INNOVATIVE MEDIA MAPPING IN ONLINE GUIDANCE AND COUNSELING SERVICES

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ABSTRACT

Online learning is facing an obstacle caused mainly by a lack of students learning interests. The situation is worsening caused by only a few creative learning media in online education. The study aims to map the kinds of innovative media in guidance and counseling delivery. The research used mix method. The research activities are surveys and in-depth interviews. The number of the subject was ninety-four school counselors in senior high school. The result of the study is a map that shows the classification of media based on its characteristics. The study also describes the constraints faced by the teacher in school while developing and applying innovative learning media. The limitations are mainly caused by the availability of computer and internet connections in schools. Another constraint is that many school counselors cannot use technology to develop interactive guidance and counseling media. The recommendation from this study is to equip the school's counselors with computers and other tools and build their skills to use technology effectively.

Keywords
guidance and counseling, online learning, innovative media, school's counselor, technology.

ABSTRAK

Pelaksanaan pembelajaran daring sering kali mengalami hambatan, terutama pada minat belajar siswa yang rendah. Salah satu penyebab rendahnya minat belajar disebabkan karena media yang digunakan oleh guru tidak menarik. Penelitian ini bertujuan untuk memetakan jenis-jenis media inovatif yang dilakukan oleh guru bimbingan dan konseling (BK) di sekolah. Metode penelitian yang digunakan adalah mixed method. Penelitian ini dilakukan dengan melakukan survey dan wawancara kepada guru BK. Jumlah subjek pada penelitian ini adalah 94 guru BK pada jenjang SMA. Hasil penelitian ini memetakan jenis media yang selama ini telah digunakan oleh guru BK dan jenis-jenis media yang mereka harapkan tersedia di sekolah. Penelitian ini juga mengungkapkan kendala yang paling sering dialami dalam menggunakan media yaitu kendala ketersediaan sarana dan prasarana terutama computer dan internet, dan kendala keterampilan yang dimiliki guru BK dalam menggunakan teknologi yang masih rendah. Penelitian ini merekomendasikan kegiatan pengembangan keterampilan menggunakan computer dan internet bagi guru BK, serta penyediaan computer dan internet yang layak untuk guru BK di sekolah.

Kata Kunci
media inovatif, online learning, bimbingan dan konseling, teknology, konselor sekolah.

INTRODUCTION

At the moment, online learning is something that every scholar is familiar with. In Indonesia, online learning was applied due to the Covid-19 pandemic. Even though scholar in Indonesia has used the online learning mode for more than two years, many obstacles to delivering instructional learning are real. One of the complaints obstruct is student activity in online learning. Teachers have felt that the students are less active during online learning rather than in face-to-face learning (Haryadi & Rosina, 2020; Simanjuntak, 2021; Sudarti, 2020; Widiana & Aviani, 2021). The teacher tries to use innovative instructional media to answer the obstructions regarding student activity (Muslimah, 2021; Sudarti, 2020). In doing so, they ensure that the instructional media they use is attractive for the student, easy to apply, and cheap.

The school counsellor's knowledge of innovative instructional media is less. It is supported by a study that found that school counsellor seldom uses creative media to deliver guidance and counselling services to the students (Foon et al., 2020; Ningsih, 2020). This situation is causing the students to feel uninterested in the guidance and counselling activities and less motivated (I. F. Sari et al., 2021). Moreover, uninterested and demotivated student shows a lack of accademic competencies.

In guidance and counselling services, students' motivation is one aspect that becomes a focus of the school counsellor. They have the responsibility to help the student develop their personal, social, learning, and career. That is why motivation is essential to the student's development. In doing so, the school counsellor provides activities to the student in the frame of guidance and counselling curriculum contains responsive services, a guidance curriculum, an individual planning system, and system support (Gysbers & Henderson, 2014; Hikmawati, 2016). Indeed, the four services should be delivered in online mode during the covid-19 pandemic. Unfortunately, doing that online, the school counsellor faces many obstructs, especially in delivering interesting group guidance. Research by Fitri et al., (2016); Murniasih, (2021); Muti, (2021) found that the student feels boring during online group guidance.

It is clear that innovative learning media is crucial for school counsellor. Even though research on the topic of innovative media in school is numerous, the research was mostly to develop and measure the effectiveness of instructional media. More than that, the school counselor needs to organize the innovative media that is already available so they can use it in more effective ways. In this context, innovative learning media is defined as a media that has been developed using recent technology, so it has a useful value and is attractive for the students (Storsul & Krumsvik, 2013). While researching the topic of innovative media for a school counsellor is crucial, research is mostly conducted to test instructional media for the school counsellor (Dewanti et al., 2018; Dewanti & Sujarwo, 2021; Kustijono et al., 2018; Prahesti, 2017; Prasetiawan & Alhadi, 2018). The basic study to categorize and define innovative media for the school counsellor is less. research that helps the school counsellor know better about the kind of innovative media is needed.

This study aims to build a map of the innovative media that is available for the school counsellor, primarily to deliver classically or group guidance. The result of the study will be

useful for the school counsellor knowledge about innovative media. The result of the study will also help the school counsellor be aware of the competencies they need to use innovative media and finally to help them improve activities to be more enjoyable for the student.

METHOD

The mix-method research design was employed in this study (McKenney & Reeves, 2018). Using a mix-method technique, the researcher aims to collect quantitative and qualitative data to develop a specific map of instructional media used by the school counsellor.

The subject of this research is 94 school counsellors. 80 school counsellors identified as women, and 14 school counsellors identified as men. From the initial data collection, the researcher determined that five school counsellor was in junior high school and 89 school counsellor was in high school. Due to the limitation of this study being in high school, data from five respondents were unqualified. Eventually, we analyzed data from 89 respondents.

Data collection was using a questionnaire and interview. The questionnaire was applied to collect data about the kind of innovative instructional media used by the school counsellor. The questionnaire was designed using Google Forms. It was divided into four parts. Part one is to collect information about the respondent's demographic such as name, gender, age, professional competencies, and the school they work. The second until the fourth part is to collect data about innovative media which is divided into visual media, audio media, and audio-visual media.

The second instrument used was an interview. The interview was conducted online using the Zoom meeting platform. The purpose of this data collection is to understand school counsellor's opinions regarding the strength and the obstruct of using innovative media.

The research procedure contains three stages. The first step is collect information about the need of the school counsellor for innovative media to deliver guidance and counselling services. To do so, the researcher used questionnaires and interviews to collect the data. In the second stage, the activity is mainly focused on organizing the data gained by questionnaires and interviews to help the researcher design the summary of the innovative media used by the school counsellor. The last stage is to check whether the innovative media mapping built-in in stage two is valid or not. Eventually, the confirmed mapping of innovative media is provided in the result.

Data analysis was conducted using quantitative and qualitative approaches. A quantitative analysis is applied to analyze the data from the questionnaire. It was also used to analyze data from judgment in stage three. Qualitative analysis was used to describe information gained in the interview section. The researcher was checking whether the data from the interview matched with data from the questionnaire. By doing qualitative analysis, the researcher can make a theme of the pieces of information from the interview. Finally, from data analysis, the researcher can bring the summary of a map of innovative media used by the school counsellor. To add, the final map of the innovative media also provides information about obstructs and strengths of innovative media from the school counsellor perspective.

RESULT
Quantitavie analysis result

The result of the study indicates (1) the kind of innovative media that is available to use by the school counsellor, (2) the kind of innovative media that the school counsellor uses, and (3) the kind of innovative media hopefully will be provided to the guidance and counselling services.

Table 1. Mapping of innovative media in guidance and counselling

Description	Visual		Audio		Audio-visual	
	media	%	media	%	Media	%
Innovative media that is available to use by the school counsellor	Poster	94,7	Voice note	85,1	Video	91,5
	Brochure	86,2	Tape recorder	48,9	Ms. PowerPoint with audio	79,8
	photo	75,5	Podcast	19.1	E-modul	30,9
	infographic	55,3				
Innovative media that the school counsellor used	Poster	87,2	Voice note	82	Video	94,7
	Brosur	80,9	Tape recorder	39,4	Ms. PowerPoint with audio	78,7
	Foto	68,1	Podcast	17	E-modul	27,7
	infographic	51,1				
Innovative media hopefully will be provided to the guidance and counselling services.	Infographic	44,7	Podcast	73,4	e-modul	62,8
	Poster dan Brosur	26,6	Tape recorder	27,7	Ms. PowerPoint with audio	27,7
	Photo	24,5	Voice note	24,5	Video	22,3
Guidance and counselling services required innovative media	Guidance curriculum	88,3	Guidance curriculum	73,4	Guidance curriculum	84
	Individual planning	81,9	Individual planning	69,1	Individual planning	77,7
	Responsive Services	79,8	Responsive Services	63,8	Responsive Services	72,3
	System support	63,8	System support	53,2	System support	62,8

Qualitative analysis result

The main finding of this analysis is the information regarding how the school counsellor provides innovative media to deliver guidance and counselling services. The data shows that mainly the school counsellor develops innovative media to deliver guidance and counselling services. Percentage of the number of a school counselor who develops their own innovative media are provided in table 2.

Table 2. Percentage of school counsellor who develops innovative media and who does not

Media types	Percentage (%)	
	Self development	Develop by others/using media from others
Visual	68,1	31,9
Audio	55,3	44,7
Audio visual	66	34

Another result of this study is the data about the platform or application used by the school counsellor in developing innovative media. The description of this data is in table 3.

Table 3. Percentage of platfrom used to develop innovative media

Media types	Application/platform types	%
Audio	Whatsapp	87
	Other application (Podcast, youtube, filmora, Camtasia, anchor, youtube)	5
	Not answer	8
Visual	Ms. Power Point	86
	Canva	4
	Other application (corel. Photoshop)	10
Audio-visual	Ms. Power Point	49
	Other application (youtube, Camtasia, movie maker	25
	Have not developing	18
	Not answer	8

From the interview we know that obstructs faced by the school counsellor in using innovative media is primarily the lack of facilities provided in school. Facilities such as computers and internet connection are essential in applying creative media. A teacher said:

"How can we use instructional media that is interesting for the student when the computer is old and the internet connection is slow."

Another school counsellor said:

"The students are bound with technology, they are excited when we use application in the computer but we dont have a good internet connection to do that."

The second obstacle is the school counsellor skill in using technology. Development in technology is fast. Many new media are developed, but their skill in using a computer is less.

"I'm too old to learn new media that growing so fast," a school counsellor said.

DISCUSSION

This study result provides a map of innovative media used by the school counsellor in high school. The map explains the categories of innovative media in three aspects. First, innovative media which available in the school. The second is the innovative media that is used by the school counsellor. In this aspect, we can see the innovative popular media, which is helpful for the school counsellor. The last is innovative media, which the school counsellor hopes to deliver guidance and counselling services.

The study found that the school counsellor is familiar with audio-visual media types. We also found that audio-visual media types are popular because they are more interesting than media that only provide audio or visual. Align with previous research that explains that video is an effective instructional media because it is helpful for students with auditory and visual learning styles (Anisah, 2016; Rahayu, 2013; Rahman et al., 2019).

This study also found that a guidance curriculum is a service that requires innovative media, mainly in delivering group and classical guidance. It makes sense since the two activities, group and classical guidance, aim to help the student develop their knowledge in the materials that help them reach their development optimally. Research by Bakhtiar, (2015);

Situmorang et al., (2020) has found that applying video as an instructional media has a positive impact on the student understanding

From the survey result, we know that Podcast is the most wanted media to be provided in school to deliver guidance and counseling services. A podcast is an application that is used for sharing an audio recording that is also accessible by phone. Usually, recorded information is shared in a Podcast designed like a talk show. This result aligns with the previous researcher's statement that podcasts are popular among teenagers. (Mayangsari & Tiara, 2019; Sudarmoyo, 2020; Susilowati et al., 2020). In that sense, the school counselor is aware of instructional media that their student will accept.

A survey on innovative media development explains that most respondents developed their innovative media to deliver guidance and counseling services. The type of innovative media they set is audio-visual such as presentation slides with audio recorded. Most school counselors use Ms.PowerPoint to design their presentations. Research has found that Ms.PowerPoint helps deliver instructional materials both online and offline learning mode. (Rhepon, 2021). Even though some studies also found that only using presentations to provide instructional materials is not enough (Septyani et al., 2021).

From the survey, we found that audio media types are the media that the school counselor less develops, but we also found that the school counselor mainly uses Whatsapp as a platform for sharing information with the student. The school counselor admits that recording their voices while explaining the guidance and counseling materials on Whatsapp is very easy and fast. Unfortunately, previous research has found that audio recording using Whatsapp is ineffective in helping the student understand the learning materials, although it is easy for the teacher (Amal, 2019). The student is not interested in the audio recording on Whatsapp, and they tend to ask their friend about it and skip this or delay hearing the recording.

In applying innovative media in guidance and counseling services, the school counselor admits that the facilities such as computers and the internet connection are the two things that make them challenging to use innovative media in school. In Indonesia, this situation is cliche. The study proves that rough economic conditions in schools cause a lack of facilities such as internet connection (Ariati, 2021). Schools in rural areas are more likely to have fewer facilities and unworthy internet connections (Habibah & Bella, 2020). Some students must go to a far and high place to get an internet signal

Another obstacle that had found in this research is the school counselor's knowledge and skill in applying innovative media is more diminutive. They admit that they don't understand how to develop innovative media because they still struggle using a computer. Align with the result of a previous study that teacher in Indonesia needs to improve their skill in using technology such as platform and computer application (Basri, 2018; K. Sari & Suryahadikusumah, 2020; Triyono & Febriani, 2018). The confession contrasts with the survey finding that primarily the school counselor developed their innovative media. This situation is probably happening because the school counselor mainly uses Ms. PowerPoint, which they create by themselves

This situation is worth to be discussed in this section because it will give us significant meaning on the importance of innovative media in guidance and counseling services from the point of view of a school counselor. The ambiguity in defining and categorizing will impact the quality of service using innovative media by the school counselor. Research by Abidin Abidin (2017) regarding innovative media implementation in schools has found that teachers' understanding of types of media will determine the compatibility of media they choose in delivering instructional materials. Another case that occurred during the investigation shows that the school counselor's awareness of creativity in applying innovative media is more petite. Narratively, the school counselor expresses that they hope they have innovative media ready to use. It can be interpreted that the school counselor expects by using media, they can work less with the student. This situation contrasts with the study by Abdullah, (2017) Abdullah that proved that in using innovative media, the teacher still has to be creative so that their learning activities will be meaningful for the student. In that sense, creativity is not only needed to build innovative media but also to apply innovative media (Triyanto et al., 2021).

The application of innovative media in guidance and counseling services is essential, especially in online learning. Moreover, during the pandemic, guidance and counseling activities are essential to help the student be more adaptive in the difficult situation caused by the covid-19. After all, the understanding, competencies, and skills in applying innovative media of the school counselor in using innovative media are essential to be upgraded (Ahmed & Firdous, 2020).

To conclude, this research has provided a summary of the types of innovative media that school counselors need in school and the types of innovative media they admit as the significant media to use. The description regarding the types of innovative media and the obstacle to applying creative media is important to provide information on which area we can do to upgrade the needs of innovative media. Also, to help the school counselor on what skills and competencies they need to upgrade to be more effective in using instructional media in school.

CONCLUSION

The mapping of innovative media that have been done in this research describes that poster is the type of media that is the most frequently used by the school counselor in the guidance and counseling activities. From the mapping activity, we also found that video is the media that the school counselor hoped to be provided in school. In applying innovative media, the school counselor is obstructed by the lack of facilities such as slow internet connection and the number and the quality of computers in school. Moreover, the school counselor also needs to update their competencies in using innovative media, such as technology and creativity skills.

To sum up, this research has recommended providing facilities in school, mainly computers and a good internet connection, to help the school counselor deliver guidance and counseling services in appropriate ways. Lastly, the school counselor's competencies enhancement is essential to help the more familiar in using technology and, finally, in applying innovative media for their student.

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