

Management of Guidance and Counseling Service Based Cybercounseling in Madrasa in The New Normal Era

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ARTICLE INFO

Keywords:

Counseling Guidance;
Cybercounseling;
New Normal

Article history:

Received 2022-04-17

Revised 2022-08-11

Accepted 2022-12-30

ABSTRACT

The Covid-19 pandemic has brought many transformations and adjustments to our daily activities, including the learning process. Counseling guidance service is a supporting element in the learning process. Teenagers, especially students during the Covid-19 pandemic, face many psychological problems, which result in the need for assistance to help alleviate their problems. One of the forms of assistance is by providing guidance and counseling services. This study aims to understand and identify the management of guidance and counseling services based on cybercounseling in the new normal. The research applies a descriptive method with a qualitative approach, and the type of research is library research. Collecting data is to study various reference sources or literature studies related to cybercounseling. The study results stated that the management process for guidance and counseling services based on cybercounseling was the same as the face-to-face counseling process, only that it was necessary to pay attention to the preparation of the equipment used. The advantage of this service is that it can be accessed anywhere and anytime based on mutual agreement. The weakness is that students who have never attended counseling have difficulties developing and predicting the handling techniques used.

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1. INTRODUCTION

The Covid-19 pandemic has brought transformations and adjustments to our activities, including in the learning process. One of the supporting elements in learning activities is counseling guidance services. In this case, cyber counseling or an online counseling process can be used as a solution. Bloom (2004) states that Cybercounseling is one of the administrative procedures or web-based guidance that occurs through the help of web associations.

Cybercounseling is one of the innovations in developing the proper guidance and counseling to be applied in the new normal. The results of the initial research study indicate several issues in cyber-counseling-based guidance and counseling services in madrasas, including the lack of clear legal and ethical protection regarding the cyber-counseling-based guidance and counseling service program, the lack of ability of counselors to use the internet when carrying out cyber-counseling-based counseling services so that the problem The students who complained were not appropriately resolved and the psychological problems of teenagers, especially students, were caused by the COVID-19 pandemic.

This problem is reinforced by data from the Indonesian Association of Clinical Psychologists (IPK), which noted that from the pandemic in March to August 2020, there were 14,619 psychological disorders due to learning difficulties. This data was obtained in 27 regions from 194 psychologists who stated that complaints of learning problems in children and adolescents were in the top position, amounting to 27.2%. Research conducted by Watnaya et al. (2020) stated that during the pandemic and the new normal, the academic pressure factor developed due to the change from face-to-face to online learning methods. This academic pressure is caused by many things, such as many assignments, the number of internet quotas, signal conditions, and lack of ability to use technology.

Linda Fitria and Ifdil (2020) stated that the anxiety phase of students was in the high category during the COVID-19 pandemic. In addition, Brooks et al. (2020), in their study of the psychological impact of students during the pandemic, showed adverse effects, namely sentimental disorders, depression, pressure, anxiety, and anger, to the emergence of post-traumatic stress disorder (symptoms of post-traumatic stress/PTSD). This situation must be minimized by providing a variety of effective counseling and guidance services that can be carried out in situations like this. One of the services that can be provided to students in educational institutions to reduce anxiety levels and psychological recovery in this new standard period is cybercounseling-based guidance.

Fadhilah et al. (2020) explained that cyber counseling services in madrasas would make students feel helped if they want to do counseling but do not have time to meet with CG teachers directly. By only using cell phones, students can do counseling with counselors. Counselors are expected to be able to forge models and counseling guidance skills, especially in technology. This is important so that the services provided by counselors to students run effectively.

Management is essential in all areas of life, including education. Good management will impact improving the quality of education to the maximum. Such marketing management that must be applied to a madrasa can increase public interest and interest in the madrasa product. This contains guidance and counseling that a CG teacher must apply in madrasas. Management of cybercounseling-based counseling is needed to help students who cannot control their psychological problems in the new normal.

Theoretically, this research is expected to contribute ideas about the management of cyber-counseling-based counseling in madrasas to improve the quality of education. While pragmatically, the results of this study are expected to provide additional knowledge and broader insight for the community as material for consideration in making policies regarding the management of cybercounseling-based counseling and for education practitioners who are in the world of education, such as directors of institutions, madrasa principals, teachers and employees regarding the implementation of cyber-counseling-based guidance management and working hand in hand to improve education services as a commitment to improve the quality of education and advance madrasas.

2. METHODS

This type of research uses a descriptive method with a qualitative approach. Sources of data used in this study are the results of research in the form of textbooks, scientific journals, papers, the internet, and other sources regarding cybercounseling-based counseling. The technique for collecting data is through a literature study. Literature studies are carried out to obtain theoretical information so that researchers have a solid theoretical basis as a scientific result.

While the data analysis used in the study is qualitative data analysis which in this study is in the form of opinions from experts regarding cybercounseling-based counseling guidance, these data are used as a basis to sharpen the researchers' arguments in describing and analyzing the management of cybercounseling-based counseling guidance in madrasas in the new normal.

3. FINDINGS AND DISCUSSION

Planning of guidance and Counseling Service based Cyber-counseling in Madrasa

Planning is a series of preparatory steps for actions that the group must take to achieve the stated goals. Planning is a guideline, plan, or direction that must follow to achieve satisfactory results. Tjokroaminoto from Husaini Usman (2006) stated that planning is a structured preparation of activities to achieve the desired results. Atmosudirjo from Husaini Usman (2008) added that planning is mapping and calculating what, when, where, and how specific goals will achieve.

Planning guidance and counseling based on cybercounseling are essential in deciding what to want and implement. Planning is followed carefully by a schedule that includes structured preparation for performance evaluation (Husaeni, 2021).

Wibowo (2016) explains that two main factors must be met in the planning or preparation stage for online counseling: hardware and software technical factors. Hardware is a laptop or computer that can be connected to the internet, headphones, mics, and so on, but for efficiency, counselors and counselees can use smartphones that currently have many advanced Android applications. In comparison, Software is a device that helps and will be used, such as accounts and email addresses. Academic relevance, technical assessment, ethics and law, and governance must also be considered in the preparation of cybercounseling-based counseling.

Organizing of Guidance and Counseling Services Based on Cyber-counseling in Madrasa

A carefully prepared and formulated plan based on calculations does not necessarily bring the organization closer to the goals it wants to achieve. Therefore, after planning, it is necessary to organize to map and unify each component related to organizational goals.

Hasibuan (2016) states that organizing is identifying, grouping, and organizing various activities needed to achieve goals, including individuals in each activity, preparing the things needed, and deciding each individual's power to carry out organizational actions.

The conclusion that can draw is that without organizing in guidance and counseling and clear and firm direction, the program cannot achieve its goals, and the implementers do not have guidelines that cause waste and overlap in implementation, making it impossible to achieve organizational goals.

In organizing the management of cybercounseling-based counseling services, there are counselor activities that need to be carried out, including:

1. Socialization of cybercounseling service mechanism

CG teachers or counselors must inform various cybercounseling programs and CG teacher mechanisms in implementing the agenda to stakeholders, consisting of madrasa committees, madrasa heads, students, parents, and even the surrounding community. This socialization lets stakeholders know the process that will carry out in cyber counseling services.

2. Distribution of cybercounseling service workload

The workload distribution among officers in cybercounseling-based guidance and counseling services means that an organizational structure is needed to form an organizational structure in the cybercounseling-based guidance and counseling process to understand the authority of each counselor.

3. Participation and alignment with stakeholders in the implementation of cybercounseling services

CG teachers should coordinate with stakeholders in madrasas in the process of implementing cybercounseling-based guidance and counseling services. Stakeholders are expected not only school staff but also parents of students to participate in this cybercounseling service activity. This participation can help counselors or CG teachers optimize cybercounseling service activities so that counselors can achieve the goals of these services.

4. Creating cooperative relationships with stakeholders

Guidance and counseling services will always involve various elements to guide and counsel teachers or counselors to create good relationships with many parties, school personnel, and the community. A good relationship certainly makes it easier for counselors to coordinate to smoothness of-based guidance and counseling services cyber counseling.

Actuating of Guidance and Counseling Services Based on Cyber-counseling in Madrasa

Actuating is one of the essential functions of management. Actuating is a complex management function, and the scope is quite broad and relates to each other with human resources—the importance of actuating or mobilization based on why planning and organizing efforts are vital. However, no output concrete will produce without actuating activities sought and organized in an activity or effort that causes action.

Implementing guidance and counseling based on cyber counseling can be done through chat or video conference. The stages of actuating-based guidance and counseling are cyber counseling not much different from the stages of the counseling process, face-to-face: First: The contact between the counselor and the counselee at the first meeting has a decisive impact on the continuity of the counseling next meeting. Like face-to-face counseling, cybercounseling also carries out the delivery stage, preceded by a simple structuring process, which may use language easily understood by the counselee. This means that it is not too long to structure face-to-face counseling; the essential thing at this stage is to build a good, comfortable emotional relationship between the counselor and the counselee to create a close relationship so that the counselee will be more open and voluntary in conveying his problems to the counselor. Structuring can be done based on the status of the counselee if the contents indicate an indication that the counselee is experiencing problems; besides that, strengthening is also very much needed in forming a good relationship with the counselee. A flexible relationship between counselor and counselee and mutual trust must foster and develop.

Next is the second stage, namely review. The review target is the things put forward by the counselee related to the development and problems in the guidance and counseling relationship. This stage is very decisive in the direction of counseling. The counselor deepens the counselee's problem by using open-ended questions, reflection, minimal encouragement, and other techniques. Again, the counselor's skills are needed to uncover the causes of the problem that happened to the counselee.

The third stage is interpretation. The interpretation stage entails interpreting the meaning, problems, goals, and feelings of the counselee. One of the more general techniques used in individual counseling is interpretation. The fourth stage is coaching. The essence of the coaching stage is to confirm the wishes and expectations of the counselee in setting goals, developing programs, planning schedules, planning for reinforcement, and personalizing the steps that must take. The last stage is the assessment/end of guidance and counseling.

The five stages in implementing direct guidance and counseling can also apply to implementing-based services cyber counseling. However, the implementation of cyber counseling is more open to making adjustments, starting from the initial to the last stage, and general and special techniques not in full, such as implementing direct guidance and counseling services. What is more important is how the CG teacher or counselor using specific strategies can alleviate the problems faced by the counselee.

Implementing guidance and counseling based on cyber counseling will continue to run effectively even though it cannot shape students' character directly. The most crucial point is how the CG teacher or counselor uses good management and specific strategies to solve students' problems. The results of

research conducted by Syam (2020) regarding the alleviation of students' learning anxiety through cybercounseling-based counseling guidance can reduce students' learning anxiety levels which were previously in the high and very high categories to medium and low. With these results, the cybercounseling-based counseling service effectively reduces students' learning anxiety.

Controlling of Guidance and Counseling Services Based on Cyber-counseling in Madrasa

DK. Sukardi (2008) states that the evaluation of counseling guidance is an action to analyze service plans that have been implemented and are being implemented, develop and improve service plans, and find out progress related to the implementation of the guidance and counseling agenda in madrasas.

The Ministry of Education explains that the assessment of counseling guidance is to provide feedback to CG teachers to formulate or improve guidance and counseling plans and to provide information to stakeholders regarding attitudes and psychological development or the level of success of student development in the context of working together and synergizing to develop the quality of school guidance and counseling programs.

Juntika (2006) states that the evaluation of school guidance activities refers to all efforts, activities, and procedures in determining the level of development in counseling guidance implementation based on specific essential standards.

There is not much difference between implementing of cyber counseling services and the face-to-face counseling process. So, the rights assessed in cyber counseling services are as follows:

1. Regularity in terms of planning with the implementation of cybercounseling-based guidance and counseling services.
2. Implementation of the guidance and counseling service program.
3. Obstacles encountered in the implementation of cybercounseling-based counseling services.
4. The influence of cyber counseling services on learning and teaching activities in the classroom.
5. Responses of students, madrasa staff, parents, and the public on cyber counseling services.
6. Student development can observe from the fulfilment of service objectives, completion of development burdens and learning outputs.
7. Student success after completing cyber counseling services, both in terms of learning and activities in the community.

DK Sukardi (2008) explained that the parameters for the success of the guidance and counseling program are at least four types of core programs in madrasas: individual guidance, tutoring, social guidance, and career guidance programs during the implementation of counseling services.

The Advantages of Guidance and Counseling Services based Cyber-counseling in Madrasa

The advantages of cybercounseling-based guidance and counseling services are as follows:

1. More efficient

Cybercounseling-based counseling services can be accessed anywhere and anytime by counselors and students (counselees) based on mutual agreement and are financially and time-beneficial.

2. More comfortable

Students can be more comfortable telling their problems in the form of videos and writing. Many students feel interrogated or judged when sharing their problems in the face to face service sessions. In addition, counselees who are shy about coming to ask for help face-to-face can join online counseling groups without any coercion from the counselor. So that the counselee's cybercounseling-based counseling service can convey the problem effectively and the CG teacher or counselor can quickly solve the problem.

3. Shamelessly get help
Students get help solving problems without the knowledge of other friends, so they do not have to worry about being said they cannot solve the problem on their own.
4. Get help with the fun method
Currently, students are familiar with communication activities on social media. It is part of his daily life. Getting help with the cybercounseling method will be more exciting than guidance which requires meeting with a counseling teacher in a closed room.

The weakness of Guidance and Counseling Services-based Cyber-counseling in Madrasa

The weaknesses in the Cybercounseling-based counseling service process include the following:

1. Internet network
The uneven distribution of the internet network in Indonesia is an obstacle in the process of cybercounseling-based guidance and counseling services.
2. Difficulty in intervention technique
Due to the lack of non-verbal information, such as facial expressions and body language, it is difficult to predict and elaborate appropriate therapeutic development intervention methods for students who have not previously attended face-to-face guidance and counseling services. Thus, counselors must have high imaginative abilities and can interpret written words or forms of motion and animation used to implement guidance services.
3. Low use of media by counselors
Another situation is that CG teachers or counselors have not trained in the methods and media used. The ability of CG teachers is minimal in using the internet when implementing cybercounseling-based guidance services. In addition, Indonesia currently does not have a clear legal and ethical framework to oversee a cybercounseling-based guidance service program.
4. Handling emergency conditions
Implementing cybercounseling-based guidance and counseling services makes it challenging to handle emergency conditions that must eradicate immediately. This problem needs to be the subject of a joint study so that the right cybercounseling can be a solution in cases like this.

4. CONCLUSION

The Covid-19 pandemic has brought many transformations and adjustments to our daily activities, including the learning process. Guidance and counseling services are some of the supporting elements of the learning process. Teenagers, especially students during the Covid-19 pandemic, face many psychological problems, which result in the need for assistance to help overcome these problems. The study results show that the management process of cybercounseling-based guidance and counseling services is basically the same as the face-to-face counseling process but still pays attention to planning, organizing, implementing and supervising in its supervision.

In the planning stage, two main aspects must be met: the technical aspects of hardware (hardware) and software (software) that assist in implementing cybercounseling-based counseling services. In addition, academic relevance, technical assessment, ethics and law, and governance must also consider in the preparation of cybercounseling-based counseling guidance.

In organizing the cybercounseling service management, several counselor activities must carry out, including a) Socialization of the cybercounseling service mechanism; b) Distribution of

cybercounseling service workloads; c) Participation and alignment with stakeholders in service delivery Cybercounseling; and d) Establish partnerships with stakeholders.

The implementation of cybercounseling-based counseling can be done through chat or video conference. There are five phases in service implementation, namely: a) Delivery; b) Assessment, c) Interpretation; d) Coaching; and e) Assessment.

In monitoring or evaluation, cybercounseling-based counseling services have several evaluation aspects, namely: a) Regularity in terms of planning and implementation; b) Implementation of service programs; c) Obstacles in implementation; d) The influence of services on learning and teaching activities in the classroom; e) Responses from students, school staff, parents, and the community; and f) The development of student progress can observe from the fulfilment of service goals.

The advantage of this service is that it can be accessed anywhere and anytime based on mutual agreement. In comparison, the weakness is that students who have never attended counseling before have difficulties developing and predicting appropriate intervention techniques.

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