



---

## **Actual and Ideal Character of Professional Counselor Based on Expert Standardization for the State University of Medan Students**

Abdul Murad<sup>a\*</sup>, Asih Menanti<sup>b</sup>

<sup>a,b</sup>*Department of Education and Counseling State University of Medan,, Jl. Willem Iskandar Pasar V Medan  
and Postcode 20221, Indonesia*

<sup>a</sup>*Email: [abdulmur4d@gmail.com](mailto:abdulmur4d@gmail.com)*

<sup>b</sup>*Email: [asih\\_menanti@yahoo.com](mailto:asih_menanti@yahoo.com)*

### **Abstract**

This study dealt with Research and Development / R & D or Research-Based Development / RBD. The purpose of this research is to determine the performance of the ideal and actual "professional counselor" character of Study Program BK FIP UNIMED students with based on standardization experts. The subjects were students and experts of Study Program BK UNIMED FIP. The experts consisted of 21 persons and students consisted of 160 persons. The data collection was conducted in classical and individual, using character scale of "professional counselor" and explored through interview toward representative of experts and student. The data analysis administered by percentage calculation and categorization of data. The results showed in characteristics or indicators of ideal "professional counselor" character, the average is considered very important by the experts or by students to be owned as a professional counselor. The calculations showed 4.98 and 4.75 of the average maximum 5.00. While the ideal character of "professional counselor", which is to actualize in ourselves the students on the average of 3.47, including sufficient, from an average of 5.00 maximum. The range between the ideal characters of "professional counselor" according to experts and students with the students actual character of "professional counselor" on the average of 1.41 and 1.38, included sufficient.

---

\* Corresponding author.

Based on the results of the study concluded that the difference in average scores ideal character by experts and students with the actual score of students there's quite a gap, so it means need training. It is suggested to enhance by building their awareness about the importance of internalizing the character of a professional counselor. Development of this awareness on campus is done by a variety of ways including the entire academic community, especially the lecture as the person who is his/her interaction in the highest frequency with students. Nevertheless the involvement and the leadership model as a role-model in everyday behavior.

**Keywords:** actual and ideal character of professional counselor; expert standardization.

## **1. Introduction**

Character is a very important part for the individual, as well as for an institution (institution) also for a profession, where it is attached to the character. The level of significance of the character is the result of good character that gives a positive value for the individual virtue and gave high self-esteem. "Character is destiny" (Heraclitus) as stated by the authors in [1,2,3]. Characters became increasingly important due to bad character will cause losses even disastrous. It thus has been proven in many aspects of life, and has polluted education field. At the national level, the good character of Indonesian human that will raise and make proud the country, and a bad character will disrupt the development of the nation and also can fragile the strength of Indonesia. Individual character accumulates become group character, community character, national character, world character. With this growing level of character, then establish, increase, improve the character can be started from the character of the individuals. Nonetheless, character building can be made through the group's strategy. This study is part of an effort to develop a national character, which starts from individual analysis unit, which then become group character, in this study, the character of the profession "professional counselor" at school. Counselors or Guidance and Counseling teachers have a very broad impact, because they are as the models and developers of student character in school, also teachers at school, who consist of thousands at the national level. Character building contained in the national development mission which is positioned on the first sequence of eight missions, as it is listed in the National Long-Term Development Plan for 2005-2025 (Act No. 17 of 2007), that "the realization of national character ... based on the moral of Pancasila ... "[4,5,6]. Character building is also placed on the Indonesian National Education Goals, namely to build human character, not only the human savvy intellect (consult UU RI Tahun 2003 tentang Sistem Pendidikan Nasional) [7]. Abroad Indonesia, as stated by Martin Luther King, JR, as a fighter of the other fighters. With the author in [8] wrote that intelligence coupled with the character, then that's the real purpose of education.

In the university, mainly State University of Medan, character development is prioritized, it appears in the slogan phrase of Medan State University as "The Character Building University as noted by the authors in [9]. Medan State University the character building university that covers all citizens of the State University of Medan. This study focus on research that result is useful for character building of students and alumni undergraduate Educational Psychology (PPB) Study Program Guidance and Counseling (BK), students and alumni of Counselor Education Profession (PPK), and alumni of Teacher Profession Education of Guidance and Counseling (PPG BK), they required the development and / or strengthening of the character as a "professional counselor". The training required the "standard" as a reference.

Research on the character of students Study Program BK UNIMED FIP was encouraged not only by the consideration of concepts, beyond that, by observation and researcher's study as lecturer of BK FIP UNIMED students. From the observation and research, the researchers concluded that they need development training, strengthening the character of "professional counselor". Three studies conducted by Menanti in 2011, 2012, 2013 on self-efficacy, empathy, and self-control indicated that the character of students Study Program BK FIP UNIMED on all three of characters can be adequate, but require development [10,11,12] , Based on the exposure on the whereabouts or the condition of character in the middle of the Indonesian nation establishment, and the results of the study, the researchers conducted a study of "professional counselor" character which consists of aspects of the core characters, main and supporting, the students Study Program BK FIP UNIMED.

### ***1.1. Formulation of the problem***

The problem in the research is how the characteristics of actual and ideal "professional counselor" of Study Program BK FIP UNIMED students based on standardization of expert opinion. It can be explained in detail into the following:

- How are the standards of the character building "professional counselor" formulated by the researchers based on the analysis of literature?
- How are the standards of the character building "professional counselor" formulated by the collaboration opinion of experts from Educational Psychology and Counseling FIP UNIMED?
- How are the performances of "professional counselor" character that recommend (ideally) by Study Program BK FIP UNIMED students based on a standard of character building formulated by experts?
- How are the performances (achievement) of actual "professional counselor" character of Study Program BK FIP UNIMED students based on a standard character building formulated by experts?

### ***1.2. Purpose and importance of study***

The purpose of the study is to standardize the characteristics of "professional counselor" and use it to measure the characteristics of actual and ideal "professional counselor" of Study Program BK FIP UNIMED student. The importance of the study emphasized on results in the form of a standardized "professional counselor" character that was used as a reference in determining the character that should be possessed by a professional counselor / guidance and counseling teacher. The existence of the standard means having the standardized instrument to measure all character of "professional counselor".

The Measurability character of professional counselor" actualized the student and the gap between the actual characters of "professional counselor" will be actualized with idealized by experts and students, is vital urgency for the base line development. This study contributes to the redefinition of the characteristics of the "professional counselor" character in accordance with the periods of change worldwide in the science, technology, art, and needs.

## **2. Review of literature**

According to the author, the "professional counselor" character is derived from the following elements: 1) The vision, mission, and goals of Study Program BK FIP UNIMED, 2) The nature of BK, 3) professional counselor competence Standard, namely pedagogical, personal, social, and professional competences, 3) the comprehensive character, encompassing the knowing, feeling, and behavior, 4) the character of the nation, the values of Pancasila in form of way to think, mind, sense and intention, and sports, 5) Code ethics of guidance and counseling association, 6) the foundation of the culture, the culture of collectivism and self-concept of interdependent, 7) philosophical bases, 8) religion bases.

Departure from the elements mentioned above, the standard character of "professional counselor" is limited to the core, main and supporting characters, as follows: 1) the principal character (core): (1) feeling proud (big hearts), (2) happy, (3) satisfied, and (4) love in the profession of helper 2) main character: (1) sensitive to self-needs, (2) empathetic toward others, (3) responsibility, (4) honestly, (5) highly commitment to the enactment of the code ethics and principles of BK, (6) respect other person / clients, (7) self role-model (become a model in the school environment), (8) consistent, 3) supporting character: (1) needs to affiliate (become part of a group / others), (2) flexible (friendly or familiar), (3) self-control, (4) self-efficacy, (5) objectives, (6) discipline, (7) the commitment to religious values and norms of society, (8) commitment in self-development.

Study Program BK FIP UNIMED has the vision of becoming study program that leading in teaching, research, and community service in the field of multicultural and characterized guidance and counseling in the regional and national level until 2017 (Accreditation Study Program BK UNIMED FIP, 2013) [13]. It shown that Study Program BK FIP UNIMED has a vision of "character", and in turn generated to alumni profile that graduated. In accordance with its vision, Study Program BK UNIMED FIP has six missions, including the direct relate with character is the mission of point 1 (one) and 4 (four). First point is that Study Program FIP BK UNIMED organizes qualified and characterized of multicultural counseling scholar education, and the fourth item is that Study Program BK FIP UNIMED develops student program and alumni to establish a characterized scientific culture. Meanwhile the purpose of the establishment of Study Program BK FIP UNIMED is to formulate character as the purpose of the first point, which resulted in human resources devoted to God Almighty, professionals in the field of qualified multicultural and characterized guidance counseling, so it has high competitiveness in the regional and national level.

Counselor is a person whose primary job is counseling. McLeod point out counseling as follows: "The term" *counseling includes work with individuals and relationships with the which may be developmental, crisis support, psychotherapeutic, guiding or problem solving ... The task of counseling is to give the "client" an opportunity to explore, discover and clarify ways of living more satisfyingly and resourcefully* "(BAC, 1984). *"Counselling denotes a relationship between a trained professional counselor and a client. This relationship is usually person-to-person, it may sometimes involve; although more than two people. It is designed to help clients to understand and clarify Reviews their views of Reviews their life space, and to learn to reach Reviews their self-determined goals through meaningful, well-informed choices and through the resolution of problems of an emotional or interpersonal nature"* [14].

Both quotes above it appears that the term implies counseling includes working with lots of people and

relationships that may be self-development, support to the crisis, psychotherapist, guidance or problems solving. The task of counseling is to provide an opportunity for clients to explore, discover and describe more satisfying and intelligent ways of living. Counseling indicates the professional relationship between well- trained counselors with clients. Counseling is designed to help / assist clients to understand and explain their perceptive on life, and to help achieve the goal of determining themselves through informed choices kindly and meaningful to them, and solving emotional problems or interpersonal character. Definition of counseling could be concentrate on the process, The authors in [15] noted that *“counseling is an interpersonal helping procedure which begins with client exploration for the purpose of identifying thinking, feeling, and doing processes which are in any way self-defeating or which require upgrading”*. Counseling is a procedure that helping interpersonal that begin by client’s exploration in aims to identify thoughts, feelings and false / distorted action process or that require improvement.

Counseling dealt with continuation of guidance, if the guidance ineffectively solve the problems of clients, then continue by counseling..*“Guidance is a term which is broader than counseling and which includes counseling as one of its services”*. According to Tolbert in author in [16] wrote, *“Guidance is the total programmed or all the activities and services engaged in by an educational institution that are primarily aimed at assisting and individual to make and carry out adequate plans and to achieve satisfactory adjustment in all aspects of his daily life”*. Then confirmed by *“Guidance is not teaching but it may be done by teachers”*.

Related to the functions and role of counseling, *Role statement-The School Counselor by American School Counselor Association*, and stated by the authors in [17], that *“The school counselor a certified professional educator who assists student, teachers, parents, and administrators”*. Then emphasized that *“The three generally recognized helping processes used by the counselor are counseling, consulting and coordinating. At the middle / junior high school counselors, counselors perform the functions of orientation, assessment and measurement, counseling, consultation, and placement. Nayak stated three functions of guidance and counseling, which are the function of adjust mental, orientation, and developmental [18]. Then Jacko and Enose stated that leadership in guidance and counseling should be provided by trained counselors in every school. It should be their duty to co-ordinate efforts of several teachers and students in school who assist in group and individual counseling [19].*

Basically, a professional counselor is a counselor who is able to perform the role, functions, and duties to help others to alleviate the problem so that it can adapt to the environment and live comfortably. In carrying out these functions, counselor profession is an area of special work carried out on the basis of, among other things "have the competence assignment"" (consult Undang-Undang RI Nomor 14 tahun 2005, Bab III, pasal 7, ayat 1, butir d) [20].The intact figure of counselor competencies includes academic and professional competences as one unity (Peraturan Menteri Pendidikan Nasional RI, Nomor 27 Tahun 2008) [21]. The formation of teachers' academic competence of Guidance Counseling at Undergraduate Education and Professional Counselors competence formation in PPG or KDP. When the standard formula of counselor competencies organized into four competences of educators as contained in the Government's regulations No. 19 of 2005 [22], then the formulation of academic competence and professional counselors can be categorized into pedagogical, personality, social, and professional competences.

Thomas wrote in his book *“Educating for Character”* express as follow: *“Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior”*. *“Good character consists of knowing the good, desiring the good, and doing the good-habits of the mind, habits of the heart, and habits of action...”* *“... all the three make up moral maturity”*[23]. The character of "professional counselor" on Study Program BK FIP UNIMED derived from the following elements: 1) The vision, mission, and purposes of Study Program BK FIP UNIMED, 2) The nature BK 3) standard of competence in professional counselor, 3) the character of a comprehensive, which includes knowing, feeling, and behavior, 4) the character of the nation, the values of Pancasila in form of way to think, mind, sense and intention, and sports, 6) Code Conduct of Guidance and Counseling Association, 7) the foundation of culture, namely cultural concepts of collectivism and self-interdependent, 8) The philosophical foundation, 9) The foundation of religion. From the elements above, the important character internalized by the counselor includes principal characters (core), the main character and supporting character as has been stated.

### **3. Materials and methods**

#### **3.1. Research design**

This study is a Research-Based Development, which refers to the principles and procedures of research and development by Borg and Gall. The authors in [24,25] stated *“educational research and development (sometimes called research based development) is process used to develop and validate (educational) products”*. The main purpose of Research-Based Development is to develop effective products to meet the needs. In this research the products that will be developed is the character of "professional counselor" based on expert opinion, and the measurement results of ideal and actual "professional counselor" character of students of Department of Guidance and counseling, Faculty of Education, State University of Medan.

#### **3.2. Research subject**

Subjects were experts of Guidance and counseling department consisted of 21 persons and students of Study Program BK FIP UNIMED in the 5th semester consist of 160 persons. Research conducted at the University of Medan, Faculty of Education, Department of Guidance and Counseling.

#### **3.3. Data collection technique**

Research using character scale data collection tool "professional counselor" compiled by researchers, and is equipped with a guidance interview to explore the data revealed by the questionnaire.

#### **3.4. Data analysis technique**

Data analysis administered percentage calculation and data categorization. The percentage administered to determine the performance character "professional counselor" who actually existed on student and the ideal. Categorization of data is done on clarifying the data from several different sources, namely the source experts, practitioners, and students.

4. Result

4.1. Standard character building of "professional counselor" formulated by researchers

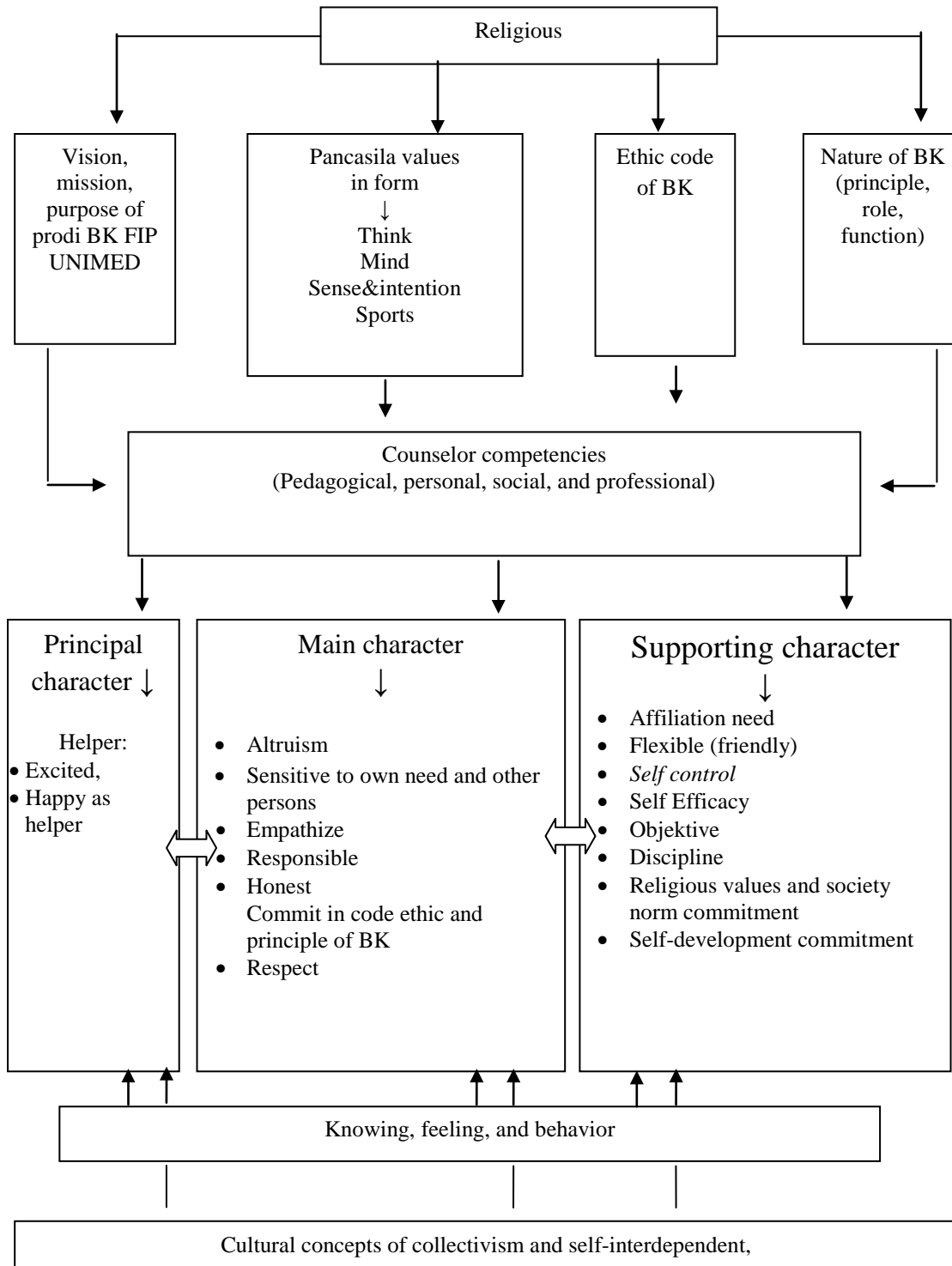


Figure1: Standard character building of "professional counselor" researcher formulation

Figure 1 indicates the basic values of religious, Pancasila, vision and mission and purpose Study Program BK FIP UNIMED, the essence of ethics or code of conduct BK, BK scientific and professional demands BK teacher / counselor that includes personal competence, social, pedagogic and professional competence, as the result is the characteristics of the character of "professional counselor". Twenty professional counselor characteristics established by considering the concept that character consists of knowing, feeling, and action, which is motivated by the collectivism cultural orientation and / or interdependent self-construal.

**4.2. Standard character building of "professional counselor" was formulated based on the expert opinion of Educational Psychology and Counseling FIP UNIMED**

The character of "professional counselor" in the aspect of principal character (core), experts enhances the indicators / characteristics by including "love profession as a helper and" satisfactory to help / help to alleviate the problem." In the aspect of the main character, expert extends the characteristic "self- modeling (as a model in the school environment)" and "consistent".

**4.3. The performance Character of "Professional Counselor" Ideal According to experts Study Program BK FIP UNIMED**

**Table 1:** Character of ideal "professional counselor" according to experts

No	The character aspect of "professional counselor"	Average	Categorization
1	Principal (core)	5	Very High
2	Main	5	Very High
3	Supporting	4,96	Very High
	Average	4,98	Very High

**4.4. The Performance Character of "Professional Counselor" Ideal According to Study Program BK FIP UNIMED Students**

**Table 2:** Character of ideal "professional counselor" according to students

No	The character aspect of "professional counselor"	Average	Categorization
1	Principal (core)	4,91	Very High
2	Main	4,36	High
3	Supporting	4,98	Very High
	Average	4,75	Very High

**4.5. The performance Character of "Professional Counselor" Actual Study Program BK FIP UNIMED Students**



**Table 3:** Character of actual "professional counselor" students

No	The character aspect of "professional counselor"	Average	Categorization
1	Principal (core)	3,55	Sufficient
2	Main	4,20	High
3	Supporting	2,66	Sufficient
	Average	3,47	Sufficient

**4.6. The Margin Score Character of Ideal "Professional Counselor" to Experts and Students with Actual Students Character According to Study Program BK FIP UNIMED**

Based on the research outcomes mentioned above, the characters of ideal "professional counselor" in students point of view is important to be maintained / enhanced so their views on the character of the principal (core) in accordance with the views according to experts, despite the difference in views is small, the view according to students is smaller by 0,03 from the views of experts. The improvement, particularly on the characteristics of the principal characters (core) points 1, 3, 4; characteristics of the main character item 4, 7, and characteristics of the supporting characters point 10.

The character of "professional counselor" ideal in the view of experts and according to the view that the overall characteristics of the character is higher than the actualize students, demanding the actual character of students increased to approach the character of "professional counselor" ideal. The increasing actual character of students is done in some approximation theory / concept, by applying psychological theory of behaviorism through the concept of reward and if necessary punishment toward students. It's very important to be applied cognitive psychology theory through the concept of student insight enrichment about the importance of character of "professional counselor" is internalized by Guidance and Counseling teacher candidates. In addition, the character modeling is an approach of social learning theory needed by the students, especially modeled by the leaders, and lectures.

The character development of student internal factors can be done by searching for inspiration (inspiring character). Inspiration obtained through reflections on everyday life experiences, relationships with peers, the events of morals in society and in the mass-media, and through the contemplation of the teachings and religious figures stories. High frequency social interaction directly or by media will provide vast opportunity for character development.

The constraints/limitations of this study is necessary to well-defined. The instrument of data collection for experts and for students was using by completing the scale/questioner. In order to find more reliable and valid results, additional instrument for development material further such as depth interview to explore and probe the questioner data. This study also was not done on the sufficient/bigger sample.

**Table 4:** The margin score character of ideal "professional counselor" to experts and to students with actual student characters

No.	Components character	Average score of ideal character to students	Average score of ideal character to experts	Average score of actual character to students	Average scores of margin of character ideal-actual students
1	Principal character (core): 1) Feel excited (pride) in the profession as a helper	4,76	5	2,92	1,84
	2) Loved the profession as a helper	5	5	4,01	0,99
	3) Feel happy in the profession as a helper	4,99	5	3,77	1,22
	4) Feel satisfied in the profession as a helper	4,89	5	3,5	1,39
	Average of principal characters (core)	4,91	5	3,55	1,36
2	Main Character: 1) ) Sensitive to own needs	5	5	3,80	1,20
	2) Empathize Ability to other people	5	5	3,19	1,81
	3) Responsible	5	5	4,22	0,78
	4) Honest	4,93	5	4,51	0,42
	5) Commit to ethics code and principles of guidance and counseling	5	5	4,64	0,36
	6) Respect others	5	5	4,91	0,9
	7) Self-model at school	4,95	5	4,49	0,46
	8) Consistent	5	5	3,83	1,17
	Average of main characters	4,99	5	4,20	0,79
3	Supporting character: 1) Need for affiliation	4,90	4,76	4,23	0,67
	2) Flexible (friendly)	4,92	4,90	2,21	2,71
	3) Self-control ability	5	5	1,90	3,10
	4) Self- efficacy	5	5	2,07	2,93
	7) 5) Objective	5	5	2,10	2,90
	8) 6) Discipline	5	5	2,10	2,90
	7)Commitment to the societal norms and religious values	5	5	3,60	1,40
	8) Self-development commitment	4,89	4,90	3,07	1,82
	Average of supporting characters	4,96	4,95	2,66	2,30
Total average of character aspects	4,95	4,98	3,57	1,38	

## **5. Conclusions**

The following conclusions can be summarized:

- Characteristics character of "professional counselor" idealized by experts and students can be said equally, that it's equal in beholding the level of importance of the points that describe the character of "professional counselor". Featuring three aspects of the character "professional counselor" detected by expert the ideal score average 4.98 (very high), and to the students 4.95 (very high) than the average of maximum score 5.00 (very high).

In detail, based on aspects of the character known that the ideal score character of "professional counselor" in the aspect of the principal character (core), to expert the average 5.00 (very high) and to students 4.91 (very high) than the average of maximum 5.00. Based on main character aspect, to experts average 5.00 (very high) and to students 4,90 (very high) than the average of maximum score 5.00. Based on of supporting characters aspect, to experts average 04,95 (very high) and to students 4,96 (very high) than the average of maximum score 5.00.

- The average score of "professional counselor" characteristics that actually exist within the students, including sufficient, not even reached high. Detected average score 3.57 out of maximum average score 5.00. In detail based on aspects of the character, it is known that the actual score of students in the basic aspects of characters (core) 3.55 (sufficient) from the average maximum score 5.00. The main character aspect, 4.20 (high), and supporting characters aspects 2.66 (sufficient) than the average of maximum score 5.00.
- The average score margin of the ideal character to experts and to students with score of actual characters owned by students are detected gap enough that requires students actual character building. The average score margin of ideal character to experts with score of actual character possessed by student detected 1.41 (low) and the average score margin of the ideal character to students with score of actual character possessed student detected 1.38 (low).

Actualization character of "professional counselor" within the students could be improved by creating an understanding and awareness of the importance of counselor internalizing the character of professional counselors to schools and the wider community, based on the condition of students in school and community at present. This understanding and awareness development at milieu of campus could be done by all kinds of variety of means that involve the entire academic community, especially the faculty as the highest frequency of interaction with students. No less important is the involvement and the leadership model as a model character.

## **Acknowledgements**

The authors recognize that many parties involved in assisting the completion of this journal. Also I would like to express my heartfelt thanks to many parties. Therefore, on this occasion, authors would like to thank to the dean of education faculty and rector of State University of Medan who had supported completing this journal. Also many thanks are submitted to all of experts and students in State University of Medan involved in this journal

completing process.

## **References**

- [1] L. Thomas. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books. 1991. .
- [2] L. Thomas. *Mendidik untuk Membentuk Karakter: Bagaimana Sekolah Dapat Mengajarkan Sikap Hormat dan Tanggung Jawab*. Edisi Pertama. Diterjemahkan oleh Juma Abdu Wamaungo. Jakarta: Bumi Akara. 2012.
- [3] M. John & S. Mark. *Karakter-Karakter yang Menggugah Dunia*. Diterjemahkan oleh T. Hermaya. Jakarta: Gramedia Pustaka Utama. 2009, pp.i & iii..
- [4] Pemerintah Republik Indonesia. *Kebijakan Nasional: Pembangunan Karakter Bangsa*. Jakarta: Tahun 2010-2025.2013
- [5] Kementerian Pendidikan dan Kebudayaan. *Pendidikan Karakter di Perguruan Tinggi*. Jakarta: Dirjen Dikti, 2013.
- [6] Kementerian Pendidikan Nasional. *Naskah Akademik. Pendidikan Karakter di Perguruan Tinggi*. Jakarta: Dirjen Dikti, 2011.
- [7] Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. 2003.
- [8] L. Thomas. *Character Matters: Bagaimana Membantu Anak Mengembangkan Penilaian yang Baik, Integritas, dan Kebajikan Penting Lainnya*. Diterjemahkan oleh Juma Abdu Wamaungo & Jean Antunes Rudolf Zien. Jakarta: Bumi Aksara. 2012, pp.ix
- [9] A. Menanti, dan kawan-kawan. *Pendidikan Karakter: Membangun Budaya Akademik di Universitas Negeri Medan*. Medan: Unimed. 2012.
- [10] A. Menanti. *Meningkatkan Keterampilan Mahasiswa dalam Memahami Tingkah Laku Berbasis Teori Kepribadian melalui Implementasi “Pembelajaran Pengalaman Langsung” dan “Pemberian Umpan Balik” yang Berdampak pada Self Efficacy*. Medan: UNIMED. 2011.
- [11] A. Menanti. *Meningkatkan Kemampuan Mahasiswa dalam “Memaknai Bahasa Nonverbal” sebagai Integrasi Kelompok MKK melalui Implementasi “Pembelajaran Pengalaman Langsung” yang Membangun Karakter Self-Control*. Medan: UNIMED. 2012.
- [12] A. Menanti. *Meningkatkan Akurasi Empati Mahasiswa Study Program BK FIP UNIMED melalui Pembelajaran dengan Menggunakan Narasi Kasus dan Pengalaman Langsung pada Mata Kuliah Teori Kepribadian*. Medan: UNIMED. 2013.

- [13] Akreditasi Program Studi Sarjana: Borang Study Program Bimbingan dan Konseling Medan: UNIMED. 2013.
- [14] M. John. *An Introduction Counseling*. Buckingham: Open University Press. 2003,pp.7.
- [15] D. Wayne W. &V. John. *Counseling Technique that Work*. New York: Funk &Wagnall's. 1977,pp.17.
- [16] N. A. K. . *Guidance and Counselling*. New Delhi: APH Publishing Corporation. 1997,pp.3.
- [17] G. Robert L. & M. Marianne H. *Introduction to Counseling and Guidance*. New Yersey: Merrill, an Imprint of Prentice Hall. 1995,pp.58-59.
- [18] N. A. K. . *Guidance and Counselling*. New Delhi: APH Publishing Corporation. 1997,pp.4.
- [19] Jacko, A. & Enose, MWS (2010, May). "Educational Research and Reviews". *The Role of Guidance and Counseling in promoting student discipline in secondary school in Kenya: A case study of Kiswinu District* [On-line] 5 (5), pp 263 – 272. Available: //www.academicjournals.org/ERR[Feb. 1, 2017].
- [20] Undang-Undang RI Nomor 14 tentang Guru dan Dosen. Jakarta: Eko Jaya. 2005
- [21] Peraturan Pemerintah RI Nomor 27 tentang Kualifikasi Akademik dan Standar Kompetensi Konselor. Jakarta: Depdiknas RI. 2008.
- [22] Peraturan Pemerintah RI Nomor 19 tentang Standar Nasional Pendidikan. Jakarta: Depdiknas RI. 2005
- [23] L. Thomas. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books. 1991, pp.51.
- [24] B. Walter, R. et. al. *Educational Research: In Introduction*. New York: Boston South and Press. 1983.
- [25] A. Murad. "Standar Kualitas Kompetensi Konselor Professional". Disertasi, PPS Education University of Indonesia (UPI), Bandung, 2005.