

Mapping Research on Professional Ethics in Guidance and Counseling: A Bibliometric Analysis Using VOSviewer

Desy Vesya Simanjuntak¹, Naurah Afifah Wida², Tesselonik Hasugian³, Kristian Nehemia Sianipar⁴,
Nindya Ayu Pristanti⁵

¹⁻⁵Guidance and Counseling Program, State University of Medan

*Corresponding Author: Desy Vesya Simanjuntak

e-mail: simanjuntakdesy0@gmail.com¹, naurahwida20@gmail.com², tesselonikhasugian568@gmail.com³,
kristiannehemiasianipar@gmail.com⁴, nindyapristanti@unimed.ac.id⁵

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ABSTRACT

Professional ethics is an important aspect of guidance and counseling practice because counselors are expected to provide services in accordance with professional standards and ethical principles. However, the thematic landscape of research on professional ethics in guidance and counseling has not been clearly mapped. This study aims to map research trends on professional ethics in guidance and counseling and identify relationships among major research themes, authors, documents, and publication sources. A bibliometric analysis was conducted on 134 scientific articles retrieved from the Lens database. The data were analyzed using VOSviewer through keyword co-occurrence, co-authorship, citation, source citation, and bibliographic coupling. The results indicate that ethics, confidentiality, code of ethics, codes of ethics, counselors, professional counselor, and professional ethics are prominent terms in the research landscape. The findings provide an overview of thematic development, collaboration, citation relationships, and bibliographic connections.

Keywords: Professional Ethics; Guidance And Counseling; Code Of Ethics; Bibliometric Analysis; Vosviewer

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INTRODUCTION

Guidance and counseling is a professional service that requires counselors to possess appropriate knowledge, skills, values, attitudes, and professional competencies in assisting individuals with diverse needs. Professional counseling practice is therefore not limited to the ability to provide counseling services, but also requires counselors to understand and apply ethical principles in carrying out their professional responsibilities. Ethical attitudes are an important part of counselor professionalism because counselors are expected to demonstrate appropriate behavior, values, and professional responsibility in their interactions with counselees (Alawiyah et al., 2020; Carlisle et al., 2022). Ethics and competence are also closely related in the formation of counselors as professionals, since professional counseling requires both ethical conduct and adequate competence in providing services (Marjo & Sodik, 2022).

The professional code of ethics serves as a fundamental basis for counselors in determining appropriate professional attitudes and behavior when providing counseling services. The code of ethics functions as a guide that regulates professional conduct and provides ethical direction for counselors in carrying out their responsibilities toward counselees and the counseling profession (Aniswita et al., 2021; Ahonle et al., 2023). In its implementation, adherence to the code of ethics also requires counselors to develop awareness, competence, and professional responsibility because various problems may arise when ethical principles are applied in counseling practice (Jumrawarsi et al., 2021).

Ethical principles are applied not only as general professional standards but also when counselors encounter particular situations in their professional relationships. One such situation concerns dual relationships, in which counselors need to maintain appropriate professional boundaries in their relationships with students or counselees. The application of the counselor code of ethics therefore requires attention to the boundaries of professional relationships and the potential ethical implications of relationships that extend beyond the counseling role (Abdillah et al., 2021).

Counseling ethics also requires counselors to respond appropriately when professional situations involve competing ethical considerations. Ethical dilemmas may arise when counselors must determine an appropriate course of action while considering ethical principles, professional responsibilities, and the circumstances of the counselee (Camadan et al., 2021; Şensoy & İkiz, 2023; Mullen et al., 2024). Confidentiality is one of the ethical areas that may become involved in such dilemmas (Camadan et al., 2021). Ethical decision-making may involve consulting others, referring to ethical guidelines, documenting decisions, considering factors influencing the situation, and engaging in professional development (Johnson & Purgason, 2021; Levitt et al., 2022; Tsega, 2024). Recent research has also examined counselors' ethical and legal self-efficacy, highlighting that ethical practice involves not only knowledge of professional standards but also counselors' perceived ability to apply ethical and legal responsibilities in practice (Niles & Levitt, 2026).

Professional ethics is closely connected with counselor competence because the ability to understand and apply ethical principles forms part of professional counseling practice. Understanding professional ethics and competence is important for counselors in carrying out their professional responsibilities and providing quality guidance and counseling services (Noperlis et al., 2023; Fitriani et al., 2024; Mo, 2023; Uçar, 2025). Professional ethics is also related to how the counseling profession is perceived and experienced by students, including perceptions of counselors' professionalism, relationships with students, and the counseling environment (Maulida et al., 2023; Yi et al., 2023).

The application of professional ethics has also developed alongside the use of technology in counseling services. Online counseling creates additional ethical considerations because counseling interactions take place through technological media and therefore require counselors to maintain ethical standards in a different service context (Tuna & Avci, 2023). Confidentiality remains an important ethical principle in online group counseling, particularly because information is transmitted through technological systems (Syamila & Marjo, 2022). The use of online counseling also requires attention to the professional code of ethics, while virtual counseling requires counselors to consider ethical aspects such as building appropriate professional relationships, maintaining confidentiality, legal considerations, and licensing (Sari & Marjo, 2022; Jannah & Marjo, 2022).

Research on counseling ethics also encompasses diverse professional contexts and ethical concerns. A review of counseling literature identified five major areas of ethics-related research: multicultural counseling and diversity, ethical dilemmas and ethical decision-making, social media and technology including telehealth, supervision, and other ethics-related issues (Park et al., 2023). More recent developments in technology have further expanded ethical discussions in mental health practice, including the emergence of artificial intelligence and the need for professional and policy guidance (Xiong et al., 2026). This indicates that professional ethics in counseling is not limited to the application of a code of ethics but extends to various contexts in which counselors exercise professional judgment and responsibility.

Within the Indonesian context, professional ethics has been discussed in relation to the professional profile, understanding, competence, and educational background of guidance and counseling teachers. Ethical practice includes respecting students' decisions, maintaining appropriate relationship boundaries, avoiding discrimination, not imposing personal values, maintaining confidentiality, and avoiding dual relationships (Rachmawati et al., 2023). The understanding of professional ethics among guidance and counseling teachers is also an important aspect of professional practice, with research showing variation in teachers' level of understanding of professional ethics (Nuryanto, 2023). In addition, competence in understanding the professional code of ethics is related to the preparation of guidance and counseling teachers to carry out their professional responsibilities (Suryani et al., 2023). Differences in educational background may also

create ethical and professional issues, particularly among counseling teachers whose educational background is not in guidance and counseling (Sukmawati et al., 2024).

Taken together, these studies show that professional ethics in guidance and counseling consists of interconnected concepts involving professional attitudes, ethical standards, professional boundaries, confidentiality, ethical decision-making, competence, technology-based services, and professional preparation. The existing literature also demonstrates that these ethical issues appear across different counseling contexts and from the perspectives of counselors, students, teachers, and other stakeholders. However, the existing studies generally focus on particular ethical issues or professional contexts, making it difficult to obtain an integrated view of the relationships among themes and the development of the research field as a whole.

A bibliometric approach can complement these studies by systematically examining the structure and development of the existing literature. Bibliometric analysis enables researchers to identify relationships among frequently occurring keywords, examine patterns of collaboration among authors, analyze citation relationships among documents and publication sources, and identify similarities among documents based on shared references. Therefore, this study aims to map research on professional ethics in guidance and counseling through bibliometric analysis. Based on 134 scientific articles retrieved from the Lens database, VOSviewer is used to examine keyword co-occurrence, author co-authorship, document citation, source citation, and bibliographic coupling. The analysis is expected to provide an overview of the thematic structure, development of research themes, collaboration patterns, citation relationships, and bibliographic connections within research on professional ethics in guidance and counseling.

METHODS

The data were obtained from the Lens database. Lens was used as the data source because it provides bibliographic information that can be used to identify and analyze scholarly publications. The dataset consisted of scientific publications related to professional ethics in guidance and counseling that were retrieved from the Lens database.

Data were collected from the Lens database on September 19–20, 2026. Three search strategies were used to retrieve publications related to professional ethics in guidance and counseling: "ethics" AND ("guidance and counseling" OR "school counseling"), guidance and counseling ethics, and "guidance and counseling" AND "Professional Ethics". The document type was limited to journal articles. The retrieved publications were then screened based on their relevance to the research topic. Publications that were not relevant to professional ethics or guidance and counseling were excluded from the analysis. The final dataset consisted of 134 scientific articles. The bibliographic data were exported from Lens in CSV format and subsequently prepared for analysis using VOSviewer.

The bibliographic data included information such as article titles, publication years, authors, source titles, keywords, and other bibliographic information available in the exported dataset. Before analysis, the dataset was checked to ensure that the bibliographic records could be processed by VOSviewer. The prepared dataset was then used to examine relationships among keywords, authors, documents, and publication sources within the literature on professional ethics in guidance and counseling.

The data analysis was performed using VOSviewer, a software tool for constructing and visualizing bibliometric networks. The analysis included keyword co-occurrence, co-authorship, citation, source citation, and bibliographic coupling analyses. For the VOSviewer analysis, the minimum thresholds were one occurrence for keywords, one document for authors in the co-authorship analysis, and one citation for citation-related analyses. Keyword co-occurrence analysis was used to identify relationships among terms appearing in the publications and to examine major research themes. Co-authorship analysis was used to examine patterns of collaboration among researchers. Citation and source citation analyses were used to examine relationships among documents and publication sources, respectively. Bibliographic coupling analysis was used to examine relationships among documents based on shared references.

The keyword analysis was visualized using three types of maps: network visualization, overlay visualization, and density visualization. Network visualization was used to display relationships

among keywords and their thematic clusters. Overlay visualization was used to illustrate the temporal distribution of research topics based on publication years. Density visualization was used to identify areas with a higher concentration of frequently occurring keywords. In addition, co-authorship analysis was used to generate an author network visualization, citation analysis was used to examine relationships among cited documents, source citation analysis was used to examine relationships among publication sources, and bibliographic coupling analysis was used to identify relationships among documents that share common references.

The interpretation of the VOSviewer maps was based on the size of nodes, links between nodes, cluster formation, and the position of items within the network. Larger nodes indicate items with greater occurrence or contribution within the analyzed network, while connecting lines indicate relationships between items. The visualization results were interpreted descriptively to identify research themes, temporal developments, patterns of collaboration, citation relationships, and similarities among documents based on shared references.

To maintain consistency in the analysis, the same bibliographic dataset was used throughout the VOSviewer analysis. The exported Lens data were prepared and analyzed using the same dataset to maintain consistency between the data collection and visualization stages. The interpretation of the maps was based on the bibliographic information contained in the dataset. However, this methodological approach is limited by the coverage and metadata available in the Lens database. Publications that were not indexed in Lens or contained incomplete bibliographic information may therefore not be fully represented in the analysis.

RESULT AND DISCUSSION

The bibliometric analysis of 134 publications identified several interconnected patterns in research on professional ethics in guidance and counseling. The analysis was conducted using VOSviewer to examine keyword relationships, research collaboration, citation relationships, publication sources, and similarities among documents. The findings are presented using seven visualizations: keyword network, keyword overlay, keyword density, author co-authorship, document citation, source citation, and bibliographic coupling of documents. Together, these visualizations provide an overview of the thematic structure and relationships within research on professional ethics research.

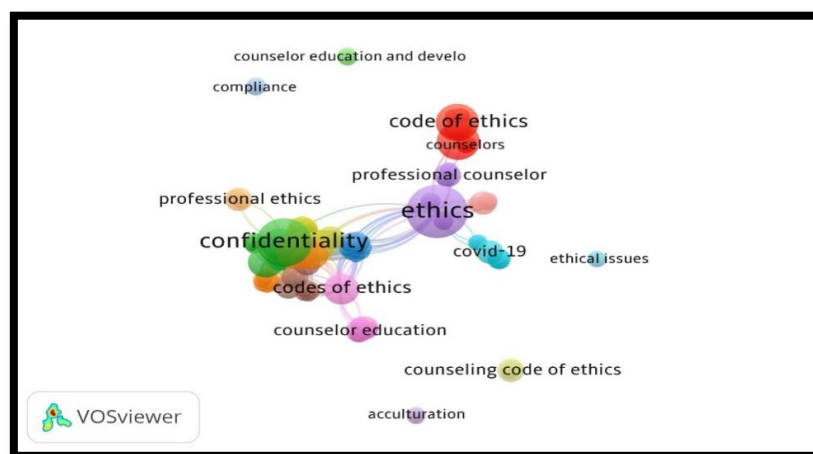


Figure 1. Keyword Network: Mapping of Research Themes on Professional Ethics in Guidance and Counseling

The keyword network visualization in Figure 1 presents the main themes and relationships among keywords identified in the 134 publications. In this visualization, each node represents a keyword, while the size of a node reflects its weight within the network. The connecting lines represent relationships between keywords, and different colors indicate different thematic clusters. The network includes several prominent keywords, including ethics, confidentiality, code of ethics, codes of ethics, counselors, professional counselor, and professional ethics. Other keywords visible in the network include counselor education, ethical issues, compliance, counseling code of ethics, COVID-19, and acculturation.

The network shows that research on professional ethics is connected with several aspects of counseling practice, particularly ethics, confidentiality, professional counselors, and codes of ethics. The presence of confidentiality and code of ethics within the same network is consistent with previous literature that discusses the application of ethical principles in counseling. Aniswita et al. (2021) discuss the theoretical and practical dimensions of the counseling code of ethics, while Jumrawarsi et al. (2021) examine problems related to the implementation of the counseling code of ethics. These studies provide contextual support for the ethical themes identified in the keyword network. Ethical dilemmas are also an important aspect of professional ethics research. Şensoy and İkiz (2023) examined ethical dilemmas among school counsellors, while Mullen et al. (2024) investigated the frequency of ethical and legal issues in counseling. These studies further support the presence of ethical dilemmas and ethical issues within the broader research landscape of professional counseling. The findings therefore indicate that research on professional ethics extends beyond general ethical concepts to issues concerning the application of ethical principles in counseling practice.

The keyword confidentiality also appears as a prominent term in the network and is connected to the broader discussion of ethical counseling practice. This theme can be related to research on online and virtual counseling, where confidentiality is an important ethical consideration. Syamila and Marjo (2022) discuss professional ethics in online group counseling with particular attention to confidentiality, while Sari and Marjo (2022) examine ethical considerations in online counseling. These studies provide further context for the presence of confidentiality within the broader research landscape of professional ethics.

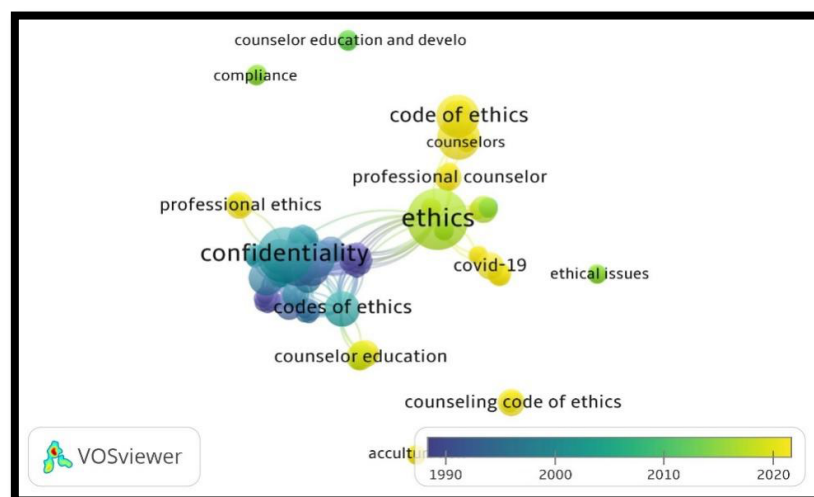


Figure 2. Keyword Overlay: Development of Research Themes Over Time

The keyword overlay visualization in Figure 2 illustrates the temporal distribution of research themes in the 134 publications. In this visualization, the color of each keyword represents its average publication period, with darker colors indicating earlier periods and greener or yellowish colors indicating more recent periods. The visualization shows that keywords such as ethics, confidentiality, code of ethics, codes of ethics, counselors, professional counselor, and professional ethics are distributed across different periods of the research landscape.

The overlay visualization indicates that research on professional ethics has developed across different periods and is associated with various aspects of guidance and counseling practice. Keywords related to general ethical concepts, professional ethics, confidentiality, and codes of ethics appear across the network, while other terms are positioned toward different color areas representing their respective publication periods. This indicates that the focus of research on professional ethics has not remained limited to a single issue but has been discussed in relation to different aspects of counseling practice.

The temporal distribution of the keywords can also be related to the development of online and virtual counseling services. Jannah and Marjo (2022) discuss professional counselor ethics in virtual guidance and counseling services, while Sari and Marjo (2022) examine ethical considerations in online counseling. More recent research has continued to examine ethical issues associated with technology-based counseling. Tuna and Avci (2023) examined counselors' experiences with online counseling

during the COVID-19 pandemic, while Xiong et al. (2026) analyzed professional ethical and policy guidelines related to artificial intelligence in mental health. These studies illustrate the continued development of technology-related ethical concerns within the counseling field. These studies provide contextual support for the presence of technology-related ethical issues within the broader research landscape.

The keyword COVID-19 is also visible in the network and overlay visualization. Its presence can be associated with changes in counseling service delivery during the pandemic, particularly the increasing use of online and virtual services. In this context, ethical considerations such as confidentiality became relevant to the delivery of counseling services through digital platforms. Syamila and Marjo (2022), for example, discuss professional ethics in online group counseling with particular attention to the principle of confidentiality. Thus, the overlay visualization shows that research on professional ethics has been discussed across different periods and in relation to changing contexts of guidance and counseling practice.

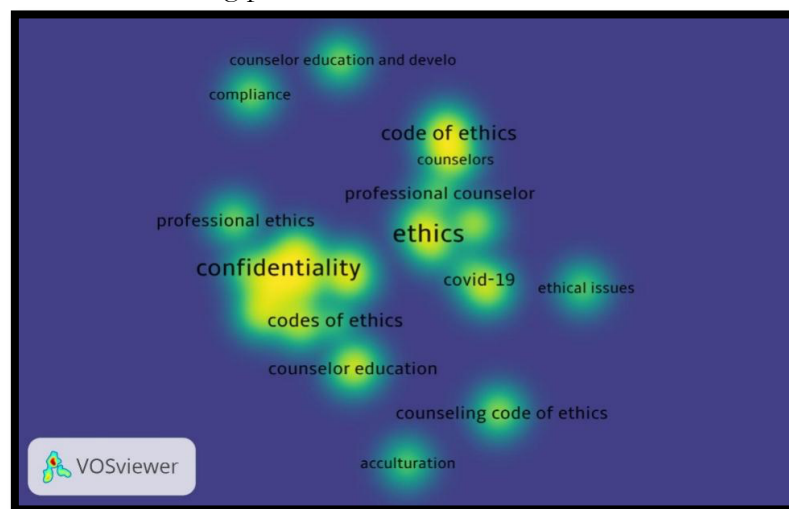


Figure 3. Keyword Density: Concentration of Research Themes on Professional Ethics in Guidance and Counseling

The keyword density visualization in Figure 3 illustrates the concentration of keywords within the research network. In this visualization, areas with stronger yellow coloration indicate a higher density of keywords, while green and blue areas indicate lower density. In the present study, the densest areas are visible around confidentiality, ethics, and codes of ethics. Other relatively dense areas can also be observed around code of ethics, counselors, professional ethics, and related terms.

The density visualization reinforces the keyword network by showing areas where keywords are more concentrated within the research landscape. The areas surrounding confidentiality, ethics, and codes of ethics appear among the more prominent density areas in the map. The concentration around confidentiality is consistent with research that discusses ethical considerations in online counseling. Syamila and Marjo (2022) examine professional ethics in online group counseling, particularly the principle of confidentiality, while Sari and Marjo (2022) discuss ethical considerations in online counseling.

The density around professional ethics and counselor-related terms also corresponds with research discussing the relationship between ethical principles and professional competence. Marjo and Sodiq (2022) discuss ethics and counselor competence as aspects of professional counseling. Similarly, Noperlis et al. (2023) examine school counselors' understanding of professional counselor ethics and competence. This relationship is also reflected in studies focusing on the development of professional ethical competence. Mo (2023) examined professional ethical competence in counselor education, while Uçar (2025) explored professional ethics learning in relation to personal and professional decision-making. These studies further support the connection between professional ethics, ethical competence, and professional practice.

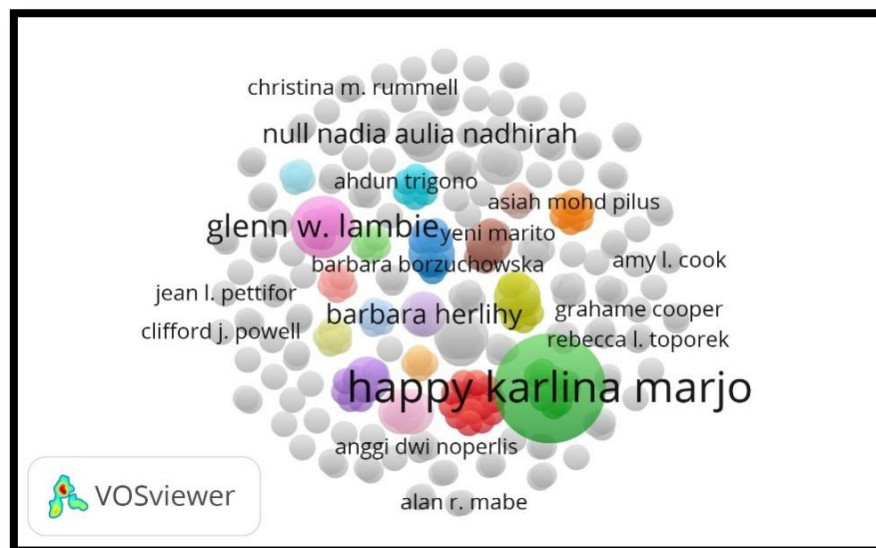


Figure 4. Author Co-authorship: Researcher Collaboration in Professional Ethics

The author co-authorship visualization in Figure 4 illustrates collaboration relationships among researchers who contributed to publications on professional ethics in guidance and counseling. Each node represents an author, while connecting lines indicate co-authorship relationships. The visualization shows several connected groups of authors as well as a considerable number of authors who appear relatively isolated from the larger collaboration groups.

The distribution of nodes shows that the publications in the dataset involve multiple author groups with different patterns of collaboration. Some authors are connected through co-authorship links, while other authors appear separately from the larger groups. This indicates that collaboration within the analyzed literature is distributed across several groups rather than forming one single interconnected author network.

To provide a quantitative overview of the authors represented in the co-authorship network, the five authors with the highest number of documents are presented in Table 1.

Table 1. Authors with the Highest Number of Documents in the Co-authorship Network

No	Author	Documents	Citations	Total Link Strength
1.	Happy Karlina Marjo	6	12	9
2.	Nadia Aulia Nadhirah	4	0	12
3.	Nandang Budiman	3	0	6
4.	Glenn W. Lambie	3	61	5
5.	Akhir Pardamean Harahap	2	4	17

Based on Table 1, Happy Karlina Marjo has the highest number of documents in the analyzed dataset, with six publications, followed by Nadia Aulia Nadhirah with four publications. Nandang Budiman and Glenn W. Lambie each have three publications, while Akhir Pardamean Harahap has two publications. The total link strength shows a different pattern. Among the five authors presented, Akhir Pardamean Harahap has the highest total link strength, with a value of 17, followed by Nadia Aulia Nadhirah with 12 and Happy Karlina Marjo with 9. This indicates that the number of publications and the strength of co-authorship relationships do not necessarily follow the same pattern.

The separate collaboration groups may be associated with the diversity of research contexts represented in the dataset. For example, Noperlis et al. (2023) examine school counselors' understanding of professional ethics and competence, while Maulida et al. (2023) examine students' views of guidance and counseling teacher profiles in relation to professional ethics. These studies illustrate the range of contexts represented in research on professional ethics in guidance and counseling.

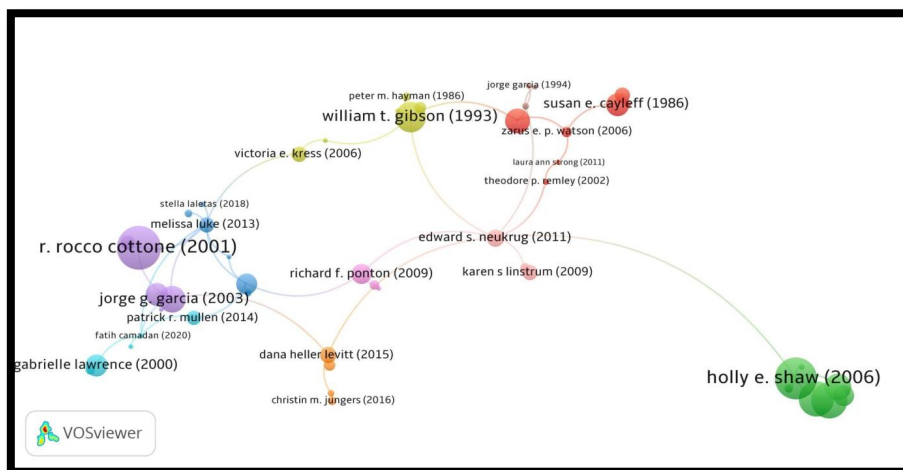


Figure 5. Document Citation: Citation Relationships Among Research Articles

The document citation visualization in Figure 5 illustrates citation relationships among the documents included in the analyzed network. Each node represents a document, while connecting lines indicate citation relationships between documents. The network contains publications from different periods, including works related to counseling ethics, professional responsibilities, ethical standards, and ethical decision-making.

To provide a quantitative overview of the citation network, the five documents with the highest citation counts are presented in Table 2.

Table 2. Most-Cited Documents in the Citation Network

No	Documents	Citations	Links
1.	R. Rocco Cottone (2001)	118	3
2.	Patricia Arredondo (2004)	117	0
3.	Holly E. Shaw (2006)	111	6
4.	John W. Bloom (1998)	92	3
5.	Jerry Finn (2010)	90	2

Based on Table 2, R. Rocco Cottone (2001) has the highest citation count in the analyzed network, with 118 citations, followed by Patricia Arredondo (2004) with 117 citations and Holly E. Shaw (2006) with 111 citations. John W. Bloom (1998) and Jerry Finn (2010) have 92 and 90 citations, respectively. The number of links varies among these documents, with Holly E. Shaw (2006) having six links, while Patricia Arredondo (2004) has no links despite having a high citation count.

The citation network indicates that research on professional ethics in guidance and counseling is connected to an established body of literature addressing ethical standards, professional responsibilities, and counseling practice. More recent studies continue to examine ethical issues in specific counseling contexts. For example, Camadan et al. (2021) examine ethical dilemmas experienced by school counselors, while Johnson and Purgason (2021) examine school counselors' experiences with ethical decision-making. These studies illustrate the continued discussion of ethical issues and decision-making in counseling practice.

The citation relationships therefore show how publications within the analyzed dataset are connected to previous scholarly works. The presence of highly cited earlier publications alongside more recent studies indicates that research on professional ethics draws upon an established literature base while continuing to address ethical issues in contemporary counseling contexts.

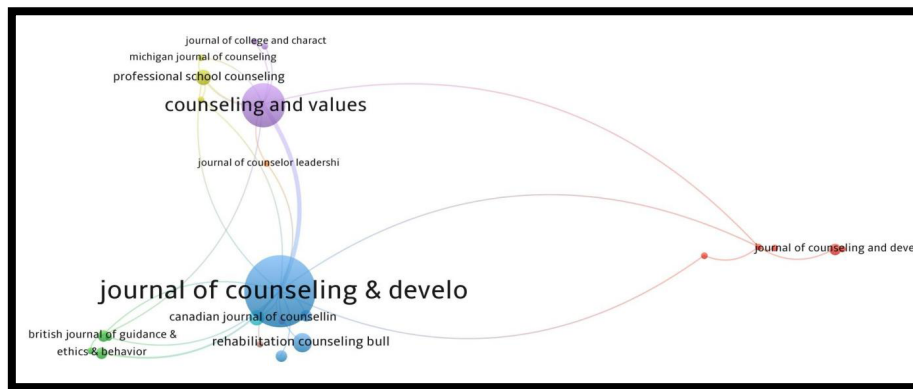


Figure 6. Source Citation: Citation Relationships Among Publication Sources

The source citation visualization in Figure 6 illustrates citation relationships among the publication sources represented in the dataset. Each node represents a publication source, while connecting lines indicate citation relationships between sources. Several counseling-related journals are visible in the network, including Journal of Counseling & Development, Counseling and Values, Professional School Counseling, Journal of College and Character, Michigan Journal of Counseling, British Journal of Guidance & Counselling, Rehabilitation Counseling Bulletin, and Ethics & Behavior.

The distribution of publication sources shows that research on professional ethics in guidance and counseling is represented across several counseling-related journals rather than being concentrated in a single publication source. The network therefore reflects the distribution of research across different publication contexts within the counseling field.

This distribution is consistent with the diversity of topics and counseling specialties discussed in the literature. Park et al. (2023), for example, analyzed counseling literature on ethics across clinical mental health counseling, rehabilitation counseling, and school counseling. This provides context for the presence of professional ethics research across different counseling-related publication sources.

The source citation network also reflects the connection between professional ethics and broader issues of professional practice and counselor competence. Fitriani et al. (2024), for example, examined the relationship between guidance and counseling teachers' understanding of professional ethics and competence and the quality of guidance and counseling services. Thus, the source citation visualization illustrates that research on professional ethics is discussed across different areas of guidance and counseling research.

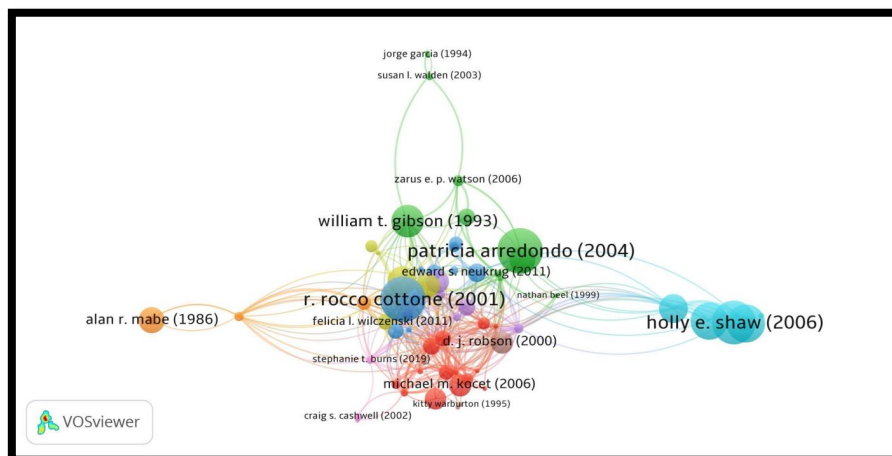


Figure 7. Bibliographic Coupling of Documents: Similarity Among Research Articles Based on Shared References

The bibliographic coupling visualization in Figure 7 illustrates relationships among research documents based on the references they share. In this visualization, each node represents a document, while the connecting lines indicate bibliographic coupling relationships resulting from shared references among documents. The map contains several connected groups with different colors, indicating clusters of documents that share similarities in their reference patterns. Several visible

documents include William T. Gibson (1993), Patricia Arredondo (2004), R. Rocco Cottone (2001), Holly E. Shaw (2006), D. J. Robson (2000), Michael M. Kocet (2006), Felicia L. Wilczenski (2011), Stephanie T. Burns (2019), Alan R. Mabe (1986), and Craig S. Cashwell (2002).

The bibliographic coupling network shows that the documents are connected through similarities in the references used in their respective publications. Several clusters can be observed in the visualization, with documents within the same cluster showing stronger bibliographic relationships based on shared references. For example, the documents by William T. Gibson (1993), Patricia Arredondo (2004), R. Rocco Cottone (2001), and Holly E. Shaw (2006) are positioned within the main interconnected network, while other documents such as Alan R. Mabe (1986) and Craig S. Cashwell (2002) appear in different parts of the network.

Unlike keyword co-occurrence analysis, which identifies relationships based on terms appearing in publications, bibliographic coupling examines the similarity between documents based on their reference lists. Therefore, Figure 7 provides a different perspective on the research landscape by showing how publications are connected through the scholarly literature they cite.

The presence of several clusters indicates that research on professional ethics in guidance and counseling is supported by multiple groups of related scholarly works. The network also shows that older publications remain connected with other documents through shared references, while more recent publications are positioned within the same broader bibliographic network. This indicates that research on professional ethics develops through connections among publications that draw upon related bodies of literature.

The findings from the seven VOSviewer visualizations provide an overview of the structure and development of research on professional ethics in guidance and counseling. The keyword analyses show that ethics, confidentiality, code of ethics, codes of ethics, counselors, professional counselor, and professional ethics are prominent terms in the research landscape. These themes indicate that professional ethics is discussed in relation to ethical standards, confidentiality, professional practice, counselor competence, and specific counseling contexts.

The findings are consistent with previous studies that discuss ethical decision-making, professional competence, and ethical issues in changing counseling contexts. Camadan et al. (2021) and Johnson and Purgason (2021) highlight ethical dilemmas and ethical decision-making among school counselors, while Marjo and Sodi (2022) and Noperlis et al. (2023) discuss the relationship between professional ethics and counselor competence. Recent research has also examined counselors' ethical and legal self-efficacy, highlighting the importance of counselors' perceived ability to apply ethical and legal responsibilities in practice (Niles & Levitt, 2026). Research on online and virtual counseling also emphasizes ethical concerns related to confidentiality and professional practice (Syamila & Marjo, 2022; Sari & Marjo, 2022; Jannah & Marjo, 2022).

The author, document, source, and bibliographic coupling analyses further show that research on professional ethics involves multiple researchers, publication sources, and interconnected scholarly works. Overall, the findings indicate that professional ethics in guidance and counseling is a broad research area involving ethical standards, confidentiality, ethical decision-making, professional competence, and changing counseling contexts. The bibliometric mapping provides a structured overview of these research patterns and can serve as a basis for identifying areas for further research.

CONCLUSION

The bibliometric analysis of 134 scientific articles shows that research on professional ethics in guidance and counseling covers interconnected themes, particularly ethics, confidentiality, code of ethics, professional ethics, counselors, and professional counselor. The findings also show that professional ethics research is discussed in relation to ethical decision-making, counselor competence, professional standards, and changing counseling contexts, including online and virtual counseling. The VOSviewer analysis further illustrates patterns of collaboration among authors, citation relationships among documents and publication sources, and similarities among documents based on shared references.

Based on these findings, future research can further examine emerging ethical issues in guidance and counseling, particularly those related to technological developments, online counseling,

confidentiality, ethical decision-making, and professional competence. Further bibliometric studies may also use broader databases or additional bibliographic sources to provide a wider representation of research on professional ethics in guidance and counseling.

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