

CREATING AN INTEGRATED COUNSELING MODEL: A CASE STUDY IN UNIVERSITAS TERBUKA

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CREATING AN INTEGRATED COUNSELING MODEL: A CASE STUDY IN UNIVERSITAS TERBUKA

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Abstract

In an educational system, counseling is an integral part of the institutional support for students. Counseling is a service for students to solve their personal problems. In an open and distance learning system, there are some constraints for students to have face-to-face meetings so that institution has to utilize various modes to provide counseling services. This study aims to develop an integrated counseling model according to the needs and interests of stakeholders in Universitas Terbuka. To answer the research objectives, we use FGD that consisted of three phases. In the first phase, we organized the FGD by inviting students and officers. The second FGD invited some university officials while the last FGD invited experts. The results show that the ideal counseling model is the provision of email therapy and cyber counseling and counseling services should be handled by a particular unit with professional persons who handle the counseling.

Keywords: Counseling Model, FGD, Universitas Terbuka

1. INTRODUCTION

1.1 Background

Muktiyanto et al., (2016) suggest that Universitas Terbuka (UT) has provided counseling facilities and their supporting infrastructure, albeit ineffectively. More specifically, the counseling activities at the accounting department of UT needs to increase the diversity of the counseling models provided and the competence and commitment of counselors in guiding students. Effective and efficient counseling facilitates learning process through students' internal motivation, main learning material, and practical solutions to students' problems. Eventually, students expect that counseling enables them to study conveniently and well-directed, and to finish their studies timely with best possible GPA.

Based on the previous arguments, the effective implementation of the counseling model is important in enhancing the learning process of the accounting students of UT. Thus, this study aims to formulate a counseling model that meets the students' needs. Based on the research objective, this study proposes the following research problems:

1. How do Learning Support and Learning Material Services (*Bantuan Belajar dan Layanan Buku Ajar/BBLBA*), the Registration and Examination Units, and Front Desks perceive the guidance and counseling?
2. How does Distance Learning Program Unit-UT (*Unit Program Belajar Jarak Jauh-UT/UPBJJ-UT*) implement the guidance and counseling activities?
3. Are UT's guidance and counseling activities effective and efficient?
4. What are the weaknesses of the existing guidance and counseling activities?
5. What is the ideal form of the guidance and counseling?

2. LITERATURE REVIEW

2.1 Guidance and Counseling

One of the students' problems in completing their studies is the relatively low level of their internal motivation. This problem is noticeable when students need greater encouragement from their

environment. Their initiatives to handle the problems and to take necessary actions are also relatively slow. Besides, students may have less specific and measurable objectives, lack of resilience to the depressing situation, and avoid activities that burden themselves. Students' poor time management and priority scale and their inability to manage their environment to support their objectives exacerbate the condition (Muktiyanto, 2016). The guidance and counseling in higher education aim to help students develop themselves and overcome their academic and socio-personal problems that likely affect their academic development. The guidance includes academic consultation service provided by academic advisors at the departmental level and socio-personal consultation provided by guidance and counseling teams at the departmental, faculty, and university levels (Ahmadi and Rohani, 1991).

The structure and system of higher education are generally characterized by departmentalization, specialization, complicated (academic) networks, lack of humane relationship, and even neglected humane aspects of students. Current learning and teaching approaches and methods focus on certain activities like panel discussion, seminar, and also lectures. There are several principles in the guidance and counseling in higher education, including (a) the principle of students' diversity that suggests that students differ greatly in age, personality, attitude, needs, intelligence, and psychological maturity; (b) the principle of problems and drives to solve the problems; (c) the needs principle that suggests that university students have specific needs that are different from that of students of lower educational levels; and (d) the principle of desire to become oneself that implies that students wish to become complete persons that differ from others and they simultaneously absorb various values and behavioral pattern from persons they admire.

2.2 Counseling

Counseling is a process of giving help by an expert (counselor) to an individual who has problems to solve the client's problem. One can apply counseling in various aspects of life, such as in the community, in industry, in helping natural disaster victims, or in educational institutions. In the Indonesian elementary and secondary educational levels, the counseling service is commonly termed as school counseling offered by counseling teachers or school counselors. The Indonesian term of *konseling* is adopted from the English word of "counseling" with the root word of "counsel" that has several meanings, such as advice (to obtain counsel), suggestion (to give counsel), and discussion (to take counsel). Based on the above meanings, counseling etymologically denotes a provision of advice, suggestion, and discussion through exchanges of thoughts (Tohirin, 2011: 21-22). Counseling is a face-to-face personal relationship between two persons in which the counselor, who has specific skills, facilitates learning situation. In this context, counselors help counselees understand themselves, their current condition, and the probability of their future condition by utilizing their full potentials for the benefits of themselves and society. Further, counselee can learn how to solve problems and find their future needs (Tolbert, in Prayitno 2004).

Schunk and Ertmer (in Duckworth et al., 2009) explain further that self-regulated learning consists of introducing learning objectives, focusing on attention and concentration, utilizing effective learning strategies, memorizing information effectively, creating productive learning environment, utilizing resources effectively, monitoring performance, managing time effectively, seeking helps when in need, maintaining positive confidence on self ability and the values of the learning process, understanding the factors that affect learning and anticipating these factors, and individual experience and satisfaction after achieving the objectives. An approach that helps students motivate themselves to self-regulate in completing their studies is a group counseling with reality therapy approach (reality counseling). Reality counseling is counseling that is based on William Glasser's control theory (Corey, 1996) that suggests that human behavior aims to fulfill ones' needs by themselves.

Reality counseling holds that humans are free to make choices in their lives but are obliged to accept the consequences of their choices. This reality approach applies to counseling, education, crisis intervention, correction and rehabilitation, institutional management, and community development. This approach is also very popular in school and effective in solving various problems, ranging from minor to severe psychological problems. Further, this approach is effective in helping children, juvenile, adults, or elders. Reality counseling focuses on equalling personal responsibility with mental health, where counselor function as teachers and model and confront clients to help them face reality and fulfill basic needs without harming themselves or others.

Jones (Insano, 2004) indicates that counseling is a professional relationship between a trained counselor and a client. The relationship is mainly individual or one-to-one, although sometimes it involves more than two persons to help clients understand and clarify their views on life and eventually make meaningful decisions for their life.

Mortensen (1964) argues that counseling is an interpersonal relationship process where individuals help each other to enhance their understanding and skills in finding problems (Tohirin,

2011). Meanwhile, the American Personnel and Guidance Association (APGA) defines counseling as a relationship between a professionally trained individual and an individual seeking help concerning anxiety or conflict or decision making (Tohirin, 2011).

All in all, counseling is a contact or a reciprocal relationship between two individuals (counselor and client) in an integrated and harmonious condition to solve the client's problems, supported by the counselor's expertise and based on existing norms for the benefits of the client (student).

In its process (Glasser in Corey, 1996), reality counseling guides clients to learn various alternative options to control their life more effectively and encourages clients to assess their thoughts, feelings, and actions to find the best solution for their functions. Reality counseling focuses on enhancing clients' awareness toward the ineffectiveness of their behavior and teaching them to behave more effectively in dealing with their environments. In other words, counselors help clients evaluate whether their expectations are realistic and whether their actions help them achieve their objectives. Reality counseling helps individuals decide and clarify their goals, explain factors inhibiting the achievement of their goals, and find alternative solutions to their problems.

Reality counseling helps individuals decide and clarify their objectives, explain the obstacles that hamper the accomplishment of the objectives, and find alternative solutions to their problems. Further, group counseling encourages participants to discuss their problems more easily, to appreciate more other participants' suggestion, to be more open when other participants speak honestly and openly, to respond more positively to the requirement to adjust their behavior for better social relationship, and to feel happier and to appreciate more the togetherness (Winkel and Hastuti, 2010). On the other hand, reality counseling refers to personal responsibility, where counselors function as teachers and model and confront clients to help them face reality and fulfill their basic needs without harming themselves or others (Corey, 1996).

The main advantages of reality counseling are that this approach likely takes a relatively short period and overcomes clients' conscious behavior. Besides, clients not only achieve insights and awareness, but also undertake self-evaluation, prepare plans of actions, and develop commitments during the counseling process. The procedures to direct changes are based on the assumption that humans are motivated to change when they are convinced that their current behavior does not support the achievement of their goals and they can select the alternative behavior to accomplish their objectives. Glasser and Wubbolding (in Corey, 1996) formulate the procedure in a WDEP acronym (wants, direction and doing, evaluation, and planning).

a. Wants (exploring wants, needs, and perception)

A question to clients is "What do they want?". The counseling process encourages clients to identify, define, and redefine their expectation. The exploration takes place continuously during the counseling process and is in line with clients' changes.

b. Direction and Doing

In this phase, therapists ask "what do clients do?". Although clients' problems are closely related to their previous experience, clients have to learn to resolve their problems by understanding the best way to achieve their desires. Counselors can discuss clients' past if this action helps clients make better current and plans. It is also necessary that counseling initially discusses clients' overall direction of life, including their goals in the future and their plans to achieve the goals.

c. Evaluation

Next, counselors ask clients to evaluate their behavior about their expectations. In doing so, counselors can ask clients whether their current behavior help them achieve their goals, whether they exhibit realistic behavior, or whether they have consistent thoughts, feelings, and actions. In this case, therapists confront exhibited behavior with consequences obtained and then assess the quality of their actions. This process facilitates the self-assessment process of clients that encourages them to change.

d. Planning and Commitment

When clients have decided their targets of change, they are generally more ready to explore alternative behavior and make plans. By making plans with their counselors, clients likely commit to the plans they made. However, when clients have not shown their commitment, counselors need to remind them about their responsibility on their actions and choice.

2.3 Guidance

As proposed by Prayitno and Erman Amti (2004), guidance is a process of giving help by an expert to an individual or a group of individuals; whether children, adolescent, or adults. The guidance aims to facilitate these individuals to develop their ability, to be independent by utilizing their ability and existing means, and to develop themselves based on the existing norms. Meanwhile, Walgito (2004: 4-5) defines guidance as helps given to an individual or a group of individuals to avoid or overcome their

problems and to prosper in their life. Chiskolm in McDaniel, in Prayitno and Erman Amti (1994: 94), suggests that guidance helps individuals understand better various information on themselves.

Based on the above arguments, guidance and counseling can be defined as a process of giving help through a counseling interview (face-to-face) by an expert (counselor) to individuals with certain problems (counselees) to solve counselees' problems by utilizing existing potentials and means. Eventually, guidance and counseling aim to enable individuals or groups of individuals to understand themselves and achieve optimal development, be independent and plan better future for their prosperity.

2.4 Learning Support Service at Open and Distance Higher Education

UT emphasizes tutorial activities for learning guidance. The tutorial is a learning support service to help UT students overcome their alienation in learning and to facilitate them in their learning process. In a tutorial, a tutor act as a facilitator to guide the learning process. Tutorials discuss learning materials that are considered difficult or important for students (UT, 2015). The learning materials discussion involves the following items:

1. Essential competencies or important concepts in a course.
2. Problems encountered when students study their modules.
3. Problems related to students' performance assessment (laboratory works) inside or outside tutorial classes.
4. The implementation of science in daily life (UT, 2015).

3. RESEARCH METHOD

3.1 Research Design

This study uses a qualitative approach. We collected our data through Focus Group Discussion (FGD) as a qualitative method. As a research method, FGD can be defined as a process to collect information on a very specific problem through group discussion (Irwanto, 1988:1). In other words, FGD as an information collection process that is not interview-based, not individual-based, and not a free discussion without a specific topic. FGD aims to answer the how-and-why questions, and not the what-and-how-many questions as the quantitative methods (such as survey, etc.).

FGD aims to explore specific problems related to the discussed topic. The technique avoids researchers' incorrect understanding of the research problems. Further, FGD helps researchers conclude the intersubjective meaning that is difficult to attach meaning by the researchers (Kresno et al., 1999).

This study implemented three stages of FGD. The first FGD invited the following informants from UPBJJ-UT:

- 1) Students with high, medium, and low GPA
- 2) The BBLBA coordinators
- 3) The Registration and Examination Coordinators
- 4) Front Desk Officers

The second FGD invited:

- 1) Head of Departments at UT
- 2) Public Relation
- 3) Halo UT dan Social Media Officer
- 4) Student Service at Bureau of Academic Administration, Planning, and Monitoring (*Biro Administrasi Akademik, Perencanaan, dan Monitoring/BAAPM*)
- 5) The Student Services at Faculty

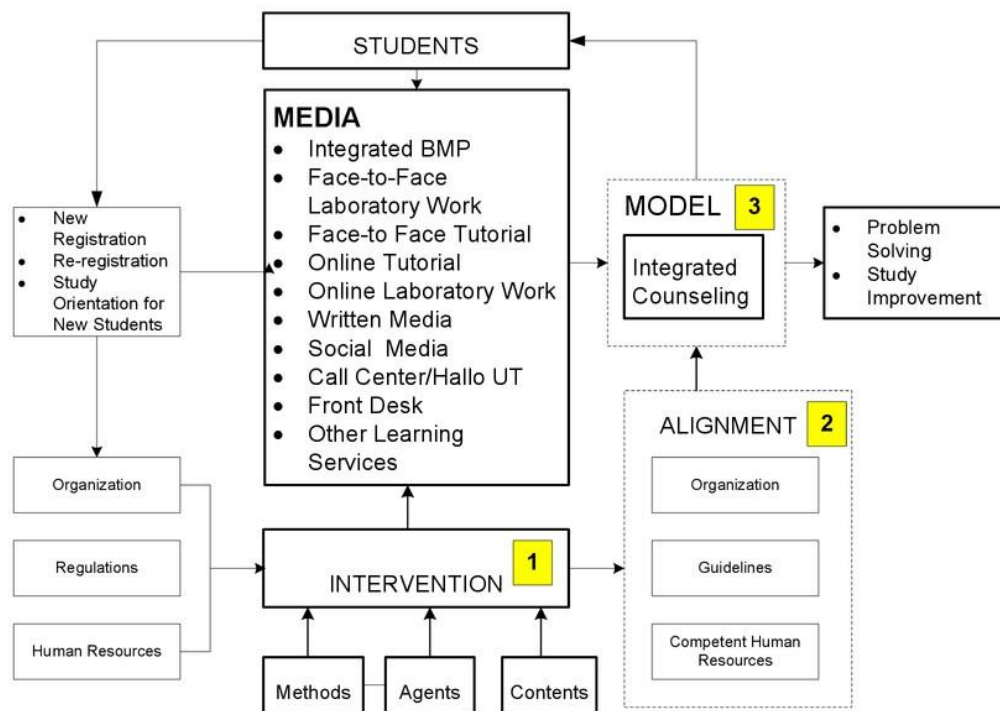
The third FGD invited:

- 1) An expert on Education and Distance Education
- 2) A communication expert

The first and second FGDs aimed to gather information on the existing counseling practice, including the variety of the practice, best practices, weakness, challenges, and opportunities for improvement. The participants of the first FGD was represented UPBJJ of the eastern, central, and western parts of Indonesia with an additional condition the UPBJJ must have the most accounting students. The second and third FGDs were held at the UT central office. The third FGD formulated the appropriate counseling model for UT students.

To ensure that FGD would take place as planned, we developed the guidance for each FGD phase that contains the following: the FGD rules, framework, problems statements, and expected targets and outputs. The following are examples of the FGD schedule from the preparation stage to the implementation.

3.2 Research Model



The research model above suggests that the final objective of this study is an Integrated Counseling Model that applies to all UT students. The first year focused on the engineered intervention that consisted of actions for organizational improvement, regulation, and human resources to propose an ideal form of counseling. The second year aligned organization, regulation, and human resources by organizing FGD of 4 faculties that consist of 34 departments. The alignment aims to 1) formulate an ideal organizational form for counseling activities, 2) develop the guidelines and regulation to support the integrated counseling, and 3) to create competent human resources. In this second stage, we collected the data through FGD with heads of departments, experts, workshops to formulate the guidelines or regulation, and training to enhance the competence of human resources. In the third year, we tested our model through the R&D (research and development). In general, several scholars have developed the R&D model has such as Bold and Gall who have developed the R&D model through several following phases.

1. Research and Information Collection that includes:
 - a. Needs analysis to search for information related to problems in areas targeted for product development. Besides, this part search for data or information that is needed to solve problems in these areas.
 - b. Literature study to support the information and empirical data searching through theory and relevant studies related to the developed products. Literature review guides researchers to develop their products.

- c. Small-scale research to identify researchers' previous activities related to their products and to ensure whether the developed products manage to solve the problems in these areas or schools.
2. Planning that consists of 1) proposing research objectives, 2) predicting the needs of the research, 3) formulating the qualification of researchers and their participation in the research.
3. Developing the Preliminary of Products that consists of 1) creating product design, 2) determining the infrastructures that are needed in the research, and 3) determining the phases of design tests in the field.
4. Preliminary Field Testing that includes: 1) initial testing of the product design, 2) limited test, 3) repeated field test to develop product designs that meet the needs. This phase gathers information through observation, interview, and questionnaires.
5. Main Product Revision to improve the results of the initial field test. This phase mainly relies on the product qualitative approach.
6. Main Field Testing to test the products more extensively, consisting of 1) testing the effectiveness of the product design, 2) testing the design effectiveness using the repetition model experiment, 3) producing effective designs, both regarding substance and methodology. The researchers gather data related to the product utilization to assess product efficiency and effectiveness.
7. Operational Product Revision as the second revision after the more extensive field test. The product revision in this phase consolidates the products because it emphasizes not only the quality aspect but also the quantity aspect based on students' academic performance that has been tested to develop the products.
8. Operational Field Testing that is related to the tests of the effectiveness and adaptability of product design by involving product users. The test involves interview, observation, questionnaires to generate data.
9. Final Product Revision. Based on the inputs from the feasibility study, the revision in this phase completes the developed products. The final product revision is necessary to enhance the accuracy of the products. This phase has also produced products with acceptable effectiveness.
10. Dissemination and Implementation to publish the final products and to facilitate the more extensive product implementation.

Inputs from the Experts

Internet-based counseling services (e-counseling) that consist of:

1. Email Therapy: **email** counseling
This service is a therapeutic process that includes the activities of writing and meeting directly with the counselors. The essence of e-counseling lies in the writing activity. Counselors' response or helps depend on the information given. Counselees do not have to convey all information related to their problems. Email is an alternative tool to communicate more quickly and effectively through the internet to replace the face-to-face counseling. Email counseling potentially helps counselees or students overcome their problems although counselors are physically distant from counselees, thus inhibiting the direct meeting between counselees and counselors. As an alternative communication tool between counselees and counselors, email counseling helps counselees discuss their problems, such as problems related to their personal development or their life in the distance education context through internet-based mails or writing. Further, the email also facilitates chatting and even video call that enables counselors to communicate directly and instantaneously with their students through the internet.
2. Cyber counseling
Cybercounseling optimally applies information and communication technology (ICT) while also preserves the characteristics of counseling. Thus, the guidance and counseling service process remain effective and efficient in line with the rapid advanced of ICT. ICT has developed so far that this technology is no longer extraordinary and expensive but a part of our daily life. Internet with all of its features is so popular and affordable. However, the increasing reliance on the internet for counseling must take various issues such as data security, the potentially negative consequences of the internet, and the availability of equipment. ICT, especially internet, facilitates virtual counseling that does not require face-to-face interactions.
The implementation of cyber counseling can take various forms:
 1. The marketing of counseling service, i.e., socialization of cyber counseling service to various stakeholders to introduce the service to the public through advertisement, internet, brochure, and so on.
 2. The delivery of counseling service, i.e., the internet-based process services and counseling assessment in various counseling service scope such as education, personal, social, family,

career, and so on. The counseling service can take the form of the delivery of information, data collection, and solutions to various problems, and so on.

3. The provision of the self-help materials, namely a set of materials that enables students to act independently by referring to the guidelines in the materials. Students need only to follow the guidelines from the internet.
4. Supervision and research, i.e., the internet-based provision of supervision to counselors to evaluate actions taken and further developments. Similarly, cyber counseling likely analyzes the effectiveness of counseling activities for further development.

The implementation of cyber counseling must pay special attention to the following potential problems:

- a. Ethical issues that are related to counseling of ethics with which counselors and other related parties have to comply. Several ethical issues include: (a) confidentiality, (b) data validity, (c) computer misuse by counselors, (d) counselors' lack of understanding of students' location and environment, (e) balanced access to internet and information highway, (f) privacy concern, and (g) counselors' credibility.
- b. Issues of counseling relationship development that are related to the face-to-face relationship between counselors and students as a follow-up of the internet-based counseling. Sometimes students or counselors consider the face-to-face meeting important to follow up the internet-based interaction. They then can commonly agree on the schedule of the face-to-face meeting.

Based on the problems above, the internet-based counseling with all of its features is implemented regarding:

1. Students raise very confidential matters personally.
2. Identified students face difficulties in maintaining trust in their relationship.
3. Counselors are not competent to provide virtual counseling service.
4. The absence of competent counselors to offer face-to-face counseling services.

Cyber counseling offers the following advantages:

1. Providing access to students for accessing the services from remote areas.
2. Improving students' orientation toward counseling.
3. Helping the assessments and assignments.
4. Expanding data in the documents.
5. Offering the referral services.
6. Expanding access to assess and interpret the test results.
7. Minimizing the difficulty in scheduling's
8. Encouraging students to use the self-help materials.
9. Increasing the opportunities for supervision and case conference.
10. Facilitating the research data collection.

Careful development of the design, planning, implementation, facilitating resources, and evaluation enhances the effectiveness of cyber counseling. A poorly developed cybercounseling likely gives rise to the following: (1) restricting the confidentiality of the counseling relationship, (2) offering inaccurate information, (3) providing intervention less than needed, (4) a less competent counselor, (5) the counselor's poor understanding about students' location and environment, (6) a less balanced access to the counseling resources, (7) limited confidentiality, and (8) encouraging an unauthorized counselor to deliver materials.

E-Counseling

E-counseling or online counseling relies on the internet or ethernet connection. Thus, online counseling can be defined as a counseling process that uses the internet to connect a counselor and a student. E-counseling exhibits similar conditions with conventional counseling, namely:

- a. Counselors have to have broader perspectives.
- b. Counselors have to master and understand the existing technology. This condition implies that counselors should understand well the use of the technology to avoid fatal mistakes in the counseling process. Consequently, counselors have to have at least a master degree from the guidance and counseling science and to be well-acquainted with human-related sciences that focus on various human problems. Counselors with no guidance and counseling background likely have less understanding of students' problems at PJJ and less ability to solve these problems effectively.
- c. Counselors' personality.
Counselors have to exhibit the characters of virtue, sincerity, honesty, objectivity, sympathy, empathy, and compliance with the professional code of ethics. Next, they also have to exhibit the

attitudes of hospitality, politeness, responsiveness, understanding, and listening to students attentively. Further, they have to have attractive appearances and clear intonation and to avoid insulting students.

- d. Counselors can understand students' characteristics.
Counselors have to understand students' characteristics during online counseling because such understanding greatly helps them overcome students' problems effectively.
- e. Counselors have to master all counseling techniques. In online counseling, counselors still have to master the existing techniques in the counseling.

5. RESULTS AND DISCUSSION

The Description of Informants

We use the following informants for this study:

- 1) 3 Students with high, medium, and low GPAs.
- 2) 2 BBLBA coordinators
- 3) 2 Registration and Testing coordinators
- 4) 3 Front Desk Officers
- 5) 11 Heads of Academic Programs at UT
- 6) 1 The public relation coordinator
- 7) 1 Halo UT dan the social media officer
- 8) 1 The student services at BAAPM
- 9) 4 The student services at Faculties
- 10) 1 expert on education and distance education
- 11) 1 communication expert

A. Initial Data

- Counselings can take the form of tutorials for difficult courses.
- Counselings enable and provide solutions to students' learning problems about methods, processes, and administration.
- Counselors are persons with commitment, integrity, willingness to keep secrets, and experts and specialists in their fields, especially in academics, to guide and help students plan their studies and eventually graduate on time with the highest possible GPK.
- Special counselors are expected to motivate and guide students from taking lectures to their final assignments.

B. The Students' Perspectives of Counseling

- Students expect various forms of counseling, ranging from the main to the non-main forms, such as face-to-face meeting, video call, social media and written communication.
- Counseling is a students' right to receive the best academic and non-academic services.
- Students are willing to spend extra money to have more thorough and specific counseling services.

Discussion

Our FGDs for each group produces the following results:

1. The perceptions of the BBLBA coordinator, Registration and Examination, and Front Desk officers on guidance and counseling:
 - The guidance and counseling should start from registration until completion to avoid confusion and study failure at UT.
 - The counseling should be ready to serve without fixed working hours that potentially interferes officers' privacy.
 - The guidance and counseling is a part of the official responsibility of mainly the student services of department.
 - The guidance and counseling are perceived to overcome students' complaints.
 - The guidance and counseling suggest students correct their mistakes.
 - The guidance and counseling on students' complaints are administrative.
 - The guidance and counseling help students academically and administratively overcome their problems in their learning process.
 - The guidance and counseling are related to students' personality.
 - The guidance and counseling deal with cases of students in receiving UT services such as information on exam results and credit transfers.
 - The advisors and counselors only comfort and accommodate students' complaints and not

- solve all problems.
 - Counseling is a need.
 - The guidance is related to academic and administrative problems while the counseling is more related to students' psychological problems when studying at UT.
 - The existing guidance and counseling can only resolve students' problems.
2. The type of the guidance and counseling administered by UPBJJ-UT
 - Manages to answer students' complaints regarding the lecture materials or module.
 - Sometimes guides students or handles complaints through social media or telephone.
 - The officers often merely and not seriously answer only to avoid further complaints and even pass the responsibility to respond the complaints.
 - Students are often advised to register online.
 - Students who need guidance and counseling are sometimes advised to go to the marketing or student service units.
 - The guidance takes place through SMS/ email blast.
 - Each UPBJJ-UT and service unit has a different form of guidance and counseling service although they have attempted to respond to the complaints quickly.
 3. The effectiveness and efficiency of the UT's guidance and counseling. The guidance and counseling are less effective and efficient because:
 - The staff of UPBJJ UT possesses uneven skills.
 - The guidance is performed incompletely.
 - Complaints are responded lately, and the responses often do not offer solutions.
 - Students often should find solutions for their problems themselves.
 - There is a common perception that catalog is sufficient to answer all problems although there are frequent changes in it.
 - Feedbacks on students' complaints are often slow and incomplete.
 - The procedure of complaint handling is absent.
 - The guidance and counseling of UPBJJ UT cannot resolve students' problems instantaneously because the problems are related to other units.
 - There is no standardized form of the guidance and counseling, and the human resources are not competent.
 - Only the academic guidance services/ contents with the existing lecturers are provided.
 - There are no standardized measures of effective and efficient guidance and counseling.
 4. The weakness of the guidance and counseling at UT
 - Students find that officers answered differently for same questions.
 - Students need to devote a long time to have face-to-face meetings due to distance.
 - The officers that are considered counselors do not seriously answer the questions.
 - Students more often complain to the administrators of pokjar (kelompok belajar or study groups) than to UT although the pokjar administrators do not provide less satisfactory answers.
 - There are no specific officers who are in charge of the guidance and counseling. Those who are not busy handle the activities.
 - Not all phone lines are answered.
 - Each UPBJJ UT provides non-standard answers.
 - The officers who provide services do not have guidelines and standards.
 - The front desk officers do not have sufficient competences to act as counselors.
 5. The ideal form of the guidance and counseling:
 - The guidance and counseling there have to be persons in charging of administering the guidance and counseling to strengthen the functions.
 - UT should utilize and facilitate the internet-based the guidance and counseling.
 - UT should specifically have lecturers who are fully dedicated to handling the guidance and counseling.
 - The head office of UT should have the center of guidance and counseling.

UT can develop an internet-based counseling model that is commonly known as e-counseling (email counseling).

1. **Email therapy.**

Email counseling is a therapeutical process that includes not only face-to-face meetings with a counselor but also writing activities because the essence of e-counseling is writing. The responses

of counselors depend on information given to them. Counselees do not have to send the stories of their problems but only need to select information most relevant to their problems. Email is one of the internet-based communication devices that are effective and efficient. Email is not intended to replace face-to-face counseling, but to help students or counselees solve their problems in spite of distance that sometimes prohibits face-to-face meetings with counselors. As a communication channel between counselees and counselors, email counseling enables both of them to discuss counselees' problems, such as counselees' personal development in the PJJ context through emails or writings on the internet. Further, the internet also offers various other communication channels, such as chatting and video call where counselors directly communicate with students instantaneously through the internet.

2. **Cyber counseling**

Cyber counseling applies ICT optimally while also preserves the characteristics of counseling. Thus, cyber counseling enables guidance and counseling to be more effective and efficient through ICT. The electronic information media has developed so far that ICT is not unusual and expensive anymore but so ubiquitous in daily life. Internet service, with all of its features, has been so popular and affordable that it can apply for various purposes. However, the reliance on internet poses various potential problems, especially those that are related to data security, negative effects, supplies provision, and so on. Cybercounseling mainly does not require face-to-face meetings because it relies on ICT networks.

The implementation of cybercounseling can take the following activities:

- a. The marketing of counseling service, i.e., socialization of cybercounseling service to various stakeholders to introduce the service to the public through advertisement, internet, brochure, and so on.
- b. The delivery of counseling service, i.e., the internet-based process services and counseling assessment in various counseling service scope such as education, personal, social, family, career, and so on. The counseling service can take the form of the delivery of information, data collection, and solutions to various problems, and so on.
- c. The provision of the self-help materials, namely a set of materials that enable students to act independently by referring to the guidelines in the materials. Students need only to follow the guidelines from the internet.
- d. Supervision and research, i.e., the internet-based provision of supervision to counselors to evaluate actions taken and further developments. Similarly, cybercounseling likely analyzes

The implementation of cybercounseling poses several potential problems that need careful anticipation:

- a. Ethical issues, or those that are related to counseling code of ethics with which a counselor or other parties have to comply. The ethical issues include: (a) confidentiality; (b) data validity; (c) computer misuse by the counselor; (d) counselor's lack of understanding on students' environment and location; (e) balanced access to internet and information highway; (f) privacy concerns; and (g) counselor's credibility.
- b. The issues of counseling relationship development that are related to the face-to-face relationship between counselors and students as follow-ups of the internet-based counseling. Students or counselors sometimes consider face-to-face meeting necessary as follow-ups of the internet-based interaction. Students and counselors can agree on the schedules of the meetings.

Regarding the problems above, the internet-based counseling with all of its features, are less appropriate for the following cases:

- a. Students have very confidential problems.
- b. Students who have difficulties in relation trust.
- c. Counselors are not competent to carry out virtual counseling.
- d. There are no competent counselors to carry out face-to-face meetings.

Cyber counseling offers the following advantages:

- a. Offering opportunities to students to access the services from remote areas.
- b. Improving students' orientation toward counseling.
- c. Facilitating the assessment and assignment processes.
- d. Expanding data in the documents.
- e. Providing referral services.
- f. Expanding the access to assessment and the interpretation of the test.
- g. Reducing the difficulties in scheduling.
- h. Encouraging students to use the self-help materials.
- i. Enhancing the opportunities for supervision and case conference.
- j. Facilitating the research data collection.

CONCLUSIONS AND SUGGESTIONS

Conclusions

- a. Stakeholders of the counseling service do not have a similar understanding of the meaning and implementation of the counseling at UT. Most of them cannot fully differentiate between the academic administrative service with the guidance and counseling.
- b. Stakeholders agree that there should be a form of the guidance and counseling that applies to all students.
- c. Experts suggest that email therapy and cyber counseling is the ideal forms of the counseling administered by the guidance and counseling center for UT.
- d. It is necessary for UT to have self-help development.

Suggestions:

- a. Exploring the prototype development of email therapy and cyber counseling is necessary.
- b. It is important to examine the formation of the guidance and counseling at UT.

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