Analysis of Counseling Service Model in Covid 19 Pandemic Era: An Innovation and Implementation of Studying From Home Service

[1]Abdul Saman, [2]Akhmad Harum, Muhammad Ilham Bakhtiar
[1]Guidance and Counseling, Universitas Negeri Makassar, Indonesia
[1]Email: abdulsaman@unm.ac.id
[2]Guidance and Counseling, Universitas Negeri Makassar, Indonesia
[1]Email: akhmad.harum@unm.ac.id
[3]Guidance and Counseling, Universitas Negeri Makassar, Indonesia
[1]Email: ilhambakhtiar@unm.ac.id

Abstract. The study aims to (1) get the description of Guidance and Counseling Services in the covid 19 pandemic era during the Studying From Home implemented by schools in South Sulawesi; (2) to identify the types of activities related to guidance and counseling services in the Covid-19 Pandemic era; and (3) to identify types of counseling service in the covid-19 pandemic era during Study From Home implemented by schools in South Sulawesi. The research method is a survey heart distributed and filled in online by 224 Guidance and Counseling Teachers in South Sulawesi teaching at the levels of Junior High School, Senior High School, and Vocational High School. Based on the discussion, it is concluded that: (1) the Guidance and counseling service during the Covid-19 pandemic in South Sulawesi was carried out online and offline, and an online Guidance and counseling service plan was provided for the Covid- 19 pandemic; (2). The Guidance and counseling service in Covid-19 pandemic era used applications including WhatsApp and Google meet, and it was generally carried out from school rather than from home. The most frequently used applications were Zoom meetings and Google Classroom. Innovation service like school LMS was also available for guidance and counseling service. Another media was the android-based Cybercounseling because it was more practical and saved the internet data, allowed teachers and students to make short videos in TikTok as Guidance and Counseling media, and offered Guidance and Counseling room application; (3) The counseling services were generally carried out by the Guidance and Counseling teachers by making a media that an operator can control, visiting students' homes, and giving classical and individual guidance and counseling online and offline. The home visit was the most appropriate method because it allowed teachers to identify problems faced by students and consult their parents about the learning progress of their children during learning from home during the Covid 19 pandemic.

Keywords: Guidance and Counseling; Studying from Home; Pandemic era; Service Application

INTRODUCTION

The rapid spread of Covid-19 virus which started in China and some other countries on December 2019 (Cao, et al., 2020) including Indonesia in February 2020, caused acute infection of pneumonia (Bao, Sun, Meng, Shi, & Lu, 2020), and brought impact on education worldwide including Indonesia. It included the learning process, assessment, and evaluation. Shifting from face-to-face learning to online learning led to changes in forms of interaction between teachers and students, influencing teachers' performance in delivering the learning material and students' condition in receiving it.

The government policies to stop the learning process at school and move it to home pushed teachers and students to adapt to online face-to-face learning. The learning model brought psychological impacts on students because all activities had to be performed at home, and they were not allowed to do activities outside the house or to gather with their friends. The condition would lead to excessive boredom, anxiety, and fear of the situation they were experiencing. They might also experience psychosomatic behavior. The excessive anxiety occurred due to information in the media exaggerated to trigger social and individual uproars.

Teachers had an important role in guiding students to keep learning and pursuing academic achievement without psychological and mental problems. Guidance and Counseling teachers or school counselors held the biggest responsibility to tackle the problem. They were responsible for guiding, motivating, and directing students so that they could develop optimally. Counseling is an interpersonal process in which a professional guides a client to improve his/her understanding and ability to identify his/her problem (Surya, 2003). The school counselor can help students to know and respond to their needs at school and at home (Brown, 2020). Thus, the counselor can advocate, coordinate, and collaborate on the service with students' parents early (Thompson & Thompson, 2012). This role is important for each school counselor as the counselor profession is getting more crucial (Limberg & Lambie, 2011) (McMahon, Mason, Daluga-Guenther, & Ruiz, 2014) to implement a service for students.

In Covid 19 pandemic, guidance and counseling service should adapt to the students' life patterns, including the learning activities that had to be carried out at home. Various services could be carried out by school counselors. The services included the implementation of the counseling program during the covid-19 pandemic, preparing a good and optimal service to all students according to their responsibilities and planning a service based on students' needs so the service can be right in target and bring impact (change students behavior to be better) (Diniyati, 2012) ; (Yandri, 2014). This article discusses the roles of school counselors during learning from home so that they could work and help students to learn at home to achieve their target, grow and develop their potential optimally.

The research goals are: (1) to get a description of Guidance and Counseling Service in the covid 19 pandemic era during the Study From Home of schools in South Sulawesi Province; (2) to identify the activities of guidance and counseling service during the Covid-19 Pandemic era; (3) to identify types of counseling service in the covid-19 pandemic era during Study From Home of schools in South Sulawesi Province.

METHOD

The study used a quantitative descriptive design. Quantitative research aims to describe or explain a problem and the findings can be generalized. Thus, we did not really concern on the deepness of data or analysis. Yet, we focused on the data extent so that the research findings can be considered as the representation of all populations (Kriyantono, 2006).

The research method was a heart survey, distributed and filled in online by 224 Guidance and Counseling teachers of Senior High School, Vocational High School, and Junior High School levels in South Sulawesi.

Data were collected using questionnaires. It aimed to get information from a number of respondents through a survey technique. The method was descriptive quantitative, data were analysed using percentages, the assessment was a non-test using a heart survey application distributed online using a smartphone.

The validity test was to see the accuracy of an instrument in measuring what needs to be measured. The validity test was carried out by correlating each indicator score with the total score of variable indicators. Then, the results were compared to the critical values with a

significance level of 0.05. The measurement was considered valid if it could measure the target properly and correctly. The following are the criteria for the validity test:

1) If the r count >r table (two-tailed test with the sig. value of 0,05), the instrument or question items are significantly correlated with the total score (considered valid).

2) If the r count < r table (two-tailed test with the sig.value of 0,05), the instrument or question items are not significantly correlated with the score total (considered as invalid)(Priyatno, 2006.).

The reliability test aims to measure the consistency of the measuring tools to ensure that it is reliable and consistent if the measurement is repeated. The reliability test used Alpha Cronbach technique. The instrument will be considered reliable if the coefficient or the alpha score ≥0.6.

In this study, we used descriptive statistics with the percentage formula for analyzing data. Descriptive statistics were used to analyze data by describing them as they are without making generalizations (Sugiyono, 2017).

RESULTS AND DISCUSSION

Results

1. The Description of Guidance and counseling service In Covid-19 Pandemic Era In the SChools in South Sulawesi

The pandemic era became a challenge for the Guidance and Counseling teachers (BK) in carrying out the service because it had to be conducted at home (Learning from Home), and students could only do the counseling from home. Policies about the Study from Home were issued by the Ministry of Education and Culture of Indonesia with two approaches, online and offline learning. The guidance was used by the Ministry of Education and Culture and Regional Government to manage and coordinate the study-from-home policy with the educational institution, teachers, students, and parents. The guidance was applied during the emergency period of Covid-19 pandemic. It aimed to protect the children's right to receive education service, to prevent the spread and the transmission of Covid-19 in educational institutions, and ensure the availability of psychosocial support for teachers, students, and parents (Kemendikbud, 2020).

Based on the Circular Letter of Ministry of Education and Culture of Republic of Indonesia No. 4 of 2020 about the Implementation of Education Policy in Emergency Period of Coronavirus Disease (Covid-19) Spread, the Studying from Home was conducted based on the following principles: (a) Students, teachers, head of educational institution, and all members of the education institution's physical and psychological health was the main consideration in the implementation of Studying from Home; (b) Studying from Home was implemented to give a meaningful learning for students without the obligation to complete all curriculum targets; (c) Studying from Home could be foceused on the lifeskill about the Covid-19 pandemic; (d) Learning materials are inclusive based on the ages and educational levels, cultural context, students' character and specialities; (e) learning activties and task of studying from home can be varied between students, based on their interest and conditions, including to consider the gap of the access/facilites they had at home; (f) Students' learning results during studying from home should receive qualitative and useful feedback from teachers and score / quantitative assessment was not necessar; (g) Positive interaction and communication patter between teachers and parents should be prioritized (Kemendikbud, 2020).

Studying from Home policy guidelines state that the learning can be carried out through two approaches, online and offline. Online learning is long-distance learning using an internet connection. Besides that, it uses gadgets like smartphones and laptops with some online portals and applications. In contrast, offline learning is a long distanced learning but does not use internet connection. Offline learning can use television, radio, learning module, or objects from the surrounding environment as the media (Kemdikbud, 2020).

During the pandemic period, the learning process was conducted online, indicating the Guidance and Counseling teachers should keep running their task to provide counseling services. The service can be done synchronously or asynchronously. The synchronous method reflects the real condition of a classroom but is carried out virtually, and all students have connected through the internet. The synchronous method is also usually called the virtual

classroom (Hartanto, 2016). On other words, the synchronous model applied in the online counseling service was real-time face-to-face learning using various platforms like zoom, google meet, skype, and others. On the other hand, theAsinkron menggunakan platform online seperti LMS, google classroom dan sebagainya yang dapat diakses kapan saja, tidak harus real time.

After implementing Studying from Home, Guidance and Counseling teachers should provide a counseling service from home just like other subject teachers presented their classes. Therefore, the Guidance and Counseling teachers should also change the service plan they had made into an online method or mixed method (a combination of online and offline methods). Following is the description of the counseling service provided by teachers online, offline, and mixed, described in the table 1.

Table 1. Illustration of Counseling Service Carried Out By Teachers

No	Counseling Methods	Percentages	Frequencies
1	Online	38%	85
2	Offline	6%	13
3	Mixed (Online & Offline)	56%	126
Total		100	224

Based on table 1, the results of the percentage analysis show that there were 126 Guidance and Counseling teachers, or 56 % of them carrying out the counseling service through the mixed method or combining the online and offline ways, and 13 or 6% of Guidance and Counseling teachers offered the counseling service online. It shows that the most commonly implemented service method was combing the online and offline ways. Sometimes, the teachers handled the service online, while they presented it offline on other occasions.

Types of media used for the counseling service during the Covid-19 pandemic, which implemented online, offline, and mixed methods based on data from the questionnaires that have been coded, were: (1) Media for online services included: Whatsapp, Zoom meeting, google meet, classroom, Rumah Belajar, Facebook, line and Video from Youtube; (2) Guidance and Counseling teachers carried out offline counseling by visiting the students' homes in person preceded by making an appointment with the students or parents using telephone or Whatsapp. During the home visit, teachers met the parents and students by keeping implementing health protocol like physical distancing and wearing masks. Media used for the counseling included a lefleat, brochure, case book, and reading materials such as counseling Biblio. The home visits were arranged from two to four times a week.

The implementation of the Studying from Home based on the Ministry of Education and Culture policy required teachers to make a special service plan for the pandemic, either online or offline. The data in the chart 1 below show how Guidance and Counseling teachers provided the Guidance and Counseling Implementation Planning
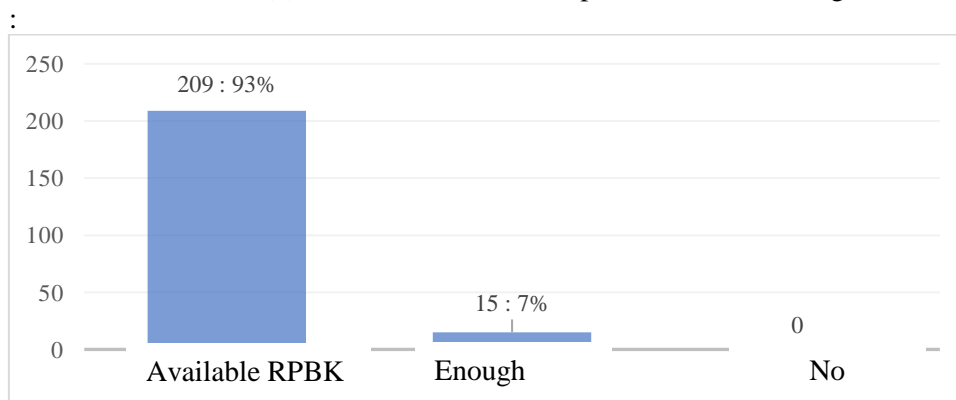

Chart 1. The Availability of Online and Offline Guidance and Counseling Implementation Planning

The chart 1 shows that 209 or 93% of Guidance and Counseling teachers provided Guidance and Counseling Implementation Planning, and 15 or 7% made some online planning for the counseling service in the pandemic era. It indicates that Guidance and Counseling teachers obeyed the government policies instructing them to make service plans for the pandemic era or for working from home. c

2. Forms of Guidance and Counseling Service in Covid 19 Pandemic Era

Guidance and counseling services were carried out at home, at school, or both through various types of services, interactions, and innovations.

a. Forms of Online Service Carried Out by Guidance and CounselingTeachers in Covid 19 Pandemic Era

Table 2. Forms of Online Service Carried Out by Guidance and CounselingTeachers in Covid 19 Pandemic Era

No	Descriptions	Percentages	Frequencies
1	At home only	15 %	27
2	At home and at school	84 %	197
3	No changes, just as usual	0	0
	Total	100 %	224

Table 2. shows that Guidance and Counseling teachers who provided the counseling service fully at home received a score of (27 or 15%). While 197 or 84% of teachers carried out the Guidance and Counseling services at home and at school. There were no teachers who carried out the counseling service as on a normal day during the pandemic era. The data show that the Guidance and Counseling service was carried out sometimes at school and at other times at home. The coding of the teachers' responses about their reason is presented below: (1) Teachers chose to carry out the counseling service sometimes at school and sometimes at home because the schools provided wifi, they could better concentrate at school, and sometimes they also had additional tasks to do at school; (2)

The counseling was usually carried out interactively using zoom or google meet. Therefore, it needed a stable internet connection, and the facilities provided at the school were quite reliable.

b. Types of Applications Used as the Innovation of Guidance and Counseling Service in the Pandemic Era

To support the guidance and counseling service during the Covid-19 pandemic era, Guidance and Counseling teachers were required to use various internet-based media that had been available or should be created on their own. The data analysis shows the kinds of applications for guidance and counseling service used by the Guidance and Counseling teachers as in chart 2.
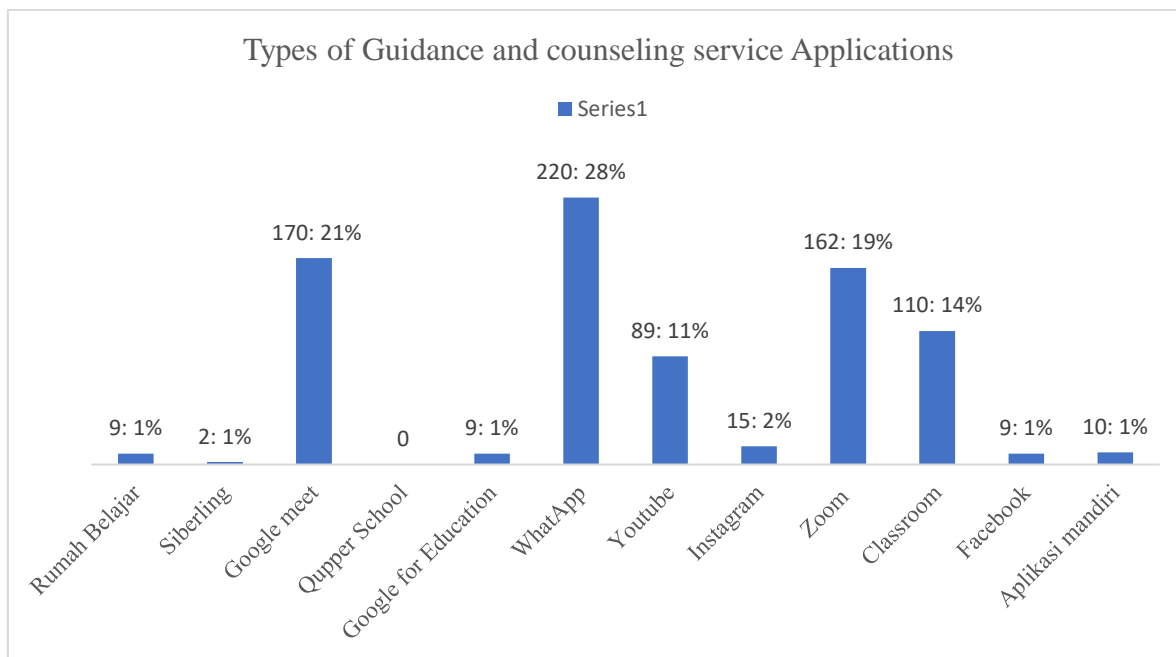
Chart 2. Types of Application of guidance and counseling service used by Guidance and Counseling teachers

Chart 2 shows various types of online applications used by Guidance and Counseling teachers used in arranging counseling service in every school. Data indicate that the most frequently used application was WhatsApp as there were 220 teachers or 28% of them using it. The second most common application was Google Meet as it was used by 170 or 21% of teachers. The Zoom meeting was used by 162 or 19% of teachers, the classroom app was used by 100 or 14% of teachers, and other apps like Rumah belajar, Siberling, Google for education, Instagram, Facebook and application applied by the teachers were used by 9-10 or 1% teachers. Data show that the counseling was mostly carried out using Whatsapp (chat, group discussion, video call, and phone call). The video conference was usually used for groups, and for classical, they mostly used Google meet and Zoom meetings.

They mostly used applications that had been available without the need to create by their own, considering that: (1) Guidance and Counseling teachers used online applications for providing the service because it was easy to use, they could interact directly with students, just like normal counseling which needs direct face-to-

face interaction but conducted virtually; (2) Many schools had set the policy to use a particular application for online learning so that the counseling service just followed to use a similar application that the students had been familiar with; (3) They were more affordable, and some of them were free.

Some schools developed the online counseling service by themselves. To support the guidance and counseling service, some targeted schools developed their own online-based service. The instruments we distributed obtained information that some made School LMS for distanced learning or learning from home. The LMS was also available for guidance and counseling services. Then, some of them used Android based Cybercounseling because it was practical and saved the internet data, making short videos, TikTok as Guidance and Counseling media, and Application of Guidance and Counseling Room.

### 3. Types of Service Commonly Offered in the Pandemic Era

Some online and offline counseling service methods offered by the Guidance and Counseling teachers during the pandemic era are presented in the table 3.

Table 3. Counseling Service Carried out In Pandemic Era

No	Types of Guidance and Counseling Service	Percentages	Frequencies
1	Individual Counseling	14%	30
2	Group Counseling	8%	19
3	Classical Guidance	22%	50
4	Group Guidance	10%	23
5	Home Visit	46%	102
	Total	100%	224

Table 3 explains that the individual counseling was carried out by 30 or 14% teachers, the group counseling was performed by 19 or 8% Guidance and Counseling teachers, Clasical guidance was performed by 50 or 22% Guidance and Counseling teachers, group guidance was performed by 23 or 10% Guidance and Counseling teachers, and Home visit was carried out by 102 or 46% Guidance and Counseling teachers. It shows that the most frequent type of service applied by teachers was home visits and online and offline classical guidance and individual. Home visit was the most proper method to be applied because teachers could directly see various problems being faced by their students, and they could consult parents about the student's learning progress during Studying from Home in Covid-19 pandemic era. For more detailed, the data are presented in the following chart 3.
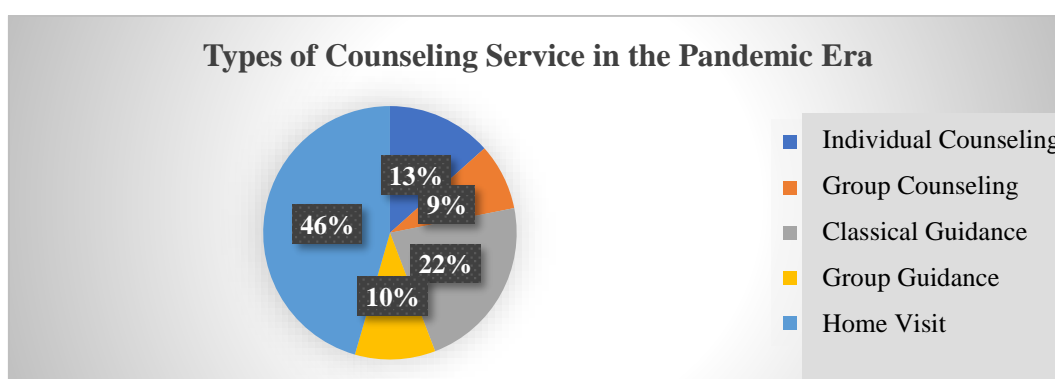
Chart 3. Types of Counseling Service in the Pandemic Era

Discussion

Counseling service was highly needed in the pandemic era. The guidance and counseling service in covid-19 pandemic used various media that could ease the face to face interaction, either online or offline, anytime and anywhere. The research findings show that the counseling service in schools in South Sulawesi that was carried out online preceded with an online service plan. The online service uses various available application like WhatsApp, Google meet, zoom and google classroom. Besides that, a new online service was the Learning Management System (LMS) which had just been created for many subjects. LMS was considered more practical and more complete for the Guidance and Counseling program. It is in line with other earlier studies that the use of LM was easy for students (Dampson, 2021; Grgurovic, 2010). Before, LM was only used in universities to improve the perspective and solution for problems emerging in the pandemic era (Prasetya, 2021).

During the pandemic era, guidance and Counseling teachers dominantly used classical service and a home visit. The classical service used an android device because it was more practical and saved the internet data, was easy to make a short video, enabled teachers to make short videos in TikTok, and could be used for Guidance and Counseling room applications. Counseling carried out with a proper approach will help students to boost their learning results (Fadhila et al., 2019; Swank & Lambie, 2012), solve the problems they face (Curry et al., 2019),

and help them to form a good learning habits at home (Harahap, 2020). Learning from home indicates how important the guidance and counseling service aided with proper media and technique, based on the problems faced by students. The counselor should be always ready and keep developing their skills and competencies considering the emergence of various needs of service in the pandemic era and in facing new habits.

CONCLUSIONS AND SUGGESTIONS

Based on the discussion above, we concluded that: (1) the Guidance and counseling service during the Covid-19 pandemic in South Sulawesi was carried out online and offline, and an online Guidance and counseling service plan was provided for the Covid- 19 pandemic; (2). The Guidance and counseling service in Covid-19 pandemic era used applications including WhatsApp and Google meet, and it was generally carried out from school rather than from home. The most frequently used applications were Zoom meetings and Google Classroom. Innovation service like school LMS was also available for guidance and counseling service. Another media was the android-based Cybercounseling because it was more practical and saved the internet data, allowed teachers and students to make short videos in TikTok as Guidance and Counseling media, and offered Guidance and Counseling room application; (3) The counseling services were generally carried out by the Guidance and Counseling teachers by making a media that an operator can control, visiting students' homes, and giving classical and individual guidance and counseling online and offline. The home visit was the most appropriate method because it allowed teachers to identify problems faced by students and consult their parents about the learning progress of their children during learning from home during the Covid 19 pandemic.

Based on the conclusions, we suggest the Guidance and Counseling Teachers to keep continuing providing services in the pandemic era with various settings and models according to the students' needs and the ability of the teachers in each school. Problems related to internet connection should be solved by the schools. Schools should provide facilities to support the learning process and counseling services to run well. Schools should also prepare themselves to enter the new normal era, which would carry out the learning activities offline at school.

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