



The Impact of Covid-19 on School Counselor Services

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Abstract. The COVID-19 pandemic has caused a very significant change in this context in terms of implementing education. One of the educational contexts that is affected is the implementation of guidance and counseling services in schools. The changes are quite significant and take place quickly, resulting in the implementation of guidance and counseling services. Even though in the condition of adapting to new habits as a result of the COVID-19 pandemic, students currently need guidance and counseling services both in the aspects of solving problems and self-development. Changes that occur are not an obstacle for school counselors in implementing guidance and counseling services but are a challenge for counselors to be adaptive to existing changes. This article data was obtained by a survey method conducted on school counselors related to the implementation of guidance and counseling services in the context of the Covid-19 pandemic. This aims to determine and analyze the impact of the Covid-19 pandemic on the overall implementation of guidance and counseling services.

Keywords: Impact of Pandemic · Guidance and counseling · Online

1 Introduction

The COVID-19 pandemic has become one of the most talked about topics lately, a pandemic that started in 2019 to 2021 at this time [1]. The spread of the virus that began at the end of 2019 in one in China had a very significant impact on the lives of all people in the world. On January 30, 2020, the World Health Organization (WHO) declared a global health emergency due to the coronavirus [2]. Data compiled by the Covid-19 Task Force (2020) stated on July 19, 2020, that 212 countries were exposed to the coronavirus, with the number of positive cases reaching 14,307.30 people, while in Indonesia, the positive cases reached 86,521 people.

The first case of the coronavirus in Indonesia occurred at the end of March and has grown rapidly to this day which is one of the highest numbers of positive cases in the world. Several special instructions and regulations were made by the government to prevent the spread of the coronavirus infection, including work from home, physical distancing, prohibition on going home, large-scale social restrictions (PSBB) to the new normal, which is currently changing diction into an adaptation of new habits. Every policy that is made will certainly have consequences that must be accepted or affect all sectors [3].

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The impact of existing policies due to the COVID-19 or coronavirus pandemic has occurred in all existing sectors, including the education sector. The first announcement on March 24, 2020, the Minister of Education and Culture (Kemendikbud) issued Circular Letter Number 4 of 2020 regarding the Implementation of Education Policies in the Emergency Period for the Spread of COVID regarding the implementation of the learning process carried out at home through online/distance learning. In fact, the Ministry of Education and Culture in May issued Circular Letter Number 15 of 2020 concerning Guidelines for the Implementation of Learning from Home, educational policies in the new normal era regarding home learning will continue to be carried out in 2020, especially in areas with red zones.

This very significant change in a short period of time certainly has a tremendous impact on the implementation of education in Indonesia, both in the aspects of the learning process and the psychological aspects of students [4]. These conditions resulted in several special problems faced by students during the covid-19 pandemic, including decreased or low study habits (Harahap, 2020); anxiety about the corona virus and changes in online learning [5, 6]; online learning adaptation.

In addition to having to face problems during the covid-19 pandemic and the process of learning from home or online. Students are still required to master the subject matter and develop themselves in order to compete with the times. According to Redhana (2019), some of the skills that must be possessed by the next generation of the nation in the 21st century are how they collaborate, problem-solving skills, creativity and critical thinking [7]. In current developments, schools, especially guidance and counseling teachers, are required to contribute in the form of providing services to help students face problems and develop themselves to compete in the current era [8].

Guidance and counseling have a large role and are included in three main components in the scope of education which include management and supervision, learning in the field of study, and counseling guidance. Prayitno suggest that guidance and counseling are services provided to students that aim to achieve optimal development for each student, both individually and in group settings [9]. The implementation of guidance and counseling services is divided into four service areas: personal, social, learning and career. In addition, guidance and counseling teachers provide services with the aim of making students students independent [10, 11]. So that in this case, the guidance and counseling teacher provides services so that students can fulfill developmental tasks and overcome problems.

However, in the current state of the COVID-19 pandemic, it has brought significant changes to all aspects of human life. One of them is the aspect of education in Indonesia, where learning or teaching should be carried out face-to-face, experiencing a shift that must be carried out online [12]. Significant changes with time urgency it raises many problems, not only problems with teacher readiness or competence when online-based learning but also student readiness in the online learning process.

In the process of changing aspects of education, especially with the problems that exist, in this case the guidance and counseling teacher has an important role in helping students solve problems during the process of implementing online learning. So that in writing this article, it is focused on how the impact of the covid-19 pandemic on the

implementation of services carried out by school counselors is, making it a rubric for improving the implementation of services by school counselors in the future.

2 Methods

The research implementation uses quantitative research with survey methods assisted by questionnaire instruments [13]. This research is a study related to the implementation of guidance and counseling services in schools in the context of the covid-19 pandemic. The research implementation uses a quantitative approach through a survey method that aims to determine the impact of the COVID-19 pandemic on the implementation of services by school counselors. The subjects in the implementation of this study were 25 counselors or guidance and counseling teachers who were affiliated in the city of Malang.

The instrument used in the implementation of this research is an open questionnaire related to the implementation of guidance and counseling services in the conditions of the covid-19 pandemic. The list of questions posed to counselors through the google form is divided into two main focuses, namely (1) how to implement guidance services; and (2) how to implement counseling services. Meanwhile, the data analysis used in this research is descriptive data analysis with the mean and percentage of each data obtained.

3 Result and Discussion

The study focused on the impact of the COVID-19 pandemic on the implementation of school counselor services in terms of the following aspects:

Based on a total of 25 respondents who were obtained in the research process, they produced data based on studies related to the impact of the COVID-19 pandemic on the implementation of the provision of counselor services in schools. The data shows that 96% of counselors in schools carry out online guidance and counseling services [14]. This shows that the Covid-19 pandemic has brought significant changes to the implementation of guidance and counseling services, which were initially carried out offline or face-to-face, then turned into online or online services [15].

This change has a very significant impact on the implementation, and readiness of counselors and counselees in conducting online guidance and counseling services. This is supported by research data from Chick which states that the Covid-19 pandemic has caused changes in the overall implementation of the learning system in schools using the learning system from home so that innovations related to the online learning process are formed [16].

If it is reviewed on the implementation of guidance services, the data shows that the implementation of services with a guidance approach on average, uses the classical guidance strategy of 80% and only 20% of group guidance. The online media used in the implementation of guidance services have diversity, including whatsapp 92%, google meet 56%, zoom meeting 8%, website 8%, email 8% and microsoft teams 4%.

Then when viewed from the use of techniques in the implementation of guidance services, it shows that group discussion techniques are 68%, problem-solving techniques are 64%, expository techniques are 40% and educational cinema techniques are 24%.

Based on the implementation of guidance services that have been implemented from a scale of 1 to 10, it shows that the implementation of online guidance services reaches number 7.

Meanwhile, if it is reviewed based on the implementation of online counseling services, data shows that 92% of counseling services are carried out through individual counseling strategies and only 8% use group counseling service strategies during the implementation of online counseling services in the covid-19 pandemic. The review based on the counseling approach that is most widely used in the counseling process is 56% solution-focused concise counseling, 44% reality counseling, 32% personal-centered counseling, 28% behavioral counseling, 20% cognitive counseling, and 16% REBT counseling [17]. The implementation of online counseling using online media platforms includes 96% whatapps application, 24% zoom meeting, and 20% google meet. When viewed from the implementation of online counseling services, it was obtained 6.5 out of 10, while the scale for achieving goals in the online counseling process reached 5.8 out of 10.

Based on the data that has been presented, it can be seen that in the implementation of guidance and counseling, school counselors mostly use media in the form of WhatsApp applications in the implementation of their services [18]. Then if it is reviewed based on implementation, it shows that the implementation of guidance services is higher than guidance, but when viewed from the achievement of goals, it is found that the purpose of counseling is higher than guidance [19–21].

This shows a new pattern of dependence in the process of implementing guidance and counseling services by school counselors, where there are quite significant changes both in the aspects of the service process, and the tendency of the techniques used to support the implementation of the service. This data can be used as a reference as further competency development for school counselors in order to adapt to the conditions and developments of the times [22–24]

The achievement of the implementation of guidance services is influenced by several factors, including: (1) the condition of students who are diverse both in terms of characteristics and socio-economic conditions; (2) lack of counselor skills in the use of technology; and (3) the influence of the media or supporting devices used. Meanwhile, the implementation of online counseling services is influenced by several factors, including: (1) difficulties in identifying student problems; (2) difficulty in building relationships with new students; and (3) different networks, quotas, and communication media.

Based on these conditions, it can be analyzed that the barriers to counseling and guidance are almost the same, starting from the student's physical condition, economic ability and communication network limitations. With these obstacles, counselors are required or have challenges to be more innovative in providing guidance and counseling services to students. Recommendations in the implementation of providing services to students should adapt to the conditions of students, and if needed, counselors should use several media so that students have no difficulty receiving services.

4 Conclusion

The conditions caused by the COVID-19 pandemic impact the implementation of guidance and counseling services carried out by school counselors. In the implementation of school counselor services, they are required to be adaptive to deal with significantly different conditions and briefly. The results showed that the guidance and counseling services experienced a significant change from face-to-face services to online even the media used experienced significant changes according to conditions. In the implementation of current services, the counselor has a basic premise that the current condition is not an obstacle in the implementation of services but is a challenge for school counselors to provide guidance and counseling services that are adaptive and in accordance with the needs of the counselee or students.

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