

The Urgency of Technology and Social Media in Guidance and Counseling in The Covid-19 Pandemic

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ABSTRACT

The research have a purpose to find the urgency of technology and social media in guidance and counseling the Covid-19 Pandemic at State Junior High School 1 Bantul and State Junior High School 1 Bontang. The use of technology and social media during the Covid-19 pandemic is very helpful for guidance and counseling teachers in providing guidance and counseling services at schools. This research use descriptive qualitative approach. The subjects in this research were the guidance and counseling teachers of the State Junior High School 1 Bantul and the State Junior High School 1 Bontang. The data collection method used was interviews and observation. The use of technology and social media by guidance and counseling teachers is based on the *Student Problem Check List* in schools based on the *Student Needs Questionnaire* for Junior High Schools. Practice Guidance and counseling services have delivered through social media *WhatsApp* class groups and applied to social media *Instagram* and *Youtube* as the delivery of information on guidance and counseling services following the development of digital technology that is of interest to students. Based on the results of the analysis, it shows that technology and social media in guidance and counseling have an important role and have a positive influence on students because of their interest in guidance and counseling services in schools.

Keywords: *Guidance and counseling, Technology and Social Media*

1. INTRODUCTION

Education in the current global era is experiencing very fast development. Over time, the use of information technology is needed in the world of education to make it easier for teachers to convey information to students at school. Because every teacher has a different background, teachers have a unique way of providing information so that it can be easily accepted by students. The emergence of the Covid-19 Pandemic (*coronavirus disease 2019*) in Indonesia so that it affects almost all aspects of life, one of which is in the aspect of education. As a result of this pandemic, schools were closed, to prevent the spread of Covid-19. Even though the school is closed, learning activities are still carried out using an online learning system at home. Learning practices during the covid 19 pandemic are not abolished but are still carried out online or remotely using applications such as zoom [1]. Learning activities at home are intended to cut the chain of distribution because they can reduce the spread of COVID-19.

Online learning is a new social process that acts as a substitute for face-to-face learning in the classroom (traditional) to distance learning [2]. Learning in the network (online) is carried out remotely using media in the form of the internet with supporting tools such as *mobile phones* and computers. Online learning places more emphasis on the accuracy and foresight of students in receiving and processing the information presented *online* [3]. In this regard, the use of technology and social media is needed by guidance and counseling teachers to succeed in providing guidance and counseling services during the COVID-19 pandemic, of course, effective and efficient guidance and counseling services. In fact, the use of technology and social media in the realm of education in Indonesia still has obstacles such as the use of the internet network. The application of information technology in education in Indonesia is still not fully utilized due to the uneven distribution of infrastructure that supports the application of information technology in education [4]. Not only that, but human resources in Indonesia are also not ready to use media technology and social media in the process of

guidance and counseling services in the COVID-19 pandemic situation. The readiness of guidance and counseling teachers is very influential in the process of guidance and counseling services. This makes guidance and counseling teachers change the service system from face-to-face to online systems.

The use of technology and social media in guidance and counseling services is to be more creative, innovative and varied in providing guidance and counseling services to students so that they can help facilitate in the form of information to students on learning activities at home [5]. The current use of technology and social media used by teachers and students is the Google Classroom, Zoom, Whatsapp Group, Google Meet platforms. The use of the Google classroom platform can help in distance learning so that it can be effectively carried out in the online learning process [6]. Due to the Covid-19 pandemic condition requires counselors to use cyber counseling in conducting virtual guidance, one of which is using zoom meetings [7]. This paper tries to highlight the importance of guidance and counseling services using technology and social media applications as well as the methods or skills needed during the covid-19 pandemic.

Research on the urgency of technology and social media in guidance and counseling already exists in several themes such as the urgency of using media technology in the implementation of guidance and counseling in schools [8]. This research uses technology media application guidance and counseling program in the form of software that only uses sociometric application programs. Utilization of information technology in guidance and counseling services as a representation of the development of a professional culture of counselors in serving students [9]. In this study, the use of information technology is a manifestation of the results of human culture because it can help facilitate human life and it is important to use it in guidance and counseling to increase service productivity and the quality of guidance and counseling services provided to students. Opportunities of online counseling and utilizing technology and media during the covid-19 pandemic and delivery by practitioners by working more creatively in providing services to clients [10]. The use of technology and social media has been applied in the process of guidance and counseling services, especially during the current covid-19 pandemic. Guidance and counseling teachers are required to be more creative in providing guidance and counseling services and use their expertise in the field of computer information technology to become professional teachers.

2. METHODS

This research was conducted using a qualitative approach. The qualitative approach is a research

procedure to understand the phenomena that occur in natural objects that develop, and the researcher is the key instrument [11]). The type of this research is descriptive. The subjects in this study were guidance and counseling teachers at the state junior high school 1 Bantul and the state junior high school 1 Bontang. The object of this research is the urgency of technology and media for guidance and counseling during the Covid-19 pandemic.

Data collection techniques used in this study were online interviews using *WhatsApp* social media and observations made online through *Instagram* and *Youtube* social media due to the Covid-19 pandemic. In this study, the researcher used a structured interview method that had been made previously with an online system. Observations made by researchers using online active participation. It means that the researcher follows the activity by looking directly online through social media *Instagram and Youtube* but does not participate in these activities. The data validity method uses triangulation techniques, data collection that combines data and existing data sources [12]. Triangulation was carried out by researchers using different data source collection techniques by researchers through interview data through the *Whatsapp* and *google meet* applications as well as online observations by observing *Instagram* and *Youtube* social media accounts on research subjects. The focus of this research relates to the use of technology and social media that have been applied in the process of guidance and counseling services, especially during the current covid-19 pandemic.

3. RESULT AND DISCUSSION

3.1 Benefits of Technology and Social Media Guidance and Counseling

Technology in guidance and counseling cannot be separated from media or tools to channel communication media assistance to students. Technology is an object that is used to facilitate human activities, such as machines or hardware [13]. With technology, humans can use it so that the activities to be carried out become easier because technology aims to facilitate humans in their lives. The use of technology in online guidance and counseling services during the current COVID-19 pandemic can help solve student problems through online social media. Online counseling is a counselor's effort to help solve problems through online communication by chatting or streaming video [14]. In the implementation of guidance and counseling services using online social media, it is necessary to have a clear procedure to facilitate the process of guidance and counseling services.

The purpose of technology is to solve problems, open human creativity and increase effectiveness and efficiency in the work done [15]. Media and social technology for guidance and counseling teachers can be used for convenience in providing guidance and counseling services in schools. In the implementation of guidance and counseling services during the COVID-19 pandemic in schools, guidance and counseling teachers can still provide guidance and counseling services using social media technology because technology can facilitate access to long-distance communication ranges without having to meet directly with students. There are three classifications of the use of technology, namely technology as a media (aid), technology as a source of information, and technology as a learning system [16]. The following is an explanation of the three uses of technology.

First, technology is useful as a medium (tool) in guidance and counseling. Technology in guidance and counseling is very useful for guidance and counseling teachers because using technology will make it easier to convey information so that it can immediately arrive at the information provided. With the Covid-19 pandemic hitting Indonesia, technology and social media are urgently needed to make it easier to provide guidance and counseling services under conditions of face-to-face restrictions at schools. In this case, the state junior high school 1 Bantul and the state junior high school 1 Bontang used guidance and counseling application *software* in the form of a questionnaire on the needs of junior high school students. *The software* is processed using the *Microsoft Excel* application in the form of each answer that has been selected by the student entered manually by the guidance and counseling teacher. This answer processing aims to determine the percentage of questionnaire items needed by students. The use of technology in learning by teachers can have a positive impact [17].

Regarding the implementation of guidance and counseling services during the COVID-19 pandemic, guidance and counseling teachers can still provide online services by utilizing technology. As in classical guidance services, it can be shifted to the use of social media services with social media groups in the mutually agreed class. Guidance and counseling teachers can assist remotely when students study at home.

Second, technology is a source of information. With technology applied to guidance and counseling services, the provision of guidance and counseling services becomes easier and more effective when conveying information to students. The Covid-19 pandemic has made guidance and counseling teachers use social media as a form of providing information to students. Understanding social media is often considered as a tool to connect to other people (*social connectivity*) and as the delivery of information in the

form of messages [18]. Social media is a technology that emphasizes digital interaction by users in the form of created content [19]. In this case, the state junior high school 1 Bantul and the state junior high school 1 Bontang use *WhatsApp* social media to provide information regarding the material to be delivered before conducting guidance and counseling services.

Third, technology functions in the learning system in guidance and counseling. This technology is a means to provide guidance and counseling services in the form of information to students accurately and quickly. In this case, the use of social media when providing services at the state junior high school 1 Bantul which is often used is *WhatsApp, Instagram, and Youtube* in the form of a conditional use of the *Website*. And at the Bontang 1st state junior high school the use of social media that is often used is *WhatsApp, Instagram, Telegram, Facebook, and Youtube*. The variety of social media used varies so that students do not get bored easily when they are given guidance and counseling services. By looking at the various uses of social media users in the Bantul 1 state junior high school and 1 Bontang state junior high school, access to the provision of guidance and counseling services during the Covid-19 pandemic is getting easier and faster without any time and place restrictions so that the material delivered can be easily accepted.

The media's contribution to technology can be carried out in the implementation of guidance and counseling services [20].

- 3.1.1. The content of guidance and counseling services is more organized in the use of media to help counselor teachers in the implementation of guidance and counseling services so that the information on the material presented is more organized systematically.
- 3.1.2. The delivery of guidance and counseling content is more standardized because with the media it is possible that the material presented will still have the same scope and meaning even though it is delivered at different times.
- 3.1.3. The provision of guidance and counseling services becomes more attractive. The media helps the counselor's task to provide varied services so that it does not seem monotonous.
- 3.1.4. The implementation of guidance and counseling services becomes more interactive, which allows counselors to have more time to interact with students.
- 3.1.5. With the media, the time used in delivering material or service content is more efficient because it provides opportunities and time to facilitate students to carry out other meaningful activities.

- 3.1.6. The implementation of guidance and counseling services can be carried out at any time when needed.
- 3.1.7. The development of a positive individual attitude towards the media delivered. Counselors prepare media communicatively and interestingly so that students perceive that guidance and counseling services are professional activities.
- 3.1.8. The role of the counselor can be increased. With the media, the counselor can act as a presenter and facilitator so that the role in the implementation of guidance and counseling services can be carried out optimally.
- 3.1.9. The issues discussed in classical guidance activities become more concrete because the counselor presents examples that are not abstract, imaginative, or pseudo-illustrative.

3.2 The Implications of Technology and Social Media in Guidance and Counseling Services During The Covid-19 Pandemic

Technology in guidance and counseling services during the COVID-19 pandemic underwent very different changes from the period before the COVID-19 pandemic. With this phenomenon, guidance and counseling teachers who initially provided guidance and counseling services through face-to-face directly (offline) turned into online services. The following are the stages of selecting media that can be applied to technology and social media that can be done in providing guidance and counseling services [20].

- 3.2.1. Analyze students. What needs to be analyzed in selecting media are general characteristics and student competencies. The general characteristics that need to be considered are age, class, culture, and socioeconomic status of students. The competencies needed for students in schools are knowledge and skills in utilizing or accessing media and students' attitudes towards the implementation of guidance and counseling services.
- 3.2.2. Set media goals. The use of media should aim to support the achievement of the goals of guidance and counseling services. Setting the goals of the media tailored to the goals of guidance and counseling services directed at the focus and attention of students on the material or topic presented by the guidance and counseling teacher.
- 3.2.3. Choosing the media for guidance and counseling services. Media selection is

adjusted to the format or type of media including visual, multimedia, and other media formats. Counselors are required to be able to operate the media when implementing guidance and counseling services. The media provided must be following the method of service provided, taking into account the method applied. The selection of media is based on the contribution to guidance and counseling services, not on ease of use, namely on the relevance of the material presented in the content of guidance and counseling services.

There are eight potential technologies that can be used for guidance and counselling services [22].

- 3.2.1. Email/electronic mail. The potential use of technology by guidance and counseling teachers includes therapy, correspondence for scheduling guidance and counseling services, monitoring, *post-therapeutic follow-up*, transfer of counselee records, case referrals, input, research, and *collegial professionals*.
- 3.2.2. *Website / blog / homepage*. The potential for guidance and counseling teachers includes publication, marketing, advertising, and information dissemination.
- 3.2.3. Video conferencing computer. Potential use by guidance and counseling teachers is for consultation, referral, and therapy.
- 3.2.4. *System bulletin board / list servers / newsgroups*. Potential uses by guidance and counseling teachers include consultation, case transfer, information resources, and professional association activities.
- 3.2.5. Computerized simulation. Potential use by guidance and counseling teachers is for supervision and competency training.
- 3.2.6. *FTP sites* database. Potentials that will be used include research, sources of information for therapists, transfer of records, assessment and analysis.
- 3.2.7. *Chat Rooms/ electronic discussion groups*. The potential that will be used, among others, for group therapy, self-help, and *reinforcement*.
- 3.2.8. *Software*. The potential that will be used is for competency and skill training, self-help, and skills training, as well as homework.

The COVID-19 pandemic has forced guidance and counseling teachers to make the best use of technology so that the guidance and counseling service process can run well. The development of science and technology is an impetus for reform efforts in utilizing technology in the learning process [23]. In this case, guidance and

counseling teachers at the Bantul 1 state junior high school and 1 Bontang state junior high school are indirectly required to use technology and social media when providing online guidance and counseling services.

Guidance and counseling teachers in the implementation of online guidance and counseling services can use applications such as google meet to greet and interact with students while assisting while studying at home. With the importance of using applications in student mentoring, social media technology can be interpreted as a tool to obtain information during student mentoring by guidance and counseling teachers.

Based on the opinion above, the following is a model of the implications of technology and social media in guidance and counseling found in the Bantul 1 State Junior High School and the 1 Bontang State Junior High School.

- 3.2.1. *The use of software in the needs assessment of students at the Bantul 1 state junior high school and the Bontang 1 state junior high school uses a questionnaire on the needs of junior high school students which is carried out in the new academic year or the beginning of the semester which is used as the basis for implementing guidance and counseling services in school.*
- 3.2.2. The use of the google form application in distributing questionnaires or questionnaires and collecting student data is taken at any time when needed because it is flexible. The use of social media in the form of *WhatsApp* to provide file transfers to students. Guidance and counseling teachers create *WhatsApp groups* to facilitate communication between children and parents.
- 3.2.3. The use of *Instagram* and *Youtube* applications according to student needs. The use of *Instagram* and *Youtube* applications is usually done to review material that has previously been discussed or follow-up on material that will be given next in the form of video playback related to guidance and counseling services. The choice of using social media applications is because the majority of students use them in their daily lives and are very popular.

There are other alternatives in using technology that can be done by guidance and counseling teachers during the pandemic to stay connected with students during distance learning:

3.2.1. Online assessment

The collection of assessment data on students during the COVID-19 pandemic is needed so that guidance and counseling teachers know the needs of students. This is for reflection on each material that will be delivered to determine the level of student understanding that can be done using the *google form* application. Students/counselees are asked to fill out online attendance. The use of the form is to monitor student activities when learning at home. With technology, it can help monitor management while students are studying at home by asking students to share location points when they are there.

3.2.2. Classical Guidance and Counseling Services

With the home study policy, classical guidance services are carried out online. In classical guidance services during the covid-19 pandemic, student assistance in classical guidance services is carried out online related to assignments from teachers and monitoring students' psychological conditions at home [24]. Guidance and counseling teachers can still carry out the task of providing guidance and counseling services from home using the zoom application, google classroom, google meet, Whatsapp group and various other applications. Guidance and counseling teachers with students can make presentations, discussions, question and answer, or give assignments and motivate students.

3.3 Factors Inhibiting The Use of Technology and Social Media in Guidance and Counseling Services During The Covid-19 Pandemic

Based on the results of online interviews through the Whatsapp and google meet applications with guidance and counseling teachers at the Bantul 1 state junior high school and 1 Bontang state junior high school, it can be identified the inhibiting factors in the use of technology and social media in guidance and counseling services in the future. covid-19 pandemic.

3.3.1 Guidance and counseling teachers work extra because they have to prepare in advance in the form of concepts, ideas, strategies that will be given to students.

3.3.2 The number of guidance and counseling teachers in schools is not proportional to the number of students in the school which results in not having more time to develop scientific competence because they are already busy with handling problematic students.

3.3.3 When students do not have internet quotas or their data packages run out, the communication process during the guidance and counseling services that will take place will be hampered.

Implementation of guidance and counseling services using technology and social media can be an alternative if guidance and counseling teachers cannot meet in person. The use of technology and social media in guidance and counseling services during the COVID-19 pandemic includes means to support communication with students. Online counseling is one of the choices of schools in the process of guidance and counseling services at schools [25]. With online counseling services, the process of guidance and counseling services can still be done without meeting in person.

The urgency of using technology and social media during the COVID-19 pandemic in guidance and counseling is very much needed. The existence of guidance and counseling teachers in utilizing technology and social media is used to monitor the condition of students while studying at home through online media. It is hoped that online assistance will continue to develop students to develop optimally. Technology and social media are needed so that guidance and counseling teachers are always creative and innovative so that they can become guidance and counseling teachers who have scientific competence in the field of technology in guidance and counseling. By using technology and social media, the process of guidance and counseling services can be carried out at any time without being constrained by distance and time. Technology and social media in guidance and counseling are very helpful so they have an important role in everyday life.

4. CONCLUSION

Based on the discussion that has been described regarding the urgency of technology and social media in guidance and counseling at the Bantul 1 state junior high school and 1 Bontang state junior high school, there are many benefits to the use of technology and social media in guidance and counseling. This can always facilitate the work of guidance and counseling teachers in providing information services to students. Technology and social media in guidance and counseling services have a very important role. When guidance and counseling teachers use technology and social media, guidance and counseling teachers will always increase their knowledge in these fields. This makes guidance and counseling teachers more competent so that they can always innovate on guidance and counseling services. In the Bantul 1 state junior high school and 1 Bontang state junior high school it was found that the use of social media *WhatsApp*, *Instagram*, and *Youtube* was useful to support the

provision of guidance and counseling services to students and students always liked these services.

AUTHORS' CONTRIBUTIONS

Nur Yuniarto contributed to this research by researching the field, while Budi Astuti contributed to guiding Nur Yuniarto during the study.

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