The Effectiveness of The Simakan Application Model (Android-Based Counselor Management System) In Improving Guidance and Counseling Management Planning in Mgbk Vocational Schools in The City of Semarang

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Article Info	Abstract
	Guidance and counseling service activities in schools can now be assisted by technological advances, one of which is online based. The successful performance of counselors as part of the education system is influenced by many factors such as the ability to master the use of technology and the implementation of management. **Objective:** The aim of this research is to test whether the SIMAKAN Application Model (Android Based Counselor Management System) is effective in improving MGBK Guidance and Counseling Management Planning throughout the City of Semarang. **Methods:** this research is quantitative research with a quasi-experiment research design with a true experiment approach with the research population, namely guidance and counseling teachers, members of the Semarang City Vocational School MGBK. This research uses a pretest-posttest control group design. **Findings:** The research results showed that there was an increase after being given training with a range of 5.32 with a significance value > 0.05. **Conclusion:** The research results show that the SIMAKAN application training has proven to be effective in increasing the competency of Guidance and Guidance Teachers in Semarang City Vocational Schools.

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INTRODUCTION

Management is one of the most important factors in an activity (Isra, 2020) or educational program. Management has five functions; planning, organizing, controlling, coordinating and supervising (Isra, 2020). Management in activities is needed as a benchmark for the process and output produced. This is no exception in the management of the implementation of counseling guidance. One of the main functions of management is planning a service program (Sudarsono et al., 2021). The implementation of guidance and counseling services in schools begins with service planning that is adapted to the student needs assessment obtained as a reference in creating a guidance and counseling service delivery plan (RPL). This makes guidance and counseling teachers need to have the ability to prepare plans for providing services to students.

Guidance and counseling services are assistance efforts provided to clients with specific practical objects on self-development and alleviating problems faced by students. Counseling guidance services include: personal, social, study and career (Bakioglu & Türküm, 2020). The provision of services provided by school counselors needs to pay attention to students' needs as a whole. This is so that service delivery can run effectively and efficiently (Marisa et al., 2021). Providing effective and efficient services is one way of using adequate information technology. However, in reality in the field there are still many school counselors who do not have the competence in using counseling services with the help of technology and information.

This shows the importance of developing counseling services that take advantage of advances in technology and information. One of the advantages of using counseling services with technology and communication was carried out by (Pangestie et al., 2023) who described that the use of technology and information makes it easier to provide information services provided by school counselors to students.

It is necessary to utilize technology in providing counseling services to students so that school counselors can save time (Wells & Wells, 2021). The use of this technology is expected to be able to help Guidance and Counseling teachers in data collection, administration and management activities in Guidance and Counseling services in schools (Suwito & Pramono, 2017).

One of the technological developments that has been carried out is the Android-based SIMAKAN (counseling management system) application which makes it easy to access anywhere and makes it easier to fill out assessments for students. Apart from that, this Android-based application makes it easier for guidance and counseling teachers to access the results of needs assessments, making it easier for guidance and counseling teachers to make plans for implementing the services that will be provided to students. This research aims to measure the increase in competency of Semarang City Vocational High School Guidance and Counseling teachers after providing training in using the SIMAKAN application. This research is useful for understanding Guidance and Counseling teachers regarding the use of technology and information in guidance and counseling services.

METHODS

This research uses a true experimental method with a pre-test post test design (Sugiyono, 2019). This research aims to measure the increase in the competency of school counselors in using the Android-based SIMAKAN application. The subjects in this research were 30 Bk Vocational School teachers formed within the Semarang City Vocational School Teachers Guidance and Counseling Association (MGBK Semarang City). Sample selection was carried out by random sampling. The measurements in this study used a school counselor competency development instrument consisting of 20 items with a reliability test value of 0.75 and a validity test in the range of 0.67 to 0.85 or it could be said that the instrument items

are good and can be used. This research was carried out through 3 stages, namely:

1. Pre-research stage.

The pre-research stage was carried out by looking for data related to guidance and counseling teachers who have the ability to use technology and information. In this selection stage the researcher used a guidance and counseling teacher competency development instrument as the result of the initial assessment.

2. Research Stage.

The research stage was carried out through training provided for one day, starting with providing material and how to use the SIMAKAN application.

3. Post-research stage.

The post-research stage was used to measure the ability of the results of using the SIMAKAN application by school counselors by seeing the improvement through the school counselor competency development instrument.

RESULTS AND DISCUSSION

Christie E. Sleeter & Peter L (in Haris Budiman, 2017) there are three dominant forces in technological progress; 1) Science, 2) Technology as the application of knowledge and 3) information. These three strengths are explored into the development and creativity of academics in developing knowledge that is useful and can be used by practitioners in the field. Increasing the competence of school counselors in the fields of technology and information needs to be carried out in an effort to provide services comprehensively, effectively and efficiently. Kwaku & Kofi (2023) provide an overview of the benefits of information technology in planning online counseling services by utilizing websites and it has proven effective in distributing services and helping counselors be more responsive in providing services to students.

The SIMAKAN application that has been developed by the research team makes it easier to assess student needs and identify student needs in more detail. The SIMAKAN application makes it easier for Guidance and Counseling teachers to carry out assessments and provide services that can be accessed anywhere using Android. SIMAKAN makes it easier for guidance and counseling teachers to create RPL (Service Delivery Plans) for students by looking at student problems as a whole. The training provided to Guidance and Counseling teachers aims to increase the competency of BK teachers in the use of

technology and information which can have a positive impact on the effectiveness and efficiency of counseling guidance services. The results of increasing competency in BK Teachers were measured through the Wilcoxon test using SPSS with the following results;

Table Pre Test and Post Test

Pre test	Post Test	Signifikansi
35. 40	40.72	0.517

The research results showed that there was an increase after providing training with a range of 5.32 with a significance value > 0.05. The increase in results through the Wilcoxon test analysis shows that the SIMAKAN application training has proven effective in increasing the competency of BK Teachers in Semarang City Vocational Schools. The results of this research are of course directly proportional to the results of previous research conducted by Awalya, et.al (2022) which shows that The SIMAKAN application (Android-based Counselor Management System) has several levels of users, including super admin as the manager of the entire system in the SIMAKAN application, then the school principal who has the authority to add guidance and counseling teachers or students in managing the RPL (Service Delivery Plan) and Add notes to the evaluation menu. Then the guidance and counseling teacher also has the authority to manage questionnaires that have been filled out by students.

The development of technology and information in the modern era has had a major impact on the world of education (Awalya et.al,

2022). The key to digital transformation in online guidance and counseling services is their

Acceptance by school counselors. Without acceptance, school counselors will not be able to optimize the use of technology and this can have a negative impact on student motivation (Abdillah et.al, 2020). In a study conducted by Foon et.al (2020) it was concluded that educational counselors felt more comfortable and confident when they had a room with electronic devices to do their work.

According to this research, the counselor's intention to use ICT in the educational guidance process is largely influenced by the level of technological competence and the counselor's background in terms of "training" in online guidance. The advantages of counseling services based on technology and information are not only responsive services. However, it aims at ease of access and time flexibility which aims to make it easier for students and GUIDANCE AND COUNSELING teachers to interact without the need to visit the counseling room (Sharma et al., 2023).

Asmuni (2020) further research shows that so far guidance and counseling programs in schools tend to be the same as those of previous years so that they do not optimally meet students' needs. Moreover, the impact of this pandemic has made it difficult for counselors to provide guidance and counseling services. Guidance and counseling services are a series of activities in the form of assistance provided by an expert (counselor) to students who have problems through various services which in Indonesia are generally carried out face to face. Counselors as a dynamic profession are expected to be able to adapt to the changing dynamics of student needs, especially in providing online guidance and counseling services.

CONCLUSION

This research was conducted to measure the increase in competency of Semarang City Vocational High School BK teachers after providing training in using the SIMAKAN application. This research is useful for understanding Guidance and Counseling teachers regarding the use of technology and information in guidance and counseling services. The findings in this research show that the use of the SIMAKAN application can improve the competency of Semarang City Vocational School Guidance and Guidance teachers.

Counselors or guidance and counseling teachers at schools can use the SIMAKAN application to facilitate and help carry out their daily tasks at school, especially in the areas of planning or administration of guidance and counseling. Future researchers can further develop the SIMAKAN application so that it can be more comprehensive.

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