

DIGITAL LITERACY AS A SCHOOL COUNSELOR COMPETENCE IN THE DEVELOPMENT OF MEDIA IN GUIDANCE SERVICES

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Abstract

Ease of access to technology tools is an opportunity for school counsellors to develop diverse and interesting media guidance services. But if the counsellor does not have digital literacy capabilities, the service of media development can become irrelevant, obsolete, and abandoned. This literature review aims to illustrate the importance of digital literacy as a school counsellor competency, as well as outlining aspects of digital literacy in media development. The study uses textbooks, research journals, and community service report as an analysis of the application of digital literacy to educational practices. Based on this study, school counsellors are required to be able to process and evaluate digital information/data and create digital products that are more relevant to learners. Digital literacy competencies consist of 1) underpinning, 2) background knowledge, 3) central competencies, 4) attitudes, and perspectives. The key to this competency is critical thinking, and school counsellors can get used to brainstorming to practice it.

Keywords: *Digital Literacy, Media, Guidance and Counseling*

INTRODUCTION

The development of media counselling services is increasingly diverse and varied. That is because of the easier access to technology. The new technologies have offered quick and cost effective solutions to a large array of problems, from data management to guidance in the transition from school to the labour market. The technology that started the emergence of media is printing technology (Jacob, 2012). Furthermore, developing in line with the development of electronic technology, computerization, and digitalization. The role of information technology in guidance and counselling is overwhelming, including making it easier to plan and design guidance and counselling services, process data related to guidance and counselling services, create applications in assisting guidance and counselling services, process data guidance and counselling services, and many more things that are useful for effective guidance and counselling (Prasetyawan, 2017).

The development of these technologies has led to innovations such as media-audio-visual technology, and the most recent

technology at this time is the technology of computer engineering and internet-based applications. Barak & Grohol (2011) state that in the past two decades, many research growing involving Internet-supported or online mental health interventions. The Internet has grown exponentially during this time, so that online mental health interventions have the potential to be cost-effective, convenient, and reach a more diverse population than traditional, face-to-face interventions.

In this phase information and communication can be done quickly and efficiently. Also, online media provide a wider choice of information content, as well as open access to the information. Everyone can connect to various information and activities through websites, internet forums, email, blogs, social media, and other applications.

Technology in social media connects users through their devices so that interaction occurs in three directions. The user gives certain instructions to the device and then forwarded it to other users. Tillman et. al. (2013) report that the use of social media can enhance a program designed by a counselor in

collecting resources, curriculum, teaching, outside guidance services, and communication with the graduates. This is a challenge for school counselors to have literacy related to the use of digital media such as social media, as an effort to improve guidance services.

A variety of media innovation guidance services that developers began to move on the use of social media and smartphones, so that guidance and counselling services can be easily accessed by students. Suryahadikusumah & Arizona (2018) argues that the lifestyles of students who use more social media and online sources as sources of information become an input in the development of guidance and counselling of information media. Research Mbayu et. al (2019) shows the use of WhatsApp as a counselling media allows students to consult quickly and get guidance well. With this application, students can consult quickly and get guidance on solving problems from students and can save time for guidance.

This situation requires school counsellors to master online media service skills in general and online counselling specifically. Bariyyah & Permatasari (2019) stated that if school counsellors do not want to learn these skills, their image will get worse, be seen as technologically illiterate, too rigid and will not develop. Trend in the use of learning resources followed by technological developments in education through digital mobile platforms with internet access is developing very fast, therefore counselors must adapt to these demands. Moreover, the guidance service will always adjust to the student's lifestyle to be accepted and interesting to use. The current lifestyle trends of students are interacting and digitally creative, even many student problems are sourced from social media. Tillman et. Al. (2013) state that the digital age in counseling is being prepared.

In line with the results of Suryahadikusumah & Kurniasari's research (2019), one of the characteristics of millennial school counsellors is the ability to use technology, but unfortunately, there is still a lack of innovation. They found that 50% of respondents always download guidance programs and 44% of others only occasionally,

in content innovation and service media, 45% of respondents have not been able to develop the service content and 35% have difficulty in developing media.

Therefore, school counsellors are not only required to be able to use technology but must also have digital literacy skills. The results of research Limilia & Aristi (2019) shows that the basic ability of digital literacy has a significant relationship with the quality of the use of e-resources, thus someone will be able to understand and use information in various formats originating from various digital sources displayed through computers, and e-resources themselves are information sources whose use requires computer devices that can be accessed both offline and online.

Digital literacy can be assumed as a supporting competency so that school counsellors have the knowledge and skills in sorting digital sources, to make it easier to develop the service media to be more relevant to the current digital era. This literature review will present a comprehensive discussion of digital literacy so that it can be understood and implemented by school counsellors in the practice of developing media of guidance services. Research trends regarding technology development in counseling are mostly done, but there is no framing of the competencies that must be prepared by the counselor. This research is expected to be a consideration in the work of professional counselors who are more relevant to current conditions.

METHOD

The study uses the literature review method, which analyzes and combines various information from various literature sources to obtain comprehensive results. The literature review is carried out by reviewing the main concepts of digital literacy and compared with research results in scientific journals. Reference sources used are online articles indexed in Ebsco, Base, Sinta, and eric.ed.gov. The criteria used in the selection of articles include the publication of the last ten years, specifically for Indonesian publications. It has a Sinta score of 2-4, articles proceeding at international seminars, and has an h-index.

Procedure

The study is focused on formulating digital literacy competencies that are important for school counsellors and their implementation in media development. In addition, it also examines aspects that will strengthen digital literacy as school counsellor competencies. The research steps carried out are as follows: 1) look for topics that can be researched, 2) prioritize the types of literature to be reviewed, 3) draw the literature map relating to the research topic, 4) write abstraction, 5) using the review style guidelines library, and 6) defines the terms that are considered important.

Data Collection Techniques

The main source of research is a book on digital literacy by Belshaw entitled *The essential elements of digital literacies*. Supporting sources used are articles of research and community service, especially regarding the analysis and application of digital literacy to teachers and school counsellors. Content analysis is used in this study, which begins by reviewing the present value of the topic raised, the relevance of the problem described to the current conditions, summarizing the results of the research, reviewing the limitations, and reviewing the research recommendations. Each selected reference is complementary to other research limitations so that a new theoretical frame is obtained. List of references shown in table 1 below.

No	Paper title	Author/ Year	Scope
1	Online Media Utilization Training in counselling services for junior high school counsellors in Pamekasan, Madura	Bariyyah & Permatasari (2019)	Digital literacy needs in the counsellor profession
2	Characteristics of the millennial Counselor at Palembang High School	Suryahadikusumah & Kurniasari (2019)	
3	The essential elements of digital literacies	Belshaw (2016)	Defining Digital Literacy
4	The relation between 21st-century skills and digital skills: A systematic literature review	Van Laar, E., Van Deursen, A. J., Van Dijk, J. A., & De Haan, J. (2017).	Formulating Digital literacy Competences
5	Information literacy and digital literacy: Competing or complementary?	Cordell, R. M. (2013)	
6	Literacy, literacies and the digital in higher education	Goodfellow, R. (2011)	
7	Digital Literacy And Inovation For Counseling Program	Suryahadikusumah & Nadya (2019)	Implementation Of Digital Literacy as A Competences

Table 1. List of the main source in the systematic literature review.

RESULT AND DISCUSSION

The results of a literature review on digital literacy as school counsellor competencies .

Source	Finding	Comment
Online Media Utilization Training in counselling services for junior high school counsellors in Pamekasan, Madura (Bariyyah & Permatasari, 2019)	<p>The target of online media usage training for counsellors is to increase understanding in utilizing computers, in general, to help carry out tasks, increase counsellors' knowledge and understanding of online media.</p> <p>The development of increasingly different media and technology makes school counsellors must understand the characteristics and language of the latest media.</p>	<p>The need of digital literacy is inseparable from technological trends, which have an impact on the emergence of digital literacy trends.</p>
Characteristics of the millennial Counselor at Palembang High School (Suryahadikusumah & Kurniasari , 2019)	<p>Millennial school counsellor teachers reported that they have the latest technological devices, but are still weak in their use for guidance services.</p>	<p>Digital literacy is needed to help school counsellors adapt to changing technology, which is now called digital technology.</p>
The essential elements of digital literacies (Belshaw, 2016)	<p>Belshaw's study of digital literacy is the basis of the research developed on this topic.</p> <p>Belshaw stated that digital literacy is a social phenomenon, and he tells a framework of digital literacy followed by many contexts.</p> <p>In his study, three contexts were explored: digital skills, psychosocial, and education.</p>	<p>Digital literacy, defined as a skill for processing and evaluating digital information, also produces it more relevant and impactful.</p>
The relation between 21st-century skills and digital skills: A systematic literature review (Van Laar, E., Van Deursen, A. J., Van Dijk, J. A., & De Haan, J., 2017).	<p>Digital literacy as a competency has four main aspects that support the Bawden concept.</p>	<p>Digital literacy formulation as a general competency is the ability to process and support information</p>
Information literacy and digital literacy: Competing or complementary? (Cordell, R. M. , 2013)	<p>When compared with general formulations, digital literacy is needed for examiners conducted by school counsellors. Therefore, cognitive aspects are the main focus of digital literacy competence.</p>	<p>More applicable digital forms of literacy</p>
Literacy, literacies and the digital in higher education (Goodfellow, R., 2011)	<p>Digital literacy as a competency of school counsellors shapes the competencies, competencies, and skills of counsellors to criticize and reflect on various information as a digital product so that they can develop it into new and relevant guidance services of media.</p>	<p>A critical key to developing digital literacy competencies.</p>
Digital LiteracyAnd Inovation For	<p>The survey result shows that the overall</p>	<p>Developmental attempt</p>

Counseling Program (Suryahadikusumah & Nadya. 2019)	<p>sample is a digital user, and the level of digital literacy for the majority of the respondents is communication and collaboration, and several respondents are a content creator.</p> <p>If the school counsellor is unusual to create content from various information on the internet, it is impossible to be able to create innovative programs.</p> <p>An alternative to developing digital literacy competencies, based on their survey to millennials' school counsellor, is educating about digital technology, how to choose digital content, and redeveloping digital content to be more relevant to students.</p>	for digital literacy and innovation skill i.e. workshop on the use of ICT, equalization of perceptions about the features of the latest digital applications, and the use of design thinking as a medium for mapping literacy outcome.
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Table 2. Research Finding

Trend Of Digital Literacy

Digital literacy trends are closely related to media development. Previously, digital literacy was known by the term media literacy. The concept of media literacy began to be developed in England since 1930, this concept is to counteract the flow of pop culture that hit young people at that time. Then there was the introduction of the ideology in the 1970s that the media has the power to create natural reality (Arnus, 2018).

In media literacy, there is knowledge about how media works, how media builds social meanings and how media functions in our daily lives. The aim is to educate the public to be able to use the media intelligently and critically. A person who is media literate then becomes someone who can read, understand, evaluate, select and criticize the contents of media messages.

Davis & Shaw (2011) explained that the term of digital literacy was used in 1980. This terminology is used to refer to the ability to relate to hypertextual information in the sense of computer-aided non-sequential or non-sequential reading. Further development, Gilster (Lankshear & Knobel, 2015) expanded the concept of digital literacy as the ability to understand and use information in multiple formats from a wide variety of sources when it is presented via computers and, particularly, through the medium of the Internet.

Today digital literacy includes an understanding of the Web and search engines. The user understands that not all information available on the Web is of the same quality; thus, the user can gradually recognize which websites are reliable and which sites cannot be trusted. In this digital literacy, the user can choose information and sources that are trusted and following their needs.

Defining Digital Literacy

Literacy is the ability of individuals to process information and knowledge. The context of literacy has evolved from writing and reading, which is identifying, understanding, interpreting, creating, communicating, calculating, and using printed and written materials that link to various contexts. Whereas digital in the context of digital literacy refers to digital technology products, which can be in the form of information, tools, or media. Processing information means understanding, analyzing, comparing, and creating new ideas.

Popular definitions of digital literacy can be found in Belshaw's conceptualization. Belshaw (2016) states digital literacy is the ability to understand and use information in multiple formats from a wide variety of sources when it is presented via computers. In the Belshaw concept, the information in question can be in the form of text, symbols, language, even binary calculations (computerized).

Psycho-socially, digital literacy is an individual's interest in the interests, attitudes and abilities of individuals who use digital technology and communication tools. The main purpose of digital literacy in that context is to manage, integrate information so that it can create and communicate with others and participate effectively in society through technology.

Digital literacy can be interpreted as a person's attitude and perspective in using digital information and technology so that it will be influenced by the extent to which he has and understands the latest information and technology developments. Individuals who have digital literacy are accustomed to doing social networking and interacting digitally, as well as exploring the features available on their digital devices.

In the context of education, digital literacy is the use of technology to find, use and disseminate information in the digital world. Digital literacy is also defined as the ability to understand, analyze, assess, organize and evaluate information using digital technology. This means that digital literacy emphasizes understanding how to use technology wisely, as well as having awareness of its impact on individuals and society.

In relation to the development of media guidance services, digital literacy is a set of skills, abilities, and knowledge possessed by school counsellors to utilize developing technology as a medium of communication and problem-solving. With digital literacy, media used in guidance and counselling services will have a present value, are easily accessible, and have a positive impact on students.

Digital Literacy As A Competences

In general, digital literacy can be assessed cognitively, motorically, and sociologically. Bawden (Van Laar et. Al., 2017) developed the concept of digital literacy as a competency consisting of four main components namely underpinning, background knowledge, central competencies, attitudes and perspectives. These competencies are depicted in Figure 1 below.

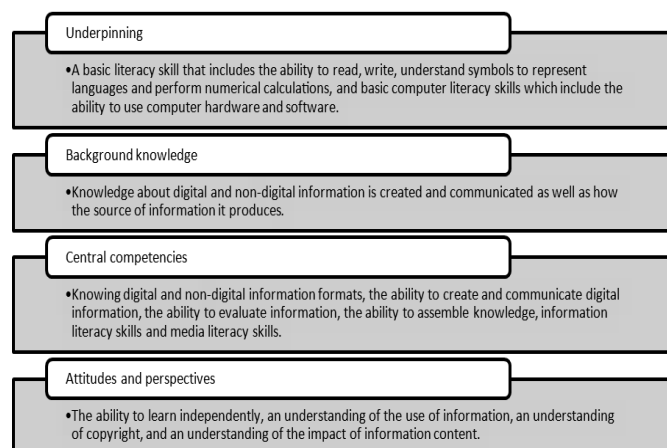


Figure 1. Digital Literacy Competencies

Cordell (2013) states that someone who has digital literacy skills have a variety of cognitive and technical skills in processing and evaluating digital information. Specifically, these capabilities are : 1) finding, understanding, evaluating, creating and communicating digital information in various formats; 2) able to use various technologies appropriately and effectively to search and find information; 3) Interpreting search results and assessing the quality of information obtained; understand the relationship between technology, lifelong learning, personal privacy, and appropriate information service organizers; 4) Use appropriate skills and techniques to communicate and collaborate; 5) able to use all of these skills to actively participate in society and the community

Critical thinking should be an important part of developing the information literacy stage at the level of critically evaluating information (Goodfellow, 2011). As stated by Martin (2006, p.18), what aspects of critical thinking become important in developing digital literacy potential, that critical thinking and critical evaluation of what is found on the internet, as well as being able to apply in life.

Based on the discussion, critical thinking aspects of digital literacy are very important owned by school counsellors. This aspect will distinguish someone who tends to be a consumer of information, a user, or a content creator. Diversity of information on the internet and ease of information content created over internet users (Meyers, Ingrid, Ruth, 2013).

Implementation Digital Literacy In Media Development

The implementation of digital literacy in developing media can be done by identifying the characteristics of each media, learning the format of the language style in digital information, and training software usage skills. Brainstorming is an activity that can train school counsellors' critical thinking in conducting digital literacy.

Suryahadikusumah & Nadya (2019) suggested that a school counselor needs more education about the benefits of every up-to-date digital application is necessary. The cause of the weak digital literacy is the lack of knowledge about the functions, features, and benefits of each digital product. Limited education and training cause many school counsellors do not understand how to incorporate technology effectively. Schools and professional organizations can hold massive and intensive workshops.

Perceptions about innovation using limited technology are making school counselors fixated on creating new media. On the other hand, with digital applications, collaboration and features can be made to guide service strategies.

In their research, design thinking is recommended to develop digital literacy competencies in developing guidance service media. Design thinking can stimulate sensitivity to problems, and find relevant alternative solutions, in this case, the development of programs and media services. Model design thinking has been proven successful to solve complex problems about systems, policies, and product development. Counsellor teacher's knowledge about various features and opportunities of digital media can be described in design thinking, then compared with the context of the situation of students, so that various development ideas that will be relevant and realistic will emerge.

Limitations

Literature study is still limited to conceptualization, it needs development research that focuses on the formulation experimentally. For further studies, the formulation of digital literacy competencies

needs to be adjusted or compared with the competencies formulated by professional organizations, so that relevance can be found with the expectations of professional counseling guidance services in the digital era.

CONCLUSION

Digital literacy is an important competency for school counsellors in the development of contemporary service media, innovative, and has a positive impact on students. School counsellors are required to be able to process and evaluate digital information/data and create digital products that are more relevant to learners. Digital literacy competencies consist of underpinning, background knowledge, central competencies, attitudes, and perspective. The key to this competency is the critical thinking that school counsellors have in managing digital products. School counsellors are advised to familiarize themselves with brainstorming so that their critical thinking can be sharpened.

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