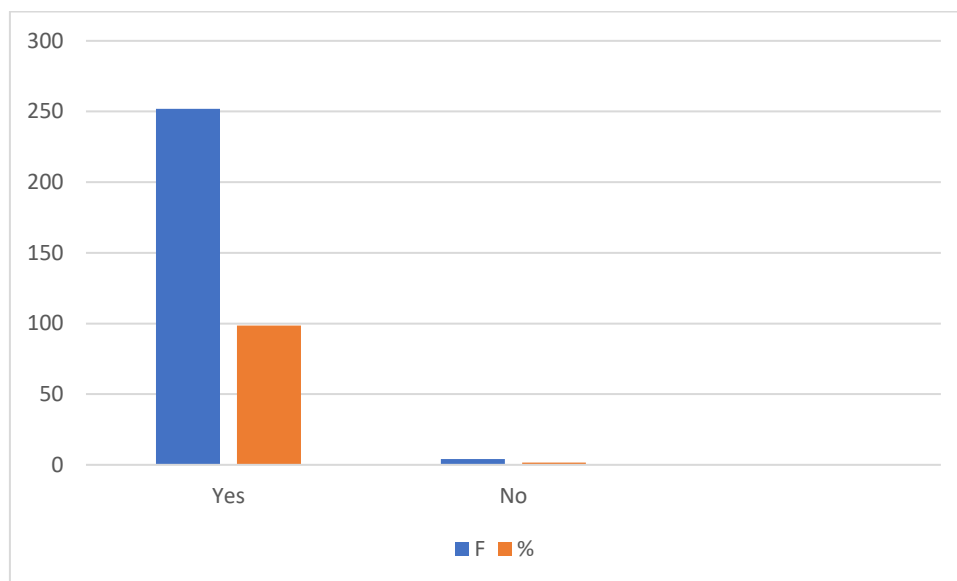


Figure 2. Survey Results on the Opinion Regarding the Situation and Conditions of World Development, Social Changes, and Student Lifestyles Today

The survey results for the question about the current world situation, social and cultural changes, and student lifestyles indicate that a majority of respondents (87.9%) believe that guidance and counseling services are very necessary, while a small portion (12.1%) consider them necessary. This suggests that guidance and counseling services are crucial in addressing the current global developments and can be applied worldwide.

Next survey question is “what is your perception of providing guidance and counseling services to students when you become a subject teacher?” The survey results can be seen below:

Table 5. The Survey Result Question Number 3

Choice	F	%
Yes	252	98,4
No	4	1,6

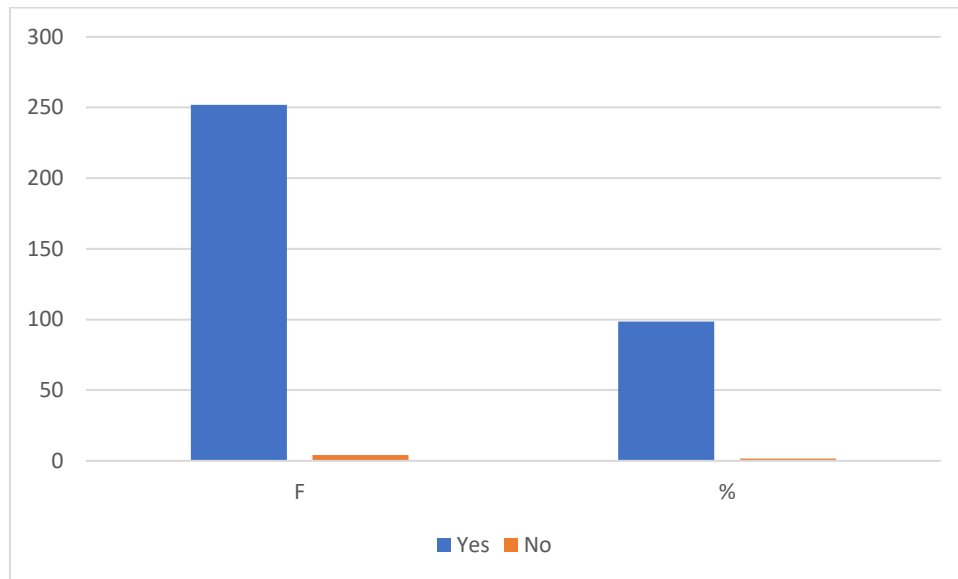


Figure 3. Survey Results on Implementing Guidance and Counseling Services when Becoming a Subject Teacher for Students

The results of the questionnaire above show that the majority of students from non-guidance and counseling programs (98.4%) expressed readiness to implement guidance and counseling services when they become subject teachers, especially in the academic aspect (e.g., assisting students who face difficulties with the subject matter).

DISCUSSION

The function of teachers as educators, instructors, and mentors is a responsibility that must be fulfilled in alignment with their primary duties and functions. Sunaryo Kartadinata mentioned that if teachers neglect guidance in performing their duties, they will only produce students who are knowledgeable but weak in the psychosocial aspects (Kartadinata, 2008). This perspective is reinforced by the assertion that guidance and counseling services are a fundamental component of educational programs, indicating that the schooling process cannot disregard the importance of these services.

The Indonesian Guidance and Counseling Association (ABKIN) emphasizes the position of guidance and counseling services in helping students grow and develop optimally to lead successful lives.

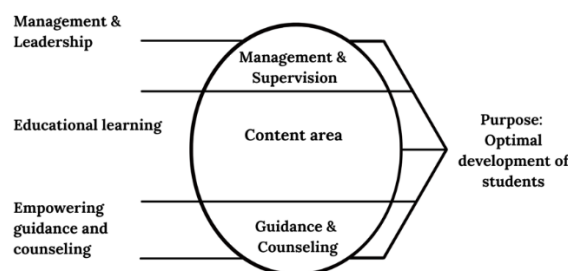


Figure 4. The Position of Guidance and Counseling in the Implementation of Education in Indonesia (ABKIN, 2007)

As shown in Figure 4, there are three areas that must be implemented in the education system in Indonesia: management and leadership, educational learning, and guidance and counseling that empower. It is clear that the legal basis for the significant of guidance and counseling must be implemented by guidance and counseling teachers or subject teachers.

Therefore, to build the implementation of guidance and counseling services for subject teachers and prospective teachers or students in the Faculty of Education, there needs to be a policy requiring the guidance and counseling course to be mandatory for all education students. In addition, subject teachers assigned additional duties as guidance and counseling teachers should receive training, workshops, or seminars related to their role as guidance and counseling providers. This will help prevent negative perceptions regarding their role as counselors.

Negative perceptions about the implementation of guidance and counseling have been expressed in many research findings for various reasons. One of the reasons is **"there is already a guidance and counseling teacher," "guidance is not the subject teacher's task," and "subject teachers teach the subject, not provide counseling services."** Negative perceptions of students towards guidance and counseling services also exist (Sapto Irawan, 2020), (Wahidah & Partono, 2024), (Gita & Perianto, 2020), (Amini, 2020).

Therefore, the survey research about the importance of offering guidance and counseling courses to students from non-guidance and counseling programs found that 66.8% said it was very important, 27.7% said it was important, 5.1% said it was somewhat important, 0.4% said it was not important, and 0% said it was very unimportant. From the survey findings, it can be inferred that the guidance and counseling course ought to be a compulsory requirement for students enrolled in non-guidance and counseling programs within the Faculty of Education. This result reinforces the need for the Faculty of Education to establish the guidance and counseling course as a mandatory educational subject to be included in the curriculum of every educational program.

The results of this survey indicate that the guidance and counseling course must be integrated into the curriculum for all programs of study, not just for those in the guidance and counseling program. By offering this course to all students, the quality of education can be improved by equipping students with the knowledge and skills to help their peers achieve both academic and personal goals.

Furthermore, let's consider the developments in science and technology, social and cultural changes, and the decline in moral degradation. These factors greatly influence individuals, both positively or negatively, making the presence of guidance and counseling indispensable. The Minister of Education and Culture Regulation No. 111 of 2014 clearly outlines the general objectives of guidance and counseling services, which are to assist students in achieving maturity and independence in their lives, as well as fulfilling their developmental tasks in areas such as personality, social, academic, and career aspects in a holistic and optimal manner.

Counseling is very much needed by every human. This is in line with the survey results about the opinion on the current situation, including world developments, social changes, and student lifestyles today. A total of 87.9% of respondents stated that guidance and counseling are highly needed, while 12.1% stated that they are necessary, and 0%

said they are not needed. Therefore, it is clear that guidance and counseling services are crucial for all students to anticipate current situations and conditions.

In facing global challenges, guidance and counseling services are necessary to assist students in coping with social, economic, and technological changes. These services can also help students develop socio-emotional skills such as empathy, communication, and emotional management.

In this modern era, it is not uncommon for one's diploma to not align with their job, especially when considering that the mindset of the current generation often revolves around the income potential of a job. Becoming a part-time teacher in elementary or secondary schools is seen by many education graduates as an alternative, not a primary choice. However, the survey regarding respondents' perceptions about whether, as future subject teachers, they would provide guidance and counseling services to their students, shows that 98.4% said "Yes" to implementing guidance and counseling when they become teachers.

Thus, the answers to this third question can serve as a moment of awareness and commitment for education graduates (future subject teachers) about the importance of guidance and counseling services for the benefit of students. This also reflects teachers' awareness of their roles as guides in the educational process. Therefore, the survey results show that respondents are aware, committed, and hopeful about implementing guidance and counseling in their educational practices.

Minister of Primary and Secondary Education, Abdul Mu'ti, stated that his office would strengthen the role of Guidance and Counseling teachers in schools. This is necessary as students are facing increasingly complex psychological issues. Abdul Mu'ti emphasized that strengthening the role of teachers as counselors is an effort to minimize negative actions, which have recently become more frequent among students. These actions are often due to personal problems that have not been addressed by the school, particularly by the teachers (Dewantara, 2024).

CONCLUSION

The results of the discussion above can be concluded that the guidance and counseling course must be integrated into the curriculum of all educational programs so that pre-service teachers can understand the importance of guidance and counseling as a foundation for facing the era of globalization, the development of science and technology, and social and cultural changes. The recommendation for policymakers in the field of education, particularly those responsible for training future teachers, is that the guidance and counseling course should be allocated a portion in the curriculum of educational programs to ensure its inclusion.

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