

School Counselor Skills for Developing Guidance and Counseling Media In East Java

Riskiyana Prihatiningsih¹, Irene Maya Simon², Rizka Apriani³,
Dio Lingga Purwodani⁴.

Department of Guidance and Counseling, Faculty of Education,
Universitas Negeri Malang, Indonesia¹

Department of Guidance and Counseling, Faculty of Education,
Universitas Negeri Malang, Indonesia²

Department of Guidance and Counseling, Faculty of Education,
Universitas Negeri Malang, Indonesia³

Institute for Education and Learning Development,
Universitas Negeri Malang, Indonesia⁴

E-mail: riskiyana.prihatiningsih.fip@um.ac.id¹, irene.maya.fip@um.ac.id²,
rizka.apriani.fip@um.ac.id³, dio.lingga@um.ac.id⁴

Correspondent Author: Riskiyana Prihatiningsih, riskiyana.prihatiningsih.fip@um.ac.id

Doi: [10.31316/g-couns.v9i3.5605](https://doi.org/10.31316/g-couns.v9i3.5605)

Abstract

This research aims to determine the proficiency of media mastery in developing guidance and counseling services in East Java. The method used in this study is quantitative descriptive, which seeks to describe the skills of school counselors in the use of interactive multimedia as an effort to optimize BK services. The instrument used in this study is a semi-structured questionnaire distributed to school counselors in East Java. The data analysis technique employs descriptive statistics, including percentages. The results showed that 56.16% of counselors had skills in developing BK service media in schools. These results show that the level of media development proficiency of counselor BK Services in East Java is moderate. So, school counselors in East Java must improve their skills in developing BK Service media. This requires related parties such as PT BK Study Program organizers, MGBK, and Professional Associations to synergize to enhance the quality of school counselors' digital skills.

Keywords: school counselor skills, guidance and counseling media, guidance and counseling teachers

Abstrak

Penelitian ini bertujuan untuk mengetahui kemahiran penguasaan media dalam mengembangkan layanan bimbingan dan konseling di Jawa Timur. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif, yang berupaya mendeskripsikan keterampilan konselor sekolah dalam penggunaan multimedia interaktif sebagai upaya optimalisasi layanan BK. Instrumen yang digunakan dalam penelitian ini adalah kuesioner semi terstruktur yang dibagikan kepada konselor sekolah di Jawa Timur. Teknik analisis data menggunakan statistik deskriptif, termasuk persentase. Hasil penelitian menunjukkan bahwa 56,16% konselor memiliki keterampilan dalam mengembangkan media layanan BK di sekolah. Hasil tersebut menunjukkan bahwa tingkat kemahiran pengembangan media Layanan BK konselor di Jawa Timur moderat. Jadi, konselor sekolah di Jawa Timur harus meningkatkan keterampilan dalam mengembangkan media BK Service. Hal ini mengharuskan pihak-pihak terkait seperti penyelenggara Program Studi PT BK, MGBK, dan Himpunan Profesi untuk bersinergi untuk meningkatkan kualitas keterampilan digital konselor sekolah.

Kata kunci: kecakapan konselor sekolah, media bimbingan dan konseling, guru bimbingan dan konseling

Article info

Received November 2023, accepted May 2025, published August 2025



INTRODUCTION

In the current digital era, the use of technology in guidance and counseling services is becoming increasingly popular. It can help expand the reach of services, improving accessibility (King et al., 2015), and assist in reaching people who are difficult to access physically. In the continuously evolving digital era, technology has become a key pillar in supporting transformation across various sectors of life, including education. Technological advancements have led to a significant shift in traditional learning paradigms towards more dynamic, interactive, and technology-integrated approaches (Sundari, 2024). One technology that can be used to enhance guidance and counseling services is multimedia content. Multimedia content can include text, graphics, audio, and video, all of which can improve communication effectiveness between counselors and clients. The use of multimedia content in guidance and counseling services can help counselors convey information and messages in a more engaging and easily understood manner. In addition, multimedia content can help build a better relationship between counselors and clients, as clients may feel more engaged in the guidance and counseling process. Multimedia content can also help counselors address various challenges in providing guidance and counseling services. For example, counselors can use videos to demonstrate relaxation or meditation techniques to clients (Topor et al., 2017; Benz et al., 2022) .

Media use in guidance and counseling services can overcome spatial limitations, clarify the presentation of messages or information to avoid being overly verbal, change undesired behaviors to desired ones, and align perceptions between counselors and clients (Prasetiawan & Alhadi, 2018). Technology as a medium must be utilized as effectively and optimally as possible so that the services provided can yield optimal results. For this technology to be utilized optimally, it is essential to have the willingness, knowledge, and skills of school counselors to use it to provide services (Triyono & Febriani, 2018). Entering the era of globalization allows the guidance and counseling process to be conducted online, as this age is not limited by time and space, making it possible to be carried out anytime and anywhere (Sari et al., 2024). The use of technology as a medium in facilitating the counseling process helps students resolve their issues through online or remote counseling. The use of technology makes it easier not only for clients but also for counselors (Young, 2005; Capuzzi & Gross, 2018). Guidance and counseling services not only encompass the implementation of counseling but also include seven other service programs that must be carried out to achieve service delivery objectives.

The effective and efficient use of technology among school counseling professionals is necessary to create more comprehensive guidance and counseling programs and is an integral part of the school (Carlson et al., 2006). In addition, technology in guidance and counseling services makes the services more efficient and effective, with higher acceptance among students (Katz & Offir, 1995; Mason et al., 2019). The role of technology in guidance and counseling services is as a tool, an alternative for service delivery, and an agent of change (D. et al., 2012). Therefore, counselors' skills in mastering technology in guidance and counseling services have become crucial currently. According to a study by the American Counseling Association, using technology in guidance and counseling can help reduce stigma and improve accessibility of services for clients. This can help expand the reach of guidance and counseling services and improve their effectiveness. A survey of 1,000 respondents in the United States showed that more than half expressed interest in seeking online guidance and counseling services. Based on those numbers, 36% stated that they chose online



services due to better accessibility, and 29% chose online services because of greater privacy assurance.

The emergence of many opportunities due to technological advancements also brings several challenges that need to be addressed so that the benefits of this technological progress can be felt evenly. The shift in the learning paradigm from guidance and counseling teachers as information providers to facilitators also presents challenges. School counselors must have mastery of technology skills and adapt to changes in service delivery (Ma'arif & Nursikin, 2024). In the era of digitalization, teachers must apply their professionalism in using learning technology, meaning that teachers must be able to develop, adapt, and learn many new things in line with the fast-paced digital era, especially in technology and information. For instance, a teacher should be capable of creating and operating various learning media (Sitompul, 2022). Therefore, school counselors who educate and teach this generation must continuously improve their competencies to keep up with the times and meet students' needs. Suppose the services provided do not keep up with the times and the generation. In that case, guidance and counseling services may become unpopular and counterproductive, resulting in services that are less effective or even suboptimal (ASCA, 2003).

Therefore, the novelty of this research lies in understanding how integrating technology in guidance and counseling can enhance the effectiveness and efficiency of services. Furthermore, this research provides an overview of how counselors implement guidance and counseling services by utilizing media that expands accessibility and reduces stigma towards these services. This research provides important insights into how counselors can utilize technology to meet the needs of students in the digital era, while also emphasizing the importance of professional competency development in facing emerging challenges.

RESEARCH METHODS

This study uses a descriptive quantitative method aimed at describing the competence of school counselors in the use of interactive multimedia as an effort to optimize guidance and counseling services. The subjects of this study are school counselors or guidance and counseling teachers in East Java, totaling 77 individuals spread across various districts. Validity is a measurement tool that can assess what should be measured (Sugiyono & Lestari, 2021). In this study, construct validity is applied to the Interactive Multimedia Capability Instrument in developing service media, which has been tested through trials by experts and practitioners. The result is a questionnaire with a high level of validity, and alpha reliability was employed to assess the instrument's accuracy and consistency. The questionnaire was distributed online using Google Forms and shared through a WhatsApp Group, Which Served as the primary communication medium between the researcher and the participants.

The research was conducted from early June to October 2023. The data analysis technique used in the study is percentage analysis (Amirul & Haryono, 2007). Based on each aspect and descriptive analysis, the data is correlated. This descriptive analysis includes data processing, organizing, categorizing, creating patterns, and correlating the data. The data analysis techniques used in this study are data reduction, data display, and conclusion drawing (verification).



RESULTS AND DISCUSSION

Based on the Google Form questionnaire distributed to school counselors in East Java, 77 respondents have filled out the form, identifying themselves by work experience, gender, and educational level. Subsequently, the classification is analyzed in relation to the counselors' competencies in developing guidance and counseling media in schools.

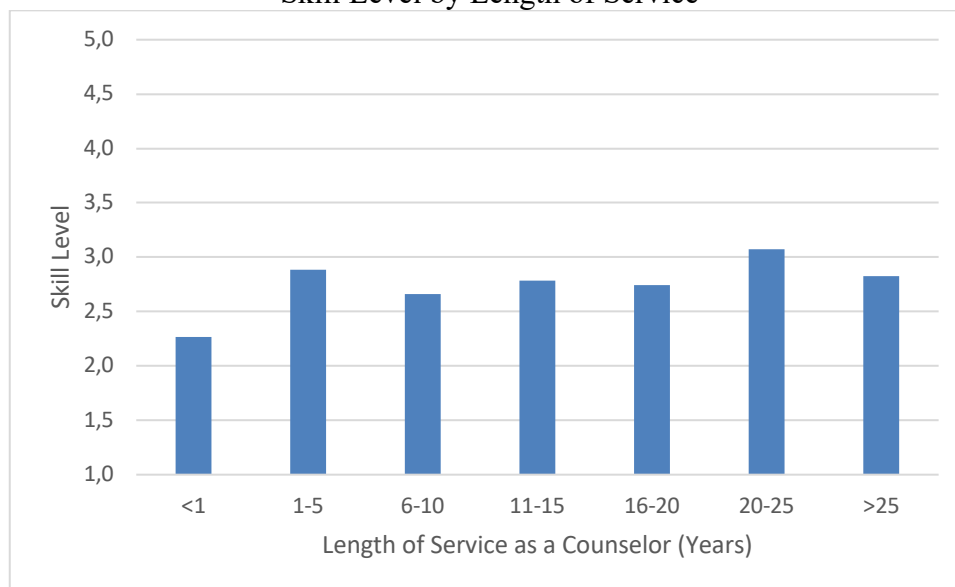
Tabel 1.

Skill Level Classification	
Nilai	Klasifikasi
5,0	Highly Competent
4,0	Competent
3,0	Competent Enough
2,0	Less Competent
1,0	Not Competent

Table 1 presents the skill level classification used as a reference for categorising data in this research. Five classifications indicate the skill level in developing guidance and counseling media among counselors: 1 (not competent), 2 (less competent), 3 (competent enough), 4 (competent), and 5 (highly competent).

Graph 1.

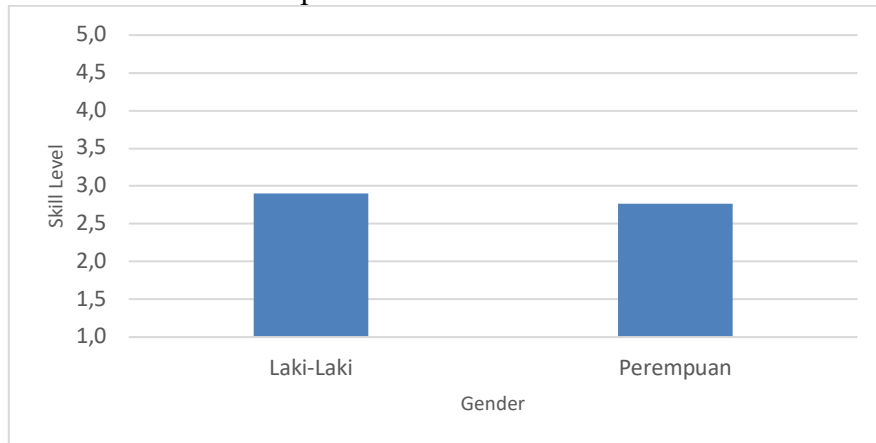
Skill Level by Length of Service



Graph 1 presents data on the relationship between work level and length of service. Based on the data in Graph 1, the level of work competency is related to the level of competency in developing media for guidance and counseling services. In Graph 3.1, school counselors with 20 to 25 years of service are classified as competent enough in developing media for guidance and counseling services.



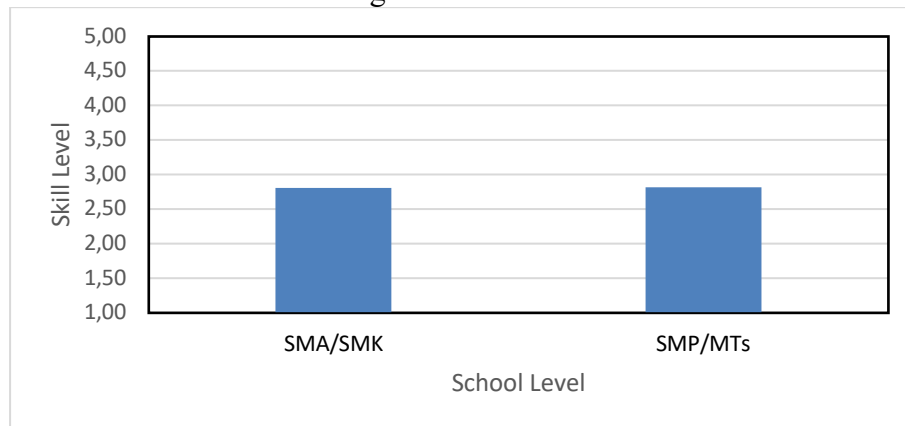
Graph 2.
Relationship Between Skill Level and Gender



Based on the data in Graph 2, male counselors are more competent than female counselors in developing media for guidance and counseling services.

Graph 1.

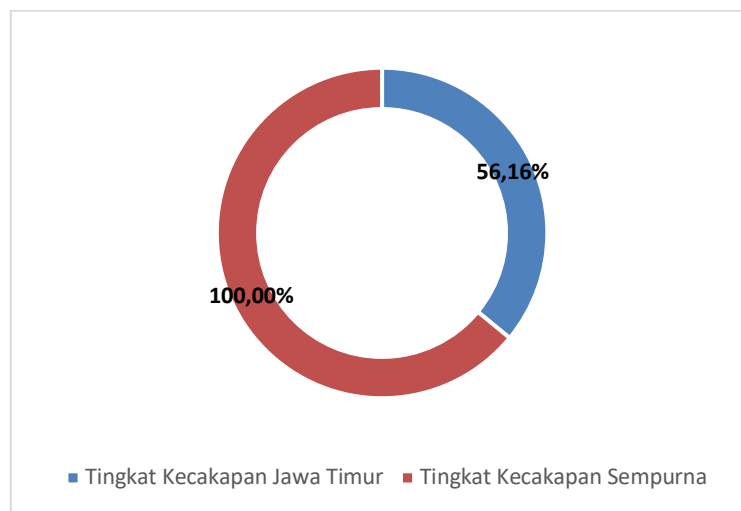
Relationship Between Skill Level and Counselors at the Junior High School and Senior High School Levels



Based on the data in Graph 3, there is no difference among school counselors at the junior high school or senior high school/vocational education levels.



Diagram 1.
Overall Proficiency Level



Based on the data in Diagram 1, only 56.16% of counselors are competent in developing BK service media in schools, out of 100 percent.

Based on the results of the distributed questionnaire, the media development skills of BK teachers or school counselors in East Java are classified as low to moderate. Out of 100%, only 56.15% have the skills to develop BK service media in schools. The 20–25-year work period is the work period range with the highest level of BK media development skills. This reflects poor performance and being "less professional" about implementing service programs developed with the development of appropriate media (Fatimah, 2020). Professional experts need to implement BK services. A professional is someone who holds a position that requires specialised training and preparation to perform the job effectively. Expertise is acquired through a process known as professionalization (Ulfah & Arifudin, 2019). In the context of professionalism, school counselors or BK teachers master, understand, and use their competencies in providing counseling services in accordance with their competencies. So the success of the provision of these services will be very strongly related to the implementation, especially the BK Teacher/Counselor who provides assistance, which consists of a combination of knowledge, academics, and personal characteristics that they possess (Yasri et al., 2023).

The mastery of media development skills among BK teachers or school counselors turned out to be more capable or mastered by male BK teachers than female school counselors. However, the difference was not very significant. And the development of guidance and counseling service media at the junior and senior high school levels has the same trend. Although there is no significant difference, the discussion regarding media development skills in male and female school counselors is quite interesting. Professional counselors do not look at gender, and a guidance and counseling teacher must maintain his/her attitude and professionalism in carrying out his/her duties. A guidance and counseling teacher is an expert and must have a certain weight that can facilitate the guidance and counseling process, namely having basic knowledge regarding theory, counseling practice, and counseling skills that can be obtained through formal education from the BK department, training, and must have the competence in providing guidance and counseling services to achieve practical goals (Hazrullah & Furqan, 2018).



Professional counselors are figures who can present themselves as role models. So, the counselor's gender does not affect their ability to perform their duties and functions professionally. A professional counselor himself must be able to display a warm, empathetic, and honest attitude and be able to relate to and influence clients, regardless of their gender.

Next, among the counselor's competencies, the most important is the counselor's personal qualities (Putri, 2016). There are three central issues in discussing the personal qualities of counselors: knowledge, skills, and personality. Looking at these three things, personality is the most important thing, although the others are no less important and the three are an inseparable whole (Rufaedah & Ikhwanarrafiq, 2022). A counselor is a professional who helps individuals or groups understand and overcome their problems. Counselors who can utilize technology in theory and practice are able to guide students to achieve optimal development in personal, social, learning and career aspects (Goodrich et al., 2020). Counselors help individuals or groups understand their problems, explore available options, and develop plans to address them. This interpersonal relationship is a social process in which individuals involved relate to and influence one another. Furthermore, interpersonal relationships are also relationships in which people involved in communication consider others as individuals and not as objects equated with objects. So that in interpersonal relationships, the position and function between one individual and another, namely between counselor and client, are equal (Tirtawati, 2017).

The development of technology, especially in the field of information and communication, has had a significant influence on guidance and counseling services. Professional counselors in dealing with change need to update information and master skills that are tailored to needs. Therefore, school counselors must have digital skills and think creatively, innovatively and dynamically in providing services (Firsa, 2023). Moreover, counseling is a dynamic profession that adapts to changes and developments in society and social dynamics (Sholihah et al., 2019). Counselors must have computer skills. In carrying out guidance and counseling, counselors deal directly with technology, so they must have computer skills to support the continuity of their services. The computer skills referred to here include managing and operating technological tools, handling problems that arise in technology, including connectivity problems and other obstacles (Firsa, 2023). Technology was created to make work easier and more effective so that you can be more productive (Diawati et al., 2023).

One example of technology that can simplify and increase work effectiveness is the existence of computer and internet technology, which can facilitate the management process in schools and help students access various new information. Even though technological developments provide many conveniences, many teachers, employees, and school counselors are still technologically illiterate. The reality that occurs in the field shows that many guidance and counseling teachers are still technologically illiterate, all guidance and counseling service activities are carried out conventionally, and as a result, guidance and counseling teachers often experience difficulties in collecting student data (Aryani & Rais, 2017). Competency development cannot be negotiated, especially in the era of rapid technological and social transformation (Silmy, 2024).

CONCLUSION

Overall, the results of this study indicate that there are still challenges that need to be overcome to improve the skills of school counselors in developing media Guidance and Counseling services. Increasing counselor skills in developing media for Guidance



and Counseling services will enhance the quality of the service itself. So, there is a need for training efforts to improve counselor skills in developing media for Guidance and Counseling services. Follow-up efforts can be carried out through the School Counselor Community forum or professional associations to provide ongoing training to school counselors, especially in East Java. Further research is needed to explore the obstacles counselors face in developing media for Guidance and Counseling services and evaluate the effectiveness of training programs designed to improve counselors' skills in creating media for Guidance and Counseling.

REFERENCE

- Amirul, H., & Haryono, H. (2007). *Metodologi Penelitian Pendidikan*. Bandung: Pustaka Setia.
- Aryani, F., & Rais, M. (2017). Model E-Peminatan : Solusi Praktis Merencanakan Karier Masa Depan. In Badan Penerbit Umm.
- Asca. (2003). *The Asca National Model: A Framework For School Counseling Programs*. Professional School Counseling. <https://doi.org/10.2307/42732424>
- Benz, A. B. E., Gaertner, R. J., Meier, M., Unteraehrer, E., Scharndke, S., Jupe, C., Wenzel, M., Bentele, U. U., Dimitroff, S. J., Denk, B. F., & Pruessner, J. C. (2022). Nature-Based Relaxation Videos And Their Effect On Heart Rate Variability. *Frontiers In Psychology*, 13, 866682. <https://doi.org/10.3389/fpsyg.2022.866682>
- Capuzzi, D., & Gross, D. R. (2018). *Introduction To The Counseling Profession* (Eighth Edition). Cognella, Incorporated. <https://books.google.co.id/books?id=X1mqaeacaaj>
- Carlson, L. A., Portman, T. A. A., & Bartlett, J. R. (2006). Professional School Counselors' Approaches To Technology. *Professional School Counseling*, 252–256.
- D., O. N., C., O. M., N., M. T., & A., B. (2012). Guidance And Counseling In Nigerian Secondary Schools: The Role Of Ict. *International Journal Of Modern Education And Computer Science*, 4(8), 26–33. <https://doi.org/10.5815/ijmecs.2012.08.04>
- Diawati, P., Gadzali, S. S., Abd Aziz, M. K. N., Almaududi Ausat, A. M., & Suherlan, S. (2023). The Role Of Information Technology In Improving The Efficiency And Productivity Of Human Resources In The Workplace. *Jurnal Teknologi Dan Sistem Informasi Bisnis*, 5(3), 296–302. <https://doi.org/10.47233/jteksis.V5i3.872>
- Fatimah, S. (2020). Asesmen Akuntabilitas Kinerja Konselor : Ditinjau Dari Segi Permasalahan Dan Model Pelaksanaannya. *Quanta: Jurnal Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 4(2), 77–86. <https://doi.org/10.22460/Q.V4i2p77-86.1787>
- Firsa, A. Z. (2023). Guru Bk Dalam Menjawab Tantangan Di Era Digital. *Jurnal Al-Taujih*, 9(2), 143–149.
- Goodrich, K. M., Kingsley, K. V., & Sands, H. C. (2020). Digitally Responsive School Counseling Across The Asca National Model. *International Journal For The Advancement Of Counselling*, 42(2), 147–158. <https://doi.org/10.1007/S10447-020-09396-9>
- Hazrullah, H., & Furqan, F. (2018). Kompetensi Profesional Guru Bimbingan Konseling Dalam Pemecahan Masalah Belajar Siswa Di Man Rukoh Banda Aceh. *Jurnal Ilmiah Didaktika*, 18(2), 245. <https://doi.org/10.22373/jid.V18i2.3245>
- Katz, Y. J., & Offir, B. (1995). The Use Of Information Technology In Educational Counselling: Applications For High School Counsellors. *Information Technology In Educational Management*, 195–200.



- Ma'arif, A. I., & Nursikin, M. (2024). Transformasi Pendidikan Di Era Digital Tantangan Dan Peluang. *Afeksi: Jurnal Penelitian Dan Evaluasi Pendidikan*, 5(2), 326–335. <https://doi.org/10.59698/Afeksi.V5i2.254>
- Mason, E. C. M., Griffith, C., & Belser, C. T. (2019). School Counselors' Use Of Technology For Program Management. *Professional School Counseling*, 22(1), 2156759x19870794.
- Prasetiawan, H., & Alhadi, S. (2018). Pemanfaatan Media Bimbingan Dan Konseling Di Sekolah Menengah Kejuruan Muhammadiyah Se-Kota Yogyakarta. *Jurnal Kajian Bimbingan Dan Konseling*, 3(2), 87–98. <https://doi.org/10.17977/Um001v3i22018p087>
- Putri, A. (2016). Pentingnya Kualitas Pribadi Konselor Dalam Konseling Untuk Membangun Hubungan Antar Konselor Dan Konseli. *Jbki (Jurnal Bimbingan Konseling Indonesia)*. <https://doi.org/10.26737/Jbki.V1i1.99>
- Rufaedah, E. A., & Ikhwanarrafiq, M. (2022). Kualitas Pribadi Konselor Dalam Membangun Hubungan Antar Konselor Dan Konseli. *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam*, 3(2), 52–63. <https://doi.org/10.31943/Counselia.V3i2.39>
- Sari, W. J., Setiani, I. B., & Triyanto, A. (2024). Peningkatan Pemahaman Dan Keterampilan Konselor Dalam Pemanfaatan Teknologi Melalui Pelatihan Pemanfaatan Google Sites. *Ghaidan: Jurnal Bimbingan Konseling Islam Dan Kemasyarakatan*, 8(1), 73–78. <https://doi.org/10.19109/7g07hb60>
- Sholihah, I. N., Handayani, T., & Baskoro, B. T. (2019). Profesionalisme Konselor Sekolah Dalam Pelayanan Generasi Milenial. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, 3(1), 1–5. <https://doi.org/10.26740/Bikotetik.V3n1.P1-5>
- Silmy, R. A. (2024). Menguak Tantangan Dan Persiapan Konselor Dalam Rangka Menuju Indonesia Emas 2045. *Modeling: Jurnal Program Studi Pgmi*, 11(2), 210–220. <https://doi.org/10.69896/Modeling.V11i2.2406>
- Sitompul, B. (2022). Kompetensi Guru Dalam Pembelajaran Di Era Digital. *Jurnal Pendidikan Tambusai*, 6(3), 13953–13960. <https://doi.org/10.31004/Jptam.V6i3.4823>
- Sugiyono, S., & Lestari, P. (2021). Metode Penelitian Komunikasi (Kuantitatif, Kualitatif, Dan Cara Mudah Menulis Artikel Pada Jurnal Internasional). Alvabeta Bandung, Cv.
- Sundari, E. (2024). Cendikia Pendidikan. *Cendekia Pendidikan*, 4(4), 50–54.
- Tirtawati, A. A. R. (2017). Pentingnya Kualitas Hubungan Antar Pribadi Konselor Dalam Konseling Realitas. *Jurnal Kajian Pendidikan Widya Accarya Fkip Universitas Dwijendra*, 7(1), 1–19. <https://doi.org/10.46650/Wa.7.1.445.%25p>
- Topor, D. R., Ahnallen, C. G., Mulligan, E. A., & Dickey, C. C. (2017). Using Video Recordings Of Psychotherapy Sessions In Supervision: Strategies To Reduce Learner Anxiety. *Academic Psychiatry : The Journal Of The American Association Of Directors Of Psychiatric Residency Training And The Association For Academic Psychiatry*, 41(1), 40–43. <https://doi.org/10.1007/S40596-016-0605-0>
- Triyono, T., & Febriani, R. D. (2018). Pentingnya Pemanfaatan Teknologi Informasi Oleh Guru Bimbingan Dan Konseling. *Jurnal Wahana Konseling*, 1(2), 74. <https://doi.org/10.31851/Juang.V1i2.2092>



- Ulfah, U., & Arifudin, O. (2019). Peran Konselor Dalam Mengembangkan Potensi Peserta Didik. *Jurnal Tahsinia*, 1(1), 92–100. <https://doi.org/10.57171/Jt.V1i1.45>
- Yasri, A., Arsini, Y., & Ikhsan, B. (2023). Kompetensi Profesional Guru Bk Dalam Pelaksanaan Layanan Bimbingan Dan Konseling Di Institusi Pendidikan. *Madani: Jurnal Ilmiah Multidisiplin*, 1(6). <https://doi.org/10.5281/zenodo.8125918>

