



# Utilization of Information Technology in Guidance and Counseling Services During the Covid-19 Pandemic

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**Abstract.** This research will describe the use of information technology in Guidance and Counseling services during pandemic. The study method used was qualitative with a case study approach. Data were collected through the distribution of questionnaires to 25 junior high school Guidance and Counseling teachers in Sleman Regency. The results showed that teachers who used the Google Meet application were 68%, the Zoom application were 32%, the WhatsApp application were 88% and other applications were 24%. The barriers skilled with the aid of using the Guidance and Counseling instructors in supplying steering and counseling offerings remotely covered loss of college students focus, a few college students who did not have mobile phones, network community problems, and a shortage of instructors in learning data technology. Teacher answers in supplying steering and counseling offerings had been the use of a mixture of Zoom, WA Group, Google Form, Google Meet and social media programs and enforcing institution steering.

**Keywords:** information technology · services · guidance and counselling

## 1 Introduction

The world is experiencing the same pandemic in several countries. Covid-19 is a type of virus that causes sufferers to experience respiratory problems. On January 30, 2020 World Health Organization has declared a public health emergency. Indonesia on March 2, 2020 has been confirmed positive for the corona virus [25].

Data from the World Health Organization (WHO, 2021) on July 9, 2021, showed that 185,291,530 people were confirmed positive for the corona virus and 4,010,834 people were declared dead due to the Corona virus, cases of the spread of the covid in Indonesia on July 9, 2021, showing 2,455,912 confirmed positive. Corona virus with details of 2,023,548 people recovered and 64,631 people died (Covid-19 Handling Committee and National Economic Recovery, 2021). The Covid virus which has become an epidemic has had an impact not only on health, but also on the economic and education sectors.

Efforts to prevent the Covid-19 virus have been carried out by the government, including social restrictions and issuing regulations for remote school learning.

Circular Letter (SE) of the Ministry of Education and Culture (Kemendikbud) Number four of 2020 about the implementation of Education regulations withinside the emergency duration of the unfold of the Corona Virus. According to the circular, schools have implemented distance learning with various considerations and requirements. It has been defined withinside the SE issued with the aid of using the Government that analyzing from domestic to offer a significant gaining knowledge of revel in without being careworn with the aid of using the needs of finishing gaining knowledge of results according with the curriculum for grade merchandising and graduation, gaining knowledge of from domestic may be centered on talents training concerning the pandemic.

Latip [16] said that the implementation of on line gaining knowledge of provides its very own demanding situations for education, students, establishments and offers demanding situations for the broader network which includes parents. In practice, educators have to discover approaches to keep to supply gaining knowledge of substances and be effortlessly customary via way of means of students. Students also are required so that you can alter themselves in conditions and situations like today, which includes intellectual readiness.

Not only challenges, teachers also experience many obstacles in implementing during the Covid-19 virus pandemic. Wahyuningsih [24] stated that in the results of his research, teachers experienced problems with weak mastery of information technology and limited supervision of students in the ongoing learning process. In addition, students' obstacles in distance learning are lack of motivation and concentration in learning, limited supporting facilities, and internet network access. The effect of distance getting to know additionally can't be separated from the steerage and counseling trainer withinside the implementation of steerage and counseling for students.

Asititi, et al. [5] stated that guidance and counseling teachers play a role in facilitating the development of students' potential in personal, social, learning, career, and personal development aspects of students. So that it becomes a big challenge for BK teachers in providing services during distance learning. Given these challenges, BK teachers must be able to optimize guidance and counseling services by utilizing current information technology developments.

The above attracts researchers to conduct research on the use of information technology in Counseling services. The specific things that were done in the researcher's research were to answer the researcher's question, namely: what medium of distance Guidance and Counseling service was used? What are the obstacles to using information technology as a medium for remote Guidance and Counseling services? And what is the teacher's solution in overcoming the obstacles of Guidance and Counseling services using information technology.

## 2 Method

The studies approach used on this studies is qualitative with a case observe approach. Moleong [17] indicates that qualitative studies is studies that produces descriptive information withinside the shape of written or spoken phrases from interviews or observations.

This observe makes use of a questionnaire to the BK instructors on the junior excessive college stage in Sleman Regency. In the analysis stage, all the collected data is entered into a computer database in the form of files for easy access. The data from the questionnaire are described and presented in a coherent manner to answer the problem formulation.

### 3 Discussion

The results of this study are divided into several sub-sections to facilitate the description as an answer to the problem formulation, including: Guidance and Counseling service media used by teachers, obstacles to the use of IT as a service medium, and handling of obstacles in the use of IT as a Guidance and Counseling service. The following are the described research results.

#### *A. Remote Guidance and Counseling Service Media*

The process of remote counseling services can be carried out using various media. Musdalifah [18] stated that online counseling services can be done through online and offline media including Google Form, Whasapp, Google Classroom, Zoom, Google Meet, Blog, Google Suite For Education, Website, CD, Facebook, E-Mail, Yahoo Messenger, Teleconference/Videoconference Skype, Twitter, Video call, Instagram, Hangout, Study House, Phone or Live Chat, Cyber Counseling. The use of learning media cannot be denied in the distance learning process.

Sari [22] suggests that the use of computers and the internet in learning can lead to two-way interaction between teachers and students. Although Guidance and Counseling services using digital technology make geographical boundaries seem to disappear, the communication process mediated by computers or mobile phones still has limitations in capturing expressions and movements of teachers and students.

Based on the results of the questionnaire distribution, 25 BK teachers at the junior high school level in Sleman Regency responded. There are several service methods used by BK teachers, namely online, offline, and mixed. According to the results of the questionnaire that was filled out by the teacher, 60% of the teachers used the online method, 36% of the teachers used a mixed method between online and offline, and none of the teachers used the offline method in full. Teachers use the application for various guidance and counseling services. When viewed in percentage terms, teachers who use the Google Meet application are 68%, the Zoom application 32%, the WhatsApp application 88% and other applications 24%.

According to Arsyad [1] media is something that may be used to channel messages from sender to receiver in order that it may stimulate the feelings, thoughts, issues and pastimes of college students in this sort of manner that the studying manner occurs.

Dabbagh and Ritland [10] explain, on line studying is an open and dispensed studying gadget the use of pedagogical tools (academic aids), that is made viable via the net and network-primarily based totally era to facilitate the formation of studying strategies and understanding via significant movement and interaction.

DeVito [11] shows on line mastering media is media this is prepared with a controller that may be operated via way of means of the user, in order that customers can manipulate

and get right of entry to what college students need, as an instance downloading sources for substances, inclusive of substances contained in counseling steering services.

Nasution [19] shows that there are numerous on line studying media that may be used as an alternative for supplying counseling steering services, including: the primary and maximum extensively used on line media is whatsapp group, zoom, the following on line media comes from google, particularly the google suite for education, media on line ruangguru, mediaonline zenius.

### *B. Constraints of Utilizing Information Technology as a Remote Service*

The technique of far flung steering and counseling offerings is a brand new element for steering and counseling instructors. The COVID-19 pandemic calls for instructors to innovate in sporting out the technique of steering and counseling offerings. The obstacles and constraints of every trainer will have an effect on the technique of far flung Guidance and Counseling offerings. The outcomes of the have a look at suggest numerous limitations confronted with the aid of using Guidance and Counseling Teachers in utilising facts generation as a medium for lengthy distance offerings.

Students' attention/focus on learning materials is lacking, perhaps because they feel that they are not known by the direct teacher (P1).

Based on the results of filling out the questionnaire of respondent 1 (P1), conveying the main obstacle faced by Guidance and Counseling Teachers in the use of information technology is student focus. This is reinforced as in the research conducted by Basar [7] that, students have not been able to make good use of study time, the way students study is irregular which results in poor study habits. This can be seen in filling out the attendance list that is not in accordance with school hours. In addition to the focus and attention of students, another obstacle was also conveyed by respondent 2 (P2).

Not all students have their own cellphones, there are students who still use cellphones together with their parents (P2).

The above constraints are similar to Anugrahana's research [3] which shows that the first obstacle to online learning is that there are some children who do not have cell phones. This results in students not being able to take part in online learning that is carried out with the help of cellphones or computers. Learning carried out remotely without using a computer or cellphone will be the main obstacle to the teaching and learning process. In addition, other obstacles that sufficiently affect the learning process were conveyed by respondent 3 (P3).

An irregular or non-existent cellphone signal network is a determining factor for online learning (P3).

The above is one of the obstacles to distance learning, lack of effective interaction, lack of organization, effective distance learning using the provided content, internet connectivity, and sufficient attention and availability. Reinforced by Buseric [9] who claim to have to do it. Basilaia & Kvavadze [8] that is of more challenge withinside the implementation of distance learning, together with in far flung regions or regions that don't have a web connection and restrained possession of era should be a large

impediment due to the fact educators and colleges do now no longer have good enough centers and centers for distance learning.

Still not mastered IT and applications used for distance or online learning (P4).

a) The above barriers are barriers to the implementation of distance learning in terms of recruitment, lack of clear guidance from local governments, lack of proper curriculum, and limited facilities and infrastructure, especially technology. Repeated by Arifa [4] mentioned to be included. Support for things and internet networks. Recruitment, including support for educators, students and parents, is the most important part of conducting distance learning. Koh, et al. [15] found that Indonesian teachers' information and communication technology (ICT) skills were not evenly distributed throughout the region. Azzizah [6] points out that there are differences in the quality of education and the socio-economic conditions of in all regions of Indonesia, especially Java and non-Java.

Based on the data analysis above, it can be seen that teachers still experience many obstacles in the use of information technology as a medium for Guidance and Counseling services. There are teacher obstacles in the implementation of counseling services, including: Focus/attention of students on learning, some students do not have cell phones, difficult or non-existent networks, and weak knowledge and operation of information technology for teachers. This is a fundamental obstacle to the use of information technology in Guidance and Counseling services. Delete the author and affiliation lines for the extra authors.

Putri [21] who said that there were several obstacles in providing guidance and counseling services, such as providing basic services for guidance and counseling teachers experienced difficulties, especially in providing classical services, individual services and responsive services so that guidance and counseling services were not maximal. Individual student planning also cannot be monitored optimally.

According to Aji [2], issues that hinder the effectiveness of online learning methods include inadequate equipment and infrastructure, and technical support equipment is clearly expensive. Many teachers in Indonesia still face alarming economic conditions. Teacher and student welfare that prevents the complete reduction of the information technology facilities and infrastructure that were urgently needed in this COVID-19 disaster.

### *C. Handling Obstacles to Utilization of Information Technology*

As a novelty, distance learning has many obstacles faced by Guidance and Counseling teachers in providing services. Obstacles encountered will find solutions over time. Anugrahana [3] in his research explained that the hope of teachers after the Covid-19 pandemic ended, online learning would still be carried out to train the skills of teachers and students in the digital era 4.0. The results of the questionnaire distribution, the teacher provides information related to information technology-based applications that are effectively used in remote Guidance and Counseling services.

Teacher respondent 2 stated several applications that can be used as effective service media, "a combination of application use using Zoom, WA Group, Google forms, Google Meet and by using up-to-date guidance media such as YouTube and Instagram" (P3).

Zaini and Dewi [28]. The use of video conferencing in distance learning is very useful for learning as educators can even interact in different locations. Stimulating all aspects of a student's development is inseparable from the learning media, as learning takes place in real learning media and students can work effectively in these learning media. Karen's study [13] shows that the use of video conferencing plays a very good role, especially when done correctly. This confirms that learning with the help of a video application can successfully support distance learning.

The service process, Guidance and Counseling can implement several service models. The results of the study show that the teacher's response to the Guidance and Counseling service model that is in accordance with the pandemic conditions is group guidance services.

“In my opinion, the service that is suitable for children is group guidance service, because it is more controlled than the classical service (P4)”.

Group guidance techniques are seen as effective to help increase students' self-disclosure through problem solving techniques, this is based on the assumption that the use of problem solving techniques in group guidance service activities has many functions such as the statement of Prayitno and Erman [20] state that the purpose and function of the service is the leadership of the group, and each member can speak in front of the crowd. You can express your opinions, ideas, suggestions, answers, and feelings to many people. Learn to respect the opinions of others. You are responsible for the opinions expressed. You can control yourself and suppress your emotions (negative psychological confusion); you can endure. Get acquainted with each other. Discuss common issues or issues that are felt or of common concern.

Tohirin [23] “Group counseling service is a method of providing guidance (counseling) to individuals (students) through group activities. Group counseling services help develop and solve individual problems (students) participating in the service. To discuss things, you need to achieve group activities and dynamics. A similar opinion was expressed in the Gibson and Mitchell study [12], where group counseling services are their growth, especially career development and social development. It has been suggested that it is one of the important services that support the improvement of self-confidence.

Winkel [26] also states that the benefits of group counseling provide opportunities for contact with many students. Provide the information that students need. Students can be aware of the challenges they will face. Students can accept themselves after realizing that their friends often face the same problems, difficulties and challenges. And it's more courageous to express your opinion in a group. Get the opportunity to discuss something together. I am more willing to accept opinions and opinions when a friend expresses than when an adviser expresses.

## 4 Conclusions

Based on the results of analysis and discussion of survey data, we can conclude that the use of information technology in guidance and counseling services may work well.

Research results from distributing questionnaires to 25 teachers show that 68% of teachers use the Google Meet application, 32% Zoom application, 88% WhatsApp application and 24% other applications which indicate that Guidance and Counseling teachers use information technology for services. Constraints experienced by Guidance teachers in Counseling include: divided student focus, there are students who do not have cell phones, unstable signals, and the teacher's lack of IT mastery of online service media. The handling of remote Guidance and Counseling service problems is carried out by using the Zoom, WA Group, Google Form, Google Meet and social media applications combined, in addition, group guidance services are more effectively used in the remote Guidance and Counseling process during the Covid-19 outbreak.

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