

Integration of Information Technology in Guidance and Counseling Management in Schools: Challenges and Implementation Strategies

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Abstract

The integration of information technology (IT) in school education has a significant impact on teacher professionalism and educational management, including Guidance and Counseling services. This study explores how IT improves guidance and counseling management in schools by improving teacher empowerment, administrative efficiency, and student learning experiences. Through a literature perspective, data from various research sources is analyzed to assess the current state and challenges of using technology in counseling services. Although technology helps in organizing student data, assessment environments, and offering personalized services, challenges such as limited IT knowledge among counselors, lack of resources, and concerns about privacy and consent to change hinder its full implementation. This research emphasizes that effective management of guidance and counseling services, incorporating IT, is critical to meeting students' social, emotional and academic needs. The study concludes that, despite these challenges, strategic use of IT can transform guidance and counseling practices, improving student development and academic success.

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INTRODUCTION

Technology has brought significant changes to basic education and Guidance and Counseling services in schools. In teaching, technology allows teachers to access quality learning resources, such as digital materials and interactive tools. It also facilitates collaboration among teachers through online platforms and supports real-time student evaluations, enabling faster and more specific feedback (Zakirman et al., 2023).

At the same time, the implementation of Guidance Counseling (GC) in schools is a team effort that requires collaboration from various parties. To improve competence, GC personnel are encouraged to participate in national and international activities, such as seminars, teacher exchanges, and further studies abroad. These activities allow them to learn best practices in GC that can be applied in Indonesia (Firman, 2018). The combination of technology and professional development has the potential to improve the overall quality of education and GC services.

The school principal plays a vital role in supporting the implementation of GC. The principal's duties include coordinating activities, providing infrastructure, overseeing program planning, encouraging the professional development of counselors, and facilitating supervision

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by GC supervisors (Neviyarni, 2023). This support provides a solid foundation for the effective delivery of GC services in schools. Technology also offers significant benefits in managing GC. The integration of information technology enables teachers to empower themselves, enhance administrative efficiency, and enrich students' learning experiences. Technology tools like digital evaluation systems help assess student behavior more accurately and efficiently. This supports individual development, particularly in aspects of social interaction that continue to evolve from childhood to adulthood (Darma & Joebagio, 2018).

On the other hand, supervision plays a crucial role in ensuring tasks are carried out according to plan. The values instilled by parents and teachers are also important in helping children cope with life's challenges and overcome mistakes (Pane, 2020). In this context, inherent supervision, introduced through Presidential Instruction No. 15 of 1983 and strengthened by Presidential Instruction No. 1 of 1989, aims to control task execution through preventive and repressive measures (Wulandari et al., 2024). This supervisory function allows for evaluation and improvement of tasks that have been completed (Basri, Khairinal, & Firman, 2021).

The competencies of education supervisors in Indonesia are regulated in Minister of National Education Regulation No. 12 of 2007, which covers qualifications and competencies of supervisors. Supervisors are expected to understand the development of each subject, including technology and mentoring in learning (Lubis et al., 2020). This highlights the important role of supervisors in supporting the effective use of technology in schools.

The widespread use of smartphones, especially among teenagers, has a significant impact on various aspects of their lives, including education. Many studies have developed learning media based on Android technology to create a more innovative and interactive learning experience (Novaliendry et al., 2020). However, excessive smartphone use can lead to negative effects on students' social lives and academic performance, particularly without guidance from teachers or lecturers (Syifa, 2020; Fahriza et al., 2021).

Although many studies have discussed the integration of information technology in learning, there are still few that examine how technology can be integrated into the management of BK services in schools. Well-managed GC services can enhance their effectiveness, help students develop better self-management, and support their academic progress (Handayani et al., 2021). The development of a technology-based GC management system can be an effective strategy to improve the quality of GC services and address various challenges in managing students' behavior and development.

METHODS

This research used a literature study approach to investigate the integration of information technology in improving Guidance and Counseling (GC) management strategies in schools. Sources of information were collected through various research databases using relevant keywords on platforms such as Science Direct, Pubmed, and Google Scholar. The method used in this study is a qualitative method, which is defined by Bogdan and Taylor as a research procedure that produces descriptive data in the form of written or spoken words from individuals, as well as observable behavior. This approach aims to understand the background and individuals holistically (Löhr et al., 2020).

The researcher in this study acts as the main instrument that carries out various stages, from determining the focus of the research to concluding the findings (Sugiyono, 2019). The qualitative method was chosen because it is considered more effective in collecting and presenting data in accordance with the topic discussed. In addition, this method allows flexible adjustment to the object of research, so the researcher hopes that this research can run smoothly and produce accurate findings, in accordance with the conditions in the field.

Each source of information collected was thoroughly evaluated, taking into account the

year of publication as well as the type of source, such as books, conferences and scientific journals. This evaluation was done to summarize the main findings related to the integration of information technology in school counseling management. The researcher not only focused on the most recent literature, but also considered the shortcomings that may exist in some sources of information. The methodological stages of the desk research included several main steps. First, the researcher conducted an introduction by exploring the topic and collecting related literature. This literature study is continued by collecting data, materials, and information from various sources such as articles, books, and journals that are relevant to the issues discussed, as well as theories that support understanding of the problem (Subagiya, 2023).

RESULTS AND DISCUSSION

Results

The implementation of guidance and counseling services that are structured and directed in accordance with the rules, norms, and laws is highly dependent on the existence of a clear work system. This system is usually organized in the form of guidance and counseling service management (Umami, 2022). However, many counseling teachers still lack understanding of this service management, for example in terms of not having a clear work program, differences in service patterns between counseling teachers, and the absence of a standard format or guidelines in implementing counseling services at school.

In addition, many counseling teachers also consider that improving study skills is more the responsibility of subject teachers, so it is not a priority in the tutoring services they provide. Another obstacle that arises is the limitations of student needs assessment instruments. According to Thompson, Loesch and Seraphine, counseling teachers often face challenges in conducting assessments because the available instruments are not sufficient to explore students' needs in depth. The ratio of counseling teachers to the number of students reaching 1:150 (Depdiknas, 2007) also complicates the implementation of effective assessments, so that the analysis and interpretation of data from assessments is often considered complicated and complex, adding to the workload of counseling teachers.

To overcome this problem, the use of management information technology in the preparation of guidance and counseling programs can be an effective solution. McLeod & Schell (2009) point out that information technology allows students' data, including their needs, to be organized systematically, so that counselling teachers can make more accurate decisions in every stage of counselling management, from needs assessment to program evaluation. Thus, the development of better assessment instruments can be a practical guideline for guidance counseling teachers in developing guidance programs.

Guidance and counseling management involves various efforts to maximize the use of resources, such as manpower, funds, infrastructure, and information systems. The main objective is to implement guidance and counseling services effectively in accordance with predetermined goals. Basically, this management involves planning, organizing, directing, coordinating, and controlling (Setiawan, 2021). If the management of counseling services is carried out using the POAC principle, it is hoped that the management carried out by counseling teachers can run more effectively, efficiently, and on target for students (Mulyasa, 2022).

To support this integration, Permendikbud Number 111 of 2014 was issued as a new guideline in the governance of guidance and counseling in schools. These guidelines cover aspects of planning, organizing, staff management, leadership, and control (Zamroni & Rahardjo, 2015). Thus, quality management, demonstrated through the ability of educational managers in schools to manage resources, can make a significant contribution to achieving the school's vision, mission and goals (Manik et al., 2023).

An effective counseling program must be developed based on clear management steps, such as needs assessment, planning, organizing, implementing services, and evaluating. This

planning must be integrated with the education program at school to support the development of students' overall competencies. In line with the guidelines of Permendikbud Number 111 of 2014, guidance and counseling in schools need to be managed in a good management system in order to address all student needs optimally and sustainably (Zamroni & Rahardjo, 2015). In this regard, Prof. Dr. Prayitno, M.Sc. Ed, Board of Trustees of ABKIN, emphasized that counselors do not need to be confused in choosing service patterns, but the most important thing is to master and choose patterns that are in accordance with field conditions. The renewal of the paradigm of guidance and counseling services is expected to increase the effectiveness of services for students in schools.

Management Functions of Guidance and Counseling in Schools

Guidance and counseling plays a role in helping individuals internalize and integrate value systems independently (Putri, 2022). The American School Counselor Association (ASCA) emphasizes that GC teachers play a role in ensuring students' academic well-being and socio-emotional changes (DeSimone & Roberts, 2016; Janson et al., 2008), and Prayitno (1997) adds that BK helps students become more independent, self-respecting, and able to plan for the future with optimism.

GC management includes four basic ethics: Preparation, Organization, Training, and Control. According to Yamin and Maisah (2010), five factors influence the capacity of counseling teachers: principal leadership, peer support, mutual trust, framework, and internal and external conditions. Winkel & Hastuti (2012) also mentioned six factors of counseling teacher performance, namely: counseling teachers themselves, principals, subject teachers, students, parents, and school atmosphere and conditions.

GC is understood as a process of assistance to achieve optimal development and live independently, including the significant role of fathers in GC services in schools (Taufik & Amir, 2023). BK helps individuals choose and make decisions with responsibility (Tasril et al., 2019), which contributes to self-development and the ability to function in the environment (Chamdani, 2019). The main goal of GC services in schools is to support students' personality maturity, social skills, academic abilities, and career maturity. However, there are obstacles in its implementation, such as the incompatibility of counseling goals with education, problem-focused orientation, lack of support from the school, and negative student responses (Syahri et al., 2022). The low quality of learning in Indonesia is often caused by students' difficulties in understanding the material due to differences in learning abilities, such as lack of concentration, poor study habits, and forgetfulness. Appropriate counseling services are needed to overcome this problem.

Preparing supervision reports plays an important role in training, monitoring and evaluating planned programs in each target school. This report is made on a school-by-school basis to ensure that the objectives of the comprehensive supervision program are achieved (Fawri & Neviyarni, 2021).

Good guidance and counseling (GC) management supports the success of supervision programs through planning, implementation and evaluation of services that cover academic, social, emotional and student behavioral aspects. This management proactively prevents problems and helps students develop skills such as stress management, communication, and decision making. The effectiveness of BK management has been proven to improve the quality of education through graduation rates, test scores, and reducing student behavior problems. In addition, GC plays a role in shaping student character and creating a positive school environment to support academic achievement and personal development. Preparing reports that are integrated with effective guidance and counseling management is the key to improving the quality of education, overcoming student obstacles, and achieving academic and personal success. Investment in good GC management is very important to support educational goals.

Challenges of Information Technology Integration

The integration of information technology in the management of Guidance and Counseling services in schools is very important to improve the effectiveness, efficiency, and personalization of services, especially in meeting the needs of students in the era of technological advances. Despite its great potential, counseling teachers often face challenges in its utilization. According to Siahaan (2015), these barriers are divided into internal barriers, such as unpreparedness and lack of technological knowledge among teachers, and external barriers, which hinder the ability of counseling teachers to optimize technology for counseling services in schools.

Table 1. Findings of Information Technology Challenges in Counseling Management

Researcher	Year	Challenges Found
Sampaleng	2023	Easier and more complete access to education information, the importance of counselor technical competence, ongoing training, and secure and regulatory data management.
Surahman et al.	2020	Teachers' inability to use information technology, including in counseling services, age and motivation, limited resources, and resistance to change.
Sovatunisa Soleha et al.	2023	The use of technology in guidance and counseling services faces challenges related to privacy, ethical considerations, and the need for digital literacy for counselors and students.
Aulia Ilfana & Herdi	2022	Limited facilities, lack of policy support, and inadequate counselor competence in utilizing technology hinder the effective use of ICT in guidance services.
Yuliana Nelisma et al.	2024	Explains the basics of guidance and counseling service strategies in schools as well as basic concepts to guide the design of effective programs. Key challenges include the need for a holistic approach, preventive interventions, and collaboration.
Alhajami et al.	2024	The use of technology tends to cause laziness and reduce social interactions, such as solidarity and face-to-face meetings. Technology also has a negative impact on the morals of society. In Guidance and Counseling (GC) practice, there are still many BK teachers who rarely use computers even though facilities are available. Other challenges are the cost of technology procurement, time constraints, and the number of counseling teachers that is not balanced with the number of students.

In the face of the digital age, counsellors must also be ready to help students plan their careers amidst the complexities of an increasingly digitized world of work. Changes in the world of work and new skill demands mean counselors must constantly update their knowledge and methods in order to provide relevant career guidance for students. The integration of information technology in counseling management allows counselors to facilitate more effective services, but this requires mental and professional readiness on the part of counselors. Overall, the challenges of information technology integration in counseling management involve various aspects, including infrastructure upgrades, development of technical expertise, ongoing training, and secure and regulatory data management. By addressing these challenges, technology-based counseling management can provide maximum benefits for students and support more effective counseling services that are responsive to the changing times faced by students.

Discussion

Utilization of Information Technology Integration

The integration of information technology in guidance and counseling management) has

grown rapidly, although its effectiveness as a learning tool still faces some obstacles. For example, many users still prefer to print e-books or visit physical libraries despite the availability of digital libraries. However, advances in information and communication technology (ICT) have made a significant impact in accessing and managing information, especially in the context of counseling.

Guidance and counseling (GC) services now utilize various digital platforms, such as websites with detailed service menus, as well as e-counseling which allows interaction via video calls, text messages or emails. This service makes access easier for those who have difficulty attending in person, overcomes geographical and time restrictions, and still adheres to the principles of volunteerism and confidentiality (Attika & Sukardi, 2021; Saroh et al., 2022). However, the effectiveness of BK services is very dependent on good management of facilities and infrastructure. Incompatibility or ineffectiveness of management can hinder the achievement of educational goals. Therefore, the application of basic principles in the management of facilities and infrastructure is very important to support effectiveness and efficiency, so that educational goals can be achieved optimally (Fawri et al., 2024).

According to J. All Prihatiningsih and Simon (2023), online counseling is a process of assistance carried out through counseling interviews by utilizing computer networks or the internet. E-counseling allows interaction between counselors and counselees digitally, using various communication media such as telephone, video conferencing, or text messaging (Sudarmiyati, 2018). This service provides a solution for those who are in remote locations or unable to attend in person. With technology, online counseling overcomes geographical and time limitations, allowing individuals to seek help in a more comfortable and private environment (Saroh, F.E., Mahmudah, M., & Hasanah, 2022). However, it is important for counselors to adhere to the principles of volunteerism and confidentiality in every counseling session conducted online.

Information technology integration also plays an important role in supporting the efficiency and effectiveness of counseling service management. Napitupulu et al. (2019) stated that a well-integrated system helps achieve service goals through proper coordination of elements and processes. In the context of counseling, IT is very useful in managing student data and making faster and more accurate data-based decisions, which ultimately improves the quality of services to students (Sukanto et al., 2021). This more efficient information management allows counseling teachers to monitor student development more comprehensively, both in terms of academics and behavior.

The use of Information Technology in Guidance Counseling can support preventive, repressive, and curative approaches. In the preventive approach, IT allows counseling teachers to detect potential student problems early through information systems that monitor student behavior, so that preventive action can be taken before problems develop. In addition, digital platforms make it easier to disseminate educational information that helps prevent negative behavior. In the repressive approach, IT plays a role in systematically documenting and tracking student behavioral violations, enabling counseling teachers to design appropriate interventions. Communication through digital platforms also accelerates collaboration between teachers, students and parents in solving problems. Meanwhile, in the curative approach, IT supports the handling of complex cases by facilitating the recording and tracking of the counseling process (Saripudin & Robbani, 2024). This support accelerates student recovery through online counseling services that are easily accessible anytime and anywhere (Ierardi et al., 2022). Thus, students who need intensive support can get help more efficiently and in a timely manner.

Overall, the integration of information technology in counseling management has a significant positive impact. Technology not only improves the efficiency of information management, but also enables more comprehensive planning and implementation of services that are responsive to students' needs. Through technology, GC services become more inclusive

and sustainable, supporting the improvement of the quality of counseling in schools.

CONCLUSION

In the digital era, information technology has brought significant transformation in education management, including in Guidance and Counseling (GC) management in schools. Technology offers opportunities for teachers to improve teaching quality and collaboration through access to interactive teaching materials and online platforms. In addition, the use of information technology in guidance and counseling management facilitates a more accurate and efficient assessment process, helping guidance and counseling teachers to identify students' needs in greater depth. However, challenges such as GC teachers' lack of understanding of effective management, limited assessment instruments, and lack of institutional support are still barriers to the application of technology in GC. To overcome these challenges, a technology-based counseling management system that is integrated with the school's education program is needed to support students' academic and personal development more optimally. This research shows that investment in good counseling management, supported by technology, is critical to improving the quality of counseling services and the quality of education in schools.

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AUTHOR CONTRIBUTION STATEMENT

AZIN includes background and introduction as well as writing systematics. FF formulate research methods and data presentation. NN and MABCA formulate data presentation and discussion. The authors read and approved the final manuscripts.

COMPETING OF INTEREST

The authors declare no competing interest.

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