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Management Models of Guidance and Counseling Services to Increase Performance Based on Android Applications

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Abstract

Management Models of Guidance and Counseling Services to Increase Performance Based on Android Applications. Guidance and counseling service activities in schools can now be assisted by technological advances, one of which is online-based. The success of the counselor's performance as part of the education system is influenced by many factors such as the ability to master the use of technology and the implementation of its management. This study aims to produce a product in the form of a guidance and counseling teacher management model to improve performance based on android applications. This study uses the Research and Development method, namely a research design that aims to produce or develop a product in the form of models, designs, prototypes, materials, media, tools or strategies, in order to improve the quality of learning by involving partners, namely SMK Negeri 7 Semarang City, Central Java. The population in this study were guidance and counseling teachers or counselors in the city of Semarang with

purposive sampling. Data analysis in this study used the Wilcoxon test with an error rate of 5% with the help of SPSS 23.0. The results of this study produce a product in the form of an android application that can provide information related to the performance of guidance and counseling services, so that the administrative process of guidance and counseling teachers becomes more effective and efficient. This application is called SiMakan (Android-Based Counselor Management System) which contains several parts including planning, organizing, controlling, actuating. Management of guidance and counseling services is expected to assist the administrative process so that guidance and counseling teachers have more time to maximize service activities for students.

Keywords: *Counseling Service, Management Model of Guidance and Counseling.*

A. Introduction

The Covid-19 pandemic has become a serious problem for the world of education in Indonesia and internationally (Supriyanto et al., 2020). The emergence of learning disorders as a result of the implementation of online learning in the learning process has an impact on vulnerable groups, namely early age students, social retardation, special needs in learning, or family work contexts for supervising children's learning at home (Brown et al., 2020). In fact, so far the learning process at home has not been maximized. In China, difficulties arise in the learning process due to the weakness of online learning infrastructure, lack of teacher experience, information gaps, and unequal learning outcomes (Zhang et al., 2020). Meanwhile, in Indonesia, teachers and students experience problems in using e-learning (Almanthari et al., 2020). The development of technology and information in the modern era has had a great impact on the world of education (Awalya et al., 2019). The key to digital transformation in online guidance and counseling services is their acceptance by school counselors. Without acceptance, school counselors will not be able to optimize the use of technology and can have a negative impact on student motivation (Abdillah et al., 2020).

In a study conducted by Foon et al., (2020) concluded that educational counselors feel more comfortable and confident when they have a room with

electronic devices to do their work. According to this study, the counselor's intention to use ICT in the educational guidance process is largely influenced by the level of technological competence and the counselor's background in terms of training" in online tutoring. Whereas in Bastomi research (2019) in the implementation of counseling through technology there are several problems in counseling relationships that may arise and must be watched carefully, including in terms of management. Therefore cyber counselors should have the ability to carry out counseling through technology. In addition, in Bastomi (2020) it is explained that during the Covid 19 pandemic with its various problems it is necessary to optimize the role of the counselor, one of which is through proper management of counseling guidance. In Bastomi (2022), explains that guidance and counseling services through technological media will be more effective if using internet-based applications.

To answer the various problems and challenges of guidance and counseling teachers in schools during the Covid-19 pandemic, of course, guidance and counseling service management is needed that is able to accommodate existing technological developments so that counselor performance can be more optimal. The successful performance of counselors as part of the education system during the COVID-19 pandemic is influenced by many factors, including; competence in using technology, support from management, acceptance of E-learning systems, and high-level information technology demands from instructors (Almaiah et al., 2020; Alqahtani & Rajkhan, 2020). Counselor performance is defined as an assessment of the implementation of guidance and counseling services carried out by school counselors on their performance responses (Ardimen, 2018; Loesch, 1995; Ratnasari & Herdi, 2018).

The specific purpose of this scientific research is to develop an android-based counseling service management model to improve the performance of school counselors. Of course, this is interesting to study because it is hoped that from the results of developing an android-based counseling service management

model, a service program and evaluation of guidance and counseling management can be arranged to improve the performance of school counselors.

B. Methods

Research on management models of guidance and counseling services to increase performance based on android applications is carried out using a research and development approach (Educational Research & Development). This study uses educational design, research and development (Educational Research & Development) namely research design that aims to produce or develop a product in the form of models, designs, prototypes, materials, media, tools or strategies, in order to improve the quality of learning (Creswell, 2015; Sugiyono, 2015). The population in this study were guidance and counseling teachers or counselors in the city of Semarang. Sampling in this research is purposive sampling. Data analysis in this study used the Wilcoxon test with an error rate of 5% with the help of SPSS 23.0. Research design educational R&D has ten stages as stated by Borg & Gall. The stages are as follows: (1). Initial research and gathering information, (2) Planning, (3) Developing initial product form, (4) Initial field testing, (5) Initial product revision, (6) Main field testing, (7) Operational product revision, (8) Operational field testing, (9) Final product revision, (10) Dissemination and implementation (Borg and Gall, 2008).

C. Result and Discussion

The development of a guidance and counseling service management model to improve performance based on an android application was developed based on the results of an analysis of the factual model regarding the management of guidance and counseling services so far, the use of media and research results previously.

The model was developed with the flow of research, the instrument adaptation stage Information and Communication Technology (ICT), research licensing, data collection, data processing and article preparation, then continued

with instrument testing, compilation of demographic charts book chapter and conducted a limited trial of students at SMKN 7 Semarang. This development presents usage guidelines, questionnaire data, student data, and teacher guidance and counseling data. The design image of the guidance and counseling service management model to improve performance based on android applications can be seen in Figure 1.

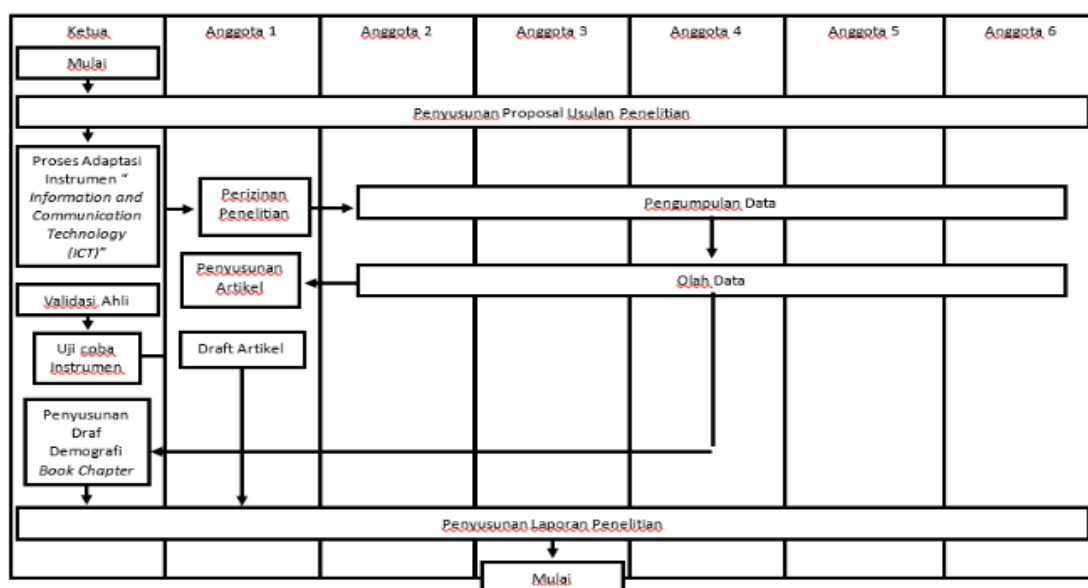


Image 1. The design of the research flow management model for guidance and counseling services to improve performance based on android applications.

The guidance and counseling service management model to improve performance based on android is expected to complement and overcome the obstacles to the management of guidance and counseling services. The application can be downloaded via the link <https://simakan.my.id/app/app-armeabi-v7release.apk> and applications in web form can be accessed through the address <https://simakan.my.id> the two addresses that can be accessed use the same database so that they are integrated with each other. The SIMAKAN application (Android-Based Counselor Management System) has several levels of users, including super admin as manager of the entire system in the application, school principals who have the authority to add BK teachers, students, manage RPL and

add notes to the evaluation menu, BK teachers have the authority to manage questionnaire and students who filled out the questionnaire.

The guidance and counseling service management model plays an important role in ensuring the effective and efficient delivery of counseling services in schools. Several studies have examined various aspects of guidance and counseling management, providing insight into best practices and strategies. One model that is widely recognized is the Comprehensive Developmental Guidance Model (CDGM) proposed by Gysbers and Henderson (Whiston & Sexton, 1998). This model serves as an organizational framework for school counseling programs and emphasizes the importance of preventive interventions in addition to remediation activities (Whiston & Sexton, 1998). Borders & Drury (1992) conducted a comprehensive review of effective school counseling programs and identified seven main components. These components provide a holistic approach to managing counseling services and ensuring that programs are aligned with professional standards.

Sasmita et al. (2021) emphasizes the importance of good management of guidance and counseling services in schools. They highlight that counseling services are not limited to students but also extend to educators and education staff. Effective management ensures that counseling activities are adapted to the needs of all stakeholders and contribute to the development of the school community as a whole. Digitization of counseling services has also been explored in the literature. Saputra & Fauzi (2023) conducted qualitative research on the management of counseling services and the use of digital tools for early detection of mental health disorders. Their findings suggest that proper management of counseling services facilitates early detection and intervention for mental health problems.

In summary, the guidance and counseling service management model includes various components, including preventive interventions, program resources, program evaluation, and digitalization. Effective management requires a

comprehensive approach that considers the needs of all stakeholders and incorporates evaluation to continually improve counseling services. By implementing these models and strategies, schools can provide high-quality guidance and counseling services that contribute to the well-being and development of students, educators, and the school community as a whole. The Guidance and Counseling Service Management Model to Improve Android Application-Based Performance using the SIMAKAN Application (Android-Based Counselor Management System) is very important and becomes a Guidance and Counseling management strategy that can provide effective and quality Guidance and Counseling services for the development of counselees and the world of education in general.

The management of guidance and counseling services based on Android platforms has gained attention in recent years. Mobile apps offer a promising solution to increase access to counseling resources and support students while they wait for services (Levin et al., 2020). One study evaluated the feasibility and acceptability of a publicly available mindfulness app for college counseling center waitlisted students (Levin et al., 2020). The results showed significant decreases in depression, anxiety, and stress over two weeks, in addition to high acceptability (Levin et al., 2020).

However, there are challenges in using mobile apps for counseling services. One challenge is low response rates when testing apps for waitlisted students (Levin et al., 2020). Participants in the study expressed a preference to use the app during therapy rather than while on the waitlist (Levin et al., 2020). This suggests that there may be a need to increase interest in using apps while on the waitlist or identify the subgroup of students interested in using an app during that time (Levin et al., 2020).

Overall, the use of Android-based apps for guidance and counseling services shows promise in increasing access to resources and supporting students. However, there are challenges to consider, such as low response rates and the

need for app functionality and quality improvement. Future research and development should focus on addressing these challenges to ensure the effectiveness and usability of Android-based counseling apps.

D. Conclusion

The results of this study are the SIMAKAN application (Android-Based Counselor Management System) which has several levels of users, including superadmin as the manager of the entire system in the SIMAKAN application, the principal who has the authority to add BK teachers, students, manage RPL and add notes to the evaluation menu, the BK teacher has the authority to administer the questionnaire and the students who fill out the questionnaire. The SIMAKAN application uses two applications, namely a website to manage all data on the system and Android is used specifically for students who are registered in the system to fill out questionnaires, both applications use one database so that they are integrated with each other.

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