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School Counselor Professional Competence (PC-SC): Social Media Utilization in Guidance and Counselling Services (GC-S)

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Abstract: The school counselling profession has challenges in pandemic or post-Covid-19 pandemic conditions for self-development and alleviation of student problems. Current conditions limit all access to learning as well as GC-S (GC-S). The social media utilization becomes an alternative supporting GC-S. The goal of this research is to evaluate the use of social media by school counsellors to support GC-S in schools. Mix-method research with sequential transformative design through quantitative data backed by qualitative data. The research targets were 90 students and three school counsellors with questionnaires and interviews. Analysis of questionnaire data was quantitative with standard deviation and percentage, and then interview data was descriptive qualitative. The result of the study is that school counsellors have used social media to support GC-S with good categories. School counsellors use two primary social media, namely WhatsApp and YouTube, because of the access and convenience for students, although not all students can interact, discuss, and participate actively. Counsellors need to be more active and creative during a pandemic or post-Covid-19 pandemic in GC-S with various technologies in GC-S.

Keywords: Social Media, Guidance and Counseling Services, School Counselors, Counselors Professional Competence

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INTRODUCTION

The COVID-19 pandemic has taken the whole world by storm. Coronavirus is spreading in all countries affected by this virus, including Indonesia. The spread of this virus is swift and takes many victims. As a result, the government makes new policies regarding the activities of human life. The goal of the policy is to stop the spread of the coronavirus. The influence caused by the existence of Covid-19 has an impact on many fields as the economy, education, and others (Fatwa, 2020).

The Covid-19 pandemic has made many changes to people's lives, especially in the field of education. Another difference is in the daily activities that students usually do, namely in interacting among friends in the school environment. These changes make it difficult for students to get used to as usual. Students need adaptation to get used to the changes caused by the spread of covid-19 (Saputra & Muharammah, 2020).

The policy of learning carried out online (online) has changed to blended learning. The learning process with hybrid teaching is an alternative solution (Carius, 2020). Students learn from home using various online learning features, for example, WhatsApp and social media (Gunawan et al., 2020). The impact of the COVID-19 pandemic isn't only on the learning process but also on the implementation of GC-S by school counsellors (Kurniawan, 2020).

School counsellors are required to find techniques and strategies to support the delivery of services to students online. Asynchronous and synchronous in online counselling as an alternative to counselling services (Supriyanto et al., 2020) or guidance services. Online learning policies force the use of media in GC-S to motivate students to study at home as a form of counsellor professionalism (Musdalifah, 2020). The role of school counsellors is to ensure that students' mental conditions are good due to changes in the learning process. The utilization of information technology can be providing services and support to students (Sholihah & Handayani, 2020). Implementing counselling services with digital media helps the communication process and the emergence of enthusiasm (Van Rijn et al., 2018), especially during the Covid-19 pandemic.

Online school policies and blended learning force digitizing education and digitizing GC-S with supporting media. Utilization of technology media to facilitate the work of school counsellors in carrying out services to students. The use of social media enables interaction between school counsellors and students, thus reducing information to students. However, the use of good media may not necessarily produce maximum output (Indiani, 2020). The readiness factor of school counsellors in using social media is a determinant of the complete guidance and counselling process. School counsellors haven't strengthened various aspects, especially the use of technology (Basri, 2018). Another fact is that social media technology is crucial in the implementation of online GC-S. Another point is that 62.7% know about online counselling support, but only 55% feel comfortable getting online counselling support (Ahmad et al., 2021).

School counsellors can use social media as a means of supporting the provision of services to students. Various applications are available on social media that can use as

supporting media for interaction between counsellors and students. Different social media choices to support GC-S, namely WhatsApp, Instagram, Facebook, Twitter, Line, Facebook messenger, WeChat, youtube, myspace, TikTok, podcasts, google and other media as google meetings, websites and blogs (Putri, 2016). The goal of this research was to evaluate the use of social media as a support for GC-S in schools.

RESEARCH METHODS

Research Design

Sequential transformative design is used in the research in this type of mix-method research qualitatively and supported by quantitative data. Quantitative data take from students about students' perspectives on the use of social media in GC-S. Qualitative data support the results of quantitative data through interviews with school counsellors. Quantitative data and qualitative data have been analyzed, interpreted, and evaluated. The findings of the data become recommendations for the development of the counsellor's profession in the future.

Data Source

Sources of data are students and school counsellors. The total number of junior high school students is 90 people with a combination of all grade levels. While three counsellors as supporters of student perceptions.

Data Collection Technique

Data collection use questionnaires and interviews. The data take with a questionnaire of students' perceptions of the use of social media in GC-S. In addition to questionnaires, the use of interview instruments supports student data regarding the use of social media in GC-S in online learning conditions or blended learning.

Data Analysis Technique

We analyzed data qualitatively and quantitatively. The results of student perception data on the use of social media in GC-S were analyzed using percentages and standard deviations. While the results of the interviews were analyzed using qualitative descriptive, starting from data reduction, presentation, verification, and concluding—the combination of quantitative data and qualitative data analyses students and school counsellors.

RESULTS AND DISCUSSION

Results

The following is results of distributing questionnaires students' perspectives on using social media in GC-S by school counsellors. The data analysis results show that 75.56% of students feel that school counsellors use social media in guidance, and counselling services are suitable. Then only 13.33% of students think that school counsellors have used social media in GC-S in the excellent category, and 11.11% of students feel that school counsellors have used social media in GC-S in the wrong variety. The data results show that the use of social media for school counsellors is generally good and supports GC-S during the Covid-19 pandemic.

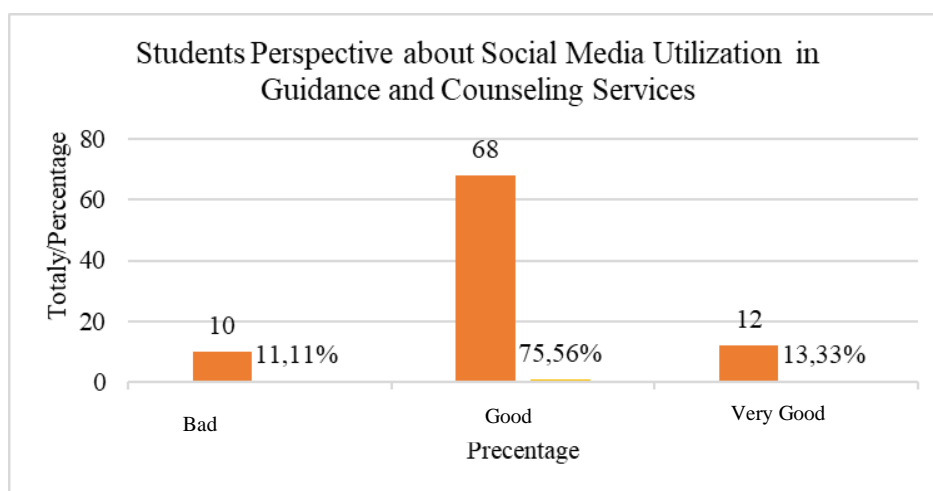


Figure 1. Student Prepective about Social Media Utilization in GC-S

The results of data from students that school counsellors have used social media to support GC-S with an average of suitable categories. Data from students is a combination with the results of interviews with school counsellors. Seven indicators of the use of social media to support GC-S include sub-indicators of social media contributions, feedback, suggestions, comments, shared information, feedback, and interactions. The results of data analysis from the three school counsellors regarding the use of social media to support GC-S are as follows.

Table 1. School Counselors' Perspectives on the Role of Utilizayion Social Media to Support Guidance and Counseling Services

No	Indicator	NS1	NS2	NS3
1	Contribution of Social Media in Guidance and Counseling Services	Social media as a support service doesn't become a barrier for students to contribute to GC-S.	Students have enthusiastic about GC-S with social media as support. Some students contribute in participating in GC-S, and then some students aren't active.	Students are involved in GC-S with social media support.
2	Providing Feedback in Guidance and Counseling Services with Social Media	Some students gave feedback on the theme in the practice of guidance services with social media.	Students can still provide feedback on the implementation of guidance services by school counsellors.	School counsellors provide guidance services by combining WhatsApp and Youtube with feedback via WhatsApp.
3	Discussion Process	GC-S use social media applications in WhatsApp, then	Some students are actively involved in discussing GC-S with	Students can use social media in the process of

No	Indicator	NS1	NS2	NS3
		some students discuss via WhatsApp.	social media support through various questions and suggestions.	GC-S by discussing and making suggestions.
4	Inquiry in Service Process	Students participate by providing comments and theme input in GC-S through social media (WhatsApp application).	Students provide comments via the chat column on the WhatsApp group from implementing GC-S.	Students easily submit comments via chat media on the WhatsApp application.
5	Social Media Supporting Guidance and Counseling Services	School counsellors use social media in WhatsApp applications to share information quickly and not limited by time to students.	School counsellors and students share information easily and quickly without the limitations of space and time.	Counsellors use WhatsApp and youtube to share information with students easily.
6	Relationship between Counselors and Students	Social media does not hinder the creation of relationships between students or between students and counsellors.	The creation of a relationship between counsellors and students through WhatsApp group media, even though they don't meet face-to-face and virtual-to-face.	The creation of a relationship between counsellors and students through WhatsApp group media and youtube media, even though they don't meet face-to-face and virtual-to-face.
7	Active interaction	The interactive relationship between school counsellors and students use WhatsApp group media.	The interaction created between school counsellors and students goes well through social media applications.	The interaction between school counsellors and students through social media is well established, despite the limited distance.

Seven indicators of the results of interviews with school counsellors have been reduced and presented. The conclusion from the results of the data presentation is that there are seven facts about the use of social media by school counsellors in GC-S. Seven indicators of the use of social media in GC-S from the contribution of social media, feedback in the service process, discussions in the service, comments from the service process, information shared with students, feedback from the service process, and student interactions with student or counsellor.

Table 2. The Role of the Social Media Utilization to Support Guidance and Counseling Services

No	Indicator	Conculcion
1	Contribution of Social Media in Guidance and Counseling Services	Social media as a support service doesn't become a barrier for students to contribute to GC-S. Students still appear enthusiastic, even though only some students are actively involved.
2	Providing Feedback in Guidance and Counseling Services with Social Media	Some students provide regular feedback on the theme in guidance services with social media via WhatsApp and youtube.
3	Discussion Process	Using social media applications such as Whatsapp, GC-S make some students discuss via WhatsApp with statements, answers, discussions, and various suggestions.
4	Inquiry in Service Process	Students participate by providing comments and input on GC-S through social media (WhatsApp groups).
5	Social Media Supporting Guidance and Counseling Services	School counsellors use social media in the form of WhatsApp applications to share information quickly and not limited by time to students, or vice versa. There are also using youtube media.
6	Relationship between Counselors and Students	Social media doesn't hinder creating relationships between students or between students and counsellors, even with Whatsapp groups.
7	Active interaction	The interactive relationship between school counsellors and students through WhatsApp group media is well good.

The first is about the contribution of social media to support GC-S during the Covid-19 pandemic. The results reveal that social media helps school counsellors and students practice GC-S. Student enthusiasm still appears, although it is better if it is better face-to-face. Other results revealed that only some students were actively involved because not all students had good internet access.

The second is feedback from the process of GC-S with social media support. Each implementation of GC-S originated on need assessment. A comprehensive guidance and counselling program is structured—social media support the performance of GC-S with WhatsApp and youtube media. Students can still provide feedback using chat rooms or group chats.

The third process is a discussion in the guidance and counselling service using the WhatsApp group. Can implement the discussion process on some students with social media. Due to limited access, not all students can carry out discussions in GC-S with social media.

Fourth is the result of the discussion process with questions and answers. The question and answer process is a supporter of student participation. Students with all limitations access WhatsApp support the latest asynchronous era due to the Covid-19 pandemic. Student participation with questions and answers can only apply through the WhatsApp group.

Fifth, the use of social media in GC-S is limited to WhatsApp and YouTube groups with chat rooms. The choice of these two media is because it is accessible to students and easy for students. The principle of convenience and access is why counsellors have these two media as supporting GC-S.

Sixth is the relationship between counsellor and student, then the relationship between students. Social media doesn't become an obstacle to the relationship between students and students or counsellors with students. Although it isn't a barrier, there are limitations to only having one social media, namely WhatsApp group. This limitation becomes an element of evaluation.

The last is the emergence of interactions in the process of GC-S with social media. The results of the data reveal that only one mode of interaction is through the WhatsApp group. The mode of interaction through WhatsApp groups has easy access in the current era.

The quantitative and qualitative data analysis results reveal that school counsellors have used social media in GC-S in a suitable category. The use of social media is due to the impact of the Covid-19 pandemic. Social media is a supporting solution in implementing GC-S with all the limitations of students and school counsellors. Youtube media and WhatsApp groups school counsellors always use. School counsellors chose both presses because of their easy access for students. The limitation is that not all students have access to social media, giving rise to the fact that guidance and counselling cannot be implemented for all students and requires further research. Interaction, discussion, and relationship patterns emerge, but not all students can interact, discuss, and have interactive relationships.

Discussion

Creativity and Innovation of Counselor Using Social Media

School counsellors' creativity and innovation in using social media as support GC-S to students, the impact online learning policies. School counsellors innovate and are creative with social media to maintain interactive communication relationships with students in GC-S. Media is communication support, so messages and information are sent in GC-S (Herlinda, 2021; Nursalim, 2017). School counsellors use several social media applications to support GC-S with various limitations through WhatsApp and youtube applications.

WhatsApp media is an innovative and creative process in Education (Pérez-Jorge et al., 2018). media provides tremendous benefits in creating GC-S during online learning (Nasrullah, 2015). WhatsApp social media has the convenience of delivering information to students without any limitations of space and time. Students can quickly obtain information conveyed by the school counsellor. WhatsApp forms an interactive communication relationship between students and school counsellors, even though the implementation of services is online. Students remain actively involved in the process of GC-S.

Unlike WhatsApp social media, youtube media has advantages and disadvantages as support for GC-S. Youtube is a video published through searching for information on the internet and can access by everyone (Thelwall, 2021). Videos on YouTube can inspire users (Mariconti et al., 2019). Youtube can apply by school counsellors to provide information, inspiration and change students for the better. Video media on YouTube can attract students' interest and attention (Dewanti & Sujarwo, 2021), especially in GC-S. Video content on YouTube must be compiled comprehensively for inspiring (Hou, 2019). The use of social media in supporting GC-S, in general, uses WhatsApp, line and Instagram as the primary source of information in delivering information and youtube as a source of supporting communication in supporting the process of GC-S (Yulita, 2014). Social media can create space for both counsellors and students (Ismail Toor & Ahmed,

2021). Counsellors must understand the concept of social media and the professional competence of school counsellors regarding the use of social media in GC-S (Kettunen & Tynjälä, 2018).

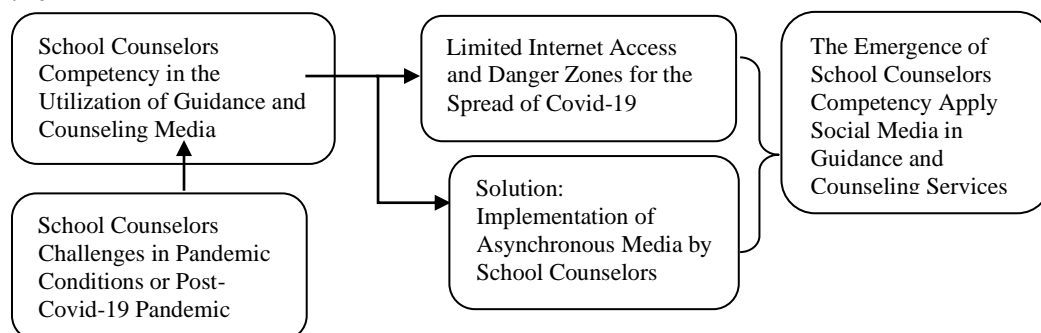


Figure 2. The Concept of Social Media Implementation in Guidance and Counseling Services (Application of School Counselor Professional Competencies)

A clear conceptual basis is a knowledge and understanding for school counsellors. A clear concept can apply as a form of counsellor competence in the use of social media. Social media influences the formulation and implementation of school policies (Igben & Madubuchukwu, 2017), especially guidelines on using social media in GC-S. Conceptually and practically, WhatsApp is an e-counselling medium (Oboh Stephen, 2020). Apart from being an e-counselling medium, it can also apply as an e-guidance medium by school counsellors.

Challenges of School Counselors' Professional Competence in the Use of Social Media

School counsellors must be able to apply professional competence in the use of media. The impact of using media for students by school counsellors is the understanding and internalization of the impact of GC-S (Alhadi et al., 2016). The rapid integration of school counsellors can improve social media competence (Zhu et al., 2020). Social media as an alternative to school counsellors during a pandemic or post-Covid-19 pandemic. School counsellors must also create a positive school climate for optimal student development (W. N. E. Saputra et al., 2020). The use of social media in online learning and blended learning must create a positive climate in GC-S. A favourable environment creates serenity and maximum performance.

In conditions of a pandemic or post-covid-19 pandemic, online learning processes and blended learning are still emerging. Online education and blended learning require internet access. Blended learning also involves the role of educators with video access (Karma et al., 2021), one of which is YouTube videos in education. The obstacles faced by students related to complaints about internet quotas. The problem of internet access or poor network is an obstacle (Mtemeri et al., 2021) in the process of GC-S. Another fact is that online learning ineffective and unpleasant, resulting in restrictions on self-actualization (Saputra et al., 2021). This condition must be analyzed and come up with solutions for GC-S. Counsellors must be able to overcome student burnout (Supriyanto & Prasetiawan, 2021). Another alternative is folklore in GC-S (Sri et al., 2020) which can combine with YouTube social media.

Blended learning is digital learning combined with face-to-face learning (Siripongdee et al., 2020). So school counsellors can use the blended counselling model. Social support services are urgent implementing long-distance and face-to-face counselling services (Amponsah et al., 2021). Blended counselling is an alternative nowadays by combining face-to-face and virtual school counsellors (Hörmann et al., 2018).

CONCLUSION

School counsellors have made creations in GC-S by using social media in the excellent category. The use of social media by school counsellors with WhatsApp groups and youtube. Whatsapp group and youtube have advantages in access and convenience for students in GC-S. However, not all students can access WhatsApp groups or youtube due to economic conditions during the Covid-19 pandemic. School counsellors must develop professional competencies to be more creative and innovative to carry out GC-S and use social media. School counsellors can use various supporting technologies in the process of GC-S with comprehensive planning.

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