

Student Skills in Utilizing Information Technology in Guidance and Counseling Services as Preparation for the Innovative Technology Consciousness

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Abstrak: Communication is one of the requirements in the implementation of the Guidance and Counseling service. During the Covid-19 Pandemic, the communication process could only be done through an online, including the Guidance and Counseling service at school. So that the application of Information and Communication Technology in Guidance and Counseling services becomes very important as a means of support in conveying information, namely service materials to support online learning activities. Current technological developments force BK teachers to continuously update their knowledge and skills in utilizing Information and Communication Technology. The purpose of this study is to describe the skills of students in utilizing Information Technology in Guidance and Counseling Services. The research method used is descriptive qualitative to describe the skills of students in utilizing various Information and Communication Technology facilities that can support Guidance and Counseling services in schools. Based on the research carried out, it was obtained an average score of 69 in the high, medium and low categories. Of the 70 students who participated, it showed that 51%, namely 36 students, had a score below the average ≤ 69 .

Keywords: Information and Communication Technology, Guidance and Counseling

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Introduction

Information and communication technology is one of the learning tools that is becoming an icon of the development of Era 4.0. The development of science and technology is a manifestation of changes in a positive direction which certainly affects the improvement of quality and work productivity of human resources who are increasingly aware of the diversity of functions of information and communication technology (Shao, 2016). It is said so because awareness of the function of technology

will facilitate and increase work effectiveness and productivity (Kusmanto, 2015: 4). Efforts that are being made by educators are to start implementing multimedia-based learning, e-learning, blended learning and also the use of several computer applications in teaching and learning activities (Naidu, 2019). In addition to the efforts of educators, figures observing technological developments are also increasingly creating internet sites and applications via smartphones that provide various subject matter that can be accessed for free or paid for the purpose of which is none other than supporting the achievement of basic competency targets that must be mastered. by students (Ma, 2017).

Guidance and counseling which are integral parts of education cannot escape the touches of technological developments in their implementation (Huda, 2019). So that the process of guidance and counseling services that are expected to be able to autonomy students can be optimally achieved through tools and services based on the use of information and communication technology (Adarkwa, 2018). There are many facilities from the latest online and offline-based information and communication technology that can be utilized by educators, especially BK teachers (counselors) to support optimal BK services for students (counselees). Optimizing the use of information and communication technology (online / offline requires special skills in its application in the field, such as the skills to compile interesting material then choose the appropriate media for the service to be implemented, compile computer-based documents (Microsoft word / excel) to support data collection, instrument applications to data analysis (Marolla, 2018). So that it no longer requires a lot of energy to write on blank sheets like the years before the rise of ICT. Guidance and counseling are "the process of helping individuals to achieve optimal development" (Munir, 2009). In essence, guidance and counseling are an effort to help individuals to help optimize their development in life. The current BK service process is not free from the touch of technological developments that are increasingly advancing rapidly, but the rapid development of technology is not comparable to its use in service applications. accelerated development in the use of Information Technology in each component and setting of BK services (Anni, 2018).

However, the problem is, from the observations there are several facts related to the skills in using computer technology, information and communication owned by BK teachers and prospective counseling teachers in the process of guidance and counseling services as follows: 1) Observations of counseling teachers at a school in Tarakan indicate that the implementation of data collection and instrument applications is still manual compared to using internet-based computer technology (google forms / cloud storage / survey monkey / typeform / zoho survey) 2) The results of observations of counseling teachers in one of the schools in Tarakan indicate that student data storage is still using manual books or simple computer applications. 3) The results of observations of prospective counseling teachers / students in the Information Technology course in BK at the University of Borneo Tarakan indicate that students' lack of skills in compiling BK service media. The lack of these skills is not only due to the lack of awareness of students in innovating but also due to the lack of knowledge of students regarding computer-based BK service media, information technology and communication technology and how to arrange them. 4) There is no use of social media facilities (Facebook, Instagram, Twitter, WA) which are used as socialization media for BK services to emphasize the progress of guidance and counseling in schools, thereby minimizing misunderstanding of students and the general public regarding BK in schools (Noviyanti, 2020).

Paying attention to the facts of these observations, shows the opposite of high expectations about the productivity of the performance of human resources assisted by information and communication technology. In particular, the productivity of the BK teacher performance. Therefore, it is necessary to know how the use of information technology, especially for guidance and counseling teacher candidates (counseling guidance students), who are the new generation of counseling for counseling today (Neviyani, 2019).

Based on the exposure to the background, the problem to be discussed in this study is how the skills of students in the use of information technology in guidance and counseling services? The purpose of this study was to describe the skills of students in the use of information technology in guidance and counseling services as a preparation for the generation of counselors who are aware of innovative technology.

Method

This type of research is a descriptive analysis which aims to describe the skills of students in utilizing information technology in guidance and counseling services. The population in this study were students in the BK Study Program FKIP UBT, with a total of 70 students from semester 5 and semester 7 of the 2020/2021 academic year. The primary data collection instrument in this study used a questionnaire distributed online through the WA group with google form facilities. Apart from questionnaires, this study also used observation and interviews as supporting data. The types of data obtained in this study were obtained from research subjects in the form of quantitative data and qualitative data which will also be described in this study. The research was carried out for 5 months, starting in early June to October 2020, the implementation of the research began with observations carried out during the lecture process. The flow of this research can be described as follows:



Figure 1. Research Road Map

The data collection procedure in this study was carried out in four stages, as follows: 1) Conducting observations as initial data to measure student interest in the use of ICT in BK services 2) Looking for primary data sources, namely through distributing questionnaires online targeting guidance and counseling students in semesters 5 and 7. 3) Data reduction in the form of grouping descriptions obtained from the results of online questionnaire analysis. 4) Collecting secondary data, namely in-depth interviews with research subjects.

Results and Discussion

Based on the data obtained during the implementation of the research, the research results obtained can be presented in the following table form:

Table 1. Research Result Distribution Data

Hasil	Frekuensi	Persentase	Rata-Rata	Persentasi
Sangat Tinggi	-	-		
Tinggi	10	14%		51% di
Sedang	42	60%	69	bawah rata-
Rendah	18	26%		rata
Sangat Rendah	-	-		

Based on the data presented in table 1, it was found that there were 51% of students in the under-average category with a score of ≤ 69 . A total of 36 students showed a score below the average with the acquisition of results in the medium and low category, which means that they are still most students do not have sufficient skills in utilizing information technology in its application to guidance and counseling services.

Guidance and counseling services are an integral part and are a system in the path of education that cannot be separated from the communication process, so that during the Covid-19 pandemic, all parties,

including students, teachers, lecturers and counseling practitioners, inevitably must be faced with policies - policies that require all forms of teaching and services to be carried out in an online form (online). In this case, we are again faced with the importance of using information technology facilities in its implementation, so that the most important thing is the user's skills in utilizing existing information technology to be able to support the implementation of guidance and counseling services in schools.

The aspects assessed in this study are broadly grouped into four aspects, namely: a) Experience using Information and Communication Technology b) Ability to access information c) Utilization of various internet applications d) Student skills in utilizing ICT applications.

Based on the assessment of these four aspects, data is obtained that can be presented in graphical form to show the comparison of the scores for each aspect, as follows:

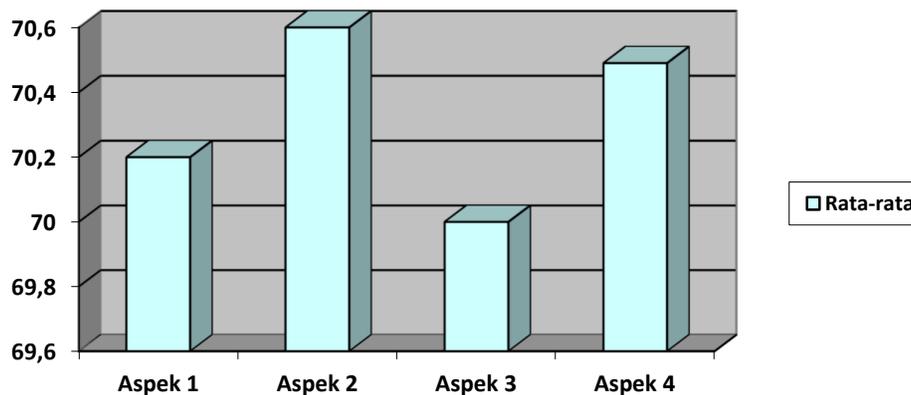


Figure 2. Graph of the Mean for each Assessment Aspect

Based on Figure 1, it is obtained data that the aspect with the lowest average is in the third aspect and the first aspect, namely the use of various internet applications and experiences in using the facilities of information technology. In these aspects, several things that are assessed are the use of social media as a means / media for teaching and learning, knowing and being able to apply several facilities from Google such as Google Drive, Google Meetings, Google Forms etc. So that based on the data summarized in each aspect, it can be said that students are still low in utilizing various information and communication technology facilities in the context of guidance and counseling services. Based on the results of interviews conducted with students belonging to the medium and low categories, the following information was obtained: a) Students are familiar with various internet facilities, but they only know it, b) Students sometimes use internet facilities for several things in learning, c) Students more often use social media only as entertainment in their spare time such as Instagram, Facebook, etc. d) Students are familiar with various mobile communication tools but only use them as a means of exchanging messages and information, both written messages and files.

So that from the results of the interview, the types of students can be grouped based on the use of Information and Communication Technology into three types, namely: 1). Just to know, 2). Just users, 3). Skilled.

Based on this research, information is obtained that there are still most students who are not skilled in utilizing information and communication technology, so that in the future, it is hoped that BK students, who are the golden generation of BK in the future, will be able to become generations aware of innovation in advancing the existence of BK both in the world. real and virtual world, namely by optimizing skills in utilizing information and communication technology, especially in BK service areas.

Each of the aspects measured in this study, in fact, presents very interesting data about the diversity of students in utilizing information technology both in their daily lives and teaching and learning activities. The data obtained can be presented in each of the assessed aspects, as follows:

- a. Experience Using ICT

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Experience in using information and communication technology is describing how often, how capable students are in using ICT facilities in their daily lives, of course the ICT facilities in question are facilities that are ultimately able to support student assignments and learning activities. In this case, several things become an assessment, namely: how often / are students used to use ICT facilities in teaching and learning activities, students recognize several types of file formats that are often used, student creativity in utilizing data processing facilities, utilizing social media as a means of conveying information positive / learning tools, get to know several types of online search engines. Based on the data obtained from 70 students as in the following table:

Table 2. Distribution Data on Aspect 1

Hasil	Frekuensi	Persentase	Rata-Rata	Persentasi
Sangat Tinggi	2	29.9%		
Tinggi	9	12.9%		56% di
Sedang	43	61.4%	70.2	bawah rata-
Rendah	16	22.9%		rata
Sangat Rendah	-	-		

The data in table 2 shows that there are around 39 students who have scores below the average in this first aspect, namely with a score of ≤ 70.2 . In this case, it shows that most of the students who are the subject of this research are still inexperienced in utilizing existing information technology facilities. Utilizing information technology in this case is a means of learning and teaching / providing services, what is important is that during the Covid-19 pandemic, all parties are expected to be technology literate in the sense that they are forced to inevitably be able to apply internet technology.

b. Ability to Access Information

The ability to access information describes the ability of students to find and process the information needed and use it wisely. The ability of students to find, process and use the information referred to is in everyday life and in their learning activities, so that it becomes a new positive habit. Some of the things that are assessed are: accessing videos via YouTube to obtain information, convey information and use it as a service facility, the ability of students to select and sort relevant information and clear sources according to what is needed, use social media as a media for publication of BK services, take advantage of the facilities from google book to find various reference book information needed. Based on the data obtained from 70 students as in the following table:

Table 3. Distribution Data on Aspect 2

Hasil	Frekuensi	Persentase	Rata-Rata	Persentasi
Sangat Tinggi	3	4,3%		
Tinggi	11	15,7%		43% di
Sedang	40	57,1%	70.57	bawah rata-
Rendah	18	25,7%		rata
Sangat Rendah	-	-		

The data in table 3 shows that there are about 30 students who have scores below the average in this second aspect, namely with a score of ≤ 70.57 . In this case, it shows that most of the students who are the subject of this study are still less skilled in accessing the information needed through ICT facilities. Skills in accessing information from various media provided by information and communication technology are an important requirement of today's developments. The more facilities provided by the internet, the more information that can be accessed in it, however expertise is needed in accessing various information via the internet, not just copy-paste it, but it needs to be reviewed first before using the information so that the information becomes material relevant and clear information.

c. Utilization of Various Applications from the Internet

The use of various applications from the internet illustrates the ability of students to use applications from the internet that are needed to support daily activities and teaching and learning activities. Some of the things that are assessed are: using some of the facilities provided by Google such as Google forms for survey and other data collection needs, Google Drive as a large-scale data storage medium, social media as a means of learning and teaching. Based on the data obtained from 70 students as in the following table:

Table 4. Distribution Data on Aspect 3

Hasil	Frekuensi	Persentase	Rata-Rata	Persentasi
Sangat Tinggi	4	6%		
Tinggi	10	14%		57% di
Sedang	41	59%	70	bawah rata-
Rendah	15	21%		rata
Sangat Rendah	-	-		

The data in table 4 shows that there are about 40 students who have a score below the average in this third aspect, namely with a score of ≤ 70 . In this case, it shows that most of the students who are the subject of this study are still unfamiliar and have not used many applications / facilities. from the Internet. The use of various applications on the internet at this time has become a necessity in the world of education, because the implementation of learning is carried out fully online so it is important for students, students, teachers and lecturers to have the ability to access various applications from the internet, especially applications needed to provide teaching and needs in communicating.

d. Student Skills in Utilizing ICT Applications

Student skills in utilizing information and communication technology applications illustrate students' skills not only in knowing, using but also being skilled in utilizing ICT both for the needs of daily life and in their learning activities. Some of the things that are assessed are: skills in using electronic mail / email, skills in using data processing applications, skills in using mobile communication applications, skills in using video conferencing applications, skills in using various search engines and skills in utilizing search sources for relevant articles. Based on the data obtained from 70 students as in the following table:

Table 5. Conclusion of student response questionnaires

Hasil	Frekuensi	Persentase	Rata-Rata	Persentasi
Sangat Tinggi	6	9%		
Tinggi	10	14%		51% di
Sedang	30	43%	70,49	bawah rata-
Rendah	24	34%		rata
Sangat Rendah	-	-		

The data in table 5 shows that there are about 36 students who have scores below the average in this third aspect, namely with a score of ≤ 70.49 . In this case, it shows that most of the students who are the subject of this study are still inadequate in utilizing various ICT applications. Skills in utilizing information technology applications today are important in their role as a support in various activities. Information and communication technology are currently a very close part of students who are young people, so it needs to be directed to utilize these applications more creatively, innovatively and skillfully.

This research is a follow-up to a series of observation activities that have been carried out during the course of Information Technology and BK funds and Media Development in BK, so that based on the results of observations made for approximately one semester running, information is obtained that the use of information and communication technology is not optimal in particular. In the application of guidance and counseling services, the variety of facilities provided by information and communication technology should be very beneficial for the development of counseling and counseling today, especially in a pandemic, which requires all forms of learning to be carried out online (in a network) including guidance and counseling services. So that in this study it is expected to be able to measure what skills need to be improved as an evaluation material in giving the next course.

Conclusion

Based on the results of the research "Utilization of Information Technology in Guidance and Counseling Services as Preparation for the Generation of Innovative Technology Aware Generation", the following conclusions are obtained: 1) Student skills in utilizing information technology were obtained by 51% with a total of 36 students out of 70 students who had a score below the average, namely ≤ 69 . 2) Based on the four measured aspects, the lowest score is shown in aspects of student experience in using ICT and aspects of utilizing various applications from the internet. Students in each of these aspects showed 56% and 57% had scores below the average, namely 39 students in aspect 1 and 40 students in aspect. 3) Each aspect shows that there are still some students who are less skilled in utilizing information technology as the object of measurement, such as electronic correspondence applications, data processing applications, group messengers, mobile communication applications, video conferences, search engines, and article search sources.

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