

# The Urgency of Technology Competencies for Guidance and Counseling Teacher

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## ABSTRACT

This study aims to provide a reference on the importance of technological competence for guidance and counseling teachers. Technology has become an inseparable part of human life, and education is no exception. Guidance and counseling teachers as part of education make guidance and counseling teachers need to master technology to adapt to the times and adapt to the characteristics of today's students who have known technology since birth. Technological competencies for guidance and counseling teachers are listed in the technology competencies for counselor education developed by the Association for Counselor Education and Supervision (ACES). The importance of technical competence is related to the goal of mastering technology itself, which aims to develop professional competence sustainably and improve the integration of technology in providing guidance and counseling services according to the characteristics of current students. This study uses a literature review method. Data were obtained from journals, books, and other publications relevant to the research conducted.

**Keywords:** *Guidance and Counseling, School Counselor, Technology Competence, Education*

## 1. INTRODUCTION

The rapid development of technology and information is undeniable. This is supported by the opinion of Cholik [1], which states that currently, the development of technology, information and communication is happening so fast. According to Dina et al. [2] stated that technology has become a primary part of society. Various technologies widely used in society and become an inseparable part include smartphones, software, internet browsers and media players [3]. Technology has entered into various aspects of life, not least in education [4].

The benefits of technology in education include the learning process, class management, administration, and even educational research [5]. According to Foulger [6] when accepting a teacher to become an educator in a school, the school must first ensure that the teacher is currently ready to use technology in the learning process at school. Other than having basic academic qualifications, a guidance and counseling teachers must also continue to develop their competencies, especially technology competencies [7]. Guidance and counseling teachers can utilize the technology in delivering services

to the students, it will be more convenient for guidance and counseling teachers to deliver services [8].

The advances and developments of the technology information are really helpful to counselor so that they are able to adjust the implementation of guidance and counseling services to be more up to date [9]. This shows that technological skills for a teacher are fundamental in the world of education. These skills are then referred to as technological competencies. Competence itself is a performance that describes the potential, knowledge, skills, and attitudes associated with a particular profession [10]. Therefore, it can be concluded that technological competence is a unity of knowledge, skills and actions that describe mastery of technology.

Guidance and counseling are an integral part of education that cannot be separated from technology. Technological competence is an essential support in the process of guidance and counseling services in schools. With the use of technology in guidance and counseling, it will be easier to find various supporting facilities to fulfill information needed and develop potential and skills in studying the material [11]. However, in reality, many guidance and counseling teachers have low

technological competence. This is supported by the results of Triyanto's research [12] which shows that there are still many guidance and counseling teachers who are technology stuttering.

To overcome this, the first step that needs to be done to improve the technology competence of guidance and counseling teachers is to be aware of the importance of technology and the ability to use it in providing services [5]. Therefore, this research is focused on assessing the importance of technological competence for guidance and counseling teachers. The hope is to provide guidance and counseling teachers with an overview and understanding of the importance of having and improving technological competence.

## 2. METHODS

The method used in this research is a literature study. Research sources come from journals, proceedings and books that are relevant to the research conducted. The data obtained is then analyzed and arranged systematically so that it can be conveyed clearly and can be accounted for.

## 3. RESULT

Technology competencies for counselors based on the Association for Counselor Education and Supervision or ACES [13] are as follows:

- a. Able to use software for use in developing web, presentations and others,
- b. Ability to use audiovisual equipment, such as video recordings, sound recordings, projector equipment, and video conferencing equipment.
- c. Able to use computer-based statistics,
- d. Able to use computer-based applications for tests, diagnoses, career decision programs for counselees.
- e. Able to use email.
- f. Able to help counselees find various information related to counseling needs through internet media, such as career information, job opportunities, opportunities for self-development training, financial assistance and scholarships, healing procedures, and information on personal and social matters.
- g. Participate in various online counseling development activities.
- h. Able to use data storage equipment via CD-ROM.
- i. Knowing and understanding the legal and ethical aspects related to counseling services via the internet.
- j. Knowing and understanding the advantages and disadvantages of counseling through the internet.
- k. Able to use the internet to find various opportunities in order to continue education for counseling.
- l. Able to evaluate the quality of information on the internet.

## 4. DISCUSSION

The importance of technological competence cannot be separated from the development of an increasingly sophisticated era. The development of technology and science must be followed by adaptation. Then the importance of technological competence for guidance and counseling teachers, according to Cholik [1] states that one of the reasons why education in Indonesia is lagging behind other countries is the use of learning methods that still use the old pattern, namely the lecture model. This is then supported by the opinion of Nurpitasari et al. [13] which states that students have less interest in participating in learning with conventional methods. These two opinions show the urgency of technological competence for guidance and counseling teachers to make renewable innovations so that students have attention to follow guidance and counseling services.

Apart from that, the urgency of guidance and counseling competence is also since the students they deal with are digital native generations. Sulisworo [14] stated that digital natives are a generation born when technology was developing rapidly so that they were used to technology in almost all aspects of their lives. According to Ayuningtyas and Suhandiah [15] the current generation of students is more accustomed to using technology, even more mastery than the guidance and counseling teachers. Sulisworo [14] also revealed that the digital native generation is more comfortable and faster to learn on a digital basis. So that increasing technological competence for guidance and counseling teachers is not only about the demands of the times but also adapting to the characteristics of students.

There are many benefits provided by mastering technology. Mastery of technology for guidance and counseling teachers according to Oraegbunam, technology can be used for student assessment, implementation of guidance and counseling services, discussion forums, and research in the field of guidance and counseling [5]. However, more than that, the use of technology in guidance and counseling services, especially in Indonesia, is still deficient because there are still many guidance and counseling teachers who are technology stuttering [12]. So it is necessary to improve understanding and technology skills in guidance and counseling services.

The first thing that needs to be done to improve the technology skills of guidance and counseling teachers is to help them get used to using technology and be aware of the importance of technology in guidance and counseling [5]. Nevertheless, long before that, guidance and counseling teachers must first know the extent of their technological mastery. As explained in the results, that ACES already has technological competency standards that must be possessed by guidance and

counseling teachers. These standards can be used as an assessment measure that can be used today regarding the mastery of any technology that guidance and counseling teachers already have. Then, the assessment results can be used as material to develop a technology competency improvement program.

Batubara [11] stated that the strategy for improving the technology competence of guidance and counseling teachers needs to involve many parties, including the government, schools, teachers, professional organizations, and the community. The development strategies that can be carried out according to Batubara [6] include

- a. Central and local governments must collaborate in making policies and regulations regarding the use of technology in schools, providing funds for teacher training and improving infrastructure (technology),
- b. Schools must have a plan to increase teacher technological competence and supporting infrastructure,
- c. Teachers must be open to change, confident, and have a spirit of independent learning,
- d. Teacher professional organizations must accommodate teachers in improving teacher technology competencies, and

The community supports programs to improve school infrastructure and teacher ICT competence

## 5. CONCLUSION

The urgency of technological competence for guidance and counseling teachers cannot be separated from 2 main factors. The first factor relates to the rapid development of science and technology, which necessitates guidance and counseling services. Guidance and counseling teachers need to be creative, innovative, and adaptive to the times. The second factor is related to the characteristics of students familiar with technology even from birth So, guidance and counseling teachers need to adapt a lot to provide guidance and counseling services that are by the characteristics of students.

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