

ANALYSING THE EFFECTIVENESS OF GUIDANCE AND COUNSELLING PLANNING MANAGEMENT IN THE DIGITAL ERA

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Abstract

This study aims to analyze the effectiveness of guidance and counseling planning management in the digital era in improving the quality of services that are responsive to student's needs as well as addressing the technical and ethical challenges that arise. Using a literature review approach, this study collected, analyzed, and synthesized various relevant literature sources related to the use of technology in guidance and counseling services. The results show that digital technology enables wider access, efficiency in data management, and flexibility in service delivery. However, challenges such as the digital divide, data security, and counselor competence in using technology are still obstacles. Therefore, careful planning, training for counselors, and strengthening regulations related to data privacy are needed so that guidance and counseling services can be more effective and responsive in the digital era.

Keywords: Planning Management, Guidance and Counseling, Digital Era

Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas manajemen perencanaan bimbingan dan konseling di era digital dalam meningkatkan kualitas layanan yang responsif terhadap kebutuhan siswa serta mengatasi tantangan teknis dan etis yang muncul. Dengan menggunakan pendekatan literatur review, penelitian ini mengumpulkan, menganalisis, dan menyintesis berbagai sumber literatur yang relevan terkait penggunaan teknologi dalam layanan bimbingan dan konseling. Hasil penelitian menunjukkan bahwa teknologi digital memungkinkan akses yang lebih luas, efisiensi dalam pengelolaan data, serta fleksibilitas dalam pemberian layanan. Namun, tantangan seperti kesenjangan digital, keamanan data, dan kompetensi konselor dalam menggunakan teknologi masih menjadi hambatan. Oleh karena itu, dibutuhkan perencanaan yang matang, pelatihan untuk konselor, dan penguatan regulasi terkait privasi data agar layanan bimbingan dan konseling dapat lebih efektif dan responsif di era digital.

Kata kunci: Manajemen Perencanaan, Bimbingan dan Konseling, Era Digital

INTRODUCTION

The digital era has brought about major transformations in many areas of life, including education. One aspect of education that has been affected is guidance and counseling services. As an integral part of the education system, guidance and counseling serve to

help students overcome various personal, social, academic, and career problems. However, with technological developments, guidance, and counseling planning management faces new challenges and opportunities that require adjustments to remain relevant and effective. Guidance and counseling services are now required to not only address students' basic needs but also provide technology-based services that can reach a wider range of students more efficiently. Digital transformation in guidance and counseling planning management provides various conveniences, such as the use of online counseling applications, cloud-based student data management systems, and digital communication platforms (Wardah & Halik, 2022). These technologies allow counselors to manage student data more systematically, conduct remote counseling sessions, and give students access to real-time services. With digital technology, the planning process also becomes more adaptive as it allows counselors to analyze students' needs more deeply through integrated data.

The application of technology in guidance and counseling is not free from challenges. One of the biggest challenges is the lack of technological infrastructure readiness in some educational institutions, especially in remote areas. Not all schools have access to adequate devices and internet networks to support the implementation of digital-based guidance and counseling services. The limited ability of counselors to operate technology is another obstacle in optimizing guidance and counseling planning management in the digital era. Many counselors are still unfamiliar with digital applications or platforms, making the process of technology integration in guidance and counseling less optimal. On the other hand, the digital era also brings new issues related to ethics and privacy in guidance and counseling services. With digitalization, student data becomes more vulnerable to privacy breaches or misuse of information. Counselors are required to not only understand the technical aspects of technology but also be able to keep student data safe and apply the appropriate code of ethics in a digital environment. This challenge is further complicated by the lack of specific regulations governing technology-based guidance and counseling services in Indonesia.

Nonetheless, the potential of the digital era to improve the effectiveness of guidance and counseling planning management cannot be ignored. By utilizing technology, guidance and counseling services can be designed more responsively to students' needs, both individually and in groups. Technology allows for more accurate data analysis to design programs that match student characteristics. Digital platforms also open up opportunities for counselors to collaborate with various parties, such as parents, teachers, and experts, to provide more comprehensive solutions to student problems (Farras et al, 2024). These developments suggest that the integration of technology in guidance and counseling planning management is an urgent need to meet the challenges of the digital era. Therefore, research on the effectiveness of guidance and counseling planning management in the digital era is mandatory. This research not only aims to evaluate the extent to which technology has been applied in guidance and counseling services but also

identifies the barriers faced as well as provides recommendations to improve the quality of guidance and counseling services in the future.

The digital age has created great opportunities to improve the effectiveness of guidance and counseling planning management, but it also brings significant challenges. For guidance and counseling services to have an optimal impact, collaborative efforts are needed between counselors, educational institutions, the government, and other relevant parties. Thus, guidance and counseling services can continue to evolve to be more adaptive, inclusive, and relevant to the needs of students in the digital era. The purpose of this study is to analyze the effectiveness of guidance and counseling planning management in the digital era in improving the quality of services that are responsive to students' needs. It also aims to identify the opportunities generated by the integration of technology in guidance and counseling services, as well as uncover the challenges faced, such as infrastructure limitations, counselors' ability to use technology and student data privacy issues. Thus, this research is expected to provide recommendations that can be used to optimize the planning of digital-based guidance and counseling services, so that they can be more adaptive, inclusive, and effective in supporting students' development in the technological era.

Guidance and counseling have a strategic role in helping students overcome various problems related to personal, social, academic, and career aspects. According to Batubara et al (2022), guidance and counseling are the processes of helping individuals to understand themselves and their environment to make the right decisions for their future. This role is becoming increasingly complex in the digital era due to the changing needs and challenges faced by students. Guidance and counseling planning management is a strategic step designed to effectively achieve the goals of guidance and counseling services. According to Fakhurrizi (2021), planning management includes the process of formulating goals, developing strategies, organizing resources, and evaluating results. In guidance and counseling, this planning should consider the changing needs of students, including the need for technology-based services. Digital technology provides opportunities to develop more innovative services, such as online counseling, self-help applications, and cloud-based student data management.

The digital era has brought many changes in guidance and counseling services. According to Rizky (2024), digital native generation students have unique characteristics, such as proficiency in technology and a preference for fast and practical services. Technology plays a role in making it easier for counselors to carry out their duties. For example, the use of digital applications can help counselors manage counseling schedules, securely store student records, and provide remote counseling services. However, the level of technology adoption in guidance and counseling still varies, depending on factors such as infrastructure readiness, counselor competencies, and institutional support.

One of the main challenges in the application of technology in guidance and counseling is the limited technological infrastructure, especially in rural or remote areas. According

to a UNESCO report (2021), the digital divide is still a major obstacle to the implementation of educational technology in many developing countries, including Indonesia (Rohmah, 2024). This also affects guidance and counseling services, where not all schools have access to technological devices and adequate internet networks. The competence of counselors in using technology is another factor. Many counselors have not received adequate training in operating digital applications or platforms for guidance and counseling services.

The digital era also brings ethical and privacy issues in guidance and counseling. Student data stored digitally is more vulnerable to leakage or misuse. According to Saba (2024), counselors have the responsibility to maintain the confidentiality of client data following the professional code of ethics. This requires additional understanding of data security and related regulations, such as the Personal Data Protection Law that came into effect in Indonesia. However, most counselors do not fully understand the risks of data security in digital services, increasing the potential for privacy breaches. On the other hand, the use of technology in guidance and counseling also provides a great opportunity to improve service quality. Technology-based counseling allows counselors to reach more students, especially those in remote areas or with time constraints. Technology also makes it easier to analyze student data in more depth, allowing counselors to design programs that are more specific to student needs. Digital platforms enable collaboration between counselors, teachers, parents, and other relevant parties to create more comprehensive solutions.

Theoretically, technology integration in guidance and counseling can be explained through the Technology Acceptance Model (TAM) theory developed by Davis (1989). This theory explains that technology acceptance is influenced by perceived ease of use and perceived usefulness. In guidance and counseling, counselors who feel that technology facilitates their work and provides significant benefits tend to adapt more quickly. However, this perception is also influenced by the counselor's level of training, experience, and institutional support.

METHOD

This research uses the *literature review* method as the main approach. The literature review is a method that aims to collect, analyze, and synthesize various literature sources relevant to the research topic. This approach is used to identify concepts, theories, previous research findings, and research gaps related to guidance and counseling planning management in the digital era. Thus, this research can provide a comprehensive understanding of the effectiveness of technology-based guidance and counseling services. The research phase began with a literature search through credible academic sources, such as scientific journals, reference books, conference articles, institutional reports, and dissertations. The database used was Google Scholar. The keywords used in the literature search included 'guidance and counseling planning management,' 'technology in guidance and counseling,' 'effectiveness of counseling services in the digital era,' and 'challenges of digital-based counseling.'

Literature selection was based on predetermined inclusion and exclusion criteria. Inclusion criteria included literature published within the last five years, relevant to the research theme, and written in English or Indonesian. Meanwhile, literature that was opinionated without empirical data support or irrelevant to guidance and counseling was excluded. The selected literature was then classified based on key themes, such as the effectiveness of technology in counseling services, the challenges of implementing digitalization, and the opportunities generated by digital transformation. Data analysis was conducted using content analysis techniques to identify patterns, trends, and key findings from the collected literature. Relevant data was organized into categories covering the dimensions of effectiveness, technical challenges, ethical issues, and strategies for improving digital-based guidance and counseling services. Each finding was compared with relevant theories or models, such as the Technology Acceptance Model (TAM) and planning management theory.

RESULTS AND DISCUSSION

The digital era has brought various changes in the management of guidance and counseling planning, especially to improve the quality of services that are responsive to student needs. Technology provides various conveniences to support guidance and counseling services that are more effective, inclusive, and adaptive to the challenges faced by students. However, this digital transformation also presents technical and ethical challenges that must be addressed through careful planning and proper implementation. Good planning management in guidance and counseling includes the process of developing goals, and strategies, organizing, implementing, and evaluating services. The effectiveness of planning is determined by the extent to which services can meet the needs of the target, in this case, students, as well as how resources are optimally utilized. In the digital era, technology plays a role in supporting this effectiveness. For example, online counseling applications and digital platforms allow counselors to reach a wider range of students and provide more flexible services (Gusti et al., 2024).

Technology-based services also allow counselors to manage student data more efficiently, including monitoring their progress over time. With student data management applications, counselors can design guidance programs that are more specific and suited to individual needs. Technology also facilitates communication between counselors, students, teachers, and parents, creating a better synergy in supporting student development. The effectiveness of the service is also determined by the counselor's competence in using technology. According to Aulia et al (2024), adequate training for counselors is a key factor in optimizing the use of technology in guidance and counseling. Counselors who have good digital literacy are more likely to be able to design and implement effective technology-based services.

Digital technology allows guidance and counseling services to be more responsive to student's diverse needs. Today's students, who belong to the digital native generation, have expectations for services that are fast, practical, and in line with their lifestyles

(Suwin, 2024). Online counseling services, for example, provide flexibility for students to access help anytime and anywhere, without having to attend face-to-face sessions. This is particularly relevant for students who face time or distance constraints, such as those living in remote areas. Technology also allows for a more personalized approach to guidance and counseling services. With digital-based data analysis, counselors can identify students' behavioral patterns and design specific interventions. For example, artificial intelligence (AI)-based algorithms can be used to predict problems that students may face based on the data collected, allowing counselors to take appropriate preventive measures. Responsiveness also depends on the extent to which the service can accommodate students' diverse needs. Effective counseling services should take into account aspects of inclusivity, including the needs of students with disabilities or those facing socio-economic challenges. Technology can be a powerful tool to support this inclusivity, but only if it is well-designed and implemented.

One of the main challenges in integrating technology in guidance and counseling is limited infrastructure. Many schools, especially in remote areas, still do not have access to adequate technological devices and internet networks. The digital divide is a major obstacle in the implementation of technology-based education services in developing countries, including Indonesia. Counsellors' competence in using technology is also a challenge. Lubis et al (2024) noted that many counselors have not received adequate training in using digital platforms for guidance and counseling services. This lack of understanding of technology can reduce service effectiveness and increase the risk of errors in student data management.

In the digital era, issues of privacy and data security are major concerns in guidance and counseling. Student data stored digitally is more vulnerable to leakage or misuse. Counselors must understand regulations related to data privacy, such as the Personal Data Protection Act, and ensure that all student data is kept confidential. However, most counselors still do not understand the risks of data security in digital services. Another ethical challenge is maintaining the quality of the counselor-client relationship in online services. According to Amrullah et al (2024), relationships built through face-to-face communication have the advantage of creating empathy and trust. In online services, counselors must develop strategies to build equally effective relationships, even without face-to-face interaction. To overcome the technical and ethical challenges in digital-based guidance and counseling, several steps can be taken. Firstly, governments and educational institutions need to improve technological infrastructure, especially in remote areas, to ensure equitable access to digital services. Second, digital literacy training for counselors should be a priority so that they can optimize the use of technology in their services. Third, clear regulations on data privacy need to be implemented and socialized to counselors. The use of sophisticated data security systems, such as encryption, also needs to be implemented to protect student data. Counselors need to develop effective communication skills in online services to maintain quality relationships with students.

CONCLUSION

The management of guidance and counseling planning in the digital era has shown great potential in improving the quality of services that are responsive, inclusive, and efficient. By leveraging technology, counselors can reach more students, provide more flexible services, and manage student data more effectively. However, this effectiveness depends on the readiness of counselors, adequate technology infrastructure, and the ability of educational institutions to address technical and ethical challenges, such as data privacy and the digital divide. With careful planning and support from all parties, guidance and counseling can be more adaptive in meeting the increasingly complex needs of students in the modern era.

To increase the effectiveness of digital-based guidance and counseling services, strategic steps involving various stakeholders are needed. First, educational institutions must ensure equitable access to technology across the region, including digital literacy training for counselors to improve their competence. Second, regulations related to privacy and data security need to be strengthened to protect the confidentiality of student information. Thirdly, counselors are expected to continue developing relevant interpersonal communication skills to maintain relationship quality in online services. Lastly, a collaboration between counselors, teachers, students, and parents should be enhanced to create holistic and student-centered services.

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