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The Need for Guidance and Counseling Services at Higher Education Institutions in Indonesia

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Abstract--Currently, guidance and counseling services have been widely carried out, especially at the junior and senior high school levels, while the implementation at the university level has not been widely carried out. This study aimed to identify the need for guidance and counseling services at higher education institutions in Indonesia. Meta-analysis was conducted to review articles found from several databases, namely Google Scholar, PubMed, and Science Direct. The articles used were articles published from 2016-2021. The keywords used to find suitable articles were colleges, students, guidance, and counseling services. The inclusion criteria for articles used were full text, Indonesian or English, published at least in the last 5 years, discussing guidance and counseling services, the research population includes college stakeholders, namely vice chancellors, faculty leaders, head of study program, lecturers and students, and the research carried out in Indonesia. The search results for articles were listed in the PRISMA diagram. The results of the search for articles were analyzed by identifying and linking research questions, results and discussions with theories that were relevant to the topic. The results of the study showed that the need for guidance and counseling services was quite high, especially for students in increasing learning motivation; confidence; learning achievement; and learning discipline..

Keywords---guidance and counseling services, college student, college.

Introduction

Student in the current research referred to a term for individuals who are pursuing higher education at a university. Students are perceived as having a high level of intelligence in thinking and acting. Critical thinking and acting quickly and appropriately are traits that tend to be inherent in every student. Adaptation in the university environment for students often causes problems. Students are required to be able to create good social relationships, especially with peers. Student problems related to social anxiety are the main factors causing this anxiety. Student anxiety is seen in seminars and academic activities, namely the lecture process, task completion, report generation, practicum implementation, and final assignment completion as a graduation requirement to avoid Drop Out (Na'imah, Komalasari, & Wahyuni, 2016).

Students have different responses in encountering many demands that must be achieved by students (Maulia, 2019). It is expected that students will be able to respond positively to these demands by making adjustments to various external demands without overriding their own internal demands. Efforts to meet all these demands are not an easy activity for students, so many students do not graduate on time. Many students have not been able to make adjustments so that students face various problems related to academic and non-academic life. Academic problems are related to academic affairs on campus, for example grades, taking courses, conducting lectures, and so on. Meanwhile, non-academic problems are problems outside of academics experienced by students, for example regarding the family economy which involves tuition fees, the atmosphere in the family environment, student health conditions, and so on. In an effort to respond to this, it is necessary to have a service as a forum or place to vent to overcome various kinds of problems experienced by students (Lubis, 2021). The handling of problematic students is intended to provide opportunities for students to obtain guidance and direction through counseling, thus there is a need for guidance in the form of procedures for handling problematic students, so that there is uniformity in handling efforts while strengthening the role of universities which are not only educational institutions, but as a character-printing institution for students. Efforts to overcome the problems experienced by students during their education in universities can be in the form of guidance and counseling services are needed.

Several universities in Indonesia have implemented guidance and counseling services for students, such as Universitas Negeri Malang, Universitas Indonesia, Universitas Pendidikan Indonesia, Universitas Padjajaran, Universitas Negeri Islam Alauddin Makassar, and Universitas Negeri Islam Syarif Hidayatullah. In fact, there are quite a number of universities in Indonesia where students can obtain counseling and guidance services to solve their problems. However, in reality, there are still many universities that do not have guidance and counseling services. Guidance and counseling services in higher institutions are relatively new and have not been implemented properly by the universities, although

seminars or training on guidance and counseling services have been carried out step by step for lecturers who generally also serve as academic advisors. This shows that guidance and counseling services have not been entrenched among state and private universities. Ideally, every faculty should have a forum for guidance and counseling services that are managed and implemented by professional staff. However, since the number of professionals is not sufficient, training on guidance and counseling is held in the hope that the lecturers who become faculty counselors and academic advisors can carry out their duties properly.

In general, the purpose of guidance services at higher education institutions is to help students by accompanying their development process through their periods in college, so that they are able to overcome difficulties, make good adjustments, and make self-direction to achieve optimal development. The need for guidance and counseling services in higher education is not only contained in the law but more concerns with facilitating students to be able to develop their potential or achieve their development, in physical, emotional, intellectual, moral-spiritual, academic, and personality aspects as well as increasing their independence. It is either in the implementation of teaching and learning activities as well as in managing themselves as a student (Wahyuni, Nurihsan, & Yusuf, 2018).

Counseling service programs in universities are not much different from counseling services in high school, which can also be understood as a series of guidance activities that can be conceptualized, planned, organized, and coordinated over a certain period of time, for example one academic year. This is in accordance with the Regulation of Ministry of Education Number 27 of 2008 concerning Academic Qualification Standards and Counselor Competence. The regulation states that each education unit is required to employ counselors who have nationally applicable standards of academic qualifications and counselor competencies. The counseling guidance service program unit is in the form of service activity plans and BK support activities for a certain period held at Universities, Colleges, Academics, Polytechnics or Institutions. Service activities are organized through the Guidance and Counseling Service Unit (UPBK). This unit is a forum for organizing guidance and counseling service activities for students, campus residents, and other community members (Prayetno, 2013).

Guidance and counseling services in higher education are an inseparable part and support of all educational activities and cover all the objectives and functions of guidance and counseling, while the scope of services for guidance and counseling services includes: personal, social, learning and career guidance and counseling services (Rifda, 2016). Meanwhile, the stages in the implementation of the counseling service program in universities from the beginning to the end can gradually be divided into the planning stage, implementation stage, assessment stage, results analysis stage, and follow-up/forward stages. Each of these stages has characteristics and concrete work steps that are continuous with the next stages (Raharjeng & Christiana, 2014)

Guidance and counseling services in higher education institutions are a necessity that can support the college accreditation process. The services provided will certainly have an impact on academic achievement in higher education. Guidance

and counseling services at universities are provided to facilitate students in solving problems both academic and non-academic problems (Arifin & Romadlon, 2019). Zakiyatunufus' research (2019) shows that guidance and counseling services are able to improve student academic achievement (Zakiyatunufus, 2019).

Kendal College of Health Sciences does not have a guidance and counseling service facility yet, even though this service is a necessity for all students who have problems and need assistance in terms of guidance. The form of services that exist and are better known by students of the Kendal College of Health Sciences are academic guidance services in which the lecturers are the mentors. Academic guidance is provided by academic supervisors. Academic supervisors are lecturers who provide consideration, approval, and guidance to students. Every student must have a companion lecturer who can help solve their problem. However, the student supervisors currently only help in the scope of academic problems without social or personal problems. In fact, the role and benefits of academic supervisors for students are quite numerous, such as: a place to ask questions and consult if they encounter obstacles in their lectures. For example, the feeling that they applied wrong major, not passing the course, and so on. There are even cases of students experiencing financial problems and unable to pay their tuition fees, therefore academic supervisors need to help them finding solutions. Academic supervisors have an important role in identifying existing problems. Academic supervisors conduct at least three times of guidance for students, namely before taking courses, before midterm exams, and outside the scheduled time with problems not only educational problems but other issues that can support the lectures. Yet in fact academic supervisors cannot do this due to their busy lecturing activities so there is no time for giving guidance to the students.

The results of the April 2021 interview on stakeholders of the Kendal College of Health Sciences, including the leaders, lecturers, and students, showed that academic guidance was given only on academic problems played by academic supervisors, while non-academic problems could not be given optimally because they did not have guidance and counseling services. Students view the academic supervisor as a mere form of formality, which is only to sign the study plan card (KRS) and study result card (KHS). This also makes the implementation of guidance not implemented effectively, because the student does not know the function of an academic supervisor. Some students know the function of an academic supervisor, but they feel embarrassed, ashamed, and even afraid to ask for guidance on the grounds that other people do not need to know the problem, including academic supervisors. Students also think that the task of an academic supervisor is only to assist in academic matters. Some students stated that the problems experienced by students outside of academics, such as personal, family, social, economic, and career problems, were carried out by nurse counselors and psychiatrists. Based on this background, it is necessary to conduct research that aims to identify the need for guidance and counseling services at universities in Indonesia through a meta-analysis study.

Method

This research used literature study method. The literature sources used were from Google Scholar, PubMed, and Science Direct. The search was conducted using the keywords of “university” AND “students” AND “guidance and counseling services” AND “academic” AND “institutions of higher education” AND “guidance and counseling services”. The focus of this research was on the need for guidance and counseling services at universities in Indonesia. The selection of literature sources was determined based on the inclusion and exclusion criteria. The inclusion criteria were full text, Indonesian or English, articles published at least in the last 5 years, discussing guidance and counseling services, the research population is the stakeholder of higher education, including vice chancellors, faculty leaders, head study program, lecturers and students. Meanwhile, the exclusion criteria were incomplete text and unsuitable title. The analysis was carried out by identifying and connecting research questions, results and discussions with theories that are relevant to the topic.

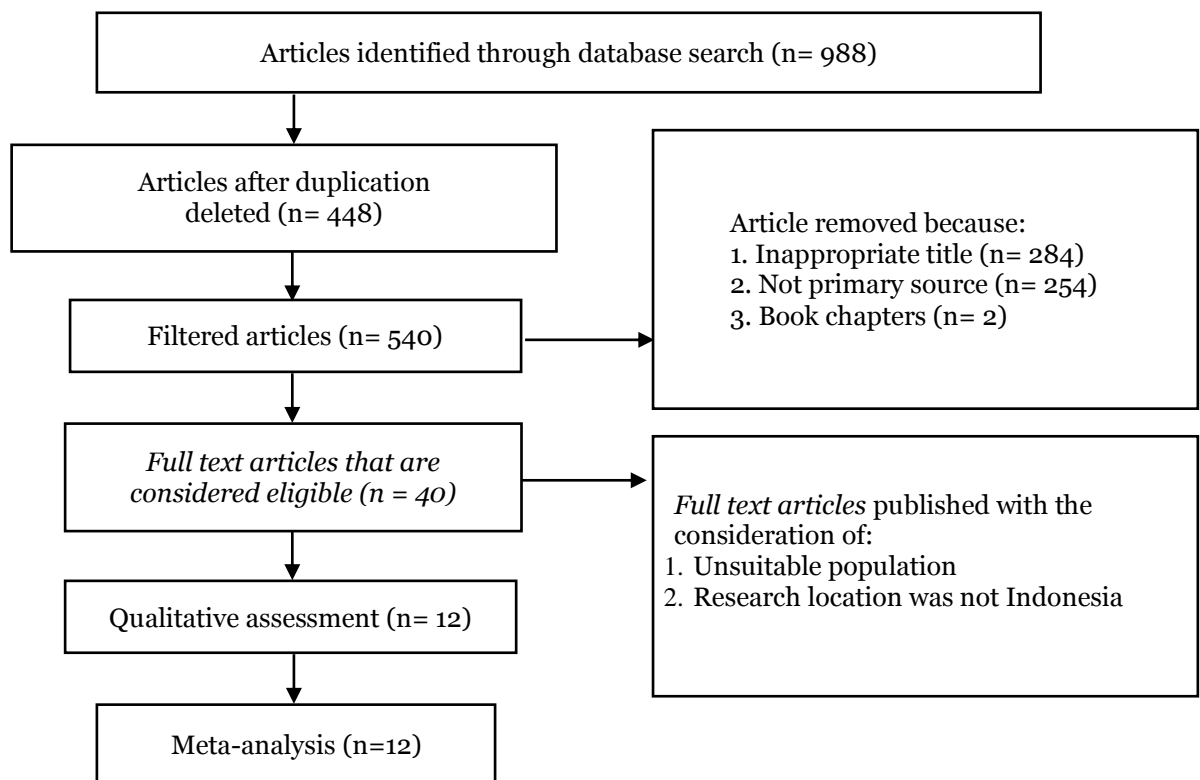


Figure 1. PRISMA flow diagram

Result

Table 1.
 Characteristics of Guidance and Counseling Service Articles at Universities in
 Indonesia

No	Author and year	Title	Location	Types of research	Subject/Object	Analysis Results
1	(Anirah, 2016)	Mechanism of Academic Guidance Services in Improving Student Learning Motivation at Institut Agama Islam Negeri Palu	Palu	Quantitative	Students	Guidance services in the academic education process include academic supervisors services, thesis supervisor services, real work lecture supervisor services, field experience practice, and mentoring lecturer services
2	(Nastiti & Habibah, 2017)	An exploratory study on the importance of counseling guidance services for students at Universitas Muhammadiyah Sidoarjo	Sidoarjo	Quantitative	Students (n=6163)	The results showed that 77.4% of students considered that services and counseling are needed in higher education, and 78.06% of students will take advantage of the available guidance and counseling services. The form of service that was most needed is Guidance and Counseling services (19.2%), and 18.37% of students will take advantage of these services when experiencing difficulties in solving problems.
3	(Rahman, Indra, & Kasman, 2018)	Academic Procrastination Behavior and Guidance and Counseling Services	Bogor, Bandung, Yogyakarta	Qualitative	Vice chancellor, faculty leaders, head of study program, Guidance and Counseling	The academic procrastination behavior that is most often found in the student environment is being late for class and not being disciplined according to the schedule, procrastinating in

No	Author and year	Title	Location	Types of research	Subject/Object	Analysis Results
					lecturers and students.	carrying out academic assignments from the lecturer in charge of the course, avoiding certain tasks, choosing other activities and asking for permission to leave class, the number of attendance does not meet the minimum requirements, the course score is below the standard or does not pass, the cumulative achievement index is below the standard, and is threatened with being drop out
4	(Khairun & Hakim, 2018)	Analysis of Student Needs Assessment of Academic Advisory Lecturer Services.	Banten	Quantitative	Students (n =185)	There are 6 desires of the majority of students in guidance services by academic supervisors at universities, namely academic supervisors can be found easily, mastering the curriculum of study programs, carrying out the guidance process according to the specified frequency, providing appropriate advice and instructions, seeking answers from competent parties, and more concerned about students.
5	(Suprihatin , 2017)	Academic achievement in terms of the academic guidance model	Semarang	Quantitative	Students (n=361)	There is no difference in academic achievement between students who perceive the developmental model and the prescriptive model of

No	Author and year	Title	Location	Types of research	Subject/Object	Analysis Results
6	(Zakiyatunufus, 2019)	Academic Guidance Services in Improving Student Academic Achievement	Bandung	Qualitative	Lecturers and students	academic guidance. Academic guidance services can improve student academic achievement.
7	(Maulana & Hidayati, 2016)	The Use of Discussion Techniques Group Guidance Services to Improve Interpersonal Communication Skills of Guidance and Counseling Students at Universitas Bantara Sukoharjo in the Academic Year of 2015/2016	Sukoharjo	Quantitative	Students	Discussion Technique Group Guidance Services can improve Students' Interpersonal Communication Skills
8	(Nisa, 2019)	Development of Islamic counseling mentorship program in improving achievement of Islamic Guidance and Counseling students at Universitas Islam Negeri Sunan Ampel Surabaya	Surabaya	Quantitative	Students	The Islamic counseling mentorship program is able to improve 3 types of achievement, namely academic, non-academic, and spiritual through a product developed in a product in the form of a guide book.
9	(Yanizon, & Adiningtyas, 2018)	Group guidance service module in increasing active	Riau	Quantitative	Students	There was a significant difference in the level of critical thinking of students in the experimental group before (pretest)

No	Author and year	Title	Location	Types of research	Subject/Object	Analysis Results
		discussion and critical thinking for students of the Universitas Kepulauan Riau in Guidance and Counseling Study Program.				and after (posttest) obtaining the treatment of Group Guidance services
10	(Adesti, Hidayah, & Rahman, 2020)	Flashbacks of Guidance and Counseling Services in Indonesia	-	Literature review	-	Flashback of guidance and counseling service in Indonesia developed by the available values. Philosophically, it has potential to be optimally developed. Therefore, individual will be more successful in learning if the teacher/lecture applies principles and provide guidance during learning period.
11	(Nugraha, Sulistiana, & Muslim, 2021)	Profile of Students' Cultural Intelligence and Its Implications for Guidance and Counseling Services in Higher Education.	Tasikmalaya	Quantitative	New students	The achievement of student cultural intelligence is above average. Students can adapt to the culturally diverse environment in higher education in a normative, effective and efficient manner close to optimal.
12	(Purnama, Farozin, & Astuti, 2020)	Identification of Guidance and Counseling Service Needs for Higher Education Students at	Yogyakarta	Quantitative	344 students from 7 faculties	The level of need for guidance and counseling services for Universitas Negeri Yogyakarta students as a whole was in the low category

No	Author and year	Title	Location	Types of research	Subject/Object	Analysis Results
		Universitas Negeri Yogyakarta.				

Discussion

The development of education in Indonesia is growing rapidly and influenced by many supra-systems including social, political, cultural, economic, philosophical, and historical aspects. In Indonesia, the guidance and counseling organization which was originally called the Indonesian Guidance and Counseling Association (IBKI) has changed to Indonesian Guidance and Counseling Association (ABKIN) (Sare, Hidayah, & Rahman, 2020). Curriculum changes from time to time based on the characteristics of students and educational needs. Therefore, guidance and counseling has changed until the last period, namely the 2013 curriculum. The changes are in the pattern of career guidance, guidance and counseling pattern 17, counseling pattern 17 Plus and comprehensive guidance and counseling. Each pattern has characteristics that are adapted to the prevailing education system. In addition, the development of guidance and counseling can be observed from the professionalization of guidance and counseling in Indonesia. Observing the current developments, it is possible that there will be other changes to Guidance and Counseling that will occur in the future (Adesti et al., 2020). The development of the counseling guidance professional organization in Indonesia is needed.

Guidance and counseling service needs based on academic problems

The results of research conducted by Rahman et al (2018) in 3 educational institutions showed that the most common academic procrastination behavior found in the student environment was being late for class and not being disciplined according to schedule, procrastinating in carrying out academic tasks from course lecturers, avoiding certain assignments, choosing other activities and asking for permits to leave the class, the number of attendance does not meet the minimum requirements, the value of the course is below the standard or not passed, the GPA is below the standard, and is threatened of being dropped out (Rahman et al., 2018). The results of this study are in line with the research carried out by Kadafi et al (2019) that found procrastination behavior on students who were completing thesis (Kadafi, Mardiyah, & Rahmawati, 2019). Academic procrastination occurs due to internal factors from individuals such as laziness and external factors such as the influence of peers or the environment. The results showed that students' academic procrastination behavior could be reduced through group guidance. The results of the study also stated that the higher the level of individual religiosity, the lower the level of procrastination of the individual.

The results of research carried out by Mujahid et al., (2019) on 20 students from various majors and semesters obtained data that the problems that students often complain about are divided into three things: (1) Personal and social

problems in the form of self-adaptation problems, self-confidence problems, management problems time, problems with friends, lecturers and family problems; (2) Academic problems in the form of problems being late in KRS, problems in choosing courses and problems in studying at universities; and (3) Career problems in the form of being scared in facing the future, problems in choosing specialization in the field of concentration, problems in the division between study and work time for working students. The results showed that students who often consulted the guidance and counseling service unit were mostly students in the early and final semesters (Mujahid, Ernawati, & Fadilah, 2019). The problem they often complained about is the problem of adaptation and career readiness. Based on the results of these studies, it can be concluded that students who need guidance and counseling services are students in the early and final semesters.

Nastiti et al., (2017 performed a research which revealed that guidance and counseling services are needed by students, in which 77.4% of them thought that services and counseling are needed in college, and 78.06% of students will take advantage of the available guidance and counseling services. The form of service that is most needed is Guidance and Counseling services (19.2%), and 18.37% of students will take advantage of these services when experiencing difficulties in solving problems (Nastiti & Habibah, 2017).

Guidance and counseling service needs based on data

The need for guidance and counseling services is certainly based on data as needed. The data collected must be guaranteed to be correct, so that it can be analyzed for service purposes. The data needed in guidance and counseling services according to Sari and Yendi (2018) are psychological data and social data. Psychological data were obtained related to individual psychology, including data on intellectual abilities, special talents, directions of interest, life goals, and personality traits, while social data is all data related to the social life of the individual, including family background, social status of the individual in the academic environment, and individual's social environment (Sari & Yendi, 2018).

Other data needed in providing guidance and counseling services according to Prayitno and Amti (2013) are: personal data, general data, and group data. Personal data is data related to an individual that must be kept confidential so that it cannot be used by irresponsible people and so that individual privacy can be maintained. Personal data needs to be updated every year because the data is always changing (dynamic). Student personal data is sourced from the individual concerned. This data includes several things, namely: 1) personal identity including name, title or nickname, place and date of birth, address, nationality, religion; 2) home and family background; 3) mental abilities, talents and personality conditions; 4) educational history, learning outcomes, subject values; 5) diagnostic test results: in the form of data on individual strengths and weaknesses in other subjects or subjects such as attitudes; 5) health history; 6) experience of non-academic activities; 7) interests and aspirations for education and work/position; 8) special achievements ever obtained (Arifin & Romadlon, 2019).

General data is data that involves various information and various things about the "wider environment". The broader environment in question is institutions outside the school that can be utilized by individuals to support their potential. Meanwhile, group data is data about various aspects of the development and life of a number of individuals. Such data include data on social relations between individuals, distribution of learning achievement, conditions of togetherness, and cooperation in groups, and others.

Guidance and counseling service needs based on service management

The management of guidance and counseling services that can be carried out is according to the results of previous research conducted by Wicaksono (2019) that 1) Management planning of guidance and counseling services in improving academic learning achievement is by planning activities that need to be scheduled in the form of an activity calendar. The activity calendar includes annual, semi-annual, monthly, and weekly calendars. (2) The management of guidance and counseling services in improving academic learning achievement is carried out by observation, checklists, interviews and direct and indirect contacts. (3) Evaluation of the management of guidance and counseling services in improving academic learning achievement with 2, namely through the process and results (Wicaksono, 2019). The process means that the handling of individual services is not necessarily immediately resolved and takes time, while the results can be seen from the graduates if the output is known to be good then the success clear.

The results of Anirah's research (2016) showed several services provided for students while in higher education, one of which is the service of academic supervisors. Academic supervisors are lecturers who are appointed to provide study guidance to students in order to achieve maximum learning outcomes in accordance with the specified time to provide services and guidance to students completing their studies in higher education. The purpose of this guidance is to help students develop their potential so that they obtain optimal results and can complete their studies faster or in accordance with the specified time. Academic advisors are held with the aim of: a) helping students in adjusting, acting, and thinking in accordance with campus life; b) assisting students in implementing effective and efficient ways of learning in higher education, and helping to overcome difficulties and obstacles related to their studies; c) assisting students in understanding and living up to the tradition of scientific attitudes in higher education, and determining various alternatives in solving problems that may hinder their study program; and c) giving consideration and approval of taking courses. The duties of academic supervisors include providing direction to students on: 1) Preparation and filling of Study Plan Cards (KRS). 2) Study policy, namely giving consideration to students about the study load that can be taken in a semester. Another duty of the academic supervisor is assisting, observing/directing and spurring the studies of the students under his care in terms of: 1) striving for fluency and technique in attending lectures; 2) using of the library and introducing learning resources as well as setting the right time; 3) recording the progress and success of student learning under his guidance; and 4) delivering information about certain students who experience study barriers to course lecturers. The last duties are providing assistance regarding issues related to student personality such as environmental adjustments, character and

providing consideration for completion of student studies under his guidance to the leadership (Anirah, 2016).

The legal basis for conducting academic guidance is Law Number 20 of 2003 concerning the National Education System; Law Number 14 of 2005 concerning Teachers and Lecturers; Government Regulation Number 19 of 2005 concerning National Education Standards; and Law Number 12 of 2012 concerning Higher Education. The basis of academic guidance is to become a reference for Academic Advisor lecturers in carrying out mentoring. while the motto of the Academic Supervisor is "Welcoming, Guiding, and Delivering Graduation".

The results of research related to the need for guidance and counseling services are also strengthened by the results of the research of Khairun, & Hakim (2018) which shows the need for students in guidance services in higher education. The results of this study indicate that the majority of students want services that meet student needs including: effective communication during the guidance process, academic supervisors who can master comprehensive information about academic guidelines, academic supervisors who know information about career prospects, academic supervisors who know further education information that students can take in the future, academic supervisors who master on-campus services such as guidance and counseling services, interest and talent services, soft skills coaching services, scholarship services, and health services, academic advisors who are able to explain all requirements lectures, academic supervisors who are able to encourage students to be active in campus activities, academic supervisors who are able to help students overcome learning difficulties; academic supervisor who is able to help students in the early semesters face the transition from high school to university. Based on several research results, the need for guidance and counseling services in higher education is increasingly and clearly needed by students in helping academic and non-academic processes (Khairun & Hakim, 2018).

Guidance and counseling service needs based on benefits in higher education

Putri and Hasnah's research (2020) showed that the impact of counseling services in higher education is acceptable for individuals or groups. Individual counseling services provided by counselors received positive responses from students, where students were satisfied with the input or direction given about student problems. Individual counseling services are carried out face-to-face so that it is more effective and open because it is carried out only by two people, namely the counselor and the client (Putri, Batubara, & Hasanah, 2020). Group counseling services provided by the counselor responded quite well in terms of the guidance process by students where they can conduct guidance together with their members. They can find out the problems that occur in their members so that they get solutions to the problems that occur, but there are still some obstacles related to group counseling services, namely group members are still not free to express their problems, so counselors need to find good solutions to these problems. Mitra et al., (2019)'s research also revealed that counselors should take advantage of information services, group guidance, and individual counseling services to regulate student behavior (Mitra, Syahniar, & Alizamar, 2019). This is

in accordance with the opinion stated by Wisma (2018) that the guidance and counseling provided is integrated with the regulation of individual emotions related to the individual's culture (Wisma, Nirwana, & Afdal, 2018). This obstacle is one of the problems in guidance and counseling services in Indonesia. This is in accordance with the opinion given by (Kurniawan, 2020; Suleiman, Olanrewaju, & Suleiman, 2019) that guidance and counseling are an integral part of the education system, meaning that they affect each other in a symbiotic nature.

Guidance and counseling services carried out at Universitas Sebelas Maret have had a validity test which stated that the services provided were good enough so that counselors could use referrals (F. Kurniawan, 2018). Zakiyatunufus' research (2019) found that academic guidance services can improve student academic achievement. These results are reinforced by Thorifah's statement (2020) that the role of counselors is very important in increasing students' academic achievement motivation through guidance and counseling services, such as informative services, individual counseling services, in-class and out-of-class guidance, and group guidance. Several studies have stated that guidance and counseling services are able to increase students' learning motivation (Mahmudi, 2016; nirah, 2016; Nasrun, Ambarita, & Tambunan, 2020); increase students' self-confidence (Sriyono, 2017; Tumanggor, 2020; Asradi & Sarman, 2018; Fahmi & Slamet, 2016); improve students' learning achievement (Mahmudah, Wantini, & Nursa, 2020; Hakiki, 2018); improve students' learning discipline (Mubarok, 2017); improve students' speaking skills (Syafitri & Nirwana, 2020; Ningsih, 2014); increase students' self-esteem (Rhepon, Nirwana, & Marjohan, 2016); overcoming students' social anxiety (Zikra, Fikri, & Sukmawati, 2019); increase students' social interaction (Irawan, 2017); help students' to become aware of themselves and their environment (Bobga, 2016), overcome students' problem in choosing majors to college (Suryani, 2018); make students actively communicative and contribute (Mulawarman, Susilawati, Syifa, & Rifani, 2020; Harlina, Putri, & Lapriyandi, 2020); form individuals with character (Nurhasanah & Nida, 2016; Khairullah, Ridhani, & Aminah, 2020); address mental health problems in learning (Broglia, Millings, & Barkham, 2018, Çevik, 2017; Agustin, Setiyadi, & Puspita, 2020); help students become independent, develop, and be able to solve their own problems (Jarkawi, Anwar, Fauzi, & Madiyah, 2018).

Guidance and counseling services should be provided when students first enter university as a means of debriefing in the academic realm. Students who do not receive briefing as a form of guidance and counseling services will experience many obstacles in the lecture process (Yanizon & Adiningtyas, 2018). Mulawarman et al (2020) mentioned that there are steps in conducting guidance and counseling, namely determining the topics to be discussed based on the needs of students, making service program plans, then preparing activities that will be carried out by students, implementing activities and evaluations, and follow-up. This is in accordance with the opinion given by (Alizamar, Afdal, & Ifdil, 2018); Tumanggor (2020) that guidance and counseling activities require preparation, implementation, and evaluation.

The results of Purnama's research (2020) related to the identification of the need for guidance and counseling services in universities showed that the need for

Guidance and Counseling Services for 210 students was in the low category (61%), while 134 students (39%) were in the medium category. Based on demographics, namely gender, the level of need for guidance and counseling services for students is higher, the level of need for guidance and counseling services for 2017 students is higher than other classes (Purnama et al., 2020). This shows that final semester students need guidance and counseling services more than other semester students. The results of this study are in line with Mujahid's (2019) research that the majority of guidance and counseling needs are needed by final semester students (Mujahid et al., 2019).

Conclusion

Students' academic problems include being late for class and not being disciplined according to the schedule, delaying academic assignments from the lecturer in charge of the course, avoiding certain tasks, choosing other activities and asking for permission to leave the class, having number of attendance which does not meet the minimum requirements, having courses score below the standard or fail, having GPA below the standard, and is threatened of being dropped out. Based on these problems, students assume that services and counseling are needed in higher education and students will take advantage of the available guidance and counseling services when experiencing difficulties in solving problems. Efforts that can be made to overcome student problems are through guidance and counseling services in universities which have been proven to be able to increase learning motivation; increase self-confidence; improve learning achievement; and improve learning discipline. The majority of students who need guidance and counseling services are students in the early and final semesters.

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