



MGBK MAGIC MOODLE: Management Model to Enhance the Professionalism of Guidance and Counseling Teachers

Yari Dwikurnaningsih^{1*}, Purwanti², Marinu Waruwu³ 

^{1,2} Magister Administrasi Pendidikan, Universitas Kristen Satya Wacana, Salatiga, Indonesia

³ Magister Administrasi Pendidikan, Jurusan Ilmu Pendidikan, Universitas Tanjungpura, Pontianak, Indonesia

ARTICLE INFO

Article history:

Received April 18, 2024

Accepted November 20, 2024

Available online December 25, 2024

Kata Kunci:

Model Manajemen, Moodle, Profesionalisme, Guru Bimbingan Konseling

Keywords:

Management Model, Moodle, Professionalism, Teacher Guidance Counseling



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Pelaksanaan bimbingan dan konseling komprehensif di sekolah saat ini masih perlu ditingkatkan. Kekurangan ini dapat disebabkan oleh berbagai faktor seperti sumber daya yang tidak memadai. Tujuan dari penelitian ini adalah untuk mengembangkan model manajemen MGBK MAGIC MOODLE untuk meningkatkan profesionalisme guru bimbingan dan konseling. Penelitian ini menggunakan metodologi penelitian dan pengembangan dengan pendekatan metode campuran. Proses validasi ini melibatkan masukan dari dua validator ahli. Uji coba skala kecil yang melibatkan 10 orang guru BK dan uji coba skala besar yang melibatkan tiga puluh guru BK. Metode pengumpulan data meliputi wawancara, kuesioner, dan analisis dokumen. Instrumen pengumpulan data menggunakan lembar kuesioner. Teknik analisis data yang digunakan adalah analisis deskriptif kualitatif dan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa hasil validasi oleh pakar TIK dan pakar manajemen sangat baik. Pada tahap uji coba terbatas, hasil menunjukkan skor rata-rata 49,79% dengan kategori baik dan 50,21% dengan kategori sangat baik. Pada uji coba lapangan utama, skor rata-rata 54,7% dengan kategori sangat baik, 44,6% dengan kategori baik, dan 0,7% dengan kategori tidak baik. Hasil uji coba lapangan utama menunjukkan bahwa uji keefektifan produk memberikan hasil yang sangat positif. Disimpulkan model manajemen MGBK MAGIC MOODLE berhasil memberikan dampak yang efektif dalam mendukung tugas-tugas manajemen MGBK. Model manajemen MGBK MAGIC MOODLE memiliki implikasi dalam meningkatkan profesionalisme guru BK melalui integrasi teknologi yang efektif, sehingga dapat mengoptimalkan pelaksanaan bimbingan dan konseling komprehensif di sekolah.

ABSTRAK

The implementation of comprehensive guidance and counseling in schools still needs improvement. Various factors, such as inadequate resources, can cause this shortage. This research aims to develop the MGBK MAGIC MOODLE management model to increase the professionalism of guidance and counseling teachers. This research uses a research and development methodology with a mixed methods approach. This validation process involves input from two expert validators. A small-scale trial involving 10 guidance and counseling teachers and a large-scale trial involving thirty guidance and counseling teachers. Data collection methods include interviews, questionnaires, and document analysis. The data collection instrument uses a questionnaire sheet. The data analysis techniques used are qualitative descriptive analysis and quantitative descriptive analysis. The research results show that ICT and management experts' validation results are very good. At the limited trial stage, the results showed an average score of 49.79% in the good category and 50.21% in the very good category. In the main field trial, the average score was 54.7% in the very good category, 44.6% in the good category, and 0.7% in the not good category. The results of the main field trial showed that the product effectiveness test provided very positive results. It was concluded that the MGBK MAGIC MOODLE management model successfully provided a practical impact in supporting MGBK management tasks. The MGBK MAGIC MOODLE management model has implications for enhancing the professionalism of counseling teachers through effective technology integration, thereby optimizing the implementation of comprehensive guidance and counseling in schools.

*Corresponding author.

E-mail addresses: yari.dwikurnaningsih@uksw.edu (Yari Dwikurnaningsih)

1. INTRODUCTION

Guidance and counseling play an important role in improving the quality of education. Counseling teachers have the task of helping students find their identity, adapt to the surrounding environment, and guide plans for students (Budiman et al., 2020; Habiba et al., 2020; Khususiyah et al., 2019; Widiyanti & Makin, 2019). This aligns with the perspective that the support provided by guidance and counseling teachers is not just about overcoming obstacles to academic concentration (Amelia et al., 2017; Lattu, 2018). This also includes addressing personal and social issues impacting a student's mental well-being. Teacher professionalism, including Guidance and Counseling teachers, is widely recognized as essential in encouraging effective learning processes and achieving quality student outcomes (Kyriakides et al., 2021; Pharis, T. et al., 2019). Teacher professionalism is defined as the teacher's ability to carry out, implement, and assess learning activities, which is the core of his role. This concept embodies the essence of teacher professionalism (Agustini et al., 2020; Kholis, 2019; Suhartini et al., 2021). The professionalism of guidance and counseling teachers can also be understood as the culmination of fulfilling their educational duties and responsibilities over a certain period in their profession (Lisievici, 2015; Vica et al., 2023). Teacher professional development has become a significant concern in many countries and is recognized as an ongoing effort to increase academic knowledge, refine professional skills, and improve teaching competence.

However, research shows that the level of professionalism of guidance and counseling teachers often needs to be higher. This is reinforced by previous research findings which state that the current implementation of comprehensive guidance and counseling in schools still needs to improve (Sulistyowati, 2018; Syakur & Budianto, 2021). This deficiency can be caused by various factors, including constraints related to time management, inadequate resources, and challenges related to the intricacies of the education system (Amala & Kaltsum, 2021; Milenda & Muhroji, 2022). This is supported by documentation research, which shows that the counseling administration of guidance and counseling teachers still needs to improve. Guidance administration mainly involves copying files from other guidance and counseling teachers without making changes or editing to suit student needs and the situation in each school. The data on the low professionalism of guidance and counseling teachers is also strengthened by evidence from the results of a questionnaire distributed by researchers to measure teacher professionalism. The results obtained were that from the total number of respondents of 30 guidance and counseling teachers, there were 60% of the guidance and counseling teachers, or 18 people, were in the unprofessional category, and 40%, or 12 guidance counselors, were in the professional category. Apart from that, it is also strengthened by data from the results of the 2022 Ministry of Education and Culture Teacher Competency Test, which states that the average UKG score for Central Java Province Vocational Schools in 2022 is 61.91, where this figure shows that the average level of teacher professionalism is in the no category. Professional. Other research also reveals that a lack of school support, limited professional training, and limited resources cause a decline in the professionalism of guidance and counseling teachers (Ardimen & Zuwirda, 2015; Matsagopane & Tang, 2023).

To overcome this problem, action is needed from the school and counseling teachers. One practical approach is fostering dialogue and knowledge exchange between guidance and counseling teachers in the "Council Teacher Meeting" (MGBK) community. MGBK is an organization for guidance and counseling teachers to discuss and share good practices in order to improve the quality of education through professional development and integrating government policies in the field of guidance and counseling (Marisa et al., 2021; Muis, 2020; Sulistyowati, 2018). In organizations, the knowledge possessed by each member can be explained explicitly and understood by all members by sharing knowledge that is supported by information technology infrastructure, which enables knowledge codification strategies, collaborative content, and communication (Awalya et al., 2022; Saman et al., 2021; Yolanda et al., 2019). An effective MGBK is an MGBK that has organized management as a place for its members to collaborate (Mainilawati et al., 2022). In carrying out its duties optimally, the MGBK professional organization requires good management to manage its operations well and optimally (Engkoswara & Komariah, 2015).

Management is a series of activities that take place continuously and require special skills from individuals to carry out tasks independently or in collaboration with other people or through them (Kurniyawan et al., 2020; Loilatu et al., 2020; Pangastuti et al., 2021). The process involves coordinating and using all available resources to achieve organizational goals optimally, taking into account efficiency, effectiveness, and productivity. Management is a typical process consisting of a series of steps: planning, organizing, implementing, and controlling (Lestari et al., 2021; Prasojo et al., 2017; Tarihoran & Cendana, 2020). Thus, MGBK management must prioritize processes, planning, organizing, and evaluation to optimize implementation. One model that can be developed in MGBK is MAGIC MOODLE MGBK. This model can offer practical solutions to overcome the challenges faced by MGBK in Semarang Regency. The main benefits expected from this model include increased accessibility and flexibility, the use of advanced

information technology, and the implementation of a management model based on proven management functions. Examples of expected benefits include ease of sharing good practices among guidance and counseling teachers, increasing access to information, and strengthening partnerships without being limited by time and place. The model focuses on four management functions: planning, organizing, implementing, and controlling. Using a MOODLE-based Learning Management System (LMS) in this model is recognized as an innovative step. MOODLE is a web-based course management system that helps ease access, increases flexibility, and provides tools for collaborative learning (Dhika et al., 2019; Kadek Suartama et al., 2020; Ndlovu & Mostert, 2018).

Previous research findings state that the Teacher Working Group (KKG) management model can improve teachers' professional competence (Sukirman, 2020). Other research also states that by using MGMP, teachers have the opportunity to improve their professional abilities through exchanging experiences and improving communication skills (Marisa et al., 2021; Muis, 2020; Sarjani & Nursamsu, 2020; Sulistyowati, 2018). This MGMP effectively improves teacher professionalism and learning quality (Amri, 2022; Sarjani & Nursamsu, 2020). It was concluded that the MAGIC MOODLE MGBK management model could increase the professionalism of Guidance and Guidance Teachers. An efficient MGBK (Counseling Teacher Meeting) is characterized by structured management that facilitates collaboration between its members. MGBK's MAGIC MOODLE management model includes interactivity, accessibility, time flexibility, document management, results tracking, data security, and training. There has yet to be a study regarding the MAGIC MOODLE MGBK management model in improving the professionalism of Guidance and Guidance Teachers. Based on this, this research aims to develop the MAGIC MOODLE MGBK management model to improve the professionalism of Guidance and Guidance Teachers.

Therefore, the urgency of this research lies in the importance of developing a technology-based management model to enhance the professional competence of counseling teachers and improve the management of guidance and counseling services. This research is crucial to addressing the challenges of modern education, particularly in responding to the increasingly complex needs of students. It provides a significant contribution to the development of educational policies, technological innovation, and the strengthening of guidance and counseling services at the school level.

2. METHOD

This research uses a type of research and development research with a mixed method (sequential exploratory) approach which is carried out up to stage seven, namely information gathering and research (research and information collecting), planning (planning), initial product development (develop preliminary of product), preliminary field testing (preliminary field testing), main product revision (main product revision), main field testing (main field testing), and operational product revision (operational product revision) (Borg & Gall, 1983). The research was carried out in 2023 at the MGBK located in Semarang Regency, Central Java. The participants in the research included the MGBK Chairperson and 42 members of the MGBK. The validation process enlisted the input of two expert validators specializing in ICT and guidance and counseling management. Additionally, a pilot test was conducted, comprising a small-scale trial involving 10 counseling teachers as test subjects, followed by a large-scale trial involving thirty counseling teachers from the MGBK in Semarang Regency.

The data collection methods employed in this research encompassed interviews, document analysis, questionnaires, and Focus Group Discussions (FGDs). Interviews were conducted with the Chairperson and members of MGBK SMK Semarang Regency to gain insights into the existing organizational management of MGBK. Document analysis was carried out to bolster the research's analysis and outcomes by extracting data from self-development reports of counseling teachers, mentoring materials, and relevant literature reviews. There were two types of questionnaire instruments used, namely as an expert validation instrument, namely experts in information technology and guidance and counseling management, and product trial instruments to product users, namely counseling teachers within the MGBK. Meanwhile, the Focus Group Discussion (FGD) in this research was to obtain views, experiences, and feedback from discussion participants consisting of MGBK members and related parties. FGD was used as a method to collect in-depth qualitative data on the participants' understanding, perceptions, and suggestions related to the development of the MGBK management model. By involving the active participation of MGBK members, FGDs can help identify needs, barriers, and potential solutions to improve the effectiveness of MGBK management in the context of development research. The instrument used to collect data was a questionnaire sheet. The questionnaire grid is presented in Table 1 and Table 2.

Table 1. ICT Expert Validation Instrument Grid

No	Rated aspect	Indicator	Items
1	Ease of Use	1. Ease of Navigation 2. Ease of Understanding Content 3. Readability 4. Ease of Using Interactive Functions 5. Accessibility	5
2	Appearance	1. Visual Design 2. Creativity 3. Relevance of Images and Multimedia 4. Design Consistency 5. Visual Appeal	5
3	Language	1. Language Suitability 2. Accuracy of Terms 3. Readability and Comprehensibility 4. Suitability of Writing Style 5. Avoidance of Clichés and Jargon	5
4	Completeness of Features	1. Alignment with Model Objectives 2. Functionality and Reliability 3. User Experience 4. Analytical Capabilities 5. Integration Capabilities	5
Total Instruments			20

Table 2. Management Expert Validation Instrument Grid

No	Rated aspect	Indicator	Items
1	MGBK MAGIC MOODLE Management Model	1. Comprehensive model drawing 2. Model images are easy to read 3. Attractive model images 4. The description of the model stages is clear 5. Description of the stages of the systematic model 6. The model is easy to implement	6
2	Planning	1. Comprehensive Strategic Plan 2. Integration of Management Plans 3. Planning Flexibility	3
3	Organizing	1. Clear Organizational Structure 2. Resource Management 3. Delegation and Delegation of Authority	3
4	Actuating	1. Effective Leadership 2. Effective Communication 3. Skills and Capacity Development 4. Collaboration between MGBK members	4
5	Controlling	1. Performance Measurement 2. Data and Information Analysis 3. Audit and Internal Inspection 4. Evaluation and Process Improvement	4
Total Instruments			20

The data analysis techniques used are qualitative descriptive analysis and quantitative descriptive analysis. The data analysis method employed in this research followed the Miles and Huberman model, which encompasses data reduction, data presentation, and conclusion drawing. Data reduction entailed the process of condensing, filtering, and organizing data to discern crucial patterns or concepts. Data presentation was done systematically through tables, graphs, and narratives to facilitate reader understanding. Conclusions were drawn by formulating conclusions based on the data that had been collected and analyzed. In the context of quantitative data analysis, validation data was processed using IBM SPSS Statistics 26 to produce scores, percentages, and specific categories. The validation results were

classified using interval classes that referred to the table provided, making it easier to interpret with clear classification criteria.

3. RESULT AND DISCUSSION

Results

The creation of the MAGIC MOODLE MGBK management model represents an endeavor to enhance the efficiency of the MGBK management system. This research seeks to disseminate the outcomes of a comprehensive investigation concerning the implementation and effects of this management model within the educational context. By comprehending the outcomes of this research, it is anticipated that the management of MGBK can be enhanced, ultimately leading to an elevation in the professionalism of counseling teachers. The development of the MAGIC MOODLE MGBK management model began with preliminary research. The preliminary research was conducted to identify the management of MGBK in SMK Semarang Regency. Interviews with the MGBK Chairperson and MGBK members revealed the identification of four management functions: planning, organizing, implementing, and monitoring. In planning, it was found that the process was less systematic and did not consider SWOT analysis. Organising showed unclear roles and responsibilities, and constraints in resources. Implementation showed a lack of support and motivation, resources that were difficult to obtain, and a lack of training. The oversight function is less than optimal, as evidenced by unclear monitoring mechanisms, lack of defined performance measures, and non-transparency in reporting performance results. Improvement in these functions is recognized as an important step towards improving the progress of MGBK in SMK Semarang Regency.

Based on the information gathered from the aforementioned interview, it can be inferred that there is a need for a revitalization of the MGBK SMK management in Semarang Regency. One potential reform involves the utilization of available technology as a tool to facilitate the management of the existing MGBK structure. The development of the MGBK MAGIC MOODLE management model uses a Research and Development approach through seven stages of research. In the early stages of the research, information and data collection were carried out (research and information collecting) through interviews, observations, and previous research literature research. This was done to identify problems or needs that needed to be solved or met. The information gathering and research process in the management of MGBK SMK Semarang Regency involved interviews, observations, and literature research. The results show the low level of professionalism of counseling teachers, influenced by time constraints, limited resources, the complexity of the education system, and lack of knowledge updates. This is evidenced by the documentation research which also shows deficiencies in the administration of guidance. Data on the low professionalism of counseling teachers is also reinforced by evidence from the results of questionnaires distributed by researchers, to measure the level of professionalism of teachers. The questionnaire was distributed to 30 counseling teachers in MGBK SMK Semarang Regency and obtained data that from the total number of respondents 30 counseling teachers, there were 60% of counseling teachers or 18 people in the unprofessional category, and 40% or 12 counseling teachers who were in the professional category, showed in Figure 1.

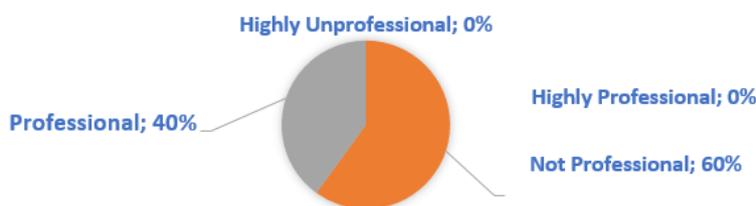


Figure 1. The Level of Professionalism of Counseling Teachers

Furthermore, this is substantiated by the data from the Ministry of Education and Culture's Teacher Competency Test in 2022, which indicates that the average score for vocational high school (SMK) teachers in Central Java Province in 2022 was 61.91. This score places the average level of teacher professionalism in the unprofessional category. Based on the aforementioned data, there is a necessity for problem-solving measures to enhance teacher professionalism. One such measure involves optimizing activities in subject-teacher meetings, specifically in the context of guidance and counseling subjects, known as "Guidance and Counseling Teacher Meetings," henceforth referred to as MGBK. The proposed solution involves management updates, maximizing MGBK activities, and the utilization of technology, specifically the MOODLE platform. MOODLE is a web-based course management system that provides various features,

including assignment management, discussion forums, quizzes, and learner progress tracking where users can create, manage, and deliver materials online.

In the second stage, the planning stage, researchers planned product development based on the problem identification that had been made. The researcher planned to develop the MAGIC MOODLE MGBK management model to improve the professionalism of vocational counseling teachers in Semarang Regency. This model facilitates communication, and information sharing, and strengthens partnerships within MGBK. The third stage carried out is the development of initial products (develop a preliminary form of product). Product development of the MGBK MAGIC MOODLE management model includes four stages, namely designing the concept of the MGBK MAGIC MOODLE management model, making the MGBK MAGIC MOODLE management model, making manuals and model books, and conducting expert validation of the MGBK MAGIC MOODLE management model.

The MGBK MAGIC MOODLE management model concept was formulated through a process involving deliberation, collaboration, and active engagement of counseling teachers, utilizing the MOODLE platform as a tool. The model includes four management functions: Planning, where MGBK sets goals, identifies resources, designs work plans, and develops strategies, policies, and indicators of success. Evaluation and revision are carried out on an ongoing basis, Organising, which involves setting the roles and responsibilities of MGBK members, as well as providing tools, especially MOODLE, to support communication and collaboration, Actuating, where MGBK administrators and chairpersons run the information technology infrastructure, coordinate activities, and create schedules. MGBK members, especially BK teachers, are active in activating accounts, managing profiles, accessing classes, and providing guidance services according to the MGBK work plan, and the last function is Controlling, which involves evaluating processes and results. This model ensures that the MGBK community operates efficiently, maximizes the use of information technology, and has a positive impact on learners.

Subsequently, the conceptualization was translated into an actual product known as the MGBK MAGIC MOODLE management model. Researchers collaborated with Media Tech to develop and design the MOODLE platform. This model is accessed through the website <https://magicMOODLEmgbksmg.com/>. The Display of the MGBK MAGIC MOODLE management model, showed in [Figure 2](#). The interface of this model comprises various elements, including the homepage, dashboard, my courses, site administration, organizational structure, activity schedule, evaluation, and personal files. Each menu serves specific functions related to planning, organizing, implementing, and monitoring MGBK activities. The home menu provides access to important information, activity notifications, and organized links for planning and organizing MGBK activities. The dashboard provides schedule information, notifications, and quick links to courses and tools that MGBK members need. My Courses allow admins to plan, organize, and send materials and assignments to MGBK members. Site administration gives admins full control in organizing and controlling MGBK processes. The organization structure helps plan the structure, organize roles, and provide monitoring in the context of guidance and counseling teacher meetings. The schedule of activities and evaluation facilitates the planning, implementation, and control of MGBK activities. Personal files are used to plan, store materials, and monitor the performance of MGBK members. For the display intended for MGBK members, the initial display is similar to the admin, but without the Site Administration menu. The next stage in the development of the initial product of the MGBK MAGIC MOODLE management model is the preparation of manuals and model books, which will be the main guide for admins and users in understanding and implementing this MGBK MAGIC MOODLE management model.



Figure 2. Display of MGBK MAGIC MOODLE Management Model

Following the development of this initial product, the subsequent phase involves conducting expert validation. During this expert validation stage, researchers engage professionals and experts in the fields of ICT and management to assess and validate this model. For expert validators in the Information and Communication Technology (ICT) field, the assessment focused on aspects such as user-friendliness, visual aesthetics, and comprehensiveness of features. As for expert validators in the field of management, there were five aspects evaluated, namely the MGBK MAGIC MOODLE Management Model, Planning, Organising, Actuating, and Controlling. Each aspect is presented in a statement in the questionnaire instrument and

assessed using a Likert scale. The evaluation results from both evaluators, namely ICT experts and management experts, showed in Table 3.

Table 3. ICT Expert and Management Expert Validation Results

ICT Expert		Management Expert	
Aspects	Results	Aspects	Results
Ease of Use	85%	MGBK MAGIC MOODLE	88%
Attractiveness of Display	75%	Management Model	
Attractiveness of Display	100%	Planning	92%
Feature	70%	Organising	75%
Comprehensiveness		Actuating	81%
		Controlling	56%
Overall Score	82.5%	Overall Score	78.40%
Category	Very good	Category	Very good

The evaluation conducted by the ICT expert validator yielded a score of 85%, placing it in the "very good" category in terms of ease of use. Meanwhile, in the realm of visual aesthetics, it received a rating of 75%, categorizing it as "good." For the language assessment aspect, it showed a score of 100% in the excellent category, and for the feature completeness assessment aspect, it showed a score of 70% in the excellent category. The overall assessment from the ICT expert validator showed a score of 82.50% in the Very Good category. For the assessment of the management expert validator, a score of 88% was obtained with a very good category on the MGBK MAGIC MOODLE management model. In the Planning aspect, the acquisition a score of 92% in the excellent category, while the Organising aspect, 75% in the excellent category, the Actuating aspect gets an assessment of 81% in the category, and the Controlling aspect gets a score of 56% in the good category. The overall assessment from the management expert validator shows a score of 78.40% in the Very Good category.

Apart from relying on the validation instrument as a basis for assessment, enhancements to the product also stem from the feedback received, including written and verbal suggestions and input from expert validators. ICT expert validators provide recommendations that the MGBK MAGIC MOODLE management model needs to be equipped with an admin manual so that the product can be seen from the admin side and the user side, the MGBK MAGIC MOODLE management model needs to add content so that the information presented is more interesting, beautify the appearance of the features so that it is more attractive, add navigation so that the MGBK MAGIC MOODLE management model is more user friendly, need Typography modifications, and the last input is to add image content to multimedia.

The management expert validator offered input for refining the product by concentrating on particular facets related to planning, organizing, implementing, and monitoring. Additionally, special attention was given to the managerial capabilities of both administrators and users during the revision process. The addition of information about the features as well as the emphasis on the management of the deliberation of guidance and counselling teachers became an important point in improving the model. In addition, the input provided compiled an admin guidebook that can be used as a strong foundation to strengthen crucial aspects in the MGBK MAGIC MOODLE management model in terms of managerial leadership. The revised results from the management expert validator, showed in Figure 3.

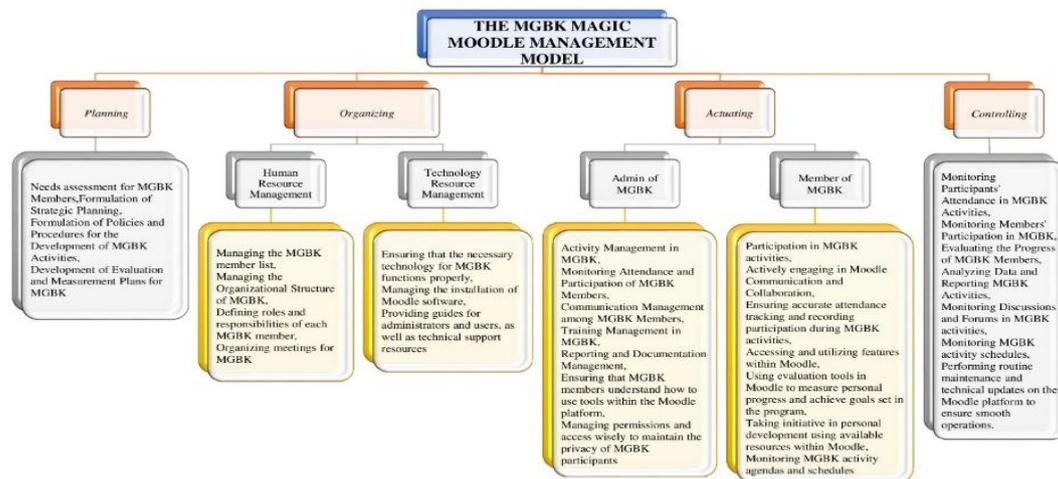


Figure 3. Concept Display of the Revised MGBK MAGIC MOODLE Management Model

Following the validation of the management model by expert validators and subsequent revisions based on their input, researchers proceeded with preliminary field trials. The outcomes of the preliminary field trial indicated that, in the assessment of the ease-of-use aspect, 49% fell into the "very good" category, while 51% were classified as "good." The model functionality aspect showed 42.5% in the very good category, and 57.5% in the good category. For aspects of responsiveness and speed, the results show 55% in the excellent category and 45% in the good category. Meanwhile, the support and customer service aspects received an assessment of 60% in the excellent category and 40% in the good category. Meanwhile, the guidebook assessment aspect showed a score of 45% in the excellent category and 55% in the good category. All these aspects provide crucial information in understanding the users' response to the management model developed. From these data, it can be said that the results of the preliminary field trial showed an average rating of very good. It can be said that the next stage can be carried out, namely the main product revision stage. During the primary product revision phase following the preliminary field trial, the outcomes revealed that the MGBK MAGIC MOODLE management model did not necessitate significant alterations in its usability. Two counseling teachers expressed their positive assessments of the model during the Focus Group Discussion (FGD). They both indicated that the product was suitable for use and noted the potential to expand its application beyond specific subjects to various other organizations. Following the conclusion of the primary product revision phase, the main field trial commenced.

The outcomes of the primary field trial yielded a positive response. Specifically, in the evaluation of the ease of use, the results showed 50% in the excellent category, 49% in the good category, and 1% in the unfavorable category. Regarding the model's functionality, 53% were rated as excellent, 46% as good, and 1% as unfavorable. For aspects of responsiveness and speed, the results show 54% in the excellent category and 46% in the good category. Meanwhile, the support and customer service aspects received an assessment of 58% in the excellent category and 42% in the good category. While the guidebook assessment aspect shows a value of 58% in the excellent category, 40% in the good category, and 2% in the unfavorable category. From the overall assessment, the trial results showed a value of 54.7% in the excellent category, 44.6% in the good category, and 0.7% in the unfavorable category, so from these data it can be explained that the MGBK MAGIC MOODLE management model has successfully passed the main field trial with very good majority results. The results of this main field trial are also a strong foundation for model development in the next stage.

The next stage is Operational Product Revision. At this stage, researchers reviewed the MAGIC MOODLE MGBK management model that had been piloted on 30 SMK MGBK members in Semarang Regency. The aim is to evaluate the product and determine whether some problems or shortcomings need to be corrected. The results of the main field trial showed that the effectiveness test of the MGBK MAGIC MOODLE management model gave very positive results. The use of this model significantly improved efficiency, team collaboration, and information transparency in management within MGBK. Trial participants also reported improved performance and high accessibility of information, indicating that the MGBK MAGIC MOODLE management model has had an effective impact in supporting MGBK management tasks. This conclusion was supported by increased scores on the evaluation questions indicating satisfaction and positive perceptions of the management model. After stage seven was completed, this development research was declared complete and ended with the preparation of a research report and the preparation of an article which was then published in a scientific journal.

Discussion

The results of data analysis show that the MGBK MAGIC MOODLE management model developed has received very good qualifications from experts and teachers, so it is suitable for use. Several factors cause this. First, the MGBK MAGIC MOODLE management model is suitable because it provides positive results. This product aims to overcome the challenges of managing MGBK, including problems related to system integration, limited data access, and limited evaluation capabilities. Previous research also confirms that implementing good management can overcome the challenges of managing MGBK (Ardimen & Zuwirda, 2015; Muis, 2020; Sulistyowati, 2018). This model integrates management functions (planning, organizing, executing, and monitoring) with a flexible and collaborative approach, all supported by the MOODLE platform. In the management function, planning includes tasks such as setting goals, identifying resources, formulating strategies, conducting evaluations, and making revisions as needed (Ardimen & Zuwirda, 2015; Awalya et al., 2022; Marisa et al., 2021; Muis, 2020; Sulistyowati, 2018). Organizing includes outlining the roles and responsibilities of MGBK members as well as monitoring resource management. Implementation focuses on BK administrators and teachers as MGBK members, with close collaboration between them (Ardimen & Zuwirda, 2015; Mainilawati et al., 2022). Control involves evaluating processes and results, monitoring implementation steps, and providing guidance for future improvements. In the home menu, users can access important and actual information related to the experience of MGBK activities.

The homepage provides an immediate summary of activities that need to be completed, giving users immediate visibility into upcoming tasks. Additionally, this feature provides quick access to attended courses, directing users directly to relevant activities.

Second, the MGBK MAGIC MOODLE management model developed is suitable because it increases efficiency, team collaboration, and information transparency in management at MGBK. MOODLE can maximize MGBK activities, improve communication and collaboration, and provide better access to training and resources. This recommendation is based on the understanding that technology can effectively improve management (Sudrajatullah & Rahmadani, 2023; Widya et al., 2021; Yodha et al., 2019). MOODLE allows users to plan and manage their learning activities efficiently, creating a more focused and personalized online activity experience according to individual needs (Morze et al., 2021; Ndlovu & Mostert, 2018; Sari & Setiawan, 2018). Thus, MGBK MAGIC MOODLE becomes the primary tool in effectively managing guidance and counseling teacher deliberations in collaboration, sharing good practices, and communication between MGBK members. Apart from that, the organizational structure menu in the MGBK MAGIC MOODLE management model has a vital role in all management functions. This menu allows users to view the organizational structure, roles, and responsibilities. By providing a structured framework, this menu supports more efficient organization (Dhika et al., 2019; Febliza & Okatariyani, 2020).

Third, the MAGIC MOODLE MGBK management model developed is suitable for use because it has effectively supported MGBK management tasks. The research results also show that the MOODLE platform has demonstrated its ability as a management optimization medium (Dhika et al., 2019; Febliza & Okatariyani, 2020; Paraginã et al., 2011; Zabolotniaia et al., 2020). It is in line with the research results which confirm that MOODLE can improve student performance, satisfaction, and engagement, functioning as an adaptive and collaborative platform (Morze et al., 2021; Ndlovu & Mostert, 2018; Sahoo et al., 2020; Sari & Setiawan, 2018; Xiao, 2020). Previous research also emphasizes the importance of information technology in improving the quality of education in Indonesia, primarily through implementing MOODLE LMS (Khairani et al., 2020; Makruf et al., 2022). Other research also emphasizes the need for educational institutions to adopt advanced technology to stimulate innovation and increase learning effectiveness (Dombrowski et al., 2018; Effendi & Hendriyani, 2020). MGBK MAGIC MOODLE management model homepage helps users plan and manage their study time more effectively, creating a more focused and organized MGBK activity experience. Thus, the home menu becomes the primary tool in managing the MGBK activity process in the MGBK MAGIC MOODLE management model. The MAGIC MOODLE MGBK management model can be a forum for optimizing MGBK management to increase the professionalism of guidance and counseling teachers. This research implies that the MGBK MAGIC MOODLE management model developed is suitable for improving the professionalism of guidance and counseling teachers.

The results of this research provide a significant contribution to the development of the field of guidance and counseling, especially in increasing the professionalism of guidance and counseling teachers through the application of the MGBK MAGIC MOODLE-based management model. This model enriches digital strategies in managing guidance and counseling services, strengthens collaboration between BK teachers, and increases the effectiveness of training and continuous professional development. These findings also support the development of a more adaptive and interactive digital learning system, which can be adopted in various educational contexts to continuously improve the professional competence of guidance and counseling teachers.

This research has several limitations. First, this research is still limited to the implementation of MGBK MAGIC MOODLE on a relatively small scale, so the generalization of the research results needs to be tested further on a wider population. Second, this research focuses on the effectiveness of the model in the short term, so the long-term impact on increasing the professionalism of BK teachers has not been fully measured. Based on these limitations, further research is recommended to test the application of MGBK MAGIC MOODLE in various educational institutions with different characteristics in order to strengthen the external validity of this model. In addition, longitudinal studies are needed to evaluate the ongoing impact of this model on the professionalism and performance of guidance and counseling teachers in the long term. Research can also be developed further by exploring aspects of technology and pedagogy in more depth, so that this model can continue to be updated according to technological developments and the needs of guidance and counseling teachers.

4. CONCLUSION

The validation results carried out by ICT experts and management show that this model received a high rating in the "Very Good" category. The assessment of the MGBK MAGIC MOODLE management model also shows "Very Good". The results of the preliminary field trials showed the very good category, while the main field trials were in the very good category. It was concluded that these results showed significant

potential for the MGBK MAGIC MOODLE management model in increasing the professionalism of guidance and counseling teachers in the MGBK SMK environment in Semarang Regency.

5. REFERENCES

- Agustini, D., Lian, B., & Sari, A. P. (2020). School'S Strategy for Teacher'S Professionalism Through Digital Literacy in the Industrial Revolution 4.0. *International Journal of Educational Review*, 2(2), 160–173. <https://doi.org/10.33369/ijer.v2i2.10967>.
- Amala, A. K., & Kaltsum, H. U. (2021). Peran Guru sebagai Pelaksana Layanan Bimbingan dan Konseling dalam Menanamkan Kedisiplinan Bagi Peserta Didik di Sekolah Dasar. *Jurnal Basicedu*, 5(6), 5213–5220. <https://doi.org/10.31004/basicedu.v5i6.1579>.
- Amelia, R. P., Filiani, R., & Herdi, H. (2017). Self-Efficacy Terhadap Penggunaan Teknologi Informasi Dan Komunikasi Dalam Layanan Bimbingan Dan Konseling Pada Guru Bk/Konselor SMAN Jakarta Pusat. *Insight: Jurnal Bimbingan Dan Konseling*, 3(1). <https://doi.org/10.21009/INSIGHT.031.18>.
- Amri, Z. (2022). Manajemen Musyawarah Guru Mata Pelajaran Pendidikan Agama Islam Di Sekolah Menengah Atas Kota Metro. In *Disertasi*.
- Ardimen, & Zuwirda. (2015). Implementasi Program Konsultasi Guru Bimbingan dan Konseling (MGBK) pada Sekolah Menengah Pertama di Kabupaten Lima Puluh Kota. *Proceeding Iain Batusangkar*, 1(1).
- Awalya, A., Indriyanti, D. R., Arinata, F. S., Khiyarusoleh, U., Istiqomah, M., & Nugraha, Y. P. (2022). Peningkatan Kompetensi Kolaborasi Konselor Sekolah Melalui Program Pelatihan di Musyawarah Guru Bimbingan Dan Konseling (MGBK) Kabupaten Semarang. *Journal of Community Empowerment*, 2(1).
- Borg, W. ., & Gall, M. . (1983). *Education research: An introduction* (4th ed.). Longman Inc.
- Budiman, C., Gunawan, G., & Hidayat, D. R. (2020). Layanan Bimbingan Karir Teori Donal E. Super Guna Meningkatkan Kematangan Karir Pada Peserta Didik Di Sekolah Menengah Kejuruan(SMK). *Jurnal Ilmiah Bimbingan Konseling Undiksha*, 11(1), 32–39. <https://doi.org/10.23887/jjbc.v11i1.27383>.
- Dhika, H., Destiwati, F., Sonny, M., & Surajiyo. (2019). Study of the use and application of the moodle e-learning platform in high school. *Journal of Physics: Conference Series*, 1175, 012219. <https://doi.org/10.1088/1742-6596/1175/1/012219>.
- Dombrowski, T., Wrobel, C., Dazert, S., & Volkenstein, S. (2018). Flipped classroom frameworks improve efficacy in undergraduate practical courses - A quasi-randomized pilot study in otorhinolaryngology 13 Education 1303 Specialist Studies in Education 13 Education 1302 Curriculum and Pedagogy. *BMC Medical Education*, 18(1), 1–7. <https://doi.org/10.1186/s12909-018-1398-5>.
- Effendi, H., & Hendriyani, Y. (2020). The Conceptual and Hypothetical Model of Interactive Blended Problem Based Learning. *JPI (Jurnal Pendidikan Indonesia)*, 8(2), 285. <https://doi.org/10.23887/jpi-undiksha.v8i2.24162>.
- Engkoswara, & Komariah, A. (2015). *Administrasi Pendidikan*. Alfabeta.
- Febaliza, A., & Okatariyani, O. (2020). The development of online learning media by using moodle for general chemistry subject. *Journal of Educational Science and Technology (EST)*, 6(1). <https://doi.org/10.26858/est.v6i1.12339>.
- Habiba, B., Mulyani, S., Nia, N. I., & Nugroho, P. (2020). Konsep Layanan Responsif bagi Siswa yang Mengalami Kesulitan Belajar secara Daring Dimasa Pandemi Covid-19. *KONSELING EDUKASI "Journal of Guidance and Counseling,"* 4(2), 305–322. <https://doi.org/10.21043/konseling.v4i2.7583>.
- Kadek Suartama, I., Setyosari, P., Sulthoni, & Ulfa, S. (2020). Development of ubiquitous learning environment based on moodle learning management system. *International Journal of Interactive Mobile Technologies*, 14(4), 182–204. <https://doi.org/10.3991/ijim.v14i14.11775>.
- Khairani, N. A., Rajagukguk, J., & Derlina. (2020). Development of Moodle E-Learning Media in Industrial Revolution 4.0 Era. *Advances in Social Science, Education and Humanities Research*, 384(Aisteel), 752–758. <https://doi.org/10.2991/aisteel-19.2019.172>.
- Kholis, N. (2019). Teacher Professionalism in Indonesia, Malaysia, and New Zealand. *TARBIYA: Journal of Education in Muslim Society*, 6(2), 179–196. <https://doi.org/10.15408/tjems.v6i2.11487>.
- Khususiyah, K., Setyaputri, N. Y., Gumilang, G. S., & Nawantara, R. D. (2019). Penggunaan Proses GURU (Ground, Understand, Revice, Use) untuk Meningkatkan Efikasi Diri Karier Mahasiswa Calon Guru BK. *Nusantara of Research : Jurnal Hasil-Hasil Penelitian Universitas Nusantara PGRI Kediri*, 6(1), 16–25. <https://doi.org/10.29407/nor.v6i1.13449>.
- Kurniyawan, M. D., Sultoni, S., & Sunandar, A. (2020). Manajemen Sekolah Ramah Anak. *Jurnal Administrasi Dan Manajemen Pendidikan*, 3(2). <https://doi.org/10.17977/um027v3i22020p192>.

- Kyriakides, L., Antoniou, P., & Dimosthenous, A. (2021). Does the duration of school interventions matter? The effectiveness and sustainability of using the dynamic approach to promote quality and equity. *School Effectiveness and School Improvement*, 32(4), 607–630. <https://doi.org/10.1080/09243453.2021.1923534>.
- Lattu, D. (2018). Peran Guru Bimbingan dan Konseling pada Sekolah Penyelenggara Pendidikan Inklusi. *Jurnal Bimbingan Dan Konseling Terapan*, 2(1), 61–67. <https://doi.org/10.30598/jbkt.v2i1.236>.
- Lestari, N. P., Durachman, Y., Watini, S., & Millah, S. (2021). Manajemen Kontrol Akses Berbasis Blockchain untuk Pendidikan Online Terdesentralisasi. *Technomedia Journal*, 6(1). <https://doi.org/10.33050/tmj.v6i1.1682>.
- Lisievi, P. (2015). Teachers in Distress: Using Lifeskills Helping Framework to Identify Counselling Needs of Secondary Teachers in Romania. *Procedia - Social and Behavioral Sciences*, 165. <https://doi.org/10.1016/j.sbspro.2014.12.611>.
- Loilatu, S. H., Rusdi, M., & Musyowir, M. (2020). Penerapan sistem informasi manajemen pendidikan dalam proses pembelajaran. *Jurnal Basicedu*, 4(4), 1408–1422. <https://doi.org/10.31004/basicedu.v4i4.520>.
- Mainilawati, Lian, B., & Putra, A. Y. (2022). Efektivitas Supervisi Sebaya Melalui Mgbk Sma Dalam Meningkatkan Kinerja Guru Bk Di Kota Palembang. *Helper: Jurnal Penelitian Dan Pembelajaran*, 39(2). <https://doi.org/10.36456/helper.vol39.no1.a5219>.
- Makruf, I., Rifa'i, A. A., & Triana, Y. (2022). Moodle-based online learning management in higher education. *International Journal of Instruction*, 15(1), 135–152. <https://doi.org/10.29333/iji.2022.1518a>.
- Marisa, C., Ratnasari, D., & Suryaman, N. T. (2021). Penguatan Kompetensi Konselor Pada Mgbk Smk Kota Depok Pada Masa Pandemi Covid-19. *Jurnal PKM*, 4(6). <https://doi.org/10.30998/jurnalpkm.v4i6.10655>.
- Matsagopane, Y. D., & Tang, X. (2023). How professional status influences Botswana teachers' self-perceived professional identity: A social symbolic interaction perspective. *Social Sciences & Humanities Open*, 8(1). <https://doi.org/10.1016/j.ssaho.2023.100672>.
- Milenda, S. S., & Muhroji, M. (2022). Layanan Bimbingan dan Konseling Peserta Didik di Madrasah Ibtidaiyah. *Journal of Elementary Education*, 6(3). <https://doi.org/10.31004/basicedu.v6i3.2969>.
- Morze, N., Varchenko-Trotsenko, L., Terletska, T., & Smyrnova-Trybulska, E. (2021). Implementation of adaptive learning at higher education institutions by means of Moodle LMS. *Journal of Physics: Conference Series*, 1840(1). <https://doi.org/10.1088/1742-6596/1840/1/012062>.
- Muis, A. (2020). Peningkatan Kompetensi Guru BK Melalui Komunitas MGBK. *Jurnal Bimbingan Dan Konseling: Teori Dan Praktik*, 4(2). <https://doi.org/10.26740/bikotetik.v4n2.p50-54>.
- Ndlovu, M. C., & Mostert, I. (2018). Teacher perceptions of moodle and throughput in a blended learning programme for in-service secondary school mathematics teachers. *Africa Education Review*, 15(2), 131–151. <https://doi.org/10.1080/18146627.2016.1241667>.
- Pangastuti, R., Ahrori, M. H., & Afiah, P. N. (2021). Manajemen Pembelajaran dalam Meningkatkan Kreativitas Guru di Satuan Paud Sejenis (SPS) Puspa Giri II Dahanrejo Gresik. *Jurnal Kependidikan Islam*, 11(2). <https://doi.org/10.15642/jkpi.2021.11.2.240-251>.
- Paragină, F., Paragină, S., Jipa, A., Savu, T., & Dumitrescu, A. (2011). The benefits of using MOODLE in teacher training in Romania. *Procedia - Social and Behavioral Sciences*, 15, 1135–1139. <https://doi.org/10.1016/j.sbspro.2011.03.252>.
- Pharis, T. W., E. Sullivan, S., & Moore, L. (2019). Improving Teacher Quality: Professional Development Implications from Teacher Professional Growth and Effectiveness System Implementation in Rural Kentucky High Schools. *Educational Research Quarterly*, 42(3). <https://eric.ed.gov/?id=EJ1205241>.
- Prasojo, L. D., Wibowo, U. B., & Hastutiningsih, A. D. (2017). Manajemen Kurikulum Program Profesi Guru Untuk Daerah Terdepan, Terluar, Dan Tertinggal Di Universitas Negeri Yogyakarta. *Jurnal Pendidikan Dan Kebudayaan*, 2(1). <https://doi.org/10.24832/jpnk.v2i1.538>.
- Sahoo, K. K., Mishra, P. C., & Reddy, R. V. (2020). Utilization of moodle in teaching undergraduate students in West Africa. *Integration of Education*, 24(4), 552–560. <https://doi.org/10.15507/1991-9468.101.024.202004.552-560>.
- Saman, A., Bakhtiar, M. I., Umar, N. F., & Harum, A. (2021). Pemanfaatan Aplikasi Canva untuk membuat Media Bimbingan dan Konseling Bagi MGBK Kabupaten Gowa. *CARADDE: Jurnal Pengabdian Kepada Masyarakat*, 4(2). <https://doi.org/10.31960/caradde.v4i2.1352>.
- Sari, P. A., & Setiawan, A. (2018). The Development of Internet-Based Economic Learning Media using Moodle Approach. *International Journal of Active Learning*, 3(2), 100–109. <https://www.learntechlib.org/p/208671/>.
- Sarjani, T. M., & Nursamsu. (2020). Penerapan Lesson Study Untuk Meningkatkan Kompetensi Guru di MGMP Biologi Langsa. *Journal of Biology Education*, 3(2).

- <https://doi.org/10.30743/best.v3i2.2808>.
- Sudrajatullah, & Rahmadani, F. (2023). Manajemen Teknologi Pendidikan: Pengelolaan Sumber Daya Manusia. *Journal of Information and Multimedia*, 1(1), 19–38. <https://journal.arpena.org/index.php/jatim/index19>.
- Suhartini, S., Milfayetty, S., & Rahman, A. (2021). The Effect of Teacher Professionalism and Competency on the Quality of Education in the City of Langsa. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(2), 2271–2276. <https://doi.org/10.33258/birci.v4i2.1921>.
- Sukirman. (2020). Efektivitas Kelompok Kerja Guru (KKG) dalam Peningkatan Kompetensi Guru. *Indonesian Journal of Education Management & Administration Review*, 4(1). <https://doi.org/10.4321/ijemar.v4i1.4385>.
- Sulistiyowati, M. D. R. (2018). Pengelolaan MGBK Dalam Meningkatkan Profesionalisme Guru Bimbingan Dan Konseling SMA/MA. *Media Manajemen Pendidikan*, 1(2). <https://doi.org/10.30738/mmp.v1i2.3120>.
- Syakur, M., & Budianto, A. A. (2021). Profesionalisme Guru Bimbingan dan Konseling di Masa Pandemi Covid-19. *Jurnal Komunikasi Dan Konseling Islam*, 3(2). <https://doi.org/10.35316/maddah.v3i2.1339>.
- Tarihoran, N. M., & Cendana, W. (2020). Upaya Guru dalam Adaptasi Manajemen Kelas untuk Efektivitas Pembelajaran Daring. *Jurnal Perseda: Jurnal Pendidikan Guru Sekolah Dasar*, 3(3), 134–140. <https://doi.org/10.37150/perseda.v3i3.1010>.
- Vica, V. D. P., Rahmawati, W. K., & Ulfa, N. M. (2023). Pengembangan Modul Layanan Informasi Karir Berbasis Ensiklopedia Bergambar Untuk Pemahaman Karir. *Jurnal Consulenza : Jurnal Bimbingan Konseling Dan Psikologi*, 6(1), 11–26. <https://doi.org/10.56013/jcbkp.v6i1.1703>.
- Widiyanti, T., & Makin. (2019). Layanan Bimbingan Karir Dalam Upaya Meningkatkan Kemampuan Perencanaan Karir Pada Siswa Kelas Xii Smk Kesehatan Insan Mulia Yogyakarta Tahun Ajaran 2018/2019. *G-Couns: Jurnal Bimbingan Dan Konseling*, 3(2), 348–360. <https://doi.org/10.31316/g.couns.v3i2.323>.
- Widya, I., Pratomo, P., & Wahanisa, R. (2021). Pemanfaatan Teknologi Learning Management System (LMS) di Unnes Masa Pandemi Covid-19. *Seminar Nasional Hukum Universitas Negeri Semarang*, 7(2), 547–560. <https://doi.org/10.15294/SNHUNNES.V7I2.730>.
- Xiao, Q. (2020). Using open-source learning platform(Moodle) in university Teachers' professional development. *Journal of Physics: Conference Series*, 1646(1). <https://doi.org/10.1088/1742-6596/1646/1/012036>.
- Yodha, S. A., Abidin, Z., & Adi, E. P. (2019). Persepsi Mahasiswa Terhadap Pelaksanaan E-Learning dalam Mata Kuliah Manajemen Sistem Informasi Mahasiswa Jurusan Teknologi Pendidikan Universitas Negeri Malang. *Jurnal Kajian Teknologi Pendidikan*, 2(3), 181–187. <https://doi.org/10.17977/um038v2i32019p181>.
- Yolanda, M., Iriani, A., & Dwikurnaningsih, Y. (2019). Pengembangan aplikasi knowledge management system online untuk berbagi pengetahuan antar alumni dengan program studi. *Jurnal Ilmu Sosial Dan Humaniora*, 8(1). <https://doi.org/10.23887/jish-undiksha.v8i1.21352>.
- Zabolotniaia, M., Cheng, Z., Dorozhkin, E., & Lyzhin, A. (2020). Use of the LMS Moodle for an Effective Implementation of an Innovative Policy in Higher Educational Institutions. *International Journal of Emerging Technologies in Learning (IJET)*, 15(13), 172. <https://doi.org/10.3991/ijet.v15i13.14945>.