

Student Attitudes Towards the Professional Competence of Guidance Counselors at SMAN 17 Medan

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ABSTRACT

This study aims to describe students' attitudes toward the professional competence of guidance counselors at SMA Negeri 17 Medan. The approach used in this study is quantitative descriptive. The population in this study consisted of 861 students in grades X, XI, and XII, and 262 students were sampled using stratified random sampling. The data collection method used instruments of Strongly Agree, Agree, Disagree, and Strongly Disagree, based on the Likert scale. The data analysis used was descriptive percentage analysis. The results of the study on students' attitudes towards the professional competence of guidance counselors show that the average attitude of students towards the professional competence of guidance counselors at SMA Negeri 17 Medan is in the positive category. Students' attitudes towards the professional competence of guidance counselors are divided into five aspects, namely acceptance, response, assessment, organization, and characterization. The aspect of organization, with a percentage of 34.4%, is in the negative category. The acceptance aspect, with a percentage of 63.7%, was in the positive category, the response aspect, with a percentage of 42.4%, was in the positive category, the assessment aspect, with a percentage of 35.9%, was in the positive category, and the characterization aspect, with a percentage of 39.7%, was in the positive category.

ARTICLE HISTORY

Received 19 January 2026

Accepted 19 May 2026

KEYWORDS

Student attitudes;
Professional competence of
guidance and counseling

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Introduction

The implementation of education in Indonesia has now entered a professionalization phase that demands an increase in the quality of educators. Based on the Regulation of the Minister of National Education (Permendiknas) Number 27 of 2008, the direction of policies and laws emphasize the importance of developing and coaching educators to become professional workers. This effort aims to prevent the emergence of the phenomenon of Education Without Educational Science (PENTIP) while strengthening the concept of Education With Educational Science (PENDIP). One important element that supports the realization of professional education is the implementation of guidance and counseling services. Legally, guidance and counseling teachers or counselors are recognized as part of the professional educators in the national education system, on par with teachers, lecturers, learning facilitators, and tutors as stated in Law Number 20 of 2003 concerning the National Education System Article 1 point 6. As with other professional educators, guidance and counseling teachers are required to meet the academic qualification and competency standards as stipulated in Permendiknas Number 27 of 2008 concerning the Academic Qualification and Competency Standards for Counselors. In an institutional context, guidance and counseling teachers act as school personnel who have full responsibility for the implementation of guidance and counseling services in educational units (Prayitno, 2019).

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning the Standards of Academic Qualifications and Teacher Competencies for Elementary, Middle, and High School levels, it is stipulated that the minimum academic qualification for a teacher is a Diploma Four (D-4) or Bachelor's Degree (S-1). The regulation also emphasizes that every teacher must master four main competencies, namely pedagogical, personality, social, and professional competencies. These four competencies do not stand alone, but are integrated comprehensively in the implementation of teacher duties and performance. In line with these provisions, guidance and counseling teachers or counselors are also required to have and implement these four competencies in their professional practice. Personality competency reflects

the ability of Guidance and Counseling teachers to demonstrate noble behavior, have self-confidence, firm principles, authority, and be a role model for students (Dahlan, 2017). Meanwhile, pedagogical competency relates to the ability of Guidance and Counseling teachers to organize, implement, and assess the learning process and counseling services so that they run effectively and are oriented towards the needs of students. Social competence encompasses the ability of guidance and counseling teachers to build communication and harmonious relationships with students, fellow educators, and the community surrounding the school (Prayitno & Marjohan, 2019). In the context of this research, the focus is directed at professional competence, namely the ability of guidance and counseling teachers to comprehensively master the knowledge, skills, and techniques of guidance and counseling services. This competence enables Guidance and Counseling teachers to provide quality services so that students can understand, accept, and apply the positive values contained in each guidance and counseling service provided (Wibowo, 2019).

Guidance and counseling services cannot run optimally without the presence of experts who are competent in designing and implementing the program. In this regard, counselors or guidance and counseling teachers play a very central role in the success of service implementation. Guidance and Counseling teachers function as parties who assist students (clients) in the guidance and counseling process by applying appropriate counseling principles, approaches, and techniques. Professionally, Guidance and Counseling teachers act as facilitators, consultants, advisors, and educators who help students recognize their potential, understand the problems they face, and find constructive solutions to overcome them (Billah et al., 2023). Thus, it can be emphasized that professional competence is a crucial aspect that determines the effectiveness of guidance and counseling services. This competence not only influences the quality and performance of BK teachers but also the level of student participation and enthusiasm in participating in counseling services at school. BK teachers with high professional competence tend to be able to create meaningful services, oriented towards student needs, and support the achievement of holistic educational goals.

Research by Sri Hidayati (2012) on the implementation of guidance and counseling programs in Islamic Senior High Schools (Madrasah Aliyah) throughout Pontianak City showed that most guidance and counseling teachers were unable to provide optimal services. The research findings indicated that the development of Guidance and Counseling programs was still carried out without being based on the results of needs assessments, and was not structured, starting from annual, monthly, and weekly program planning. This condition indicates that program implementation is often not aligned with the needs and characteristics of students. The programs developed tended to only fulfill administrative aspects, not oriented towards real needs in the field. This indicates that the ability of Guidance and Counseling teachers to understand the concepts and basic principles of developing effective Guidance programs is still limited.

Furthermore, the results of interviews in the Guidance and Counseling Teachers' Conference (MGBK) forum at the Vocational High School level showed that some Guidance and Counseling teachers had understood the concept of a comprehensive guidance and counseling program theoretically, but had not been able to implement it practically. Meanwhile, some other teachers were not even familiar with the concept of the comprehensive program and were still using the guidance and counseling program approach based on the 2017 Curriculum. In addition, based on the results of the 2012 Guidance and Counseling Teacher Competency Test, the level of competence of guidance and counseling teachers in Pontianak City was still relatively low, with an average achievement of 45.41%, which placed the region in the second lowest position in West Kalimantan Province (Data LPMP Kalbar, 2012). This data strengthens the finding that the professional competence of Guidance and Counseling teachers, especially in the aspects of academic knowledge and technical skills in providing guidance and counseling services, still needs to be optimized significantly.

Based on research conducted by Hazrullah (2018), the results showed that guidance and counseling teachers at the State Islamic Senior High School Rukoh Banda Aceh have a level of understanding that is appropriate to their expertise. Most of the guidance and counseling teachers at the school have a Bachelor's degree in Guidance and Counseling (S-1), which is an important basis for them to carry out their duties professionally and responsibly. These academic qualifications enable guidance and counseling teachers to carry out their roles effectively in providing guidance and counseling services to students. The results also show that guidance and counseling teachers at MAN Rukoh Banda Aceh have been able to develop and implement targeted guidance and counseling programs and student services that are responsive to their needs. The program functions to facilitate students who experience obstacles in the learning process through a coordination mechanism with

homeroom teachers, general subject teachers, and religious education teachers. This collaboration strengthens the effectiveness of Guidance and Counseling services in helping students overcome learning obstacles. In addition, Guidance and Counseling services also play a role in building a supportive learning environment, where students feel more comfortable and supported in the process of solving the problems they face. Thus, the results of this study emphasize that the presence of competent and professional Guidance and Counseling teachers has a significant influence on improving psychological well-being and student learning success.

Based on research conducted by Fitriani Hasibuan (2019) at State Islamic Senior High School (MAN) 2 Model Medan, it was found that guidance and counseling (BK) teachers at the educational unit met the minimum academic qualifications, namely a Bachelor's degree (S-1) in Guidance and Counseling, and more than five years of work experience in providing Counseling services. This condition indicates that, administratively and academically, the BK teachers at MAN 2 Model Medan comply with the regulations applicable in the national education system. However, the research results also revealed that the professional competence of BK teachers still does not fully meet the standards as stipulated in the Regulation of the Minister of National Education (Permendiknas) Number 27 of 2008 concerning the Standards for Academic Qualifications and Counselor Competencies (SKAKK). Several important aspects of professional competence have not been optimally achieved, including the ability to implement comprehensive guidance and counseling programs, and in terms of assessing the process and results of guidance and counseling activities.

Students' attitudes toward the professional competence of Guidance and Counseling teachers play a crucial role in determining the effectiveness of BK services in schools and the achievement of overall educational goals. Students' perceptions and assessments of BK teachers' abilities, including their understanding of the purpose of BK services and the essence of professionalism in practice, can be used as benchmarks for assessing the quality of services provided. Based on Decree of the Minister of Education and Culture Number 025/O/1995, the primary objective of guidance and counseling in schools is to provide support services to students, both individually and in groups, so that they can optimally develop their independence and potential in personal, social, learning, and career aspects through various types of services and supporting activities based on applicable norms. Thus, students' positive attitudes toward BK teachers have the potential to strengthen their involvement in service activities, increase self-confidence, and encourage the success of guidance and counseling programs in helping students achieve optimal development.

The quality of guidance and counseling services in the educational context is greatly influenced by the competence and professionalism of Guidance and Counseling (BK) teachers in carrying out their roles. A professional BK teacher is a key factor in supporting the overall development of students, including academic, emotional, social, learning, and career planning. The professionalism of a BK teacher not only impacts the creation of a conducive learning environment and improves students' psychological well-being, but also plays a crucial role in providing effective and targeted career guidance services. In designing BK services in schools, BK teachers are required to have a deep understanding of the basic concepts of BK implementation so that every activity is aligned with the scientific foundation and applicable principles. A comprehensive understanding of the theory, principles, and practices of guidance and counseling enables BK teachers to implement services professionally, systematically, and ethically. As stated by Prayitno and Erman (2013), BK teachers must continually deepen their knowledge and scientific insight, thereby enhancing their professionalism and experience in providing quality guidance and counseling services in educational settings.

Based on the results of observations and initial interviews conducted on February 5, 2025 at State Senior High School 17 Medan, it was obtained that the Guidance and Counseling (BK) teacher had demonstrated good professional competence in accordance with the provisions of the Counselor Academic and Competency Qualification Standards, as regulated in the Minister of National Education Regulation Number 27 of 2008. These professional competencies include the ability to understand the concept and practice of assessment to identify the needs and problems of counselees, mastery of guidance and counseling theory and practice, design and implementation of comprehensive BK programs, assessment of the process and results of BK activities, awareness and commitment to professional ethics, and mastery of concepts and application of research in the field of guidance and counseling. BK teachers at State Senior High School 17 Medan have also met the academic qualifications as a Bachelor of Education (S-1) in the field of guidance and counseling. Before designing a service program, the guidance and counseling teacher first conducts a needs analysis

(need assessment) using various instruments such as the Problem Checklist (DCM), sociometry, and the Problem Revealing Tool (AUM), and utilizes the assessment results appropriately in service implementation. Inhibiting factors for guidance and counseling teachers in implementing the guidance and counseling program at State Senior High School 17 Medan, in implementing group counseling services are not optimal because they interfere with study hours, if after school some students participate in extracurricular activities. Students have a positive attitude towards the guidance and counseling teacher at State Senior High School 17 Medan, where the guidance and counseling teacher uses an approach that suits their needs. The guidance and counseling teacher uses interactive, supportive, and solution-based techniques, such as group discussions or personal counseling that involve students. However, there are data on student complaints about the lack of openness and trust towards guidance and counseling teachers, students feel unsafe to open up to guidance and counseling teachers because they are worried that their problems will be disseminated.

Referring to the background description that has been described, this topic is considered interesting and relevant to be studied because it is directly related to the important role of guidance and counseling teachers in improving the quality of services and achieving educational goals in schools. Students' attitudes towards the professional competence of guidance and counseling teachers are an important aspect that needs to be studied, considering that students' perceptions and responses can influence the effectiveness of the implementation of guidance and counseling services. Based on the description above, this study focuses on the relationship between students' attitudes and the professional competence of guidance and counseling teachers as an effort to gain empirical understanding regarding the implementation of guidance and counseling services in formal educational environments. Based on these considerations, this study is entitled "Student Attitudes towards the Professional Competence of Guidance and Counseling Teachers at State Senior High School 17 Medan."

Method

This study uses a descriptive quantitative approach with a survey method to describe students' attitudes towards the professional competence of guidance and counseling teachers. Data sources were obtained from students in grades X, XI, and XII of SMA Negeri 17 Medan in the even semester of the 2024/2025 academic year. Data were collected over two months through the distribution of a Likert-scale questionnaire based on Google Forms that had been tested for validity and reliability using SPSS version 25. The study population was 861 students, with a sample of 273 students determined using the Slovin formula with a proportionate stratified random sampling technique, so that each grade level was represented proportionally. The research instrument was compiled based on indicators of students' attitudes towards the professional competence of guidance and counseling teachers and was used as the main tool in data collection. The collected data were processed and analyzed using descriptive statistics, including the calculation of scores, averages, percentages, and standard deviations. The results of the analysis are presented in the form of tables and frequency distributions, then interpreted based on interval categorization to obtain an objective picture of the level of students' attitudes towards the professional competence of guidance and counseling teachers.

Result and Discussion

A. Descriptive Results of Students' Attitudes Towards the Professional Competence of Guidance and Counseling Teachers

Based on the results of processing questionnaire data from 256 student respondents at SMA Negeri 12 Medan, the distribution of overall student attitude scores towards the social competence of BK teachers was obtained as shown in Table 1 as follows.

Table 1. Distribution of Students' Attitudes Towards the Professional Competence of Guidance and Counseling Teachers

Attitude Category	Rentang Skor	Jumlah Siswa	% (of 262 students)
Very Negative	255-262	38	14,5%
Negative	263-272	83	31,7%
Positive	273-280	97	37,0%
Very Positive	281-289	44	16,8%

To facilitate understanding of the data on students' attitudes towards the professional competence of guidance and counseling teachers at State Senior High School 17 Medan as a whole, it can be seen in the form of a pie chart as shown in Figure 1 below.

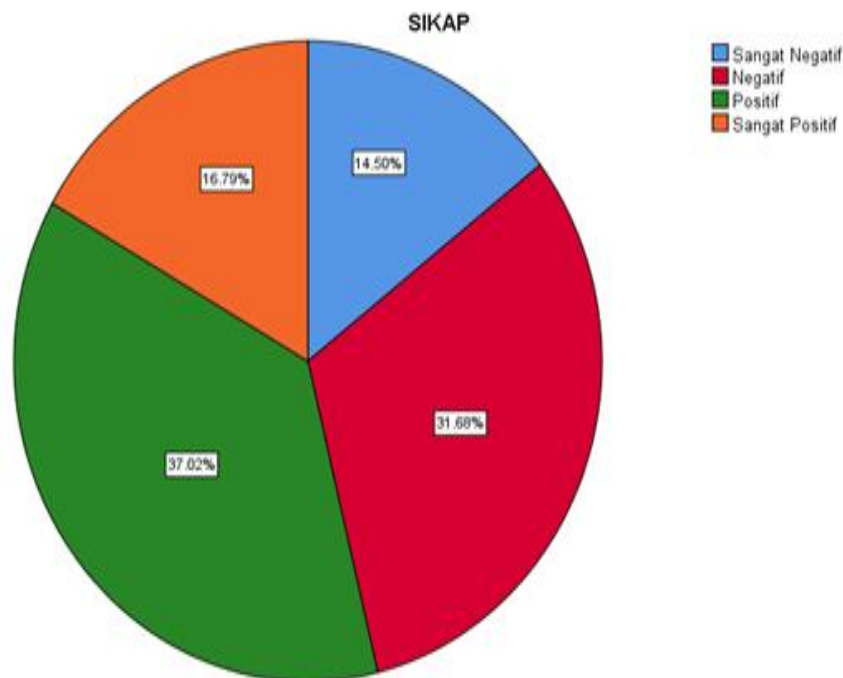


Figure 1. Overall Portion of Students' Attitudes Towards the Professional Competence of Guidance and Counseling Teachers at State Senior High School 17 Medan

B. Descriptive Results of Students' Attitudes Towards the Professional Competence of Guidance and Counseling Teachers Based on Each Attitude Aspect

Based on the results of processing questionnaire data from 256 student respondents at State Senior High School 12 Medan, the distribution of attitude scores of male and female students towards the social competence of Guidance and Counseling teachers in each attitude aspect is obtained, as shown in Table 2 as follows.

Table 2. Frequency Distribution of Students' Attitudes Towards the Professional Competence of Guidance and Counseling Teachers

Acceptance Aspect				
Frequency	Acceptance Aspect			
	SN	N	P	SP
Amount	29	51	167	15
(%)	11,1	19,5	63,7	15,7

Responding Aspect				
Frequency	Responding Aspect			
	SN	N	P	SP
Amount	48	60	111	43
Persen (%)	18,3	22,9	42,4	116,4

Assessment Aspects				
Frequency	Assessment Aspects			
	SN	N	P	SP
Amount	38	80	94	50
Persen (%)	14,5	35	35,9	119,1

Organizing Aspects

Frequency	Organizing Aspects			
	SN	N	P	SP
Amount	41	90	84	47
Persen (%)	15,6	34,4	32,1	117,9

Characterization Aspects

Frequency	Characterization Aspects			
	SN	N	P	SP
Amount	42	77	104	39
Persen (%)	16,0	29,4	39,7	114,9

(a) Students' Attitudes Towards the Professional Competence of Guidance and Counseling Teachers as a Whole

Based on the results of data analysis, overall student attitudes towards the professional competence of guidance and counseling teachers at SMA Negeri 17 Medan are in the positive category, with an average score of 285.36. The data distribution shows that 38 students (14.5%) are in the very negative category, 83 students (31.7%) are in the positive category, and 44 students (16.8%) are in the very positive category. These findings indicate that the majority of students have a positive assessment of the social competence of guidance and counseling teachers, although a relatively balanced proportion was found between the positive and negative categories. A total of 37.0% of students are in the positive category, while 31.7% are in the negative category. According to Winkel and Hastuti (2023), the effectiveness of guidance and counseling services is greatly influenced by students' attitudes and level of trust in guidance and counseling teachers. If students have a positive view and consider guidance and counseling teachers competent, they will be more open, cooperative, and willing to participate in guidance activities. Conversely, if students' attitudes are negative, guidance and counseling services will be difficult to accept and will not have a maximum impact on student development. The percentage difference of only around 5.3% shows that students' positive attitudes towards the professional competence of guidance and counseling teachers are not yet completely dominant, because there are still quite a lot of students who have negative views.

Based on the data obtained, the average student attitude toward the professional competence of guidance and counseling teachers at State Senior High School 17 Medan is in the positive category. The professional competence of guidance and counseling teachers significantly influences positive attitudes and guidance and counseling services at the school (Nurul & Rini, 2023). Guidance and counseling teachers have demonstrated professional competence capable of fostering positive student attitudes, although improvements in organizational indicators are still needed to better integrate guidance values into their daily lives.

B. Students' Attitudes Towards the Professional Competence of Guidance and Counseling Teachers Based on Each Attitude Aspect

1) Acceptance Aspect

The acceptance aspect is the initial stage of the affective domain, indicating students' willingness to pay attention to and accept the object of their attitude (Krathwohl, Bloom, & Masia, 1964). The results showed that the majority of students were in the positive category, indicating that they had accepted and paid attention to the role and professional competence of guidance and counseling teachers. This Finding reflects that guidance and counseling teachers are able to foster student trust and acceptance through professional and empathetic services.

2) Responding aspect

The responding aspect describes students' active involvement in the attitude object through participation and concrete responses (Krathwohl et al., 1964). The results of the study showed that the responding indicator was in the positive category, meaning students were willing to participate in guidance and counseling services, such as attending, asking questions, and consulting. This indicates that the professional competence of guidance and counseling teachers is able to encourage active student participation. This finding aligns with Rahayu (2020) who stated that guidance and counseling teachers' communication style and empathy influence students' positive responses to guidance services.

3) Assessment aspect

The Assessment aspect indicates the stage when students begin to appreciate and consider the role of guidance counselors as valuable (Krathwohl et al., 1964). The results of the study indicate that this indicator is in the positive category, indicating that students assess guidance counselors as having good professional competence and providing useful services. Students begin to internalize positive values regarding the professionalism of guidance counselors. This finding aligns with Usman (2024) and Siti Aisyah (2024) who stated that the professionalism and empathy of guidance counselors contribute to students' appreciation and positive perceptions of guidance counseling services.

4) Organizational aspect

The organizational aspect is the stage of integrating values into students' personal value systems (Krathwohl et al., 1964). The results of the study showed this indicator was in the negative category, indicating that some students were unable to organize the professional values of guidance and counseling teachers into their daily attitudes and behaviors. This condition indicates that although students have accepted and valued the role of guidance and counseling teachers, internalization of these values has not been optimal. This finding aligns with Fitriyani (2021) who stated that limited interpersonal communication and understanding of the role of guidance and counseling can hinder students' positive organizational attitudes.

5) Characterization aspect

Characterization is the highest stage of the affective domain, where professional values have become part of students' attitudes and behavior patterns (Krathwohl et al., 1964). The results of the study showed that this indicator is in the positive category, indicating that some students have used the professional values of guidance and counseling teachers as behavioral guidelines, such as discipline, responsibility, and respect. This finding is in line with Siti Aisyah (2024) and Sari & Nurhayati (2023) who stated that the professional competence of guidance and counseling teachers has a significant influence on the formation of students' attitudes and character.

Conclusion

Students' attitudes toward the professional competence of guidance and counseling teachers at State Senior High School 17 Medan are in the positive category, which illustrates that students have positive views and assessments of the professionalism of guidance and counseling teachers. Guidance and counseling teachers have demonstrated professional competence that is able to foster positive attitudes in students, although improvements are still needed in the organizational indicators so that students are better able to integrate the values of guidance and counseling into their daily lives. Students' attitudes toward the professional competence of guidance and counseling teachers are divided into five indicators, namely, acceptance, response, assessment, organization, and characterization. The indicators of acceptance, response, assessment, and characterization are in the positive category. Then the organizational indicator is in the negative category.

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