The School Support to the Implementation of Counseling Services during COVID-19 Pandemic at Public Vocational Schools in Semarang City

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Article Info	Abstract
	This study strived for exploring the institutional support to the implementation of guidance and counseling services. Online guidance and counseling services during COVID-19 pandemic requires practical mastery of information technology systems and gives big challenges for counselors' roles and technological advancement mastery as well as professionalism. That is why guidance and counseling services need institutional support to get its maximum results. Here, this study used a survey design in form of cross-sectional and involved 333 participants, namely guidance and counseling teachers at Public Vocational Schools (SMK Negeri) in Semarang City. Those respondents were sampled using a simple random sampling technique, while their data were analyzed using descriptive statistics. Further, it is concluded that the support given by the schools to the implementation of counseling services during COVID-19 pandemic at SMK Negeri throughout Semarang City is considered fair and not yet maximum.

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INTRODUCTION

The spread of coronavirus in the last six months have contributed significant effects to the implementation of education for students. The increase in social media use by guidance and counseling teachers through sophisticated technology (Djalante, et al., 2020) has become a proof of the impact of coronavirus on guidance and counseling services. The social media the teachers use are such as Google Meet, Video Call, Live Chatting and other advanced online-based technology (Ifdil, et al., 2017). Online media facilitate counselors to keep in touch with their students with the assistance of personal aspect, social, learning, and career. Through these media, students attain broad chances to consult and gain online guidance and counseling services.

Online guidance and counseling services demand counselors to have practical mastery of the latest technology (Hanna, 2010) and present professionalism in the field. These demands are due to the inevitable development of guidance and counseling that is inseparable from technological advancement (Ardi, et al., 2013). Hence, if counselors are not yet able to adapt to the advancement, their services must be hampered (Triyanto, 2010).

Various parties, including school become the pioneers of the development of services for students aligned with the current pandemic situation, such as by utilizing smartphone (android) and social media inside it, for example whatsapp, google classroom, zoom, google, and so on since pandemic has caused a big deal for counselors in providing services. Various combinations between guidance and counseling services and technology have actually been practiced by school counselors (Efendi & Naqiyah, 2013), (Lacksana, 2016) (Tumanggor, et al., 2018). These efforts are also the realization made by the counselors to meet students' needs in 4.0 industrial revolution era, including the aspects of personal, social, learning, and career (Pambudi, et al., 2019). Regarding these previous studies findings, a further study related to the realization of school support to the implementation of guidance and counseling during COVID-19 pandemic in Semarang City of Central Java Province needed to be carried out.

METHODS

This study used a cross-sectional survey design and involved 333 guidance and counseling teachers consisting of 112 males and 221 females with the range of ages of 23-36 with total of 167 people, 37-46 with total of 77 people, 47-56 with total of 60 people, and 57-67 with total of 29 people.

The type of data in this study was quantitative. Those were obtained using an instrument of Unified Theory of Acceptance and Use of Technology Model to Predict Students' Behavioral Intention to Adopt and Use E-Counseling, (Kolog et al., 2015). This instrument covers 5 aspects: 1) performance expectancy, 2) effort expectancy, 3) social influence, 4) facilitating condition, and 5) behavioral intention. This instrument was used to measure the school support to the implementation of guidance and counseling during COVID-19 pandemic at SMK Negeri in Semarang City. Once the data were collected, those were analyzed using a descriptive statistics test.

RESULTS AND DISCUSSION

1. Theoretical Study

Learning is a major factor in forming quality human resources, particularly the ones with good characters and ability to do self-actualization. Based on the preamble to the 1945 Constitution, the purpose of learning is to educate the life of the nation. School is an important component in achieving good education. It is a collaborative environment, a social activity of teachers, students and other participants; and their activities shape and change culture, values, practices, and other distinctive characteristics. The collaborative environment of schools is a complex subject to study: schools consist of various levels of

administration, from the level of national policy to the classroom; various actors, such as school personnel and students within schools as well as parents and school administrators play the same role to ensure relevant competency levels for students in the future (Antinluoma et al., 2018).

A change in learning style from face-to-face to online requires new adaptation and school vision and missions to succeed this new learning still (Howard et al., 2021). School as an educational institution is supposed to give technical and pedagogical support in form of new vision and missions related to the implementation of online or blended learning for the success of teaching and learning process (Almpani, 2015). Here, some aspects such as online learning and institutional support covering a school vision and professional development for online teaching need some attention. According to (Howard, et al., 2021), teachers' perceptions of institutional support and vision regarding online education will affect their whole conceptions of readiness and ability to teach online. obviously, school success is inseparable from the role of a school principal as a stakeholder whose roles are as a leader, motivator, supervisor, as manager and as administrator (Nopembri, 2015); In this way, guidance and counseling teachers become the main facilitator for the counseling services because if the services are carried out effectively, the school efforts can also be considered as successful.

School counselor is the main stakeholder in educational systems designed to support students' academic and social development (Goodrich, et al., 2020). Besides, he also collaborates with other stakeholders who serve as liaisons between schools, parents and families, and contribute to the development and delivery of the curriculum (Suprayitno & Wahyudi, 2020). School counseling services are efforts made to assist students' development, particularly career individually, in groups or classroom based on needs, potential, interests, talents, development, conditions, and opportunities. The service also help encounter

weaknesses and obstacles faced (Kom & Kom, 2020).

COVID-19 pandemic has changed human's customs. Almost all countries around the globe enforce regulations to work from home, study from home, social distancing, and physical distancing. This big phenomenon is not only experienced by all people in the world, but also counseling services which can no longer be done face-to-face, but still are required to maintain psychological interactions. This phenomenon ultimately made all counselors around the world apply online/cyber counseling and service processes by using social media such as google meet, video call, live chatting and other advanced media (Ifdil & Ardi, 2013). Based on the previous explanation, the best solution during the pandemic is to conduct online/cyber counseling services (Situmorang, 2020).

In the last two decades, online/ cyber counseling has achieved pretty much considerations and recognition as a viable counseling strategy (Cohen & Kerr, 1999). Interactive digital literature in social media makes them greatly be accessed by children, adolescents, counselors, and professional staffs at school, such as in the implementation of daily school counseling (Goodrich, et al., 2020). A study by (Swank & Tyson, 2012) which investigated the use of web-based technology in medical therapy or care for adolescents found that the web-based supervision model used by school counselor can improve time and space flexibility and increase access to clinical supervision. Their findings have confirmed that the use of technology can improve the quality of conventional counseling.

2. Findings

Based on the findings, it was known that 201 teachers or 60% have ever joined an information and communication technology-based counseling service, while the other 132 teachers have not. A study by (Kasih & Kons, 2017) concludes that counseling services at school are mostly done the same as the previous year, so it cannot optimally meet students'

needs. As a result, many counselors found difficulties in implementing the services during the pandemic due to some changes in it. However, some have ever tried to combine counseling services and technology such as in studies conducted by (Efendi & Naqiyah, 2013) (Lacksana, 2016) (Tumanggor et al., 2018). What can be implied from the findings for the guidance and counseling teacher forum (MGMP) at SMK level is school support for the implementation of guidance and counseling services is highly required so that the skills and expertise of guidance and counseling teachers in carrying out online guidance and counseling services can be improved. Another implication is given to the guidance and counseling department at the graduate school of Universitas Negeri Semarang to provide supplementing materials to support expertise in implementing counseling services during a pandemic situation.

CONCLUSION

Based on the findings, it can be concluded that the support from schools in the implementation of counseling services during COVID-19 pandemic at SMK throughout Semarang City is classified as medium, and schools have done their role in the implementation of technology to support the counseling service during COVID-19 pandemic although it has not yet been optimal.

Some suggestions are to improve the quality of online counseling services the managerial stakeholders at schools have to facilitate counselors to develop their skills and competencies in online counseling, and schools can prepare supporting facilities to enhance the implementation of online counseling, such as a specific website for counseling.

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