

Conceptual Study of Ethical, Legal and Professional Considerations in Counseling Assessment

¹Jumli Sabrial harahap, ¹Erlindawati, ¹Wahidah Fitriani

¹Islamic Education Guidance and, Counseling, UIN Mahmud Yunus Batusangkar, West Sumatra

Article Information

Received:
June 2024

Accepted:
August 2024

Published:
September 2024

ABSTRACT

Aim: This research aims to find out and, reveal ethical, legal, and, professional considerations in assessments. **Method:** The method used in writing this article is a literature review. Data collection techniques by analyzing the results of previous research journals. Data analysis uses qualitative descriptive techniques. **Result and Discussions:** The results of this research reveal that ethical, legal, and, professional considerations in counseling assessments are very important. **Conclusion:** Counselors must maintain client confidentiality, provide clear information, and, obtain written consent. Counselors are required to comply with laws regarding data privacy and, client rights, and, use valid and, reliable assessment tools with appropriate competence. Ensure safe, fair, and, beneficial services for clients.

Keywords: Ethical, Legal, and, Professional Considerations, Assessment



©2024 Jumli Sabrial harahap, Erlindawati, Wahidah Fitriani. Published by Institute for Research and, Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (<http://creativecommons.org/licenses/by-sa/4.0/>).

Corresponding Author:

Jumli Sabrial Harahap
Islamic Education Guidance and, Counseling
[UIN Mahmud Yunus Batusangkar](mailto:jumlisabrial02@gmail.com)
General Sudirman Street No.137, Limo Kaum, Lima Kaum District, Tanah Datar Regency, West Sumatra 27217
Email: jumlisabrial02@gmail.com

Citation Information: Harahap, J. S., Erlindawati, & Fitriani, W. . (2024). Conceptual Study of Ethical, Legal and Professional Considerations in Counseling Assessment. *Suluh: Jurnal Bimbingan Dan Konseling*, 10(1), 9–13. <https://doi.org/10.33084/suluh.v10i1.7379>

INTRODUCTION

Guidance and, counseling are an integral part of the process of implementing educational activities. As functional officials, guidance and, counseling teachers are required to carry out their main functional duties professionally (Nand,ang at., al, 2023). The implementation of the main duties of guidance and, counseling teachers is supported by the competencies possessed by guidance and, counseling teachers, one of the professional competencies that must be possessed by the Regulation of the Minister of National Education of the Republic of Indonesia No. 27 of 2008 concerning Academic Qualification Stand, ards and, Counselor Competencies, namely designing guidance and, counseling programs (Mutia et al., 2018). Guidance and, counseling program design is carried out to formulate various services that can be provided to help students in self-development and, alleviating problems (Wahidah et al., 2019).

According to Permadin & Herdi, (2021), the guidance and, counseling program is a set of guidance and, counseling activities that are designed in a planned, organized, coordinated manner over a certain period and, are interrelated to achieve goals. Various things are formulated in the program starting from determining goals, targets, and activities, to determining the funds to be used (Ilham, 2014). Several things are considered in preparing the program (Asmita & Fitriani, 2022), namely formulating the problems experienced by students,

guidance and, counseling teachers and, school principals, and, formulating clear objectives, forms of activities, personnel, facilities, and, budget.

Currently, the paradigm regarding guidance and, counseling approaches has changed. Previously, the guidance and, counseling approach used was still traditionally oriented. Guidance and, counseling focus more on problem-solving (Rusand, I & Rachman, 2014). Meanwhile, currently, the guidance and, counseling approach is more oriented toward student development, which is often referred to as comprehensive guidance and, counseling (Eka Safitri & Putranti, 2019). According to Asmadin & Silvianetri, (2022), comprehensive guidance and, counseling is a cutting-edge view that starts from positive assumptions regarding human potential.

This means that every human being is seen as having potential that can develop through comprehensive guidance and, counseling services (Ardimen, 2017). According to Damayanti, (2021), comprehensive guidance and, counseling does not only focus on alleviating problems, but there are efforts to prevent and, develop potential. Fitriana et al., (2021) explained that the program is comprehensive, meaning it can facilitate students' psychological development achievements in the totality of guidance and, service aspects aimed at all students without conditions. Guidance and, counseling activities are preventive, meaning they can direct students to

choose positive actions, and, the program aims to meet students' needs according to their developmental stage (Marlynda, 2009).

Meanwhile, Mahaly, (2021) explains that guidance and, counseling teachers are required to understand, theoretical and, practical concepts, including how to prepare a comprehensive guidance and, counseling program that is appropriate to the developmental tasks of students at a particular school level. One way that guidance and, counseling teachers can use to create a comprehensive guidance and, counseling program that suits students' needs is through guidance and, counseling activities. Assumptions for implementing assessments in a comprehensive BK program. According to Susanti & Fitriani, (2022), assessments are carried out on all students and, are not limited to individuals who have problems.

Assessments are carried out to identify and, formulate students' needs, tasks, and, levels of development before formulating the goals and, design of the BK program (S et al., 2024). The results can be used to formulate service materials that will be provided by guidance and, counseling teachers, so that they suit student needs and, can support student development (Mahdi, 2017). Based on the background above, this research aims to find out and, reveal ethical, legal, and, professional considerations in assessments.

METHOD

The method used in writing this article is a literature review. Which aims to collect and, extract the essence of previous research and, analyze several expert overviews written in the text (Gulo, 2022). The research sources are five accredited Sinta journals, and data collection techniques by analyzing the results of previous research journals that discuss ethical, legal, and professional considerations in counseling. The collected data was analyzed using qualitative descriptive analysis techniques more than 3 equations, must be given an equation number.

RESULTS AND DISCUSSION

A. Definition of guidance and, counseling Assessment

The term needs in the Oxford dictionary is called a situation when someone is necessary or must be done, or things that someone requires to live comfortably: financial or physical (a situation where someone feels necessary/a desire that must be done or something that someone needs to live comfortably comfort which includes: financial and, psychological fulfillment) (Asmita & Fitriani, 2022).

Maslow arranged these needs into a chart known as the Hierarchy of needs chart, as follows:

1. Physiological needs (oxygen, water, protein, calcium, sugar, salt, various vitamins and, minerals in the body)
2. The need for security

3. The need for love and, affection (if viewed negatively, a person will increasingly worry about being alone and, feel lonely)
4. Need for esteem (self-esteem), Maslow said that there are two forms of this need for self-esteem, the first is called the weak form, then the second need.
5. Self-actualization needs. This need is considered by Maslow to be the highest stage of development in human needs.

Preparing a needs assessment is the preparation of data that is based on several test and, non-test tools. Test tools can be carried out in various types such as intelligence tests, aptitude tests, interest tests, personality tests, and, learning outcomes tests, while several non-test techniques or instruments include observation (using checklist instruments, rating scales, anecdotal notes, and, mechanical tools), interviews, (questionnaires, autobiographies, documentation studies and, developmental tasks (Paramartha, 2016).

Assessment in the context of guidance and, counseling is a very important and, systematic process carried out to understand, individuals thoroughly and, in-depth. This assessment involves gathering information about various aspects of an individual's life, including psychological, emotional, social, and, academic aspects. By understanding, the various dimensions of an individual's life, counselors or mentors can make more appropriate decisions in designing guidance or counseling programs that suit their needs and, goals (Atirah & Pratama, 2022).

The assessment process in guidance and, counseling is carried out systematically and, structured. This means that counselors or supervisors use proven methods and, instruments to collect data about individuals who are in the guidance or counseling process. This systematic approach ensures that the information obtained is relevant, accurate, and, useful for designing effective interventions.

The main aim of assessment in guidance and, counseling is to understand, individuals holistically. This includes understanding the individual's needs, strengths, weaknesses, interests, and, potential. By understanding the individual thoroughly, counselors or supervisors can provide services that are more personal and, appropriate to specific needs (Suryani et al., 2022).

B. Ethical Considerations of Assessment

Ethical considerations in guidance and, counseling assessments are very important because they involve very sensitive interactions between counselors or supervisors and, individuals who are seeking help. One of the main considerations is the confidentiality of information. The counselor or guide must ensure that all information obtained in the assessment process is kept strictly confidential unless there is a threat to the safety of oneself or others. This creates a safe environment for individuals to share openly without fear of adverse consequences (And, i Mappiare AT., 2009).

The principle of autonomy must also be upheld in the assessment. This means individuals have the right to provide

consent to the assessment process, understand, the purpose and, procedures involved, and, have control over the information shared. The counselor or supervisor must respect the individual's decision and, ensure that their participation in the assessment is voluntary and, based on a clear understanding.

The counselor or supervisor must ensure that the results of the assessment are used responsibly and, for the benefit of the individual concerned. Information obtained from the assessment must not be misused or used for personal or institutional interests. Instead, the results of the assessment should be used to design appropriate interventions and, help individuals achieve their goals in the guidance and, counseling process (Ramli et al., 2017).

Important ethical considerations in guidance and, counseling assessments, privacy and, confidentiality, informed consent, fairness and, non-discrimination, professional competence, trust and, integrity, continuous counseling, openness to feedback, use of valid and, reliable instruments, multicultural considerations, and skills development.

C. Assessment Law

The Law of Assessment in the field of guidance and, counseling refers to a set of rules, principles, and, procedures that govern the use of evaluation methods to understand, and, assist individuals in achieving their counseling goals. This assessment is an important part of the counseling process because it provides a strong basis for planning effective interventions (M. Mujab et al., 2020). The Law of Assessment demands fairness and, accuracy. This means that assessments must be carried out with due regard for fairness to all individuals, without discrimination, and, also ensuring that the results are accurate and, reliable (Glancy et al., 2015).

The Assessment Law emphasizes the principle of confidentiality. Information obtained from the assessment process must be kept confidential so as not to violate the client's privacy (Pramesti et al., 2023). Use of clear consent forms and, a good understanding of the boundaries of confidentiality. Assessment Law emphasizes the use of valid and, reliable tools and, techniques (Hariyadi & Anindito, 2021). Counselors must involve clients in the assessment process, collect information from their perspective, and, involve them in making decisions regarding planning further action (Bachri et al., 2023). The following are several explanations regarding assessment law in guidance and, counseling.

1. Professional Ethics

Professional ethical principles are very important in conducting assessments. Counselors must ensure that assessments are conducted with integrity, honesty, and, respect for the client.

2. Competence

Counselors must have adequate competence in carrying out assessments. They must have the knowledge and, skills necessary to use assessment tools correctly, interpret results

appropriately, and, make appropriate recommendations based on assessment findings.

3. Informed Consent

Before conducting an assessment, the counselor must obtain informed consent from the client. This means clearly explaining to clients the purpose of the assessment, the procedures to be carried out, and, how the results will be used in the guidance and, counseling process.

4. Compliance with Laws and, Regulations

Counselors must comply with all applicable laws and, regulations when conducting assessments. This includes adhering to data privacy and, confidentiality standards, as well as ensuring that the assessment process is not discriminatory or violates clients' human rights.

5. Suitability of Assessment Tools

The selection of assessment tools must be adjusted to individual needs and, counseling goals.

6. Confidentiality and, Privacy

The results of the assessment must be treated with complete confidentiality and, privacy. Information obtained from the assessment process may only be shared with other parties with written permission from the client, except in situations where there is a legal or ethical obligation to disclose the information.

7. Use of Assessment Results

Assessment results must be used responsibly in the guidance and, counseling process.

D. Professional Assessment

Professionals involved in guidance and, counseling assessments must have appropriate qualifications and, competencies to ensure that the assessment process is carried out well and, provides maximum benefits for clients (Ishartiwi, 2012).

1. Counselor/Psychologist

Counselors and, psychologists are experts who have special training in the field of guidance and, counseling. They have in-depth knowledge of counseling theories, and psychological principles, as well as skills in conducting interviews and, observations to collect relevant information in the assessment process.

2. Psychiatrist

Psychiatrists are doctors who specialize in the diagnosis and, treatment of mental disorders.

3. School Psychologist

School psychologists work in educational settings and, are responsible for providing guidance and, counseling services to students.

4. Academic Advisor

Academic advisors in higher education often provide assessment services to students to help them choose courses or overcome specific academic challenges.

5. Family or Marriage Therapist

A family or marriage therapist is responsible for assessing the dynamics of a couple's family or relationship.

6. Occupational Therapist

Occupational therapists help individuals overcome obstacles in their daily functioning, especially those related to physical, mental, or social activities.

7. Special Education Specialist

Special education specialists are involved in assessments to identify the special educational needs of children with special needs, such as autism or learning disorders.

CONCLUSION

Based on the explanation above, it can be concluded that in counseling assessments, ethical, legal, and professional considerations are very important aspects to ensure responsible and effective practice. Ethically, counselors must respect client confidentiality, provide clear information about the assessment process, and obtain written consent before conducting tests or interviews. By law, counselors are obliged to comply with applicable regulations and laws, including those relating to data privacy and client rights. Professionally, counselors must use valid and reliable assessment tools, and have competence in interpreting the results of these assessments. By paying attention to all of these aspects, counselors can provide services that are safe, fair, and beneficial to clients.

ACKNOWLEDGMENTS

I would like to express my thanks to the teaching staff who have guided me in writing this article, as well as funding for the publication of this article.

REFERENCES

- Andi Mappiare At. (2009). Assesmen Autentik Dalam Bimbingan Konseling Dengan Pertimbangan Nilai Sosial Budaya. *Jurnal Sains Psikologi*, 1 (2), 2085-2223. <http://journal2.um.ac.id/index.php/jspsi/article/view/557>.
- Ardimen. (2017). Bimbingan Dan Konseling Komprehensif Berbasis Karakter Cerdas Dan Aplikasinya Melalui Bimbingan Teman Sebaya Di Era Globalisasi. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 12(2), 483–508. <http://journal.stainkudus.ac.id/index.php/edukasia/article/download/1681/pdf>
- Asmadin, & Silvanetri. (2022). Need Asesmen Non Tes Bimbingan Dan Konseling Dalam Layanan Penempatan Dan Penyaluran Siswa. *Jurnal Pendidikan Dan Konseling*, 4(5), 4654–4660. <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/7277/5546>
- Asmita, W., & Fitriani, W. (2022). Analisis Konsep Dasar Assesmen Bimbingan Dan Konseling Dalam Konteks Pendidikan. *Jurnal Mahasiswa Bk An-Nur: Berbeda, Bermakna, Mulia*, 8(2), 129. <https://doi.org/10.31602/jmbkan.v8i2.7042>
- Atirah, N. F., & Pratama, S. (2022). Media Bimbingan Dan Konseling Dalam Pelaksanaan Need-Assessment. *Jbkpi: Jurnal Bimbingan Dan Konseling Pendidikan Islam*, 2(01), 82–96. <https://doi.org/10.26618/jbkpi.v2i01.9786>
- Bachri, H., Mustamam, M., & Mukidi, M. (2023). Implementasi Undang-Undang Nomor 35 Tahun 2009 Tentang Narkotika Melalui Fungsi Asesmen Dalam Upaya Penyelesaian Tindak Pidana Penyalahgunaan Narkotika (Studi Di Kepolisian Sektor Aceh Selatan). *Jurnal Ilmiah Metadata*, 5(3), 183–199. <https://doi.org/10.47652/metadata.v5i3.403>
- Damayanti, S. (2021). Implementasi Program Komprehensif Bimbingan Dan Konseling Dalam Pengembangan Potensi Siswa. *Rausyan Fikr: Jurnal Pemikiran Dan Pencerahan*, 17(1), 46–59. <https://doi.org/10.31000/Rf.V17i1.4178>
- Eka Safitri, N., & Putranti, D. (2019). Assessment Kebutuhan Pedoman Penyusunan Program Bimbingan Dan Konseling Komprehensif Pada Guru Bimbingan Dan Konseling Tingkat Smk Di Kota Yogyakarta. *G-Couns: Jurnal Bimbingan Dan Konseling*, 1(2), 1–12. <https://doi.org/10.31316/G.Couns.V1i2.47>
- Fitriana, F., Yulianti, Y., Yusuf, A. M., & Daharnis, D. (2021). Urgensi Asesmen Dalam Bimbingan Dan Konseling Dalam Menyiapkan Generasi Berkualitas. *Schoulid: Indonesian Journal Of School Counseling*, 6(3), 259. <https://doi.org/10.23916/081220011>
- Glancy, G. D., Ash, P., Bath, E. P. J., Buchanan, A., Fedoroff, P., Frierson, R. L., Harris, V. L., Hatters Friedman, S. J., Hauser, M. J., Knoll, J., Norko, M., Pinals, D., Price, M., Recupero, P., Scott, C. L., & Zonana, H. V. (2015). Aapl Practice Guideline For The Forensic Assessment. *Journal Of The American Academy Of Psychiatry And, The Law*, 43(2), S3–S53.
- Gulo, A. (2022). Penerapan Model Discovery Learning Terhadap Hasil Belajar Peserta Didik Pada Materi Ekosistem. *Educativo: Jurnal Pendidikan*, 1(1), 307–313. <https://doi.org/10.56248/Educativo.V1i1.54>
- Hariyadi, W., & Anindito, T. Dkk. (2021). Pelaksanaan Asesmen Terhadap Pelaku Penyalahgunaan. *Jurnal Pendidikan Kewarganegaraan*, 9(2), 377–383.
- Ilham. (2014). Penerapan Fungsi-Fungsi Manajemen Dalam Bimbingan Dan Konseling Agama Islam. *Alhadharah: Jurnal Ilmu Dakwah*, 13(25), 38.
- Ishartiwi. (2012). Asesmen Kebutuhan Pengembangan Profesionalisme Guru Pendidikan Khusus. *Jurnal Penelitian Pendidikan*, 5(2), 33–45.
- M.Mujab, Nashriana, & Sofyan, K. N. (2020). Kepastian Hukum Pemberian Rehabilitasi Oleh Tim Asesmen Terpadu Bagi Pengguna Narkotika Pada Tahap Pra-Ajudikasi Bnn Sumatra Selatan. *Ilmiah Ilmu Hukum*, 1(3), 299–311. <http://journal.fh.unsri.ac.id/index.php/lexs/article/view/534>
- Mahaly, S. (2021). Pelaksanaan Asesmen Kebutuhan Peserta Didik Dalam Memberikan Layanan Bimbingan Klasikal Di Sma Laboratorium Universitas Pattimura Ambon. *Al-*

- Ittizaan: *Jurnal Bimbingan Konseling Islam*, 4(2), 38. <https://doi.org/10.24014/ittizaan.v4i2.14918>
- Mahdi, M. (2017). Peran Guru Bimbingan Dan Konseling Dalam Meningkatkan Kesuksesan Belajar Siswa Di Sma Negeri I Depok Sleman Yogyakarta. *Jurnal Edukasi: Jurnal Bimbingan Konseling*, 3(1), 1. <https://doi.org/10.22373/je.v3i1.1411>
- Marlynda, L. (2009). Upaya Guru Bimbingan Dan Konseling Dalam. *Bimbingan Dan Konseling*, 1(1), 40–57.
- Mutia, N., Bakar, A., & Bustamam, N. (2018). Pengembangan Diri Guru Bimbingan Dan Konseling Sma Negeri Di Kota Banda Aceh. *Suloh Jurnal Bimbingan Dan Konseling Universitas Syiah Kuala*, 3(2), 16–22.
- Nand,ang Budiman, Nurlaila Lathifa Kusumaningsih, N. A. N. (2023). Guru Bimbingan Dan Konseling Sebagai Profesi Khusus. *Riset Pendidikan Dan Bahasa*, 2(3), 91–101.
- Paramartha, D. (2016). Pengembangan Asesmen Minat-Bakat Berbasis Computer Based Test. *Jurnal Bimbingan Konseling Indonesia*, 1(1), 19. <https://doi.org/10.24036/>
- Permadin, M. L. P., & Herdi. (2021). Asesmen Kebutuhan Konseli Dalam Perencanaan Program Bimbingan Dan Konseling Di Sekolah Menengah Pertama. *Jurnal Edukasi*, 7(1), 2021.
- Pramesti, K. S. A., Suranata, K., & Dharsana, I. K. (2023). Keterlaksanaan Asas Kerahasiaan Dalam Konseling Pada Peserta Didik Dengan Kondisi Broken Home. *Jurnal Educatio: Jurnal Pendidikan Indonesia*, 9(1), 77. <https://doi.org/10.29210/1202322649>
- Ramli, M., Hiidayah, N., Zen, E. F., Flurentin, E., Hambali, I., & Lasan, B. B. (2017). Bab li Asesmen Bimbingan Dan Konseling. *Sumber Belajar Penunjang Plpg 2017 Mata Pelajaran/Paket Keahlian Bimbingan Dan Konseling Bab li Asesmen Bimbingan Dan Konseling M. Asesmen Bimbingan Dan Konseling M.*, 1–53.
- Rusandi, M. A., & Rachman, A. (2014). Keefektifan Solution Focused Group Counseling Untuk Meningkatkan Planned Happenstance Skills Dan Career Decision Self Efficacy Mahasiswa Bk Fkip Universitas Lambung Mangkurat Banjarmasin. *Al 'Ulum*, 62(4), 22–28.
- S, T. P. A., Yunas, M., Hasibuan, M., & Ilimi, J. (2024). Urgensi Asesmen Bimbingan Dan Konseling Di Sekolah Tri. 8(2), 1114–1124.
- Suryani, A., Muchtar, A. D., Lisa, & Elihami. (2022). Pelatihan Assesmen Teknik Non Tes Bagi Guru Bk Smp Se-Kabupaten Enrekang. *Maspul Journal Of Community Empowerment*, 4, 436–443.
- Susanti, T., & Fitriani, W. (2022). Urgensi Asesmen Dalam Penyusunan Program Bimbingan Dan Konseling Di Sekolah Menengah Atas: Sebuah Studi Kualitatif Assessment Urgence In Preparation Guidance And, Counseling Program In High Schools: A Qualitative Study. *Jurnal Bimbingan, Penyuluhan, Dan Konseling Islam*, 5(2), 163–172.
- Wahidah, N., Cuntini, C., & Fatimah, S. (2019). Peran Dan Aplikasi Assessment Dalam Bimbingan Dan Konseling. *Fokus (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 2(2), 45. <https://doi.org/10.22460/Fokus.V2i2.3021>