



Psychological Basis in Guidance and Counseling Curriculum

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Abstract:

The Guidance and Counseling Curriculum is an important component in the education system that aims to support the optimal development of students. In its design, the Guidance and Counseling curriculum must be based on a psychological foundation as a reference in understanding the needs, characteristics, and dynamics of individual development. This article discusses in depth the contribution of psychological theories, such as developmental psychology, educational psychology, and personality psychology, in the formation of a relevant and effective Guidance and Counseling curriculum. The method used in this study is library research with the main source of journals as references.

Keywords: *Psychological Foundation, Curriculum, Guidance and Counseling, Educational Psychology.*

Abstrak :

Kurikulum Bimbingan dan Konseling merupakan komponen penting dalam sistem pendidikan yang bertujuan untuk mendukung perkembangan optimal peserta didik. Dalam perancangannya, kurikulum Bimbingan dan Konseling harus didasarkan pada landasan psikologis sebagai acuan dalam memahami kebutuhan, karakteristik, dan dinamika perkembangan individu. Artikel ini membahas secara mendalam kontribusi teori-teori psikologi, seperti psikologi perkembangan, psikologi pendidikan, dan psikologi kepribadian, dalam pembentukan kurikulum Bimbingan dan Konseling yang relevan dan efektif. Metode yang digunakan dalam penelitian ini adalah penelitian kepustakaan dengan sumber utama jurnal sebagai referensi.

Kata Kunci: *Landasan Psikologi, kurikulum, Bimbingan dan Konseling, psikologi pendidikan.*

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INTRODUCTION

Guidance and counseling is the process of providing assistance, especially from the psychological aspect carried out by an expert to students in understanding themselves, and connecting with their environment, as well as choosing, determining, and making plans according to the self-concept demanded by the environment based on applicable norms. The importance of guidance and counseling in the educational environment, not only refers to the fact that students in the school environment are not the same, each individual student has a different social background from one another. Therefore, when facing the school environment, of course there are students who cannot follow their new environment, either because of their mental health or for other reasons. This shows the importance of the position of guidance and counseling in the school environment. Willis (2009) explains the purpose of counseling in helping relationships in

the world of education is to develop individual potential optimally so that students become creative, productive, independent and religious, solve problems faced by individuals so that students are free from emotional pressure (stress), then a brilliant idea emerges to plan their lives reasonably. Progress in the field of counseling professionalism as well as increasing public awareness of the need to overcome psychological problems.

The Guidance and Counseling Curriculum is an important component in the education system that aims to support the optimal development of students. In its design, the Guidance and Counseling curriculum must be based on a psychological foundation as a reference in understanding the needs, characteristics, and dynamics of individual development. This article discusses in depth the contribution of psychological theories, such as developmental psychology, educational psychology, and personality psychology, in the formation of a relevant and effective Guidance and Counseling curriculum. The method used in this study is library research with the main source of journals as references. learning, difficulty accepting the knowledge taught, and unpleasant social interactions.

The benefits of this writing provide a deep understanding of the importance of psychological foundations as a scientific basis in designing effective Guidance and Counseling curriculum that is in accordance with the developmental needs of students, Helping curriculum developers, guidance and counseling teachers, and education practitioners to understand how psychological aspects such as development, motivation, and individual characteristics can be integrated in the preparation of guidance and counseling curriculum so that guidance services become more targeted and responsive, Being a reference in preparing guidance and counseling curriculum that is not only oriented to academic aspects, but also supports the personal, social, and emotional development of students holistically, thus minimizing psychological problems such as stress, frustration, and deviant behavior, Contributing to improving the quality of education through the development of guidance and counseling curriculum based on psychology, so that graduates can have adequate professional and life adaptability according to the demands of the times and the development of society.

DISCUSSION

Psychological foundation

Psychology is a science about description and application used to interpret, predict, develop and improve human behavior. Making a description means clearly describing the phenomenon in question, explaining the conditions or circumstances underlying the occurrence of an event using empirical data as the basis for a description. Formulating a theory means that psychology functions to find and formulate laws or provisions regarding the relationship between one event and another. another event, or one condition with another condition.

Psychological Basis Like the philosophical basis, the psychological basis is also one of the most important parts to be discussed in counseling guidance, this is based on the fact that students/clients as dynamic individuals who are in the process of development, have interactions and dynamics in the environment and always experience various changes in their attitudes and behavior. The process of a person's development does not always take place linearly (according to what is expected), but sometimes it is stagnant or even discontinuous in development. In the education process, students often experience problems of developmental stagnation, thus causing psychological problems, such as the birth of deviant behavior (delinquency), frustration, depression, aggression or infantilism (childish). In order for the personal development of students/clients to grow and develop in a balanced manner and avoid psychological problems, each student/client needs to be given personal assistance (this approach ultimately becomes individual counseling), namely assistance that can facilitate the development of clients/students through a psychological approach. On the other hand, every counselor or guidance teacher must understand the psychological aspects of the student/client's personality, so that with that capital,

counselors can provide appropriate guidance and direction, so that students/clients have self-enlightenment and are able to obtain a meaningful life, namely a life that is not only meaningful for themselves, but also beneficial for those around them. For the purposes of guidance and counseling, several psychological studies that need to be mastered by counselors are about: (a) motives and motivation; (b) disposition and environment, (c) individual development; (d) learning; and (e) personality.

Motif dan Motivasi

In general, motivation can be grouped into two aspects, namely motivation that comes from within (intrinsic) and motivation that comes from outside (extrinsic). If it is related to the duties of a BK teacher or counselor, then every counselor must prioritize so that intrinsic motivation is more cultivated and improved in the client. Motives can be interpreted as a complex condition in an organism (individual) that directs its behavior towards a goal or incentive. Motives can also be interpreted as the drive that drives someone to behave. Disposition and environment Every counselor or BK teacher must be able to understand the nature (original traits) of the client or student and the environment in which the client/student was born and raised. In general, nature and environment are related to factors that shape and influence individual behavior. Nature is everything that is carried since birth and is the result of heredity, which includes psycho-physical aspects, such as muscle structure, skin color, blood type, talent, intelligence, or certain personality traits. Nature is basically potential that needs to be developed and to optimize and realize it depends on the environment in which the individual is. The nature and environment of each individual will be different. There are individuals who have high nature, some are moderate or even some are low. For example, in intelligence, there are people who are very high (genius), some are normal and some are very lacking (debil, embittered or idiot).

Individuals who are raised in a conducive environment with adequate facilities and infrastructure, then all their innate potential can develop optimally. However, for individuals who live and are in a less conducive environment with limited facilities and infrastructure, then their innate potential cannot develop well and is wasted. Therefore, every counselor should be able to take a role, especially in creating a conducive atmosphere and a harmonious environment, so that the counseling process and services can be carried out as well as possible. Individual development Every human being born into this world brings different potentials from one to another, as is the case with a person's development. Differences in individual development between one and another can be caused by internal factors (heredity), namely according to the nature of the parents, but can also occur due to education, habits, training and environment. Likewise with counselors or BK teachers, where each counselor must be able to understand various aspects of the development of the individual they serve and at the same time be able to see the direction of the individual's development in the future, as well as its relationship to heredity and environmental factors. Likewise, if the BK teacher or counselor cannot understand the potential and development of the individual/client well, then it is almost certain that the counselor or BK teacher will fail in his/her duties. Therefore, counselors or BK teachers must be able to do various ways and breakthroughs to get to know the client more closely, including conducting assessments and conducting home visits, so that counselors or BK teachers can get to know their clients more comprehensively, and with that capital, counselors or BK teachers are more successful in their duties. Learning Everyone is required to always develop their understanding of something, including to know new and current things. One effort to make it easier and faster to get it is certainly by learning, or in religious terms is to seek knowledge. Learning is one of the most basic concepts of psychology. According to Islam, learning or seeking knowledge is an obligation, because it is through learning that humans can easily develop. Without learning, a person will not be able to maintain and develop themselves, and through learning humans are

able to be cultured and developing human dignity. The core of learning is an effort to master something new by utilizing what already exists in the individual. Mastery of the new is the goal of learning, and achieving something new is a sign of development, both in cognitive, affective and psychomotor/skills aspects.

This drive lives in a person and every time it disturbs and moves the person to do something according to what is contained in the drive itself. Making predictions means that psychology functions to estimate things or events that might happen or symptoms that will appear. Control function, namely the task of controlling or regulating events or symptoms. Psychology can aim to provide pleasure and happiness in human life.

Therefore, this psychology is important to be studied by any group, because its benefits are not only to gain an understanding of mental symptoms, psychology can also determine the ability of the soul as a means to recognize a person's behavior, then this psychology can also determine the implementation of education well. For teachers in schools, efforts to get to know their students can be done by understanding the process of growth and maturity of children, as well as the potential they have to be developed through school programs. In the individual difference factor, namely students, educators are expected to be able to understand psychological theories as a basis for applying guidance and counseling in the school environment.

The psychological basis in developing the Guidance and Counseling curriculum is a very important scientific basis to ensure that BK services can run effectively and in accordance with the needs of students. By definition, the psychological basis is the study of individual psychological aspects, such as development, personality, motivation, and learning processes that form the basis for designing the guidance and counseling curriculum. By understanding this basis, curriculum developers can design programs that are not only oriented towards knowledge transfer, but also pay attention to the unique and dynamic psychological dynamics of students.

The role of psychology in developing the BK curriculum is crucial because students are individuals who continue to develop physically, cognitively, emotionally, and socially. Psychology helps guidance and counseling teachers understand the characteristics and psychological needs of students so that guidance services can be adjusted to their conditions. For example, developmental psychology explains that each age stage has different developmental tasks, so that guidance and counseling materials and methods must be adjusted to be effective. In addition, learning psychology provides guidance on how students receive and process information, which is very important in determining the right guidance and counseling learning strategy. Furthermore, the psychological foundation also emphasizes the importance of understanding individual differences in students, including background experience, mental readiness, and learning motivation. This allows guidance and counseling teachers to provide more personalized and relevant guidance, so that they can overcome psychological problems such as frustration, stress, or deviant behavior that students may experience. Thus, the psychological foundation is not only a theory, but also a practical guideline in designing a BK curriculum that is responsive to the psychological needs of students.

In the context of curriculum development, the psychological foundation becomes the basis so that the guidance and counseling curriculum does not only focus on academic aspects, but also on the development of students' personalities, social, and emotions. A curriculum based on psychology will pay attention to the intellectual and emotional readiness of students so that the learning and guidance process can run optimally. Thus, the psychological foundation ensures that the guidance and counseling curriculum is able to support the holistic development of students in accordance with national education goals.

The curriculum as a tool to achieve educational goals, is certainly related to the process of changing student behavior. The existence of each student, as well as new abilities that are possessed in a relatively long time. Psychology is one of the foundations in curriculum

development that must be considered by developers. This is because the position of the curriculum in the educational process plays a central role. In the educational process, there is interaction between humans, namely between students and educators, and also between students and other humans. Humans are different from other creatures because of their psychological condition. Psychology is a condition of the psychophysical characteristics of the curriculum that is expected to form new behavior in the form of actual and potential abilities or competencies of humans as individuals, which are expressed in various forms of behavior in their interactions with the environment.

Manifestation of the characteristics of his life, both visible and invisible; both cognitive, affective and psychomotor behavior. The interaction created in the educational situation must be in accordance with the psychological conditions of the students and educators. Educational interactions at home are different from those at school. The interaction between children and teachers at the elementary school level is different from that at the junior high and high school levels. Students are individuals who are in the process of development. The main task of the teacher is to help optimize the development of these students. Therefore, through the application of psychological foundations in curriculum development, there is no other than so that the educational efforts made can be adjusted to the nature of the students. The adjustments in question relate to the material or materials that must be delivered, adjustments in terms of the delivery or learning process, and adjustments from other elements of educational efforts. What is educated and how to educate it needs to be adjusted to the level and patterns of child development.

Curriculum

Behavioral characteristics at various levels and patterns of child development are part of developmental psychology. Meanwhile, which learning models or approaches can provide the optimal, and how the implementation process requires systematic and in-depth study. Such studies are the field of study of learning psychology. Thus, there are at least two areas of psychology that must receive the attention of curriculum developers, namely developmental psychology and learning psychology. Both are very necessary, especially in the process of selecting and compiling educational content and the process of educating or teaching. Spiritual matters that cannot be separated, and this is intended so that students can be served proportionally.

The curriculum is the backbone of education, determining what is taught in schools and how it is taught. However, have you ever thought about how psychological foundations can influence the development of the curriculum itself? In developing a curriculum, it is very important to understand that each student is unique in the way they learn and develop. This is where psychology becomes relevant. Educational psychology discusses how a person's learning process and cognitive development take place. These concepts are then used as a basis for developing a curriculum that focuses on the needs and potential of the individual. One important psychological foundation in curriculum development is the theory of cognitive development by Jean Piaget, a famous psychologist. According to Piaget, children experience different stages of cognitive development, such as the sensorimotor, preoperational, concrete operational, and formal operational stages. Using this understanding, curriculum developers can identify what materials are appropriate for each stage of cognitive development, ensuring that students are able to understand and master them.

In addition, the psychological perspective also voices the importance of understanding the quality of students' social interactions in the context of education. Albert Bandura's social learning theory underlines the importance of role models in understanding and imitating behavior. Therefore, in developing a curriculum,

The use of positive role models will help students build healthy social skills and inspire them to achieve their goals. The psychological foundations related to students' emotional needs

cannot be ignored. Abraham Maslow's hierarchy of needs theory includes an understanding of how basic human needs, such as safety and affection, must be met in order for students to reach their full potential in the learning process. Therefore, developing a curriculum that takes this psychological aspect into account will help create a learning environment that supports and motivates students. In today's ever-evolving modern era, where technology is increasingly involved in students' lives, psychology also becomes relevant in evaluating the use of technology in the curriculum. The psychology of educational technology studies how the use of technology can affect students' learning and motivation. In curriculum development, understanding these factors will help integrate technology effectively so that students can make the most of it. In short, a psychological foundation in curriculum development is essential in understanding and appreciating individual differences, building social skills, meeting students' emotional needs, and integrating technology well. In building a bridge between education and psychology, we can create a curriculum that not only provides knowledge, but also supports the development and growth of students as a whole.

Psychological Foundations in Curriculum Development

In curriculum development, there are many factors to consider, including psychological foundations. Psychology plays an important role in designing an effective curriculum that meets the needs of students. Psychology studies how humans learn, how they process information, and how they interact with their environment. In the context of education, psychology plays an important role in understanding students' learning processes and explaining why they respond in the way they do. different ways to different learning methods.

Learning is a complex process in which students receive, process, and process information. In learning psychology, several theories have been developed to explain this process. One of them is cognitive theory which assumes that learning involves information processing involving memory, attention, and problem solving. In curriculum development, knowledge of learning theories can be used to design effective learning strategies. For example, knowledge of the concept of working memory can help teachers design learning activities that involve repetition of information given to improve students' ability to remember and understand the subject matter. In addition, understanding how students interact with their surroundings is also important in curriculum development.

Developmental psychology studies how students develop physically, cognitively, and socially-emotionally. This can help teachers and curriculum developers choose materials and methods that are appropriate to the developmental level of students. For example, at certain stages of cognitive development, students may be better able to understand abstract concepts or think logically. Therefore, the curriculum should be designed with these developmental stages in mind so that students can learn more effectively.

In curriculum development, psychology also plays a role in understanding the individual needs of students. Each student has a different learning style, different learning preferences, and different learning needs. Through knowledge of individual psychology, curriculum can be designed to accommodate students' needs effectively. For example, students who prefer to learn visually may need learning materials presented in the form of pictures or graphs. Meanwhile, students who prefer to learn auditorily may need learning materials in the form of recordings or presentations that are explained orally. In curriculum development, it is important to combine psychological theory and knowledge with existing educational principles. Psychology provides a strong foundation for designing an effective curriculum that can meet students' needs effectively. holistic.

Psychology plays an important role in curriculum development because it understands the learning process of students and explains why they respond differently to different learning methods. Learning psychology plays a vital role in designing effective learning strategies. In

addition, understanding how students interact with their environment is also important in curriculum development. Developmental psychology helps select materials and methods that are appropriate to the developmental level of students. Accommodating individual learning needs of students is important because each student has different learning styles, different learning preferences, and different learning needs. Through knowledge of individual psychology, curriculum can be designed to accommodate students' needs effectively. This can increase students' motivation and engagement in learning, and help them reach their full potential.

Psychological Foundations in Guidance and Counseling Curriculum

The psychological basis in developing the Guidance and Counseling curriculum is a very important scientific basis to ensure that BK services can run effectively and in accordance with the needs of students. By definition, the psychological basis is the study of individual psychological aspects, such as development, personality, motivation, and learning processes that form the basis for designing the guidance and counseling curriculum. By understanding this basis, curriculum developers can design programs that are not only oriented towards knowledge transfer, but also pay attention to the unique and dynamic psychological dynamics of students.

The role of psychology in developing the guidance and counseling curriculum is crucial because students are individuals who continue to develop physically, cognitively, emotionally, and socially. Psychology helps guidance and counseling teachers understand the characteristics and psychological needs of students so that guidance services can be adjusted to their conditions. For example, developmental psychology explains that each age stage has different developmental tasks, so that guidance and counseling materials and methods must be adjusted

to be effective. In addition, learning psychology provides guidance on how students receive and process information, which is very important in determining the right guidance and counseling learning strategy. Furthermore, the psychological foundation also emphasizes the importance of understanding individual differences in students, including background experience, mental readiness, and learning motivation. This allows BK teachers to provide more personalized and relevant guidance, so that they can overcome psychological problems such as frustration, stress, or deviant behavior that students may experience. Thus, the psychological foundation is not only a theory, but also a practical guideline in designing a guidance and counseling curriculum that is responsive to the psychological needs of students.

In the context of curriculum development, the psychological foundation is the basis so that the guidance and counseling curriculum does not only focus on academic aspects, but also on the development of students' personality, social, and emotional aspects. A curriculum based on psychology will pay attention to the intellectual and emotional readiness of students so that the learning and guidance process can run optimally. Thus, the psychological foundation ensures that the guidance and counseling curriculum is able to support the holistic development of students in accordance with national education goals. This explanation provides a deep understanding of the importance of psychological foundations as a scientific basis in designing an effective Guidance and Counseling curriculum that is in accordance with the development needs of students, helps curriculum developers, guidance and counseling teachers, and education practitioners to understand how psychological aspects such as development, motivation, and individual characteristics can be integrated into the preparation of the guidance and counseling curriculum so that guidance services become more targeted and responsive, becomes a reference in preparing a guidance and counseling curriculum that is not only oriented towards academic aspects, but also supports the holistic development of students' personal, social, and emotional aspects, thus minimizing problems psychological factors such as stress, frustration, and deviant behavior, Contributing to improving the quality of education through the development of guidance curriculum counseling based on psychology, so that graduates can have adequate professional and life adaptability according to the demands of the times and developments in society.

CONCLUSION

Psychological foundation plays an important role in the development of guidance and counseling curriculum, because it provides a scientific and theoretical basis for the approaches, methods, and strategies used in guidance services. By understanding psychological aspects, such as individual development, emotional needs, and learning and behavioral processes, counselors can design and implement programs that are relevant, effective, and in accordance with the characteristics of students. In the guidance and counseling curriculum, the integration of psychological theories such as developmental theory, behavioristic theory, cognitive, humanistic, and psychoanalytic allows the formation of services that touch the cognitive, affective, and psychomotor dimensions of students as a whole. A psychologically based curriculum also encourages the implementation of preventive, curative, and developmental services, and is able to answer the challenges of modern education that demand personal resilience, emotional intelligence, and social skills of students.

Therefore, it is important for curriculum designers and counseling practitioners to continue to strengthen their understanding of psychological principles and update the approaches used along with the development of science and the dynamics of student needs. Thus, the counseling curriculum will truly be a vehicle that supports the optimal development of individuals towards mentally healthy, resilient, and productive individuals in life.

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