

Lecturers' Perspective of E-Counseling Service During Online Learning

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ABSTRACT

The goal of this study was to find out what the lecturers thought about e-counseling services in online learning. The difference between this research and previous research can be seen in how lecturers understand e-counselling. As a counsellor in the classroom, the lecturer must have professional knowledge about their role in the classroom. This study took a qualitative approach and used descriptive methods. Thirty lecturers from a State Islamic Institute in Cirebon took part in the study. When sampling, purposeful sampling was used. Data were collected using observation techniques, documents and questionnaires. The stages of data analysis are data reduction, data presentation, and drawing a conclusion. The results showed that the lecturers' attitudes towards e-counselling in online learning were positive. A lecturer in the class helps students understand the material and acts as a counsellor inside and outside of the classroom to help students who are having trouble learning. The results of this study have implications for and help higher education institutions improve the role of teachers in the classroom as both learning facilitators and counsellors, the quality of mastering digital technology, and understanding how to help students.

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1. INTRODUCTION

Technological advances have developed in the education process, and the use of this technology has been utilized in classrooms or other educational activities so that students are directly involved in using technology (Trust, 2018). All aspects of implementing education have utilized technology, including the development of online learning. It is also used for counselling media for students during online learning activities. Because in the post-covid-19 era, the learning process has not been fully carried out offline, but learning activities are still online. This condition also applies to academic guidance activities or student counselling with lecturers. However, online tutoring activities must be ensured to have quality assurance (Wells, 2021a) because online tutoring activities are not easy to do related to the teachers' professionalism or students' characteristics. Moreover, online learning activities provide greater challenges to students, so they still have to be given academic guidance and

counselling. This condition is a record of the problems encountered during online learning activities. The teacher has a bigger task because it is not only oriented towards achieving teaching and learning goals, student academic achievement, the use of digital tools, and the suitability of teaching materials or techniques.

The results of an in-depth analysis of online teaching and learning reports for the 2021-2022 academic year in the even semester at the Faculty of Ushuluddin Adab and Da'wah, State Islamic Institute of Sheikh Nurjati Cirebon found problems with decreasing student academic achievement due to their psychological influence. Documented data reports from academic advisers also show that the academic counselling process is not going well and tends to be passive. From the findings of this problem, researchers are interested in studying online academic counselling services (e-counselling) during online learning. This solution is one of the efforts of the faculty to maximize the achievement of learning objectives and student academic achievement while studying online. So, teachers must have qualified counsellor abilities in the context of today's developments (Foon, Zainudin, Yusop, & Wan Othman, 2020)(Dowling & Rickwood, 2014).

Moreover, information and communication technology has many applications that teachers are expected to use as counselling media, such as electronic discussion forums and access to counselling files and data (Aini & Mudjiran, 2020). (Beidoğlu, Dinçyürek, & Akintu, 2015) show that digital technologies, such as multimedia and websites, are essential for improving educational counselling services. (Brown, 2019) indicates that the Covid-19 situation requires excellent attention to educational activities for teachers. They can create new situations that require special handling techniques that will be used by teachers and counsellors in treating students during the period of online learning activities. Even in India, students are satisfied with online counselling services and helping to increase learning activities during the Covid-19 pandemic (Dimri, 2021). Electronic counselling services are one of the supports for traditional counselling activities (Wells, 2021b).

From the explanation of the problem findings and previous research, counselling guidance for educational institutions was urgently needed because it can help students solve online learning. The concept of counselling guidance can be done online or through e-counselling (Awalya, Nugraha, Rifani, Meilanda, & Widigdo, 2021). The concept of counselling guidance can be done online or through e-counselling. Currently, technological assistance such as e-counselling is available and widely used as more and more users go online, so the delivery of these services continues to develop well (Zamani, Nasir, & Yusooif, 2010). It means that the teacher not only acts as a teacher but can also be a counsellor in the classroom. The research results show that school counsellors have a positive opinion about the use of web pages and computer-based programs, the use of internet-based interventions, and online counselling (Salleh, Hamzah, Nordin, Ghavifekr, & Joorabchi, 2015)(Beidoğlu et al., 2015)(Dores, Geraldo, Carvalho, & Barbosa, 2020).

However, maximizing the role of a counsellor from a teacher is not easy and requires support from educational institutions such as providing training in the ability to become a counsellor, mastery of technological tools as a counselling medium or the mental readiness of each teacher. Therefore, this research was conducted to fulfil the need to improve the quality of teacher competence as counsellors. Thus, this research can be an answer to the need for online counselling for students during online learning, so that learning objectives can be achieved properly. However, this study presents a different concept from previous studies because it is based on the urgency of university needs. This initial research presents the concept of e-counselling from a teacher's perspective. This relates to the dimension of teacher readiness as a teacher and a counsellor in the classroom. So, e-counselling services in this study are understood through the concept of teacher professionalism itself from the social, moral,

professional, educational, and technical dimensions (Abdallah Altarawneh & Awwad Alomoush, 2022).

Thus, the gap between this research and previous research is reflected in the understanding of e-counselling through the teacher's perspective because the teacher, as a counsellor in the classroom, must have professional knowledge related to their role in the classroom. So, this study aimed to know the teacher's perspective on e-counselling services in online learning. The research results are expected to be used as a reference for universities in developing the abilities of teacher counsellors and building an e-counselling teacher system in the classroom, and can also be developed as initial data to provide electronic assistance models to students during online learning activities.

2. METHODS

This study used a qualitative approach through descriptive methods. This study explores and analyzes phenomena in the field social through the perspective of the participants to produce assumptions according to the problem. Thus, this method describes the results of field observations and describes data from data sources to answer research needs, namely the teacher's perspective on e-counselling in online learning (Ary, Jacobs, Sorensen, & Razavieh, 2010). In this research design, researchers have perceptions and experiences directly related to data obtained from the field by the phenomena that occur and meet the needs of research problems (Doyle, McCabe, Keogh, Brady, & McCann, 2020). In this research design, researchers have direct perceptions and experiences related to data obtained from the field by the phenomena that occur and meet the needs of research problems. So, this method is applied because the research process is carried out directly by researchers related to the need for research data to be obtained to answer research problems. So, researchers also consider the use of relevant theoretical frameworks as a form of data analysis that can be used to answer research.

The research participants were teachers (lecturers) at the Ushuluddin Adab and Da'wah Faculty of the State Islamic Institute of Sheikh Nurjati Cirebon, totalling 30. The research was conducted in the 2021-2022 academic year. Sampling using purposive sampling. Purposive sampling is the selection of participants according to the needs of the research focus, whether it is a particular theme, concept or phenomenon (R. S. Robinson, 2014). Because this research uses a qualitative approach, the data collection process is also related to qualitative procedures. Data was collected using observation techniques, documents and questionnaires. Observations were made for two semesters related to the teacher's role as a counsellor for students during the implementation of online learning activities. Documents are taken from lecturer semester reports, then analyzed related to problems faced by students during online learning activities, and analyze how lecturers assist students. Meanwhile, questionnaires were distributed to lecturers to find out more about their perspectives regarding e-counselling services that can be carried out in online learning. The dimensions described in the questionnaire are the social, moral, professional, educational, and technical dimensions. The questionnaire was designed using a Likert scale with the answer choices of strongly agree, agree, undecided, less agree, and disagree. Data analysis uses the stages of data reduction, data display, and conclusion (Miles, Huberman, & Saldaña, 2014). Data reduction refers to the process of selecting, focusing, and simplifying data in field notes or written transcripts. In general, a display is an organized and compressed collection of information that allows drawing conclusions and actions. The data display stage is used to process and analyze data according to the categories that have been carried out and the conclusion drawing stage is carried out to find out the conclusions of data findings that can answer the research focus.

3. FINDINGS AND DISCUSSION

The results of the questionnaire data analysis given to teachers to find out their perspective on the dimensions of the e-counselling process to students are presented in the form of a percentage for each answer choice. The result of the questionnaire data was presented in the following table;

Table 1. The average e-counselling service in online learning

Dimension	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Social dimension	0,666	0,166	0,1	0,067	0
Moral dimension	0,733	0,1	0,1	0,033	0,033
Professional dimension	0,9	0,1	0	0	0
Educational dimension	0,5	0,333	0,1	0,033	0,033
Technical dimension	0,833	0,166	0	0	0

Table 1 illustrates that overall, lecturers give a positive impression of e-counselling services in online learning. This can be seen in the dominance of answers that strongly agree with a high average score. Of the five dimensions processed, the professional dimension has the highest average value, around 90% or an average of 0.9, followed by the technical dimension of around 83.3% or an average of 0.833. So it can be interpreted that educators as professionals must carry out their role as counsellors and have technical skills in guiding students during the online learning process, especially in operating digital technology. Meanwhile, the lowest dimension related to e-counselling is the educational dimension, which is around 50% or an average of 0.5. Even though the educational dimension is also related to the ability of teachers regarding the role of their counsellors in the classroom, especially related to the development of knowledge and technological competencies that have been utilized in the implementation of education.

Thus, technological competence is currently an item that must be mastered, especially since academic demands in the 21st-century education era cannot be avoided (Parikh Foxx, Baker, & Gerler, 2016). Furthermore, the moral dimension occupies the third position (average 0.733) or 73,3%, followed by the social dimension, which is around 66,6% or an average of 0,666. These two dimensions direct educators to understand that they have a moral and social obligation to the functions, roles and duties of educators. One of them is counselling services because counselling services are not only a concept of special assistance for troubled students. However, these findings illustrate that counselling services, such as e-counselling, are one of the instruments that educators must use to assist students' online teaching and learning process to achieve learning objectives.

The result of statistical description related to the result of the questionnaire data is presented in table 2.

Table 2. The Statistic descriptive result of the e-counselling service dimension

Statistic Descriptive	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Mean	21,8	5,2	1,8	0,8	0,4
Standard Error	2,083	1,281	0,734	0,374	0,244
Median	22	5	3	1	0
Standard Deviation	4,658	2,863	1,643	0,83666	0,547
Sample Variance	21,7	8,2	2,7	0,7	0,3
Kurtosis	-0,077	2,739	-3,333	-0,612	-3,333
Skewness	-0,605	1,584	-0,608	0,5122	0,608
Range	12	7	3	2	1
Minimum	15	3	0	0	0
Maximum	27	10	3	2	1
Sum	109	26	9	4	2

While the views from the descriptive statistics are also illustrated by the results on the answers that strongly agree are the highest in all aspects of the calculation of descriptive statistics. The results of data processing as a whole, including observations and documents, confirm that these findings become the perspective of teachers who have a positive view of the role of the teacher. They are of the view that a teacher in the classroom not only assists students in learning to understand the material but also acts as a counsellor directly both in class and outside the classroom in facilitating students' learning difficulties.

This finding can also be one input that teachers in the classroom act as the primary input in solving student problems in terms of learning, attitude or social aspects, which the counselling team at schools or academic advisors at universities can follow up. These findings provide an in-depth understanding related to the lecturer's role as a counsellor in the classroom, both in the implementation of learning and as an academic supervisor. Teachers must understand the various dimensions as a form of counselling practice. Moreover, in today's digital era, digital competence is also very important for teachers to master so that they can demonstrate professional performance in teaching and learning so that counselling results have a positive impact on students. Moreover, many tertiary institutions have a learning management system to organize all educational activities, including counselling activities. It means that online counselling can have the same impact as face-to-face meetings (Richards & Viganó, 2013).

Also, from these findings, teachers think that they must still understand the procedures for counselling activities, so online counselling that is carried out has specific technical, ethical and clinical standards according to counselling standards (Haberstroh, Parr, Bradley, Morgan-Fleming, & Gee, 2008). Moreover, online counselling services provide advantages in terms of time and cost. Online counselling, in addition to face-to-face services, can be an effective way for many university counselling centres to increase the utilization of their services (Wong, Bonn, Tam, & Wong, 2018). In the era of technology and the millennial generation, students also feel comfortable with e-counselling activities (Mejah, Bakar, & Amat, 2019). During the current Covid-19 pandemic, social relations between people have changed. As is well known, lockdowns and social distancing have become the new norm. Inevitably, counselling services are also affected by social distancing rules, especially in the school environment. Thus, online counselling or e-counselling is gaining popularity, allowing counsellors to offer their services in alternative ways. The results of other studies also show that e-counselling has higher satisfaction than face-to-face approaches (Zainudin et al., 2021).

These findings and their relevance to the findings in previous research provide an in-depth understanding of counselling practices carried out using digital applications. The results of this study provide empirical implications that the online counselling process is becoming a necessity in line with technological developments. Teachers can play the role of counsellors or collaborate with academic advisers at tertiary institutions regarding student development. So, a collaboration between teachers and counsellors is the main key to solving student problems (Limberg et al., 2021). Thus, counsellor educators, professional school counsellors, and school counselling personnel have a professional obligation to serve and collaborate (D. M. Robinson, Mason, McMahon, Flowers, & Harrison, 2018).

4. CONCLUSION

The finding data concludes that there are positive responses from lecturers' perspectives towards e-counselling in online learning. Of the five dimensions studied, it shows that the professional dimension and the technical dimension come first. This means that the role of the lecturer as a professional educator, must be able to carry out his functions professionally, including technical skills, especially mastery of digital technology tools for the implementation of e-counselling. In contrast, the moral and social dimensions rank third and fourth as a supporter of the professionalism of educators.

This means that the moral responsibility of educators as counsellors must be able to meet the social expectations of students in achieving learning goals. Meanwhile, the educational dimension leads to the understanding that teachers must understand their role in administering education. So, these findings explain that the teacher as a leader in the class also acts as a counsellor for students in achieving learning goals.

This research is still limited because it is focused on an in-depth study of e-counselling through the lecturer's perspective, so the results only relate to the professional aspects of the lecturer's role as a counsellor. The results of this study have implications for and contribute to higher education institutions regarding improving the quality of the role of educators in the classroom both as facilitators in learning as well as counsellors, the quality of digital technology mastery, and understanding student assistance procedures. Thus, the findings can be used by universities as preliminary data to provide training on the role of student counsellors in the classroom. Thus, the teacher in the class is not only completely carrying out teaching and learning but also a contributor to students in solving various learning difficulties. As for further research, the results of this research can be used as a development of the lecturer's role as a counsellor. Researchers can then create e-counselling patterns based on educational institutions' needs and digital technology.

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