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The Role of Guidance and Counseling Teachers in Establishing Education for Sustainable Development (ESD) in The Guidance and Counseling Service

Syarifah Salwaa^{a*}, Putri Ria Angelina^b, Noneng Siti Rosidah^c

^{a,b,c}Universitas Ibn Khaldun Bogor, Indonesia

* syarifahsalwaa2503@gmail.com

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ABSTRACT

One of the efforts in realizing the Sustainable Development Goals (SDGs) is through education. This approach through education is known as Education for Sustainable Development (ESD). Through good education, it will create quality human resources. Educators are one of the most important subjects in the field of education. One of the educators is involved in quality improvement education in secondary schools and guidance of teachers. This research focuses on the efforts of guidance and counseling teachers as educators in providing guidance and counseling services that are integrated with the concept of education for sustainable development. The purpose of this study is to determine the role of guidance and counseling teachers in realizing education for sustainable development (ESD) in guidance and counseling services. This research design combines a literature study methodology with a qualitative approach. Research data sources are sourced from literature such as books, mass media, articles in scientific journals, and others that are relevant. Based on the results of data search and analysis, it can be concluded that guidance and counseling teachers have a role in creating quality human resources by helping to optimize the potential and independence of students to achieve their life goals so that they can be responsible and integrate the idea of Education for Sustainable Development (ESD) into school guidance and counseling services to improve the quality of education and contribute to sustainable future development.

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1. INTRODUCTION

Every nation in the world, including Indonesia, must be able to realize 17 Sustainable Development Goals (SDGs). The emergence of SDGs as a global target in 2030, is a commitment at the global and local levels as an effort to improve the welfare of the

community stated through the UN session in 2015. SDGs can be realized in various fields, one of which is through the field of education. In the field of education, the concept of the approach used is called Education for Sustainable Development (ESD). According to Rieckmann (2018), the purpose of Education for Sustainable Development (ESD) is to developing abilities that enable and empower people to reflect on their own activities by taking into account the social, cultural, economic, and environmental implications from both local and global perspectives is the goal of education for sustainable development or ESD (Afiati et al., 2023). In this case, ESD can help develop learners' skills to take responsibility and contribute to sustainable development in the future.

Education is essential for a nation's progress. Through good education, it will create quality human resources. As Mulyasa (2007) argues, education is one of the vehicles that contributes to the quality of human resources, hence the level of education must always improve (Mardiana, 2021). In addition, education can also develop insights into knowledge, attitudes, social and cultural values so as to make individuals a skilled, intelligent, and noble figure. According to Fuad Ihsan (2010), Education is essential for human advancement, prosperity, and happiness, aligning with one's worldview (Hasanah, 2021). Therefore, a nation with good quality education will certainly have advanced and quality human resources.

In educating the nation's life, sustainable development is needed in all aspects of human life, one of which is by improving the quality of education in schools. Mulyasa (2006) explains that the requirements and advancements that take place on a local, national, and international scale must always be taken into consideration when designing the nation's educational system (Mahmud & Boy, 2023). In accordance with Republic of Indonesia Law Number 20 of 2003 regarding the National Education System, in Chapter II Article 3 which explains functions and objectives of National Education: "National education is a task to develop the skills and shape the character and world of the people with the right to learn the life of the nation , with the goal of developing the skills of students to become religious people, people who have the power of God Almighty, responsible people, intelligent people, intelligent people, creative people, democratic people, a man of authority" (Abbas et al., 2022). These functions and objectives become a reference for the education system in order to optimize the quality and quality of education in Indonesia.

Efforts to realize the functions and goals of national education are not easy. Efforts need to be made so that the education system can run well. One of them is through the role of education personnel. Educators or teachers are one of the main elements in the scope of education. Teachers have an important role in improving the quality of education in schools. Based on 2003 Law number 20, Article 39, Paragraph 1, which states that an institution's primary source of educational services is its school curriculum (Kania, 2020). The existence of teachers plays a role and contributes to realizing educational goals optimally in developing students so as to produce quality human resources and understand their role in advancing education for sustainable development. This is in line with Mulyasa's opinion (2005), that teachers play a very important role in assisting the development of students to realize their life goals optimally. One of the educators who play a role is the guidance and counseling teacher (Mursalin et al., 2017). The goal of having

school counselors on staff is to assist students reach their full potential and develop to the best of their abilities. The introduction of Regulation Number 27 of 2008 by the Minister of National Education states “The counsellor responsibilities are focused on the service area, which seeks to enable the individual receiving counseling to make decisions and reach their full potential in order to build a prosperous, caring, and productive life for the benefit of society” (Yuliani, 2022). Therefore, by providing guidance and counseling activities in schools, guidance and counseling teachers can help realize education for sustainable development.

According to Ardhiya, et al (2022), said that guidance and counseling teachers have an important role in the implementation of Sustainable Development Goals (SDGs), especially ESD (Afiati et al., 2023). The primary duty of school counselors is to optimize the potential and empower students in achieving their life goals so that they can develop skills, values, and attitudes within themselves. According to UNESCO (2016), ESD supports the development of knowledge, principles, and dispositions that empower students to live happy, healthy lives, make wise decisions, and address both local and global issues (Afiati et al., 2023). So between the duties of guidance and counseling teachers and ESD programs have a relationship with each other. The concept of sustainability in ESD also has similarities with the concept of comprehensive guidance and counseling, which expects students to be able to live independently in the future (Afiati et al., 2023). This will foster an individual mindset to be independent in developing their knowledge and skills as a learner. Because of this link, it is imperative that school counselors understand their role in the ESD implementation process. In order to prepare students to understand and apply the principles of sustainable living, guidance and counseling services must be implemented in schools. Therefore, guidance and counseling services can be carried out in accordance with the principles of education for sustainable development.

Based on the description that has been explained, this needs to be a concern for school counselors to support educational institutions in realizing education for sustainable development, especially in the application of counseling and assistance in educational settings. Therefore, the researcher is interested in conducting a study entitled “The Role of Guidance and Counseling Teachers in Realizing Education for Sustainable Development (ESD) in Guidance and Counseling Services”.

2. RESEARCH METHODS

This study employs a qualitative methodology. According to Moleong (2014), research aims to comprehend the phenomenon that the research subject experiences, such as behavior, perception, motivation, and action, holistically by means of verbal and linguistic description in a unique natural context using a variety of scientific methods (Rusandi & Muhammad Rusli, 2021). This study's methodology makes use of library research. Sugiyono (2012) defines library studies as theoretical investigations, citations, and other

scholarly works pertaining to the norms, culture, and values that emerge in the social context that is being studied (Sofiah et al., 2020).

The steps in library study research according to Kuhlthau (2002), namely Topic Selection, Information Exploration, Determining Research Focus, Collecting Data Sources, Preparing Data Presentation, and Preparing Reports (Mirzaqon & Purwoko, 2017).

In this study, the data required is information relevant to the focus of the study, namely the Role of Guidance and Counseling Teachers in Realizing Education for Sustainable Development (ESD) in Guidance and Counseling Services. Research data sources are sourced from literature such as books, mass media, articles in scientific journals, and others that meet the criteria and are relevant to the study of the discussion. The search includes the role of guidance and counseling teachers, Education for Sustainable Development (ESD), and guidance and counseling services.

This research was conducted with documentation studies as the data collection technique used. Sugiyono (2018) defines documentation study as the process that collects data and information from various sources, including books, archives, documents, numbers, and visuals that are reports and information to support research (Salim et al., 2022). This study's data analysis follows the Miles and Huberman (1992) paradigm, which includes data collection, reduction, presentation, and conclusion drafting and verification (Wandi et al., 2013).

3. RESULTS & DISCUSSION

The global and national commitment to the implementation of the Sustainable Development Goals (SDGs), which aims to improve the welfare of society, is one of the efforts to create positive changes, to attain a higher, more sustainable quality of life. The fourth goal of the 17 Sustainable Development Goals (SDGs) is to guarantee inclusive and equitable quality education and expand opportunities for lifelong learning for everyone. Quality education will create human resources who are capable of developing the values and potential within themselves to be able to contribute and be responsible for advancing the nation. Education for Sustainable Development (ESD) is an approach that can be used to achieve high-quality education. In integrating these principles in the education system, the role of educators is needed to assist sustainable development, especially by school counsellors. School counsellors play a vital role in advancing education by incorporating ESD concepts into guidance and counseling programs in schools, thereby achieving quality human resources.

3.1. The Role of Guidance and Counseling Teachers in Education for Sustainable Development (ESD)

A crucial component of an educational institution's efforts to raise the standard of instruction is guidance and counseling. In addition to emphasizing the advancement of science and technology, high-quality education also develops individual skills in personal aspects, social aspects, intellectual maturity aspects, and career readiness aspects. As stated in the Guidance and Counseling Guidelines (2016), in guidance and counseling, there are

four aspects of service that facilitate the development of each individual, namely in personal aspects, social aspects, academic aspects, and career aspects (Kemendikbud RI, 2016).

In application guidance and counseling in schools, school counsellors play a crucial role in delivering services to students. According to Achmad Juntika (2009), guidance and counseling teachers' responsibilities include assisting students in overcoming challenges in their academic pursuits and making adjustments to the educational, social, and professional environments (Rahmani, 2023). Where school counsellors have a contribution to developing students in various aspects through the services provided so that they can optimize their potential as a whole.

A teacher designated particularly to implement guidance and counseling in schools is known as a school counsellor. In line with Prayitno (1997), that guidance and counseling cannot be implemented by all teachers or any teacher (Ginting, 2021). Guidance and counseling teachers have an important role in supporting the development of students and creating a prosperous educational environment. Through the services provided, guidance and counseling teachers can assist students in overcoming problems or challenges that affect their psychological well-being by identifying the needs of each individual. Naturally, this is consistent with the coordinator and facilitator roles that school counselors have in the Merdeka Curriculum (Nurhakim, 2023). The role as coordinator of the teacher provides advice and counselling by realizing the psychological well-being of students. Meanwhile, as a facilitator, the guidance and counseling teacher's job is to help students to be able to actualize themselves so that they develop optimally.

As a professional in the field of psychology in educational institutions, guidance and counseling teachers have competency standards that need to be internalized in themselves. According to Prayitno (2009), guidance and counseling teachers must have four competencies, namely pedagogical competence, personality competence, social competence, and professional competence (Sari et al., 2021). Article 28 paragraph 3 of the National Education Standards explains that pedagogical competence is the capacity to manage learning, which includes comprehending students, planning and carrying out instruction, evaluating results from learning and building learners; personality competency is the ability to be consistent, resilient, grown up, smart, and empowering, to be a guide for pupils, and to have a noble personality; and social competence is the capacity of teachers to interact and communicate with students, other teachers, parents/guardians, and the community in an effective and efficient manner; lastly, professional competence is the depth and breadth of subject matter understanding that enables teachers to assist students in meeting the National Education Standards' competency requirements. The four competencies criteria aid in raising the quality of school counsellors, particularly when it comes to offering students expert services (Rofiqah, 2013).

The role of guidance and counseling teachers as coordinators and facilitators is an effort to facilitate students' discussions and activities so that they can disseminate sustainability values, help students understand how their decisions and actions affect the future, and actualize their potential in contributing and being responsible for sustainable development

in the future. Therefore, school counselors play a crucial role in implementing ESD through school-based services.

3.2. Integration of Education for Sustainable Development (ESD) in Guidance and Counseling Services

An approach in education through sustainable principles is needed as an effort to prepare the next generation of a responsible nation. According to UNESCO (2020), ESD helps in providing knowledge, skills, values, attitudes, and behaviors to develop responsible behavior in students and have integrity in maintaining the environment, economic sustainability, respect for cultural diversity, and community empowerment without exception in a balanced manner (Primasti, 2021).

Prayitno (2004) defines guidance and counseling as support services that help students become independent and grow to their full potential. These services include career, social, learning, and personal guidance as well as a variety of other services and activities that support students in line with accepted norms (Kamaluddin, 2011). According to ABKIN (2007), guidance and counseling are not learning activities such as scenes of teaching activities that are feasible for subject learning teachers, but rather expert services in the context of empowering students (Kamaluddin, 2011). In light of this, guidance and counseling can be defined as the process of helping people or groups by offering a range of services with the goal of empowering pupils.

Luddin (2010) said that guidance and counseling services aim to enable learners to develop their potential, overcome difficulties in understanding themselves, their environment, and their families, and identify and solve problems (Harahap, 2021). In addition, guidance and counseling services have several functions, according to Djahaut (2010) including understanding functions, prevention functions, and maintenance and development functions (Harahap, 2021). These goals and functions in guidance and counseling services are in accordance with the notion of Sustainable Development Education (ESD) to improve a person's abilities, morals, and attitudes in order to enable them to live a long, healthy life.

The integration of ESD concepts in guidance and counseling services can be realized by providing material, developing insights, and applying appropriate values for sustainable development so as to improve the quality of human resources through education. In an activity carried out by the Ministry of Education and Culture, namely the National Workshop on the Indonesian Initiative Towards Sustainable Education (ESD) in 2030 through the Indonesian National Commission for UNESCO (KNIU) on April 6, 2021, ESD plays an important role in supporting environmental care and culture activities in schools, increasing awareness and empowering individuals, especially students to be able to make decisions and actions as a responsibility for the environment, economic sustainability, and community welfare both now and in the future. This is stated in the SDGs, especially in target 4.7, namely education for sustainable development and global citizenship (Primasti, 2021). In order to achieve quality human resources in the future as a sustainable

development effort, the concept of ESD with the objectives of implementing guidance and counseling activities has a natural connection.

3.3. The Role of Guidance and Counseling Teachers in Realizing Education for Sustainable Development (ESD) in Guidance and Counseling Services

Teachers who specialize in guidance and counseling are among the educators who help shape the character of the country's young people. In addition, school counselors have the obligations of offering professional guidance and counseling activities to students. Therefore, the competence of school counsellor has urgency in helping improve the quality of education for sustainable development through guidance and counseling services.

Reaching the 2030 Sustainable Development Goals (SDGs) requires education for sustainable development (ESD). According to Novidsa et al, Rahman et al, and UNESCO, ESD is the main key to achieving SDGs, namely by providing broad and futuristic insights into the global environment and the formation of understanding, attitudes, and values that are relevant to the social, economic, and environmental life of the community (Purnamasari & Hanifah, 2021). Bayu Segara (2015) explains that the purpose of education for sustainability is to channel information and involve the community to be creative and have the skills to solve problems, both in the scientific field and social literacy (Putri, 2021). In this case, education for sustainability is a lifelong learning process and it is the responsibility of every individual and group to implement it in the cognitive domain, social-emotional domain, and behavioral domain.

Enhancing the standard of instruction in the cognitive, social-emotional, also behavioral domains, school counsellors need to be aware that pupils have goals and targets, according to (UNESCO, 2017) including the following:

- a) Cognitive learning objectives
 - 1) Students are aware of the important role of education and learning opportunities for all (formal learning, non-formal learning, and informal learning) as the

primary driver of sustainable development, improving the welfare of people, and achieving the goals of sustainable development.

- 2) Students consider education as a public good, a human right, and the basis for the realization of other rights.
 - 3) Students are aware of the disparities in educational opportunity and achievement, especially between boys and girls and in rural areas, and the causes of inadequate access to quality of education and lifelong learning opportunities.
 - 4) Students understand the important role of culture in achieving sustainability.
 - 5) Students know that education can create a stable, just and peaceful world.
- b) Social-emotional learning objectives
- 1) Students can increase the importance of quality education for everyone, people and all approaches to education, ESD and related ways.
 - 2) Students can motivate and empower others through collaborative processes to claim and use educational opportunities.
 - 3) Students can understand the value of education and analyze and identify their learning needs in their personal development.
 - 4) Students will understand the importance of their skills in improving their lives, especially for work and industry.
 - 5) Students can enroll in ESD.
- c) Behavioral learning objectives
- 1) Students can participate in the preparation and implementation of quality education for all, ESD and related approaches at different levels.
 - 2) Students can promote equality in education.
 - 3) Students can broadly request and support the development of policies that promote free, fair and quality education for all, ESD and relevant approaches aimed at safe educational institutions, availability and inclusion.
 - 4) Students can promote youth empowerment.
 - 5) Students can participate in self-learning throughout their life and use the knowledge gained from everyday situations to promote sustainable development.

The sustainable learning objectives above have similarities with the realm of guidance and counseling which focuses on cognitive aspects, affectionate aspects, and psychomotor aspects. These three aspects greatly affect student learning outcomes (Ulfah & Opan Arifudin, 2021). Therefore, the focus of goals in continuing education with guidance and counseling has the same orientation and is mutually sustainable. The implementation of guidance and counseling services integrated with the concept of ESD will optimize the role of guidance and counseling teachers as coordinators and facilitators for students. According to Tilbury (2011), the ESD learning process emphasizes critical reflection, clarifying principles, envisioning a bright future, thinking systematically, applying learning, and exploring the relationship between tradition and innovation (Afiati et al., 2023). Therefore, the role of guidance and counseling teachers in realizing ESD in guidance and counseling services can be realized by integrating the concept of ESD in guidance and counseling service activities as an effort of guidance and counseling teachers to be able to create

quality human resources through quality education, so that education for sustainable development can be realized optimally.

4. CONCLUSION & SUGGESTION

Based on the results of data search and analysis, it can be concluded that guidance and counseling teachers have a role in creating quality human resources by helping to optimize the potential and empower students to achieve their life goals so that they can be responsible and enhance the quality of education by implementing the idea of education for sustainable development (ESD) in school guidance and counselling activities, so helping to promote sustainable development in the future. Where the concept of ESD with guidance and counseling has the same domain in developing cognitive aspects, affectionate aspects, and behavioral aspects in students. Thus, integrating the concept of ESD in guidance and counseling activities through the role of school counselors as coordinators and facilitators must be completed as an attempt to improve students' abilities optimally for the realization of sustainable development.

Suggestions for schools to be able to incorporate the principles of sustainable development into the school curriculum, especially in guidance and counseling, so that sustainability values can be optimized. For school counselors, it is essential to keep improving their understanding and competence through training and supporting activities so that they can understand and apply ESD concepts to guidance and counselling activities. In addition, school counselors should build cooperation with government agencies or communities in supporting the implementation of ESD in schools. Regarding the education office, it is anticipated that they will create programs or activities that support school counselors in improving understanding and competence in conducting guidance and counseling programs in accordance with ESD principles. For future researchers, they should conduct field studies to directly examine the strategies that can support school counselors in applying ESD concepts in schools through guidance and counseling services.

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