



Guidance And Counseling Media Use In Formal Education

Citra Tectona Suryawati, Agus Tri Susilo, Asrowi, Naharus Surur

Sebelas Maret University

citractectonas@staff.uns.ac.id, ats@staff.uns.ac.id,
asrowi@staff.uns.ac.id, naharus67@staff.uns.ac.id

Abstract. This study reviewed existing literature to identify of guidance and counseling media use in formal education in Indonesia. Three research question were proposed: (A) What media are used during the guidance and counseling service at formal school? (B) What are the purposes of the media? (C) What education levels are the target of guidance and counseling media use? To answer these questions, a systematic literature review — a method used to identify, examine, and interpret existing relevant studies — was applied. The method consisted of three main stages: planning, reviewing, and reporting. Garba Rujukan Digital (<https://garuda.ristekbrin.go.id/>) and Google Scholar were used as the data sources. Twenty studies on assertive training, particularly in formal education settings, published between 2017 and 2022, were reviewed. The review results showed that IT-based media, such as, website, manual play, wall magazine, and online and offline pamphlet were used during the guidance and counseling services. These media were used to deliver an attractive, pleasant, and innovative services. The service target of these media was junior and senior high school levels. To conclude, guidance and counseling media plays a pivotal role in achieving the school counselors and guidance and counseling researchers' service goals.

Keywords: Guidance and counseling media, formal education, Systematic Literature Review

1 Introduction

Guidance and Counseling media are commonly used by school counselors when providing guidance and counseling services in formal education settings. Plethora of studies on guidance and counseling media development have been reported by researchers. However, only a few studies are reported by school counselors as first-hand users of these media. This is possibly due to limited information about media innovation during the service. While it is clear that innovation is the key to drawing students' interest in counseling services, school counselors' limited technological knowledge and mastery still serve as to the guidance and counseling media use during the services [1].

In addition to attracting students' attention during guidance and counseling services, media also plays a role in optimizing school counselors' creativity. The significance of guidance and counseling media could not be underrated, as it can 1) enhance educational creativity, meaning that it could improve school counselors' creativity in media development and use; 2) provide a personalized guidance and counseling services; 3) provide basic knowledge for guidance and counseling; and 4) improve the consistency and attractiveness[2]. Innovative use of media and methods during the services are also reported to positively affect students' material assimilation [3]. This paper presents references to media applicable in guidance and counseling services.

Media use during the guidance and counseling services has been reported to affect the service's success rate. Media selection aims to help students accept the information delivered by counselors[4]. Hazrati et al.'s study reports that media use affects guidance and counseling services on students' self-regulation. Thus, it is clear that guidance and counseling media is helpful for counselors in achieving service goals.

Based on the description above, it is necessary to provide school counselors with a reference about guidance and counseling media use. This literature review provides school counselors with new insights on guidance and counseling service media that allows to them improve their creativity and innovation.

2 Research Method

2.1 Study Object

The study object was the guidance and counseling media use in formal schools. It was selected based on several considerations:

2.1.1 Media used in guidance and counseling services are multifold;

2.1.2 Strategies applied when using guidance and counseling media vary, depending on the service needs.

2.1.3 Guidance and counseling media use could be helpful in students' optimization.

2.1.4 The guidance and counseling service clients could be students in elementary school, junior, senior, and vocational high schools.

3 Method

This study applied Systematic Literature Review in order to Identify literature relevant to the variables being discussed and enrich readers' knowledge. Systematic literature review aims to answer specific questions relevant to the topic being studied [5]. This study consisted of several stages:

3.1 Research Question (RQ).

Research questions are formulated to guide the keywords used to search previous relevant studies[6]. Research questions are helpful in focusing on the topic being studied. Research questions in this study were:

- RQ1: What media are used in the guidance and counseling services?
RQ2: What strategies are applied when using the guidance and counseling media?
RQ3: What are the merits of guidance and counseling media use?
RQ4: Who are the target of guidance and counseling services?

3.2 Search Process

Search process refers to a step in which the relevant literature was searched to answer the research questions. Primary data were collected from <https://garuda.ristekbrin.go.id/>, while the secondary data were obtained from <https://www.google.com/>.

3.3 Inclusion and Exclusion Criteria

In this stage, the collected articles were sorted out based on their relevance. The inclusion criteria include:

- 1) Works published between 2017 and 2022.
- 2) Works published in <https://garuda.ristekbrin.go.id/> and <https://www.google.com/>.
- 3) The data used in this study were those related to guidance and counseling media use in formal schools.

3.4 Quality Assessment (QA)

QA1: Does the article mention the type of media used in guidance and counseling services?

QA2: Does the article describe the strategy used when using the guidance and counseling media?

QA3: Does the article describe the benefits of using the media?

QA4: Does the article mention the target of guidance and counseling services?

Each article was assessed using these four questions using yes/no options.

3.5 Data Collection

In this stage, two types of data were collected: primary and secondary data.

The primary data were obtained from <https://garuda.ristekbrin.go.id/> in the form of Articles published in scientific journals. Garuda was selected as a source because it has been synchronized with other journal websites. It allowed us to access the relevant articles.

The secondary data were articles found in Google Scholar. These articles were downloaded and content-analyzed to extract information from the articles.

The following is the sample of a search result using the keyword “*media bimbingan konseling* (guidance and counseling media)” with publication range of 2017-2022.

The screenshot shows the GARUDA search engine interface. The search bar contains the keyword "media bimbingan konseling". The search results show 73 documents found. The first result is titled "Media Audio dalam Layanan Bimbingan dan Konseling di Sekolah/Madrasah" by Andar Ifasatul Nurlatifah, published in Madaniyah Vol 8 No 1 (2018). The second result is titled "OPTIMALISASI LAYANAN BIMBINGAN KELOMPOK DAN KONSELING INDIVIDU DENGAN MENGGUNAKAN MEDIA POWER POINT SEBAGAI UPAYA PENINGKATAN KEBIASAAN BELAJAR SISWA KELAS IX-1 DI SMP NEGERI 1 MATARAM" by WARDIHA WARDIAH, published in GANEK SWARA Vol 12, No 1 (2018).

Fig. 1. Search result using keyword “media bimbingan konseling” at (<https://garuda.ristekbrin.go.id/>)

3.6 Data Analysis

The obtained papers were analyzed following the proposed research questions, i.e.,

- “What media are used in the guidance and counseling services?”;
- “What strategies are applied when using the guidance and counseling media?”;
- “What are the merits of guidance and counseling media use?”;
- “Who are the targets of guidance and counseling services.”

4 RESULT AND DISCUSSION

4.1 RESULT

Quality Assessment (QA) Result.

QA1: Does the article mention the type of media used in guidance and counseling services?

QA2: Does the article describe the strategy used when using the guidance and counseling media?

QA3: Does the article describe the benefits of using the media?

QA4: Does the article mention the target of guidance and counseling services?

Table 1. Quality Assessment Result

No.	Title	Author	Year	RQ1	RQ2	RQ3	RQ4
1	<i>Pengembangan Modul Kecerdasan Spiritual Sebagai Media Layanan Bimbingan Dan Konseling Pribadi Pada Siswa</i> (The development of a Spiritual Intelligence Module as a Personal Guidance and Counseling Service Media for Students).	Nurhan G Asi, Rena Madina, Irvan Usman[7]	2020	√	√	√	√
2	<i>Efektivitas Penggunaan Media Bimbingan Dan Konseling Dalam Layanan Bimbingan Klasikal Untuk Meningkatkan Percaya Diri Siswa</i> (The effectiveness of Guidance and Counseling Media during Classical Guidance Service in Improving Students' Self-Confidence)	Nujwari Palupi, Yari Dwikurnaningsih, Tritjahjo Danny Soesilo[8]	2019	√	√	√	√
3	<i>Peranan Guru Bimbingan Dan Konseling Dalam Perencanaan Karir Siswa Kelas XI Di Sma Negeri 1 Jarai Melalui Media Pohon Karir</i> (School Counselors' Role in 11th-grade students' career planning at SMA Negeri 1 Jarai through Career Tree Media use)	Novia Dumewa Putri[9]	2019	√	-	√	√
4	<i>Pengembangan Media Video Bimbingan Konseling Untuk Mengurangi Perilaku Bullying</i> (The Development of Guidance and Counseling Video Media to Reduce Bullying Behaviors)	Agrianur Rahman, Farida Aryani, Abdullah Siring[10]	2018	√	-	√	√
5	<i>Strategi Layanan Bimbingan Dan Konseling Menggunakan Media Podcast Untuk Meningkatkan Motivasi Berprestasi Peserta Didik</i> (Using Podcast as Guidance and Counseling Strategy to improve	Septiana Risty Hutami, Sri Hartini, Agung budi prabowo, Rini Siswanti[11]	2022	√	-	√	√

No.	Title	Author	Year	RQ1	RQ2	RQ3	RQ4
	students' achievement motivation)						
6	Pengembangan Ranah Berpikir Tingkat Tinggi (Hots) Menggunakan Exploding Box Qr Sebagai Media Pembelajaran Interaktif Pemahaman Membaca Materi Bimbingan Konseling Kelompok Peserta Didik Smp Negeri 1 Madiun (Developing Higher-Order Thinking Skill using Exploding Box Qr as an interactive learning media to comprehend the guidance and counseling materials among students of SMP Negeri 1 Madiun).	Eko Setyorini[12]	2020	√	√	√	√
7	Upaya Meningkatkan Minat Siswa Terhadap Layanan Informasi Bimbingan Dan Konseling Materi Pengaruh Pergaulan Remaja Melalui Media Audio Visual (Improving Students Interest in Guidance and Counseling Informational Service of The Effect of Adolescents' Friendship through Audiovisual media).	Longser Gultom[13]	2020	√	√	√	√
8	Pengembangan Media Pop-Up Sebagai Pengenalan Bimbingan Dan Konseling Komprehensif pada Siswa Kelas Vii Smp Negeri 1 Cerme, Gresik (The development of Pop-Up media for introducing Comprehensive Guidance and Counseling Services to 7 th -grade students in SMP Negeri 1 Cerme, Gresik)	Murbi Astuti Noviana Rengganis[14]	2017	√	-	√	√
9	Peningkatan Minat Karir Melalui Layanan Bimbingan Konseling Dengan Media Film (Improving Career Interest through	D. Marwanti[15]	2021	√	√	√	√

No.	Title	Author	Year	RQ1	RQ2	RQ3	RQ4
10	Guidance and Counseling Services using Movie) <i>Upaya Pengembangan Layanan Konseling Melalui Media Web E-Cons (Eword Counseling) Sebagai Pengkatan Layanan Bimbingan Dan Konseling (The development of Guidance and Counseling Services through E-Cons (Eword Counseling) website to improve the Guidance and Counseling Services).</i>	Ifanur Azlindah, Sri Sayekti, Tri Leksono[16]	2021	√	-	√	√
11	<i>Efektivitas Layanan Bimbingan Kelompok Bidang Karir Dengan Media Powerpoint Dalam Meningkatkan Minat Entrepreneur Mahasiswa (The effectiveness of Powerpoint Media in Career Group Guidance Service in Improving Students' Entrepreneurship)</i>	Ning Gus Andini, Sri Sayekti, dan Widya Novi. A.D[17]	2019	√	√	√	√
12	<i>Optimalisasi Layanan Bimbingan Kelompok Dan Konseling Individu Dengan Menggunakan Media Power Point Sebagai Upaya Peningkatan Kebiasaan Belajar (Optimizing Group Guidance and Individual Counseling Services using Powerpoint media for improving learning habit)</i>	Wardiah[18]	2018	√	√	√	√
13	<i>Pengaruh Layanan Informasi Bimbingan Konseling Berbantuan Media Audio Visual Terhadap Empati Siswa (The Effect of Audiovisual-assisted guidance and counseling informational service on Students' empathy)</i>	Rita Kumasalar, Bambang Kusanto[19]	2017	√	√	√	√
14	Use of Video-assisted group guidance and counseling services to Improve Adolescents'	Hartika Utami Fitri, Kushendar[20]	2019	√	√	√	√

No.	Title	Author	Year	RQ1	RQ2	RQ3	RQ4
	understanding of friendship values.						
15	Pengembangan Media Video Bimbingan Konseling Untuk Mengurangi Perilaku <i>Bullying</i> (<i>The Development of Guidance and Counseling Video Media to Reduce Bullying Behaviors</i>)	I Wayan Juliawan, Pande Wayan Bawa, Dewa Gede Eka Sas-tra Wiguna, Kadek Su-hardita[21]	2021	√	√	√	√
16	The development of Conflict Management Pocket Book as a Social Guidance and Counseling Media in SMKS Gotong Royong Gorontalo.	Asti Julia Mansi, Wenny Hulukati, Ir-van Us-man[22]	2021	√	√	√	√
17	The development of Android-based application “GC Services” as Academic Guidance and Counseling Service Media	Israji S. Marhum, Wenny Hulukati, Salim Korompot[23]	2021	√	√	√	√
18	<i>Games Kuartet Sebagai Media Bimbingan Dan Konseling Untuk Meningkatkan Pemahaman Karakter Religius</i> (Quartet Cardgame as a Guidance and Counseling Media For Improving Religious Characters)	Achmad Sa-triawan Pahroji, Abd. Kadir Husain, Salim Korompot, Ju-madi Mori Salam Tuasikal[24]	2022	√	√	√	√
Description							
√ : Yes							
- : No							

Data Analysis.

This stage presents answers to the proposed research questions. As mentioned in previous sections, three research questions were proposed.

RQ1: What media are used in the guidance and counseling services?

Table 2. Types of media used

No.	Author	Year	RQ1
1	Nurhan G Asi, Rena Madina, Irvan Usman[7]	2020	Spiritual Intelligence Module
2	Nujwari Palupi, Yari Dwikurnaningsih, Tritjahjo Danny Soesilo[8]	2019	Movie
3	Novia Dumewa Putri[9]	2019	Career Tree
4	Agrianur Rahman, Farida Aryani, Abdullah Sinring[10]	2018	Video
5	Septiana Ristya Hutami, Sri Hartini, Agung budi prabowo, Rini Siswanti[11]	2022	Podcast
6	Eko Setyorini[12]	2020	Exploding Box QR
7	Longser Gultom[13]	2020	Audiovisual
8	Murbi Astuti Noviana Rengganis[14]	2017	Pop-up
9	D. Marwanti[15]	2021	Movie
10	Ifanur Azlindah, Sri Sayekti, Tri Leksono[16]	2021	Web E-Cons
11	Ning Gus Andini, Sri Sayekti, and Widya Novi. A.D[17]	2019	Powerpoint
12	Wardiah[18]	2018	Powerpoint
13	Rita Kumalasar, Bambang Susanto[19]	2017	Audiovisual
14	Hartika Utami Fitri, Kushendar[20]	2019	Video
15	I Wayan Juliawan, Pande Wayan Bawa, Dewa Gede Eka Sastra Wiguna, Kadek Suhardita[21]	2021	Video
16	Asti Julia Mansi, Wenny Hulukati, Irvan Usman[22]	2021	Conflict Management pocket book
17	Israji S. Marhum, Wenny Hulukati, Salim Korompot[23]	2021	Android-based application "GC Services"
18	Achmad Satriawan Pahroji, Abd. Kadir Husain, Salim Korompot, Jumadi Mori Salam Tuasikal[24]	2022	Quartet Cardgames

RQ2: What strategies are applied when using the guidance and counseling media?

Table 3. Guidance and Counseling Strategies

No.	Author	Year	RQ2
1	Nurhan G Asi, Rena Madina, Irvan Usman[7]	2020	Group guidance and counseling
2	Nujwari Palupi, Yari Dwikurnaningsih, Tritjahjo Danny Soesilo[8]	2019	Classical guidance
3	Novia Dumewa Putri[9]	2019	-
4	Agrianur Rahman, Farida Aryani, Abdullah Sinring[10]	2018	-
5	Septiana Ristya Hutami, Sri Hartini, Agung budi prabowo, Rini Siswanti[11]	2022	-
6	Eko Setyorini[12]	2020	Classical guidance
7	Longser Gultom[13]	2020	Classical guidance
8	Murbi Astuti Noviana Rengganis[14]	2017	-
9	D. Marwanti[15]	2021	Classical guidance
10	Ifanur Azlindah, Sri Sayekti, Tri Leksono[16]	2021	-
11	Ning Gus Andini, Sri Sayekti, and Widya Novi. A.D[17]	2019	Group guidance.
12	Wardiah[18]	2018	Group guidance.
13	Rita Kumalasar, Bambang Susanto[19]	2017	-
14	Hartika Utami Fitri, Kushendar[20]	2019	Group guidance.
15	I Wayan Juliawan, Pande Wayan Bawa, Dewa Gede Eka Sastra Wiguna, Kadek Suhardita[21]	2021	-
16	Asti Julia Mansi, Wenny Hulukati, Irvan Usman[22]	2021	-
17	Israji S. Marhum, Wenny Hulukati, Salim Korompot[23]	2021	-
18	Achmad Satriawan Pahroji, Abd. Kadir Husain, Salim Korompot, Jumadi Mori Salam Tuasikal[24]	2022	-

RQ3: What are the merits of guidance and counseling media use?

Table 4. Media benefits

No.	Author	Year	RQ3
1	Nurhan G Asi, Rena Madina, Irvan Usman[7]	2020	Improving spiritual intelligence
2	Nujwari Palupi, Yari Dwikurnaningsih, Tritjahjo Danny Soesilo[8]	2019	Improving self-confidence
3	Novia Dumewa Putri[9]	2019	Career planning
4	Agrianur Rahman, Farida Aryani, Abdullah Siring[10]	2018	Reducing bullying behavior
5	Septiana Ristya Hutami, Sri Hartini, Agung budi prabowo, Rini Siswanti[11]	2022	Improving achievement motivation
6	Eko Setyorini[12]	2020	Improving Higher-order thinking skill and reading comprehension
7	Longser Gultom[13]	2020	Improving students' interest in the material about the effect of adolescent's social interaction
8	Murbi Astuti Noviana Rengganis[14]	2017	Introducing the role of comprehensive guidance and counseling
9	D. Marwanti[15]	2021	Improving career interest
10	Ifanur Azlindah, Sri Sayekti, Tri Leksono[16]	2021	Improving guidance and counseling service
11	Ning Gus Andini, Sri Sayekti, and Widya Novi. A.D[17]	2019	Improving entrepreneurship interest
12	Wardiah[18]	2018	Improving learning habit
13	Rita Kumalasar, Bambang Susanto[19]	2017	Enhancing empathy
14	Hartika Utami Fitri, Kushendar[20]	2019	Improving adolescents' understanding of the values of friendship
15	I Wayan Juliawan, Pande Wayan Bawa, Dewa Gede Eka Sastra Wiguna, Kadek Suhardita[21]	2021	Reducing bullying behavior
16	Asti Julia Mansi, Wenny Hulukati, Irvan Usman[22]	2021	Improving conflict management skills

No.	Author	Year	RQ3
17	Israji S. Marhum, Wenny Hulukati, Salim Korompot[23]	2021	Increasing technology implementation (i.e., android-based application) in academic guidance and counseling services
18	Achmad Satriawan Pahroji, Abd. Kadir Husain, Salim Korompot, Jumadi Mori Salam Tuasikal[24]	2022	Improving understanding of religious character

RQ4: Who are the target of guidance and counseling services?

Table 5. Guidance and Counseling Service Target

No.	Author	Year	RQ4
1	Nurhan G Asi, Rena Madina, Irvan Usman[7]	2020	Junior High School
2	Nujwari Palupi, Yari Dwikurnaningsih, Tritjahjo Danny Soesilo[8]	2019	Junior High School
3	Novia Dumewa Putri[9]	2019	Senior High School
4	Agrianur Rahman, Farida Aryani, Abdullah Sinring[10]	2018	Senior High School
5	Septiana Ristya Hutami, Sri Hartini, Agung budi prabowo, Rini Siswanti[11]	2022	SD
6	Eko Setyorini[12]	2020	Junior High School
7	Longser Gultom[13]	2020	Junior High School
8	Murbi Astuti Noviana Rengganis[14]	2017	Junior High School
9	D. Marwanti[15]	2021	Junior High School
10	Ifanur Azlindah, Sri Sayekti, Tri Leksono[16]	2021	University-level students
11	Ning Gus Andini, Sri Sayekti, and Widya Novi. A.D[17]	2019	University-level students

No.	Author	Year	RQ4
12	Wardiah[18]	2018	Junior High School
13	Rita Kumalasar, Bambang Susanto[19]	2017	Kindergarten
14	Hartika Utami Fitri, Kushendar[20]	2019	Senior High School
15	I Wayan Juliawan, Pande Wayan Bawa, Dewa Gede Eka Sastra Wiguna, Kadek Suhardita[21]	2021	Senior High School
16	Asti Julia Mansi, Wenny Hulukati, Irvan Usman[22]	2021	Vocational High School
17	Israji S. Marhum, Wenny Hulukati, Salim Korompot[23]	2021	Junior High School
18	Achmad Satriawan Pahroji, Abd. Kadir Husain, Salim Korompot, Jumadi Mori Salam Tuasikal[24]	2022	SD

4.2 DISCUSSION

This discussion section is presented following the order of the proposed research questions.

RQ1: What media are used in the guidance and counseling services?

This section answers the first research question on the types of media used in guidance and counseling services. Of eighteen articles reviewed, audiovisual media, such as video and movies, were the most frequently used. Some studies also used other creative media like modules, career tree, podcast, pop-up, pocket book, Android-based application, and games.

Guidance and counseling media vary. They could be viewed as any means to deliver messages or information from the counselor to students in order to stimulate thoughts, feelings, attention, and interest, eventually leading to positive behavioral and attitudinal changes[25]. School counselors could search for the latest information to be applied in digital guidance and counseling media like powerpoint, leaflet, booklet, and motivational video, among others[26]. In other words, guidance and counseling media could be in the form of both software and hardware.

RQ2: What strategies are applied when using the guidance and counseling media?

Strategies applied in guidance and counseling service also vary. The components of guidance and counseling service include basic service, responsive service, individual planning, and system support[27]. Each component has its own service strategies, including classical guidance, group guidance, individual counseling, and group counseling[28][27].

RQ3: What are the merits of guidance and counseling media use?

Guidance and counseling media use in formal education settings have been reported to bring a range of benefits. Using the media creatively may improve students' interest in the service. It also allows students to learn more, assimilate the presented materials, and improve their skills as set in the guidance and counseling service goal [29]. Students will likely find the service less boring when using media, compared to merely listening to school counselor's advice and lecturing. Media also helps students develop their thinking skills, improving the guidance and counseling service effectiveness[30].

RQ4: Who are the targets of guidance and counseling services?

Guidance and counseling services could be exercised for children to adults. In formal settings, guidance and counseling services are applicable from elementary- to university-level education. Guidance and counseling service is an integral part of holistic students services at any elementary and middle education level[31].

5 Conclusion

The present study presents data on guidance and counseling media use. It allows guidance and counseling practitioners to improve their service quality and achieve the service goals. School counselors are expected to be more innovative and creative in using media during the service. This study also provides them with reference for school counselors in designing, developing, and implementing various guidance and counseling media.

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