



Need Analysis of Guidance and Counseling Teachers Towards Cyber Counseling Training

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ABSTRACT

During the Covid-19 pandemic, guidance and counseling teachers in the field faced a difficult situation, forcing them to provide online services to students. This study aims to analyze the needs of guidance and counseling teachers for cyber counseling training. The research method used is a qualitative approach by applying empirical phenomenological research. The results of the study indicate that guidance and counseling (BK) teachers need cyber counseling training, analyzed in several aspects, including: (1) Barriers, which are indicated by (a) BK teachers have difficulty interpreting students' non-verbal language when providing online-based services; (b) constrained by the stability of the internet network; and (c) the minimum internet quota owned by students; (2) Insights and attitudes, which are indicated by: (a) BK teachers do not know anything at all and do not provide online-based services; (b) knowing but confused in starting and doing; (c) positive thinking, utilizing creativity, and daring to start even though they have not mastered the conceptual framework and praxis; (3) Needs, where the aspects needed by BK teachers for cyber counseling training include: (a) online-based individual counseling service construction; (b) how to make online assessments that are attractive to students; (c) how to provide effective and efficient services.

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1. INTRODUCTION

Barru Regency is one of the areas in South Sulawesi Province that implements health protocols in the scope of education by the circular of the Minister of Education and Culture of the Republic of Indonesia Number 35952/MPK.A/HK/2020. During the Covid-19 pandemic, the Kab. Barru is trying to comply with this circular properly. Likewise, in the education and learning process, especially in guidance and counseling teacher services, they must comply adequately with the health program.

One strategy for providing counseling services that can be applied to counsees during the Covid-19 pandemic is cyber counseling. Cyber counseling seems new to the counseling world, but it was practiced decades ago (Zainudin & Yusop, 2018). Historically, counseling services with computer technology were first applied in the 1960s to meet psychological needs and alleviate problems with counsees (Bocanegra & Gallup, 2018; Flores, 2012; Situmorang, 2020). Nevertheless, along with the times, various types and online-based applications also increasingly support the implementation of cyber counseling to this day. Starting from the use of e-mail (Salleh et al., 2015), online videoconferencing such as Skype (Baker & Ray, 2011), online chat (Dowling & Rickwood, 2013) such as Whatsapp (Budianto, Aziz, & Hidayah, 2019), to social media applications such as Facebook Twitter, and Instagram (Gaul & Hutagalung, 2017). Therefore, cyber counseling can be used as an alternative service for counseling teachers, especially during the current Covid-19 pandemic.

Cyber counseling is a counseling service strategy that can be used when facing certain cases and conditions (Kit, 2017; Zainudin et al., 2020). Such as dealing with counsees who avoid face-to-face, separated by space and distance, time considerations, to conditions of service delivery that cannot be applied face-to-face at school. Today's Covid-19 pandemic conditions directly force counseling teachers to be able to provide counseling services online, and that is part of efforts to prevent and break the chain of the virus. Thus, cyber counseling competence is a competency that is very necessary for counseling teachers regarding the future development of their services for counsees at school.

Several studies have shown that cyber counseling is claimed to have several benefits and problems in efforts to provide counseling services. According to Budianto et al., (2019), the use of Information and Communication Technology (ICT) in the digital era is very relevant for application to counseling services. Moreover, E-Counseling can facilitate counsees and counselors to carry out the consultation process without having to meet face to face and at any time (Ulfiyah, 2018). However, the results of the study show that counselors have a negative view of implementing online counseling in schools (Beidoğlu et al., 2015); although some view it positively, they need more information and skills related to online counseling (Bastemur & Bastemur, 2015). The study by Li corroborates Lau et al., which confirms that counselors need to understand ethics and legality and better preparation for internet-based counseling practices (Li, Lau, Jaladin, & Abdullah, 2013). Thus, the results of these studies indicate that there will be needs for counselors that need to be met in cyber counseling practices. However, research related to them is still very rarely carried out, especially in uncovering the subjective meaning of their needs.

The various descriptions above show that ICT and cyber counseling are very useful in counseling services during the Covid-19 pandemic. The problem is whether all teachers have adequate competence in implementing cyber counseling, including aspects of knowledge, attitudes, and skills. At this point, developing cyber counseling competencies needs to be encouraged. Paterson et al., (2019) added that counselors must take additional training to conduct online counseling.

The question that reappears is what forms of practical training? Furthermore, what is needed by BK teachers in Barru district? For this reason, an effort is needed to explore subjective meanings regarding the self-actualization needs of BK teachers in schools. Of course, this is very useful to know the description of cyber counseling competence and what training needs it requires. The results of this study will also extensively present the facts and social actions of counseling teachers in the field. Thus, the specific objective of this study is to provide an overview of the training needs required by BK teachers in Kab. Barru in supporting his cyber counseling competence.

2. METHODOLOGY

This research is directed at finding facts and the social actions of counseling teachers regarding the constraints and the need for cyber counseling training they need. For this reason, the general objective of this research is descriptive-exploratory, so the approach used is qualitative, focusing on collecting and analyzing data in the form of words (non-numbers and statistics). As for the qualitative research method, empirical phenomenology is used, in which the author is focused on exploring (real) empirical experiences, which are experienced, felt, and understood by research subjects (Mappiare-AT, 2013).

The data collection method uses interview techniques and is analyzed using Interpretative Phenomenological Analysis (IPA). In the natural sciences stage, there are at least 6 stages, namely reading and re-reading, initial noting, developing emergent themes, searching for connections across emergent themes, moving to the next case, and looking for patterns across cases (Smith et al., 2009). In this study, the authors began analyzing the data through verbatim field notes and coding, then re-reading, commenting, conceptual labeling, then connecting them based on similarity in meaning in the form of sub-themes becoming the central theme and, of course, developing interpretations in the process. Developing the theme is an analytical process that ends in research conclusions (Irawan & Aswar, 2020).

3. RESULTS & DISCUSSION

This research produced several significant findings that could be useful in presenting a portrait of the existence of guidance and counseling teachers (BK) in the field. In addition, these findings also contribute significantly to providing recommendations for developing the guidance and counseling profession in Indonesia in the future. The author's findings focus on the analysis of obstacles, insights, attitudes, skills, and the need for guidance and counseling teacher cyber counseling training. This strengthened when the Covid-19 outbreak forced counseling teachers to remain adaptive in providing online-based guidance and counseling services. The results of the authors' findings are abstracted in the form of table 1. Below.

Table 1. Findisngs Abstraction

Categorization of Findings	Reflection of Meaning	Data Source
Barriers	Online-based counseling has a number of limitations, including: <ul style="list-style-type: none"> - BK teachers have difficulty interpreting students' non-verbal language; - constrained by the stability of the internet network; and 	The research subjects were TU, WT dan AM

Categorization of Findings	Reflection of Meaning	Data Source
Insight and Attitude	<ul style="list-style-type: none"> - (3) the lack of internet quota owned by students. <p>Counseling guidance teachers' insights on cyber counseling are quite diverse, including:</p> <ul style="list-style-type: none"> - They don't know anything about it and don't do it, and this is experienced by the older generation of counseling teachers; - Know but confused about how to start, and do as much as possible; - Think positively, utilize creativity and innovation, and have the courage to start even though they have not yet mastered the conceptual and practical frameworks, and this is done by the younger generation of counseling teachers. 	The research subjects were TU, ED, AN, SP, AD, WT and AM
Skills	Counseling teacher skills in implementing cyber counseling, including: (1) tend to apply individual counseling services; and (2) BK teachers only use Whatsapp and Facebook media	The research subjects were TU, SP, AN, FD
Cyber Counseling Training Needs	<p>Aspects needed by counseling teachers for cyber counseling training include:</p> <ul style="list-style-type: none"> - Construction of online-based individual counseling services; - How to make online assessments that are interesting for students; - How to provide effective and efficient services, starting from material preparation, media selection, approach selection, strategies, communication techniques, procedures, and service evaluation. 	Subjek penelitian TU, WT, AD, AM, ED, SP, AN, dan FD

3.1. Obstacles for Guidance and Counseling Teachers during the Covid-19 Pandemic

The guidance and counseling teacher's role is vital in forming character, developing potential and talents, and solving student problems through counseling services in schools. However, challenges arose when the Covid-19 outbreak began to spread worldwide, including in South Sulawesi Province, forcing teachers and students to study and work from home (BDR) online. Of course, it is difficult for guidance and counseling teachers to avoid obstacles in providing counseling services to students.

Among these obstacles is illustrated in the expressions of each research subject, which are guidance and counseling teachers in several regions in South Sulawesi. TU's research subject

interprets that the provision of online-based counseling services has deficiencies here and there, especially in understanding students through their gestures and body language, as in his speech, "My obstacle so far is when doing individual services, right... in counseling, there is eye contact, touch to the client, now... that is what does not exist and is lost in online counseling." This statement was predicted by Baker and Ray, who stated that online counseling is prone to misunderstanding and misinterpretation of a counselor in understanding the counselee's intention is caused by an atmosphere that is not face-to-face (Baker & Ray, 2011).

In addition, TU's research subject interpreted that the internet network and the availability of student quotas also caused obstacles to providing counseling services. He said, "Also, the network is not good; there is also no quota for children." WT's research subject conveyed the same thing in his speech, "The obstacles faced were the difficulty of having face-to-face meetings with students, and also network constraints." Both of these statements are in line with the results of research, which states that the obstacles in the implementation of counseling in schools in the new average era are concerned with the personality of the students and counseling tools/access in the form of laziness, lack of concentration, lack of internet quota, and internet network instability, as well as lack of confidentiality—guaranteed because online counseling is easy to tap (Aswar et al., 2021; Gading, 2020; Yuniarti & Yusuf, 2021).

According to him, the AM research subjects had a favorable view. They considered that online-based counseling services made students more accessible, open, and without embarrassment in expressing their problems as he stated, "It is rather difficult to carry out online tutoring when compared to face-to-face, but the plus point is that counsees are more open, they seem free to express all kinds of problems without having to be ashamed." This last statement is in line with a study that revealed that cyber counseling services are very useful in facilitating counsees who want to be open and reveal sensitive things about themselves (Mishna et al., 2015).

3.2. Guidance and Counseling Teacher Insights

Cyber counseling competence is something that a guidance and counseling teacher should have in providing counseling services at schools, especially during the Covid-19 pandemic. Therefore, the dimensions of insight regarding cyber counseling should be considered, from theory to practice. However, the reality in the field shows that cyber counseling insights for guidance and counseling teachers still seem apprehensive. The author's findings show this, where TU's research subjects showed their uncertainty about their insights about cyber counseling by saying, "Cyber counseling... what is cyber counseling like? So in this story, we can use online counseling, right..." From this statement, Sare, who has reflected on the guidance and counseling journey in Indonesia, suggests that the counseling teacher should fulfill his cyber counseling needs by handling students through the internet, websites, and digital applications (Sare et al., 2020), so he needs a set of related technical knowledge with it, along with the norms and ethics of its use (Hidayati et al., 2021). For this reason, it is recommended that professional associations provide a lot of information and courses related to online counseling to counseling teachers (Bastemur & Bastemur, 2015).

Furthermore, the subject of the ED study also demonstrated an existential vacuum in the provision of counseling services at schools, where he said, "At the beginning of the pandemic, my counseling services had a vacuum because I was confused about what to do" This statement certainly shows the low creativity of BK teachers in seeking BK services which are

based on a lack of knowledge about cyber counseling. Apart from that, more technically, AN's research subjects also experienced confusion in implementing cyber counseling for students, even though they already had the initiative to utilize social media (social media); through his speech, he stated, "So far, cyber counseling has been carried out, but I am still confused about how to do it. Methods and techniques, because so far I have only gone through wa" Based on this statement, it appears that counseling teachers need a virtual-based counseling model, starting from the steps and objectives of counseling, the approaches used, to practical digital applications and efficient to use.

Not all counseling teachers experienced confusion and low creativity in implementing cyber counseling at school during the Covid-19 pandemic. One of the SP research subjects who used social media to apply cyber counseling to students said, "I take it positively; you could even say that you are no longer fixated on face-to-face meetings. For example, information services that can be carried out on social media, YouTube, Facebook, Instagram, and WA" Even though there was no precise construction of a specific counseling approach in providing services, SP research subjects were quite adaptive in playing their role as guidance counselors during the Covid 19 pandemic.

The entire narrative above shows the lack of literacy of counseling teachers, so all research subjects need comprehensive cyber counseling training. In previous research, Ulfiah had started building E-Counseling by tracking the needs and insights of counselors regarding online-based counseling (Ulfiah, 2018). Furthermore, Ramli et al. have also studied the needs of counselors regarding the solution-focused cyber counseling model and found that WhatsApp and Google meet are the most influential media in their use (Ramli et al., 2020). Thus, exploring the experience, knowledge, and needs of counselors in the field is urgent in preparing and conducting cyber counseling training.

3.3. Attitude of Guidance and Counseling Teachers

Attitude determines a person's professional performance, including the guidance and counseling teacher. A good attitude toward providing online-based counseling services seems necessary, especially during the Covid-19 pandemic. Based on the author's research results, various attitudes of counseling teachers were found toward online-based counseling services. Among them, TU research subjects who responded to the provision of online-based counseling services said, "For me, sir, it is less effective to do online counseling, isn't it.. in counseling, we need eye contact, see the movements of students.. well.. that is if cyber counseling cannot be done, sir."

In line with him, the AD research subject stated, "During the pandemic, we did not meet with students, the effectiveness of meeting online always had problems, and online services, some were effective, and some were not." Likewise, the ED research subject, even though he has attended several seminars, still thinks that online-based counseling services are less effective; in his words, "After participating in online discussions and seminars, they begin to understand that, after all, online-based services are still not effective. So, we respond as much as we can to the various problems that arise in students." This was also expressed by the research subject WT, who stated, "I see online services as less effective for counseling services, but at least they are accommodating during a pandemic with cyber counseling services." The three research subjects view online-based counseling services as generally less effective, even though they are accommodating when implemented during the Covid-19 pandemic. This is in line with Mariana and Herdi's study, which states that cyber counseling can solve students' problems during the Covid-19 pandemic (Sari & Herdi, 2021).

In addition, AM research subjects seem to have a more positive attitude regarding the provision of online-based counseling services, as he stated, "It is rather difficult to do online guidance when compared to face-to-face, but the plus point is that counselees are more open, they like free to express all kinds of problems without having to be a shame." This statement shows that there are opportunities for self-disclosure of students during cyber counseling, which introverted students even favor. This is in line with Chan's research, which states that online counseling is considered to achieve better results than offline counseling in the eyes of adolescents experiencing social alienation (Chan, 2020). However, according to Situmorang, what needs to be considered in the therapeutic process is the issue of transference and countertransference, both counselees and counselors (Situmorang, 2020).

Furthermore, the SP research subject also had a favorable view of providing online-based counseling services through his narrative, "In my opinion, during a pandemic, we counseling teachers can be more innovative. I take the positives; you could say you are no longer fixated on face-to-face meetings." From this, the positive attitude of the counseling teacher can lead him to become a creative, innovative, and adaptive person in an era of disruption in the provision of counseling services. One form of counselor creativity in the era of the Covid-19 pandemic is to construct cyber counseling based on a particular approach. This was demonstrated by Hidayati et al., who successfully constructed cyber counseling cognitive behavior through Android Studio Adobe XD design, Corel Draw, and website hosting to increase student confidence (Hidayati et al., 2021). Thus, this is in line with the assumption that professional counseling teachers must have good adaptive abilities in the current era of disruption by proficiently using technology to provide counseling services (Aini & Mudjiran, 2020; Supriyanto et al., 2020).

3.4. Guidance and Counseling Teacher Skills

Implementation of cyber counseling will only run optimally with adequate mastery of technology. For this reason, many things are needed by a counseling teacher in the field, not only mastering several IT tools and social media but also having to master the construction of a counseling approach in cyber counseling applications. Based on the study's results, it was found that counseling teachers only master IT tools and social media in providing online-based services and have not constructed a counseling approach in cyber counseling applications.

This was shown by the TU research subject, who stated, "Usually I provide services via wa and telephone." In line with him, the research subject SP also revealed that "During the pandemic, I prepared individual counseling services, sometimes using only wa." Likewise, the AN research subject said, "So far, cyber counseling has been carried out; I only went through wa." Slightly different from before, which only used social media in the form of Whatsapp (wa), the FD research subject revealed, "So far I only use the Facebook messenger; I still provide services as I do for groups." Then the FD again revealed that "I try to provide services to students online from Monday to Saturday; on Monday, I give ice breaking. The point is, in the beginning, it was how the children accepted our existence as guidance counselors. The strategy is sometimes I buy quotas or pulses so that the students' enthusiasm."

From the statement above, millennial BK teachers have shown their creativity and innovation by using IT tools, the internet, and social media to serve students. However, what has not been seen from them is the construction of cyber counseling using a particular approach, as has been done by Ramli et al. and Hidayati et al. by constructing cyber counseling with a solution-focused approach and cognitive behavior (Hidayati et al., 2021; Ramli et al., 2020). In addition, counseling teachers in Kab. Barru has yet to innovate in designing an e-

counseling platform, along with considerations of norms and ethics for its use (Budianto et al., 2019; Hidayati et al., 2021; Ulfiah, 2018).

3.5. The Need for Guidance and Counseling Teachers for Cyber Counseling Training

Providing online-based guidance and counseling services is something that counseling teachers must do during the Covid-19 pandemic. However, the problem in the field is the existence of an existential vacuum for counseling teachers in applying cyber counseling at school, especially for older generation teachers. At this point, counseling teachers need cyber counseling training in order to improve their competence in conducting online-based guidance and counseling. Based on the research results, it was found that counseling teachers need knowledge in the form of adequate theories and concepts about cyber counseling and a practice that can be implemented effectively and efficiently in schools.

The statement above is supported by several narratives from guidance and counseling teachers in the field, including the subject of the TU research, which said, "Even with cyber counseling training, we counseling teachers need material about counseling media, especially applications that are easy to apply and do not take up much quota." WT's research subject also conveyed something meaningful through his statement, "For now, Cybercounseling training is essential for guidance counselors, including me, sometimes I still have trouble using existing applications. Even though several applications have been used so far, they are not very effective." Accordingly, the AD research subject also revealed, "Especially cyber counseling training for individual services first because I feel that individual online counseling is quite important, as well as procedures and management."

From the three statements above, counseling teachers need more cyber counseling training focused on individual counseling materials, selection of counseling media, and the use of IT tools and social media, which are considered effective and efficient to implement in schools. Additionally, cyber counseling procedures and management are necessary for training counseling teachers. So far, the results of the study show that self-help interventions are prioritized in online counseling (Lau et al., 2013), and the most effective and efficient media used in cyber counseling are Whatsapp and Google meet (Budianto et al., 2019; Ramli et al., 2020). As for Richma et al. revealed that counseling teachers must have a set of technical knowledge, mastery of the internet and its tools, as well as norms and ethics in conducting cyber counseling management (Hidayati et al., 2021).

Furthermore, another consideration needed in providing cyber counseling training to counseling teachers is material that is structurally adaptive or according to the context and reality of guidance and counseling in the field. This is by the narrative of the AM research subject, who revealed that "The material that I need for cyber counseling training is appropriate to current conditions, that is useful, individuals from all walks of life can accept that, and that can be utilized and applied easily.", and without wasting time and thoughts." This statement is in line with the assumption that the feature of contemporary society is that individuals of all ages are increasingly dependent on information technology in social interactions (Mishna et al., 2015) so that online counseling can provide benefits, easy and practical when used by students (Cipolletta & Mocellin, 2018; Yuniarti & Yusuf, 2021).

In more detail, the need for cyber counseling training for guidance counselors does require not only a focus on individual counseling material but also online-based group counseling accompanied by procedures, management, and evaluation of its implementation. This was shown by the ED research subject, who stated, "I think material regarding individual and group counseling online is important, along with the procedures and management." Accordingly, the

SP research subject stated, "If cyber counseling training is to be held, then I need materials on implementing cyber counseling effectively, starting from the preparation, techniques or approaches used to evaluate the service." In line with that, the AM research subject added, "If cyber counseling training is held, we need a combination of cyber counseling with counseling service techniques for students' problems." From the three statements, the need for cyber counseling training should be prepared and implemented comprehensively to increase the competence of counseling teachers. Foons et al. said that e-counseling training provided on an ongoing basis to counselors would have an impact on increasing competence and confidence in providing services to counsees (Foon et al., 2020).

Another thing that needs to be considered in meeting the need for cyber counseling training is how the strategy for using IT tools and social media effectively and efficiently supports the performance of counseling teachers for students. Based on the research results, it was found that the counseling teacher wants a strategy for using social media in applying cyber counseling, in which technical use he can engineer several social media and IT-based applications simultaneously. In this regard, AN's research subject expressed his needs by saying, "So far, cyber counseling has been carried out, but I am still confused about the techniques because so far I have only been through wa..." The FD research subject added, "In my opinion, the cyber counseling training needed is more on tricks on how students can be invited to communicate, want to be interested in participating in services, well... that is first. Apart from that, from my experience so far, I think I need more multimedia learning, the same as making online questionnaires how to design them so that students are interested in filling them out. Including how to use games that make students interested..."

The two statements above show that the need for cyber counseling training for guidance and counseling teachers in the field is related to strategies for using IT tools, social media, and internet-based applications and how to carry out online-based needs assessments. In addition, the needs of counseling teachers are more specific to virtual communication strategies and counseling media designs that can attract students' interest and attention in participating in online-based guidance and counseling services. Finally, the need for guidance and counseling teachers also extends to virtual games that can be applied in implementing cyber counseling for students.

Based on the entire narrative above, a counselor needs cyber counseling training, especially when facing challenging conditions in carrying out services offline, such as the situation during the Covid-19 era. Thus, it is true that the recommendations offered by Paterson et al. that counselors need additional training to carry out online-based counseling and increase selfcapacity (Paterson et al., 2019). Other suggestions that need to be considered if you want to carry out cyber counseling training or the like to increase the competence of counseling teachers are: (a) the implementation time must be carried out at a time that does not interfere with the workload at school; (b) using a school-based training model; and (c) using a combination of resource persons from universities and trained school counselor facilitators (Pandang & Anas, 2018).

4. CONCLUSION

The purpose of this study is to analyze the needs of guidance and counseling teachers for cyber counseling training. The results of the study show that the needs of guidance and counseling teachers for cyber counseling training are analyzed in several aspects, including: (1) Obstacles, in which: (a) counseling teachers have difficulty interpreting students' non-verbal language when providing online-based services; (b) constrained by the stability of the

internet network; and (c) the lack of internet quota owned by students; (2) Insights and attitudes, in which: (a) counseling teachers do not know anything at all and do not carry out online-based services, the tendency is experienced by the older generation; (2) know but confused about how to start, and do as much as possible; (3) positive thinking, utilizing creativity, and daring to start even though they have not mastered the conceptual and practical framework, the tendency is to be carried out by counseling teachers of the younger generation; (3) Needs, where the aspects needed by counseling teachers for cyber counseling training include: (a) construction of online-based individual counseling services; (b) how to make online assessments that are interesting for students; (c) how to provide effective and efficient services, starting from the preparation of materials, selection of media, selection of approaches, strategies, communication techniques, procedures, and evaluation of services.

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