

Google Workspace-Based Management Model in Improving the Effectiveness of Guidance and Counseling Services

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ABSTRAK

Pengelolaan program bimbingan dan konseling merupakan bagian integral dari layanan pendidikan di sekolah yang akan mempengaruhi keberhasilan layanan konseling. Pada kenyataannya pelaksanaan manajemen bimbingan dan konseling di sekolah belum berjalan sebagaimana mestinya karena adanya kendala yang dihadapi oleh guru bimbingan dan konseling. Tujuan dari penelitian ini adalah mengembangkan model pengelolaan bimbingan dan konseling berbasis Google Workspace. Jenis penelitian ini adalah penelitian dan pengembangan (Research and Development) dengan menggunakan model Borg and Gall. Subjek penelitian terdiri dari dua ahli media, dua ahli materi, dan enam guru BK sebagai praktisi. Teknik pengumpulan data dilakukan dengan menggunakan instrumen angket tertutup dan terbuka. Teknik analisis data menggunakan metode campuran (Mixed Methods) dengan model kombinasi campuran (Concurrent Mixed Methods). Data kualitatif dianalisis menggunakan model Miles dan Huberman data kuantitatif dianalisis menggunakan teknik deskriptif kuantitatif dengan mean dan persentase. Hasil analisis validitas dan uji coba produk berada pada kategori sangat baik. Berdasarkan hasil analisis tersebut, model pengelolaan bimbingan dan konseling berbasis Google Workspace layak dan efektif untuk digunakan dalam melaksanakan pengelolaan bimbingan dan konseling di sekolah. Diharapkan guru bimbingan konseling dapat secara konsisten memanfaatkan dengan mengikuti langkah-langkah yang telah dibuat sehingga efektifitas layanan bimbingan dan konseling yang diberikan dapat lebih meningkat.berkualitas.

ABSTRACT

The management of the guidance and counseling program is an integral part of education services in schools which will influence the success of counseling services. The implementation of guidance and counseling management in schools has yet to be carried out as it should be because of the obstacles that guidance and counseling teachers face. This research aims to develop a guidance and counseling management model based on Google Workspace. This type of research is research and development (Research and Development) using the Borg and Gall model. The research subjects consisted of two media experts, two material experts, and six guidance and counseling teachers as practitioners. Data collection techniques were carried out using closed and open questionnaire instruments. Data analysis techniques use mixed methods (Mixed Methods) with a mixed combination model (Concurrent Mixed Methods). Qualitative data were analyzed using the Miles and Huberman model quantitative data were analyzed using quantitative descriptive techniques with mean and percentage. The results of the validity analysis and product trials are very good. Based on the results of this analysis, the guidance and counseling management model based on Google Workspace is feasible and effective for use in carrying out guidance and counseling management in schools. They were expected that counseling teachers could consistently take advantage of following the steps that have been made so that the effectiveness of the guidance and counseling services provided can be further increased.

1. INTRODUCTION

Education plays an important role in developing human resources so that they can think and act well in dealing with everything. One of the efforts to achieve educational goals is to provide guidance and

counseling in schools. The position of guidance counseling in the education unit-level curriculum is strategic and is the heart of self-development activities (Sugiyono, 2016; Baugh, 2018; Munyaradzi et al., 2021). Through guidance and counseling activities, it is hoped that students can develop themselves as optimally as possible so that, in turn, the educational goals are achieved, namely achieving a healthy and intact personality (Jarkawi et al., 2017; Onyango et al., 2018; Khurshid et al., 2021). Guidance and counseling teachers, as executors of activities, are required to have the ability to manage guidance and counseling activities in schools. The ability of guidance and counseling teachers to play the role of teacher, mentoring, and counselor lies in the teacher's expertise in playing the role of manager and guidance and counseling staff related to the governance of guidance and counseling services in schools (Gunawan, 2018);(Sinaga, Qurrata, & Andini, 2022).

Management of guidance and counseling programs as an integral part of education services in schools requires implementers to continue to improve and develop the quality of services. Quality results will be achieved if the management process is also carried out with quality and is carried out systematically and directedly (Isra, 2020; Aulia & Padang, 2022). A guidance and counseling teacher not only carries out guidance and counseling service activities but also needs to carry out guidance and counseling management as an integral part of the governance of guidance and counseling services. Guidance and counseling management are carried out to achieve the objectives of guidance and counseling set through planning, organizing, directing, and supervising (Sugiyono, 2016; Isra, 2020; Wening & Hasanah, 2020). In carrying out guidance and counseling in schools, it is necessary to implement management functions, namely planning, organizing, implementing, and supervising (Hidayat et al., 2020; Rohmah, 2019). Implementing comprehensive guidance and counseling management in schools includes five stages of systematic development: planning, designing, implementing, evaluating, and enhancing (Gysbers & Henderson, 2012). All stages in implementing guidance and counseling management must be carried out sequentially with the hope that the objectives of implementing guidance and counseling in schools can be achieved.

However, based on the results of a preliminary study conducted through interviews with counseling teachers in charge of high schools in Salatiga shows that the implementation of counseling management in schools should be carried out more. The obstacles experienced by the guidance and counseling teachers in implementing guidance and counseling management were due to the lack of competence of the guidance and counseling teachers in mastering the management of counseling and the density of the activities of the counseling teachers so that they lacked time to carry out counseling management as a whole. This condition is supported by the research results, which state that counseling teachers are required to carry out tasks outside of their responsibilities it has an impact on their effectiveness as school counselors (Alegado et al., 2021; Bahri, 2020). Other studies have also found that most counseling teachers could perform better. It is indicated by needing to improve in compiling work programs, implementing programs, evaluating and following up on guidance, and counseling

Another problem is that counseling teachers still need to use a manual system in administering guidance and counseling activities. It is also one of the causes of hampered guidance and counseling management activities (Mason et al., 2019; Anisah et al., 2019). If guidance and counseling are not managed properly, the program's progress will not be known (Hadiwinarto et al., 2017; Hermawan, 2020). This condition certainly cannot be left alone, so there must be a solution to overcome this problem.

One effort that can be made to overcome these problems is to develop an information technology-based management model to make it easier for guidance and counseling teachers to manage guidance and counseling activities in schools. Information Technology has opened up new challenges for quality education (Das, 2019; Salih, 2021; Decuyper et al., 2021). Using ICT will enable policymakers and guidance counselors to organize, plan, manage, and evaluate guidance services and create informed policies responsive to the needs of their clients (Tuazon & Tacuban, 2017; Astuti & Dwikurnaningsih, 2021). In addition, a computerized information system can assist counseling teachers in managing data related to the administration of counseling guidance (Anisah et al., 2019; Pranata & Nurdin, 2018). One of the features of information technology that can be used in education is Google Workspace for Education, which is a set of Google tools and services tailored for education that contains productivity and collaborative tools with cloud storage facilities (Salih, 2021; Marlina, 2021; Saura et al., 2021; Malikhah et al., 2022). Using Google Workspace services in e-learning systems will improve the quality of education outcomes (Masharova et al., 2020; Irvan et al., 2021). Of course, the facilities offered by guidance and counseling teachers can be used to facilitate the management of their activities.

Several previous studies have been carried out, including the development of a computerized system that is connected to a database to accommodate data related to guidance and counseling administration so that all data related to guidance and counseling can be stored neatly, carried out quickly, and easily according to needs (Anisah et al., 2019; Pranata & Nurdin, 2018; Tuazon & Tacuban,

2017; Abivian, 2021). In addition to developing the counseling guidance administration system, a career guidance management model has been developed using the Edmodo application, which has proven feasible (Astuti & Dwikurnaningsih, 2021). These previous studies differ from the developed Google Workspace-based counseling guidance management model. The differences in the guidance and counseling management model based on Google Workspace lie in the following points: this model covers four areas of guidance, namely personal, social, learning, and career; this model is not only used to record counseling guidance activities but is used to plan, design, implement and evaluate counseling guidance activities; and this model takes advantage of the features provided by Google Workspace for Education.

This Google Workspace-based guidance and counseling management model was developed to design a guidance and counseling management model by utilizing simple information technology to facilitate guidance and counseling teachers in managing guidance and counseling activities in schools. With the teacher's ability to choose, master, and apply the Google Workspace application, it will be easier for the teacher to carry out the learning process (Oliylyk et al., 2021; Riggleman & Buchter, 2017). The use of google workspace helps to increase the administrative productivity of educational institutions, teachers, and students, to optimize educational and management processes (Alegado et al., 2021; Rahmawati et al., 2022). Through this research, the guidance and counseling management system in schools can be carried out neatly and easily accessed anywhere and anytime so that the guidance and counseling teachers can increase the effectiveness of their services to students.

2. METHOD

This research is research and development (R&D). This study uses a research model developed by Borg and Gall, but considering the limited time in the research, the research and development carried out will only use the first step to the fifth step. The five steps are, First, Research and Information Collecting, which is to analyze the problems and potential of the guidance counselor in implementing counseling management in schools; Second, Planning, at this stage, product design planning is carried out; Third, Develop Preliminary Form a Product, at this stage the development of a guidance counseling management model based on google workspace is carried out, media and material experts carry out validation, and product revisions are carried out. Fourth is Preliminary Field Testing. At this stage, product testing is carried out on a small scale involving three junior high school counseling teachers and three senior high school counseling teachers in Salatiga as research subjects; and Fifth, Main Product Revision, namely revising products tested on a small scale.

The research subjects comprised two media experts, two material experts, and six guidance counseling teachers as practitioners. The data collection technique was carried out using a questionnaire instrument in the form of closed and open questions. Research data were analyzed using a mixed method (Mixed Methods) with a mixed combination model (Concurrent Mixed Methods). Qualitative data were analyzed using the Miles and Huberman model, while quantitative data were analyzed using quantitative descriptive techniques with mean and percentage. The instrument grids to determine the quality of the guidance and counseling management model that has been developed are shown in Table 1, Table 2, and Table 3. The classification of the quality of model development is shown in Table 4.

Table 1. Google Workspace-Based Guidance Counseling Management Model Development Assessment Instrument for Material Experts

No.	Aspect	Indicator	Question Number	Number of Questions
1	Planning	Availability of needs assessment instruments	1,2	2
		Availability of information about students	3,4	2
2	Organizing	Availability of program formats	5,6	2
		Availability of Past Learning Recognition format	7	1
		Availability of service materials	8	1
3	Actuating	Availability of activity journal format	8,9	2
		Availability of report format	10	1
4	Controlling	Availability of evaluation instruments	11,12,14	3
		Availability of evaluation report format	13,15	2
Number of questions				16

Table 2. Google Workspace-Based Guidance Counseling Management Model Development Assessment Instrument for Media Experts

No.	Aspect	Indicator	Question Number	Jumlah Pertanyaan
1	Functionality	Function according to user needs	1,2,3,4	4
		Provides accurate results	5	1
		Guaranteed safety	6	1
2	Usability	Ease of use	7,9,10	3
		Easy to learn	8,11	2
		Access Speed	13,14	2
3	Performance	Time efficiency	12	1
		Interesting view	15,16,17,18	4
4	Supportability	Accessible anywhere	19,20	2
		Data storage capability	21,22	2
Number of Questions				22

Table 3. Google Workspace-Based Guidance and Counseling Management Model Development Assessment Instrument for Counseling Teachers (Product Users)

No.	Aspect	Indicator	Question Item Number	Number of Questions
1	Display Quality	Component layout	3,4	2
		Display design	1,2	2
		Component Clarity	5,6	2
2	Technical Quality	Ease of Use	7	1
		Security level	8,11	2
		Ease of access	9,10	2
3	Material Quality	Contains planning elements for Counseling Guidance activities		
		It contains elements of designing Guidance	12,13,14	3
		Counseling activities	15,16,17	3
		Contains elements of the implementation of Counseling Guidance activities	18,19,20	3
		Contains elements of evaluation of Counseling Guidance activities	21,22,23,24,25	5
4	Quality of Usefulness	Facilitate the administration of Counseling Guidance activities	26,27,28,29,30	5
		Efficiency in the implementation of Counseling Guidance management	32,33,34	3
		Facilitate control of Counseling Guidance activities	31,35,36	3
5	Effectiveness of Counseling Guidance services	Suitability of the model with the needs of Counseling Guidance teachers	37,38	2
		Goal achievement	39	1
		Regularity/neatness of Counseling Guidance administration	41,42,43	3
		Improvement of Counseling Guidance services	44,45	2
Number of Questions				45

Table 4. Classification of Google Workspace Based Counseling Guidance Model Development Quality

Score	Category
88% - 100%	Very good
71% - 87%	Good
54% - 70%	Enough
37% - 53%	Not enough
20% - 36%	Very less

3. RESULT AND DISCUSSION

Result

The initial step taken in this study was to conduct preliminary research to gather information about the problems and potential of counseling teachers in managing guidance and counseling in schools. Based on the interviews, observations, and documentation studies, information was obtained that implementing Guidance Counseling management in schools should have been carried out differently than it was. The problem faced by the counseling teachers at the planning stage was that most of the counseling teachers interviewed did not assess the needs of students as the basis for preparing the counseling program in their schools because it took quite a long time to process and analyze the needs assessment. It impacts the design stage so that the Program and Service Implementation Plan (RPL) are made not based on students' needs but only on previous year's programs. Meanwhile, at the implementation stage, the counseling teacher did not immediately make a report because, besides providing counseling services to students, the counseling teacher also had to perform additional tasks so that reports could only be made after some time. By not making a report, each service cannot be evaluated, so the evaluation stage in Guidance Counseling management cannot be carried out. From this interview, it was also known that guidance and counseling teachers still use a manual system in administering guidance and counseling activities, so it takes a long time to manage guidance and counseling activities, especially in processing student needs assessments and preparing reports on guidance and counseling activities.

Based on the findings from the preliminary study, the next step is to plan a product design that includes: (a) Google Workspace-based guidance and counseling management model chart; (b) a Guidance and counseling management model book based on google workspace and guidelines for its use. This guidance counseling management model is named the MaBiling Go-space Model. MaBiling Go space is an acronym for Ma – Management, Biling – Counseling Guidance, Go-space – Google Workspace. The MaBiling Go-space model was developed concerning the steps for managing comprehensive Counseling Guidance in schools according to (Gysbers & Henderson, 2012), including planning, designing, implementing, evaluating, and Enhancement (enhancing). The flow of MaBiling Gospace is depicted in Figure 1 below:

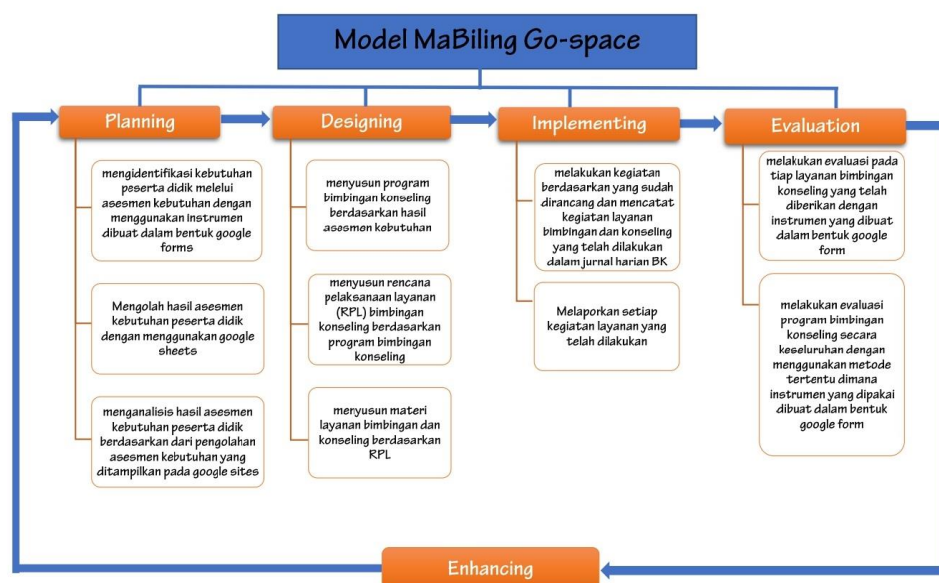


Figure 1. MaBiling Go-Space Model Chart

This product is accompanied by a Google Workspace-Based Counseling Management Model Book containing five chapters. The appearance of this book can be seen in Figure 2. The first chapter contains the background, goals, objectives, and legal basis of the Google Workspace-based guidance and counseling management model. Furthermore, chapter two contains a study of the theory used in compiling guidance and counseling management based on Google Workspace. In chapter three, the Google Workspace-based guidance and counseling management model is explained, then, in chapter four, the guidelines for using the Google Workspace-based guidance and counseling management system are explained. This book's fifth or final chapter contains conclusions and suggestions aimed at guidance counseling teachers and school principals.

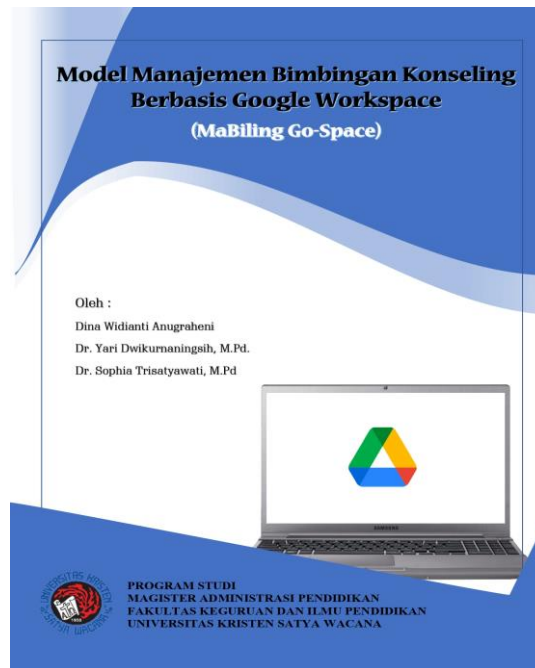


Figure 2. MaBiling Go-Space Model Book

In addition to books, the product of this research is a guidance counseling management computer system based on Google Workspace that can be used by counseling teachers at their schools. The main page display of the Google Workspace-based computer system for guidance and counseling management is shown in Figure 3.

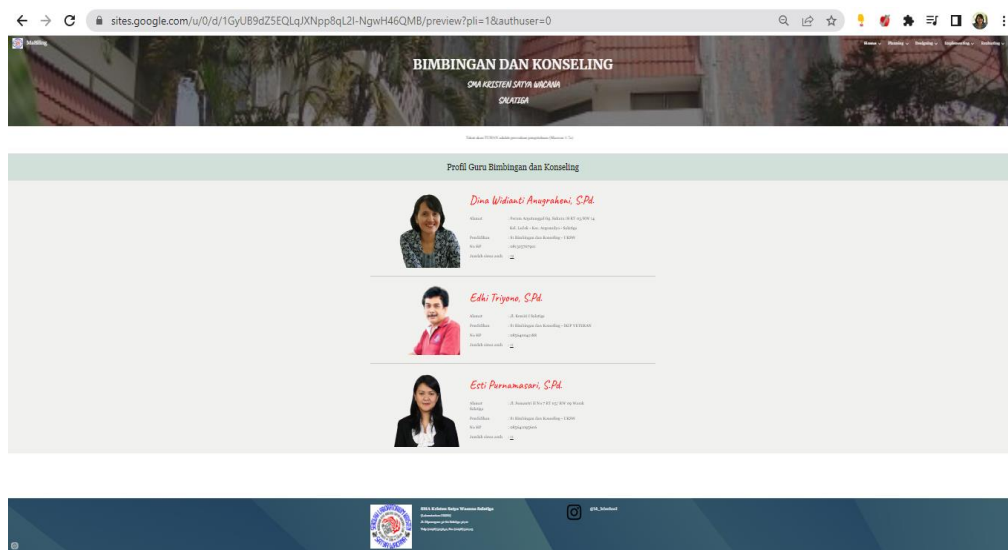


Figure 3. Go-Space Model Mabling Computer System

In developing the guidance and counseling management model based on google workspace, a validation test was carried out by media experts (IT experts) and guidance counseling management materials. The instruments used for the media validation test used the guidance counseling management model based on Google Workspace in the form of closed and open questionnaires. The closed instrument consists of 22 statement items. The open instrument is in the form of notes on each question item from the closed instrument and recommendations that can be given for product improvement. The guidance counseling management material validation test uses a closed instrument consisting of 16 statement items and an open instrument with notes on each question item. A summary of the results of the Google Workspace-based guidance and counseling management model validation test is presented in Table 5 and Table 6 below.

Table 5. Material Expert Validation Test Results

No.	Assessment Aspects	Validator	
		1	2
1	Planning	100%	90%
2	Organizing	100%	90%
3	Actuating	100%	93%
4	Controlling	100%	80%
Mean		100%	88%
Mean from 2 validators		94%	
Category		Very good	

Table 6. Media Expert Validation Test Results

No.	Assessment Aspects	Validator	
		1	2
1	Functionality	77%	97%
2	Usability	80%	92%
3	Actuating	80%	100%
4	Performance	80%	90%
5	Supportability	80%	100%
Mean		79%	96%
Mean from 2 validators		88%	
Category		Very good	

From the trial results of the Google workspace-based guidance counseling management model (MaBiling Go-space), validation results were obtained from media experts with a score of 88% and material experts with 94%, both of which indicate that the MaBiling Go-space model is in the very good category. Hence, this product is feasible to be tested. After conducting several product revisions based on expert input, the next step was to conduct a limited product trial for the subjects: three junior high school counseling teachers and three high school counseling teachers in Salatiga. The results of the trial are described in Table 7.

Table 7. Results of the Counseling Teacher Trial

No.	Assessment Aspects	Practitioner
1	Display Quality	94%
2	Technical Quality	97%
3	Material Quality	96%
4	Quality of Usefulness	97%
5	Effectiveness of Counseling Guidance Services	96%
Overall average		96%
Category		Very Good

The results presented in Table 7 show that the average obtained from the results of field trials of the Google workspace-based counseling guidance management model is 96% and is in the very good category. With these results, the guidance and counseling management model based on Google Workspace is feasible.

Discussion

The results of this development indicate that the guidance and counseling management model based on google workspace (MaBiling Go-space) is feasible and effective for use in carrying out guidance and counseling management in schools. The development of the MaBiling Go-space Model is an effort to overcome the obstacles guidance and counseling teachers face in carrying out guidance and counseling management in schools by utilizing existing information technology. Utilizing computer information technology will help facilitate the work of guidance and counseling teachers in managing guidance and counseling in schools (Essien & Archibong, 2017; Tuazon & Tacuban, 2017; Das, 2019; Anisah et al., 2019;

Abdillah et al., 2020; Marlina, 2021). This model was developed by going through five stages: research and gathering information, designing products in the form of model books and computer systems, developing products by involving media experts and material experts for the product validation process, field testing involving guidance counseling teacher, and finally, the revision process product based on the results of field trials, according to the Borg and Gall development research model (Sugiyono, 2019; Hanafi, 2017).

With the teacher's ability to choose, master, and apply the Google Workspace application, it will be easier for the teacher to carry out the learning process (Oliyayk et al., 2021; Riggelman & Buchter, 2017). The use of google workspace helps to increase the administrative productivity of educational institutions, teachers, and students, to optimize educational and management processes (Alegado et al., 2021; Rahmawati et al., 2022). Several previous studies have shown that the development of an IT-based guidance and counseling management model is appropriate for use in carrying out guidance and counseling management in schools Astuti & Dwikurnaningsih (2021); Alegado et al., (2021); Abivian, (2021). Other research shows that information technology is a carrying capacity to increase the effectiveness of guidance and counseling services both in terms of infrastructure and process Gozali, (2020); Lee et al., (2019); Pranata & Nurdin (2018); Mason et al. (2019); Anisah et al. (2019). The results of the research conducted answer the results of previous research that teachers need tools that are simple, easy to use, free, and accessible which can be integrated to integrate technology into lessons (Akcil et al., 2021; Lossec & Millar 2021). It shows that the presence of MaBiling Go-space answers previous research because the features used in MaBiling Go-space are easy to use and are free of charge, so they are used very efficiently by counseling teachers in managing guidance and counseling at school.

Based on input from practitioners who have conducted trials in the field, it shows that MaBiling Go-space is good, easy to understand, and very helpful in providing school counseling services. However, there is still a need for training for counseling teachers to carry out counseling management using MaBiling Go-space. It needs to be done considering that not all guidance and counseling teachers master the platforms provided by Google Workspace, so to be able to take advantage of this MaBiling go-space, training is needed (Uerz et al., 2018; Oliyayk et al., 2021). To integrate technology into education, teachers must be able to use the technology themselves and understand how it works. It confirms that with training on using MaBiling Go-space for counseling teachers, guidance and counseling teachers can take advantage of this model to assist them in carrying out guidance and counseling management at school.

The implications of this research make it easier for counseling teachers to carry out guidance and counseling management in their schools. The limitation of this research is only uses the platform provided by Google Workspace, while not all guidance counseling teachers master the platform. With these limitations, it is hoped that there will be further research related to training in conducting guidance and counseling management based on Google Workspace so that counseling teachers can make the most of it in assisting the management of guidance and counseling in their schools.

4. CONCLUSION

Based on the research and discussion results, it can be concluded that the development of the MaBiling Go-space Model is an effort to overcome the obstacles faced by guidance and counseling teachers in carrying out guidance and counseling management in schools. The results of this development indicate that the guidance and counseling management model based on google workspace (MaBiling Go-space) is feasible and effective for use in carrying out guidance and counseling management in schools. This MaBiling Go-space was created to assist guidance and counseling teachers in managing guidance and counseling at school. Therefore it is hoped that counseling teachers can take advantage of this MaBiling Go-space by consistently following the steps that have been made. Principals can use the MaBiling Go-space to assist in supervising the administration of guidance and counseling in the schools they lead.

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