Need Assessment the Online Counseling Services at School: A Pre-Eliminary Study

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Abstrak. Perkembangan teknologi dalam bidang konseling merupakan peluang dan tantangan bagi konselor di sekolah dalam memberikan layanan konseling. Tujuan dari penelitian ini adalah untuk menganalisis hasil need assessment siswa dalam proses evaluasi dan tindak lanjut layanan. Survei ini melibatkan 167 siswa sekolah menengah atas dengan menyebarkan kuesioner secara online. Hasil survei menunjukkan bahwa hampir 61,1% siswa memiliki pengalaman menerima layanan bimbingan dan konseling dari konselor sekolah. Jenis layanan yang diberikan berupa layanan online, offline, dan juga campuran, dengan mayoritas berupa sesi offline. Hanya 11,4% siswa yang memiliki pengalaman konseling online, sisanya melakukannya secara offline. Beberapa kendala dalam proses konseling adalah takut data tersebar, malu, keterbatasan waktu dan kondisi, minder, kurang pengalaman, tidak bisa terbuka, dan jaringan. Evaluasi yang dilakukan oleh siswa adalah pelaksanaan layanan bimbingan dan konseling perlu ditingkatkan, perlu adanya aplikasi interaksi lain dan terkadang kurang maksimal. Siswa menyukai konseling online dalam bentuk teks, situs web, panggilan telepon, dan panggilan video. Seringkali konselor sekolah memiliki kecepatan respon yang bervariasi, yaitu lambat, sedang, dan lambat. Hampir 79,1% merasa nyaman selama konseling kelompok online dengan fitur-fitur seperti video, artikel, teks online, grafik, telepon, audio, konferensi video, virtual reality, dan artikel pendukung. Hampir 63,5% mengetahui tentang realitas virtual dan memiliki minat yang tinggi. Implikasi untuk bimbingan dan konseling dan rekomendasi penelitian di masa depan akan dibahas di bagian inti dari makalah ini.

Abstract. The development of technology in the field of counselling is an opportunity and challenge for counsellors in schools in providing counselling services. The purpose of this study was to analyse the results of students' need assessment in the process of evaluation and follow-up services. This survey involved 167 high school students by distributing questionnaires online. The survey results showed that almost 61.1% of students had experience of receiving guidance and counselling services from school counsellors. The types of services are online, offline and also blended, with the majority being offline sessions. Only 11.4% of students have online counselling experience, the rest do it offline. Some of the obstacles in the counselling process are fear of data being spread, embarrassment, time constraints and conditions, mistruts, inexperience, and not being able to open up, and networks. The evaluation done by students is that the implementation of guidance and counselling services needs to be improved, there is a need for other interaction applications and sometimes it is not optimal. Students like online counselling in the form of texts, websites, phone calls, and video calls. Often the school counsellor has a varied response speed, namely slow, medium and slow. Almost 79.1% felt comfortable during online group counselling with features such as video, articles, online text, graphics, phone, audio, video conference, virtual reality and supporting articles. Almost 63.5% were aware of virtual reality and had high interest. Implications for guidance and counselling and future research recommendations will be discussed in the core of the paper.

Key word: "need assessment, counselling services, school counsellor, students"

INTRODUCTION

The impact of the COVID-19 pandemic has accelerated the adoption of online counseling services in schools, emphasizing the urgency of implementing digital solutions to support students' mental health and well-being (Akgül & Ergin, 2022). The flexibility and accessibility offered by online counseling platforms have become essential in ensuring continuity of care and support for students, especially during times of crisis. Additionally, the urgency of online counseling lies in its ability to provide timely interventions and support to students experiencing mental health challenges, thereby contributing to improved academic outcomes and overall well-being (Supriyanto et al., 2020).

Research has shown that the urgency of online counseling in schools is further underscored by the need to address students' diverse needs and provide accessible mental health support (Syukur et al., 2022). By conducting need assessments and tailoring counseling interventions to meet specific student requirements, schools can enhance the effectiveness and relevance of their support services. Moreover, the urgency of online counseling is evident in the potential to reach students who may face barriers to accessing traditional face-to-face counseling services (Yuca et al., 2017). The literature underscores the critical need for timely and effective interventions to support students' well-being and mental health during challenging times (Ramli & Saputra, 2023). The rapid shift towards online platforms for counseling services has highlighted the importance of leveraging technology to reach and engage students in a virtual environment (Suranata et al., 2020).

Moreover, online counseling offers a high level of convenience that is highly valued by students. The flexibility of scheduling online counseling sessions enables students to seek help at times that best suit them, accommodating counseling sessions within their busy academic schedules (Ristianti, 2022). This flexibility can lead to increased engagement with counseling services, as students are more likely to participate when it aligns with their availability and preferences. Additionally, the convenience of online counseling eliminates the need for students to travel to a physical location, saving time and reducing logistical challenges. Privacy and confidentiality are crucial in counseling,

and online counseling provides a level of anonymity that can be particularly appealing to students.

Engaging in counseling sessions from the privacy of their own space can help students feel more comfortable and open up about their concerns. This sense of anonymity can reduce the stigma associated with seeking counseling services and encourage students to seek the help they need without fear of judgment. By creating a safe and confidential environment, online counseling promotes openness and honesty in the counseling process. The ability to deliver counseling services remotely ensures that students can access mental health support even during challenging times when in-person services may be limited. Online counseling interventions have been proven effective in addressing issues such as academic burnout and stress, providing students with timely assistance and coping strategies (Eseadi, 2022). This underscores the significance of online counseling in promoting student resilience and well-being, especially in times of crisis.

Furthermore, online counseling can accommodate the diverse learning preferences and technological fluency of today's students. By integrating technology into counseling practices, school counselors can engage students through mediums that resonate with their digital lifestyles (Foon et al., 2020). This alignment with students' preferences can enhance the effectiveness of counseling interventions and improve student engagement with the counseling process. Additionally, the use of digital platforms for counseling can facilitate interactive and multimedia-rich interventions that cater to varied learning styles and preferences.

Limitations of online counseling in school settings encompass various challenges that need to be addressed to optimize the effectiveness and accessibility of counseling services. One significant limitation highlighted in the literature is the inadequacy of current human and material resources in educational institutions, which can hinder the successful implementation of online counseling programs Adebowale & Popoola (2011). Insufficient resources, such as trained personnel and technological infrastructure, may impede the delivery of quality online counseling services, emphasizing the need for investments in training and technology to overcome these limitations.

Moreover, the conditional support for the introduction of online counseling into school settings, as indicated by a survey of school guidance counselors, underscores the existence of reservations and challenges associated with transitioning to online counseling platforms (Glasheen et al., 2013). Concerns regarding the efficacy, privacy, and technical skills required for online counseling may pose barriers to the widespread adoption of online counseling services in schools. Addressing these concerns and providing adequate training and support to counselors are essential steps in mitigating these limitations.

With the proliferation of social media platforms, adolescents have increasingly turned to online spaces to seek guidance and support for various psychosocial challenges. The familiarity and comfort that teenagers have with online platforms, including social media, may contribute to their preference for online counseling (Asare, 2023). Studies have shown that university students are less likely to prefer face-to-face counseling over online counseling. This preference may extend to teenagers as well, indicating that the convenience and accessibility of online counseling services may be more appealing to this age group (Shahim, 2021). Research has explored men's perceptions of online versus face-to-face counseling. This study may shed light on how individuals, including teenagers, who may struggle with expressing emotions in traditional settings, find online counseling more comfortable and preferable for seeking support (Rochlen et al., 2004).

Preliminary results suggest that young people report a greater sense of control and comfort in their net-based interaction with a counsellor. This sense of control and comfort may be a significant factor in why teenagers prefer online counseling over face-to-face sessions Beattie et al. (2006).

Among the references provided, the following studies shed light on why teenagers may prefer online counseling over face-to-face counseling:

a. Foon et al., (2020) explores the demand for e-counseling among students, indicating that teenagers may be more inclined to seek counseling help online due to stigma issues associated with face-to-face counseling. The anonymity and

privacy afforded by online platforms may appeal to teenagers who are concerned about judgment or stigma related to seeking mental health support.

b. Cruz et al. (2022) delves into the preference for online counseling among Filipinos, highlighting the technological benefits, such as anonymity and disinhibition, that contribute to increased openness in discussing personal matters online. For teenagers bound by cultural barriers or privacy concerns, online counseling may offer a more comfortable and secure environment to share their thoughts and feelings.

c. Genç & Kara (2021) discusses the impact of social stigma on perceptions of online psychological counseling, suggesting that teenagers may view online counseling as more advantageous than face-to-face counseling due to concerns about social judgment. The ability to disclose personal information and engage in counseling sessions online may alleviate discomfort associated with seeking help in traditional settings.

d. Beattie et al. (2006) presents preliminary results indicating that young people report a greater sense of control and comfort in their interactions with counselors in online settings. This sense of empowerment and autonomy may resonate with teenagers who value independence and privacy in their counseling experiences.

e. Shahim (2021) suggests that university students in Malaysia are less likely to prefer face-to-face counseling over online counseling, indicating a positive perception of online counseling services. This preference may stem from the convenience, accessibility, and perceived effectiveness of online counseling for addressing their mental health needs.

In conclusion, the integration of online counseling into school-based need assessment processes represents a promising avenue for enhancing student well-being and mental health outcomes. By leveraging technology, conducting thorough need assessments, addressing counselors' concerns, and fostering collaboration among stakeholders, schools can effectively deliver online counseling services that meet the diverse needs of students. As the field of online counseling continues to evolve, ongoing

research and professional development efforts will be essential in maximizing the potential of online interventions to support students in educational settings.

METHODS

This study was conducted using an online survey method. The students who became respondents in this survey were 167 senior high school students aged 15-18 years. This data collection technique used open and close question questionnaires. Data analysis for closed questionnaires, researchers only looked at the percentage of survey answers. While for open questionnaire data analysis, researchers observed the answers, classified them, and then coded them before presenting the data..

RESULT AND DISCUSSION

Result

Based on the research findings, students' experiences with counseling are significantly influenced by their participation in both online and face-to-face counseling (Figure 1).

Figure 1. Experiences Counseling Face to Face and Online

Students need several support tools (Figure 2), with the majority still requiring counseling through message exchanges, followed by recommendations for using websites, and complemented by telephone and video conference options.
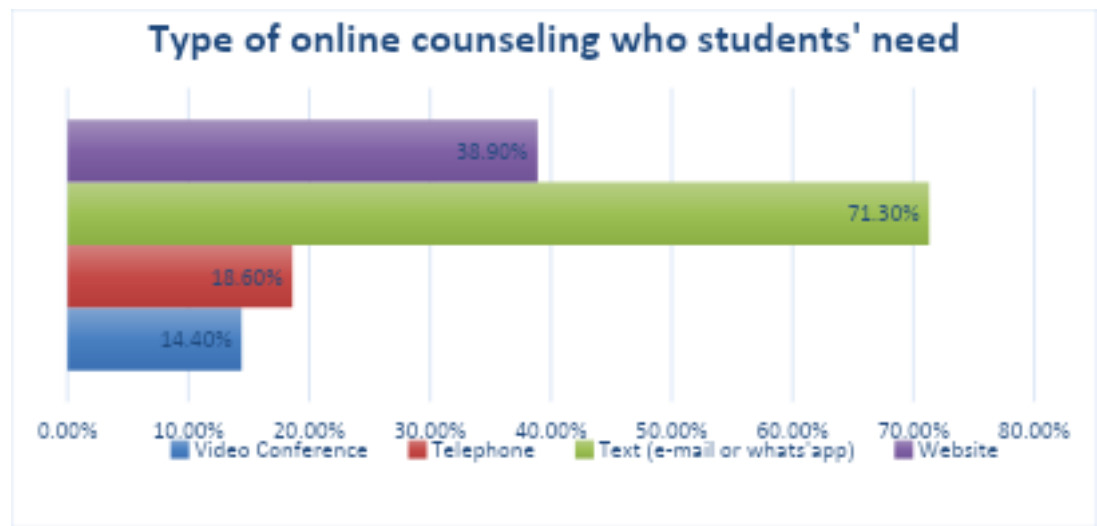
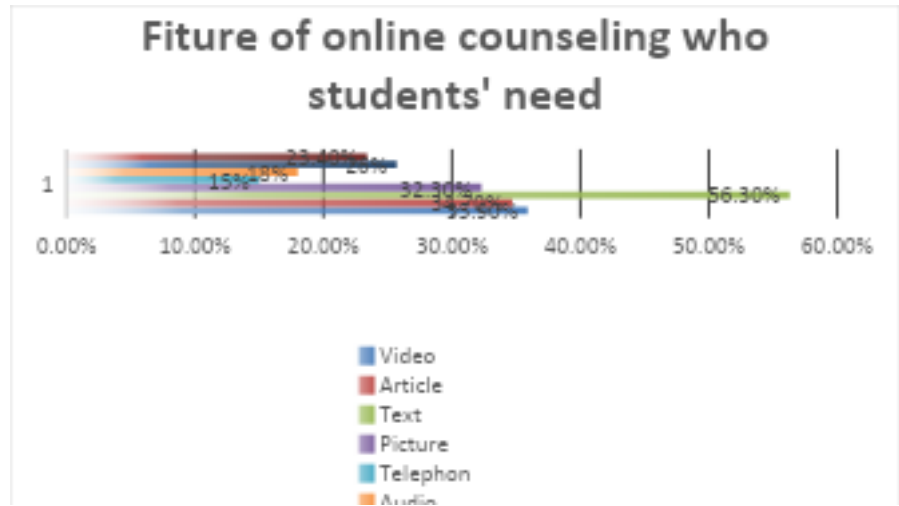**Figure 2. Type of online counseling who students' need**

Figure 3. Fiture of online counseling who students' need

Referring to Figure 3, students are also interested in comprehensive features that support successful online counseling, such as video, articles, text, images, telephone, audio, video conferencing, and virtual reality. Additionally, students show a strong interest in counseling services using websites (71.9% responded "yes," and 28.1% "no"). Furthermore, 63.5% of students are aware of virtual reality, while 36.5% are not. Nearly 85% of students are interested in counseling services that utilize virtual reality. Almost 90% of students feel comfortable participating in online counseling. Students expect online counseling services to provide data privacy, maintain confidentiality, offer free talk or openness, be flexible and accessible, and include features like fast response, interactivity, enjoyment, and comprehensive functionality.

Discussion

Online counseling tailored to adolescents is a valuable approach that considers their unique needs and characteristics to effectively support their mental health and well-being. Adolescents often seek autonomy and privacy, finding the anonymity provided by online counseling platforms appealing Lekič et al. (2014). Anonymity can reduce fear of judgment and stigma, creating a safe space for adolescents to express their concerns openly and empowering them to address their mental health needs. The flexibility and convenience of online counseling align well with adolescents' preferences and lifestyle (King et al., 2006). This flexibility allows adolescents to access support from anywhere, at any time, enhancing their engagement with counseling services. Interactive and engaging counseling approaches, incorporating multimedia elements, can cater to adolescents' preferences for dynamic content. Moreover, the integration of text-mining and multimedia analysis techniques can enhance security and confidentiality in online counseling interventions. By leveraging advanced technologies to analyze and secure data exchanged in online counseling sessions, counselors can strengthen data protection measures and ensure the privacy of client information.

In online counseling for adolescents, a supportive and non-judgmental counseling style is crucial, fostering trust and rapport (Rakauskienė & Dumčienė, 2013). Empathy, active listening, and validation are essential for building a strong therapeutic alliance. Culturally sensitive and developmentally appropriate interventions are also important when working with adolescents from diverse backgrounds (Muslihati et al., 2023). By acknowledging adolescents' desire for autonomy, anonymity, flexibility, interactive engagement, and cultural sensitivity, counselors can deliver online counseling services that resonate with adolescents and promote their mental health and well-being effectively. Ensuring the security of data in online counseling is crucial for maintaining the confidentiality and trust of clients, especially when considering adolescents seeking counseling services. Several key considerations from the literature underscore the importance of addressing security concerns in online counseling to safeguard sensitive information and promote a safe therapeutic environment.

Studies have highlighted the significance of integrating security and privacy elements into online counseling platforms to protect the qualitative and categorical data gathered from children Pir (2024). By implementing robust security measures, such as encryption protocols and secure data storage practices, online counseling services can enhance data protection and mitigate the risk of unauthorized access to confidential information. Assurance mechanisms and privacy concerns play a crucial role in influencing online purchase decisions and user trust in online platforms (Mousavizadeh et al., 2016). By implementing security assurance mechanisms and addressing consumer concerns related to privacy and security, online counseling services can instill confidence in clients and alleviate apprehensions about sharing personal information in a virtual counseling setting. Privacy issues and concerns about data access and confidentiality have been identified as critical considerations in the development of virtual mental health clinics for university students (Gulliver et al., 2015). Establishing trust in the privacy and security of online counseling services is essential for encouraging students to engage with virtual clinics and share personal information comfortably. Ethical considerations, such as confidentiality and privacy, are fundamental in the practice of online counseling, particularly in ensuring the security of client data (Syamila & Marjo, 2022). Counselors must adhere to ethical guidelines and implement measures to protect the privacy and confidentiality of clients' information in online counseling interactions.

The lack of technical skill training among school counselors for conducting online counseling effectively has been identified as a significant limitation in the provision of online counseling services (Glasheen et al., 2015). School counselors may feel ill-equipped to navigate the technological aspects of online counseling, impacting the quality and delivery of services to students. Bridging this skills gap through targeted training and professional development initiatives is crucial in enhancing counselors' confidence and competence in utilizing online platforms for counseling interventions.

Additionally, the challenges associated with privacy and confidentiality in online counseling settings pose limitations that need to be carefully addressed (Ristianti, 2022). Ensuring the security of online platforms, protecting students' personal information, and maintaining confidentiality in virtual counseling sessions are critical considerations for

safeguarding the well-being and trust of students engaging in online counseling. Developing robust protocols and guidelines for data protection and privacy in online counseling is essential to mitigate these limitations.

The reluctance of some school counselors to embrace online counseling as part of their service delivery to students presents a notable limitation in the widespread adoption of online counseling services (Campbell & Glasheen, 2012). Overcoming resistance to change, addressing counselors' concerns about the effectiveness of online platforms, and promoting the benefits of online counseling are essential steps in fostering a positive attitude towards integrating technology into counseling practices. Encouraging counselors to explore the potential of online counseling through training and experiential learning can help alleviate this limitation. Furthermore, the challenges associated with providing specialized counseling services, such as those for gifted youth and their families, highlight the need for tailored approaches to meet the diverse needs of students in online counseling settings (Moon et al., 1997). Adapting counseling interventions to address specific populations and their unique requirements requires careful planning, training, and expertise to ensure the effectiveness of online counseling services. Tailoring online counseling programs to cater to the individual needs of students with diverse backgrounds and challenges is essential in overcoming these limitations.

In the realm of online counseling, the adoption of appropriate counseling styles and approaches is essential for enhancing the effectiveness of counseling interventions. Counselors must consider factors such as writing skills, writing style, and attitudes in writing when conducting text-based online counseling (Prabawa, 2021). By mastering these competencies, counselors can deliver interventions that are engaging, supportive, and conducive to fostering positive outcomes for students engaging in online counseling services. Moreover, the therapeutic approach and counseling style adopted by counselors can significantly impact the online counseling experience for students (Smith & Gillon, 2021). Whether counselors employ a directive or non-directive approach, their therapeutic style can influence the dynamics of online counseling sessions and shape the outcomes of the counseling process. Understanding how different counseling styles may

impact the online counseling experience is essential for counselors to tailor their approach to meet the diverse needs and preferences of students.

In conclusion, the style of online counseling encompasses various elements, including communication skills, language adaptation, counseling approaches, and therapeutic styles, all of which are critical for delivering effective and impactful counseling services in school settings. By developing appropriate communication strategies, understanding clients' communication styles, mastering counseling competencies, and adapting counseling approaches to suit students' needs, counselors can optimize the delivery of online counseling services and support the well-being and development of students. While online counseling in school settings offers numerous benefits, it is essential to address the limitations and challenges that may impede its successful implementation. By investing in resources, training counselors, ensuring privacy and confidentiality, addressing technical skill gaps, and promoting a positive attitude towards online counseling, schools can overcome these limitations and maximize the potential of online counseling services to support student well-being and academic success.

CONCLUSION

After the COVID-19 pandemic has accelerated the adoption of online counseling services in schools, emphasizing the urgency of implementing digital solutions to support students' mental health and well-being. Online counseling offers flexibility, accessibility, and the ability to provide timely interventions to students experiencing mental health challenges. It can address students' diverse needs, reach those facing barriers to traditional face-to-face counseling, and promote openness and honesty through anonymity. Online counseling aligns with students' digital lifestyles and can facilitate interactive and multimedia-rich interventions. However, limitations such as inadequate human and material resources in educational institutions need to be addressed to optimize the effectiveness and accessibility of online counseling services. Recommendations for future research include the need for innovations in online counseling that provide comprehensive features for students, such as creating a website, incorporating videos, articles, audio, and virtual reality, to enhance client engagement in

the counseling process at schools. Counselors need to ensure the security of the data provided by clients, create a comfortable and open environment for sharing, be flexible in their responses, and maintain a structured approach.

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