



Development of the Electronic Service Implementation Plan (ESIP-ERPL) Counseling Management System for Guidance and Counseling Program Implementation Plans in Schools.

Yan Guspriadi ¹, Zadrian Ardi ²

¹² Department of Guidance and Counseling, Universitas Negeri Padang, Indonesia

*Corresponding author, e-mail: zadrian@fip.unp.ac.id

Abstract

The guidance and counseling service mechanism in the Minister of Education and Culture Regulation begins with a needs analysis, then plans, implements, evaluates, reports, and develops the program. This is also the main purpose of guidance and counseling management. Guidance and counseling management involves planning, organizing, and mobilizing human resources to achieve goals. Digitalizing counseling management procedures focuses on developing a planning framework for executing guidance and counseling services. construction of a website-based system with a CMS/LMS-like user interface. The benefits of using an electronic system with a network (online) include meeting the information system's goals and not needing to present oneself physically. It can be done anywhere. Additionally, this will promote the development of human resources with information, communication, and technological skills for users. Based on the LMS and earlier descriptions, an integrated guidance and counseling system will be created. This system is termed the Counseling Management System, ERPL E-SIP, or E-SIP. This study developed the Electronic Service Implementation Plan (ESIP ERPL) Counseling Management System using the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) approach and tested it on 35 guidance and counseling teachers from the Padang City Guidance and Counseling Teacher Community (MGBK). The system's validity test showed that Aiken's V coefficient The application testing showed that ESIP-ERPL is trustworthy and can be used to manage guidance and counseling. Initial development, which still needs sophisticated user interface and experience, analytic procedures, and interaction with technology-developed guiding and counseling components.

Keywords: Management in Counseling, Technology in Counseling,

How to Cite: Guspriadi, Y. Ardi, Z. 2023. Development of the Electronic Service Implementation Plan (ESIP-ERPL) Counseling Management System for Guidance and Counseling Program Implementation Plans in Schools. *International Journal of Research in Counseling and Education*, 7 (1): pp. 99-109, DOI: [10.24036/00627za0002](https://doi.org/10.24036/00627za0002)



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2021 by Author.

Introduction

Guidance and counseling services are an integral part of the National education system which refers to achieving National education goals, and is in line with the goals of guidance and counseling as a science (Habsy, 2017; Lase, 2018), The end goal of education should be the holistic development of the human being, which includes the maturation of the emotional, social, and intellectual domains. Therefore, the educational process needs to be designed to help students achieve emotional and social competence, both as individuals and as contributing members of society. This is important for both the student and society as a whole. Guidance and counseling cover concerns or problems that transcend beyond the realm of teaching activity; nonetheless, they do contribute indirectly to the accomplishment of educational and pedagogical goals in the framework of the school setting. According to Mortensen and Schuller (1964), this endeavor is carried out by making specialized services available to each and every student. These services give students the opportunity to enhance their abilities and make the most of their potential. According to Neviyarni (2023), the incorporation of BK into educational institutions is connected to the research conducted in the field of BK development. This connection may be made by analyzing the various students, educational goals, and curricula found in various educational units.

Schools incorporate guidance and counseling programs as an integral component of their comprehensive efforts to meet their stated educational objectives. The implementation of guidance and counseling programs in schools, which are subsystems of the education system, are never exempt from the need for rigorous and systematic planning. If a task is carried out in a haphazard and unplanned manner, it is a given that the outcomes cannot be predicted with absolute

accuracy. It will not be possible to know how much results have been achieved in the context of their contribution to achieving educational goals in schools if guidance and counseling is not carried out in a planned and haphazard manner (Zamroni & Rahardjo, 2015). As a result, there is a meaning of management that occurs in the guidance and counseling process, according to this definition. If management is properly planned for and carried out, the supervising instructor will be able to accomplish the goals she has set for the organization. (Fawri & Neviyarni, 2021) According to Fawri and Neviyarni, teachers who operate with effective management supervise other teachers who have a program and implement the program according to the requirements of the children in the school.

The implementation of the guidance and counseling service mechanism in the Minister of Education and Culture Regulation (Regulation of the Minister of Education and Culture) (2014) goes through a series of structured stages, beginning with a needs analysis and continuing on through planning, implementation, evaluation, reporting, and further development of the program that has been implemented. These are also the primary functions involved in guidance and counseling management (Arnisyah, 2021). Management of guidance and counseling is an activity that begins with planning guidance and counseling activities, arranging activities and all supporting elements, and mobilizing human resources to ensure that guidance and counseling activities are successful in achieving their goals (Irma, 2021).

One of the reasons why management of guidance and counseling is carried out in an organized manner is so that the implementation of guidance and counseling services that will be delivered to clients or pupils at school can be measured. The process of achieving organizational goals in a way that is both effective and efficient is, according to the definition of management that management itself provides, the essence of management. This is accomplished through the utilization of many activities, including planning, organizing, leadership, and managing organizational resources (Daft, 2006). In education, management refers to the set of tasks involved in supervising and coordinating the collaborative efforts of individuals within an educational institution (Kuntoro, 2019). This is accomplished through the utilization of many activities, including planning, organizing, leadership, and managing organizational resources. The guidance and counseling program is one of the components of guidance and counseling management. In guidance and counseling management, efforts are made to implement guidance and counseling services in schools so that they can be implemented maturely and systematically. According to Neviyarni (2023), this can be achieved by implementing a guidance and counseling program which will later be structured through the implementation of organized management in schools. This structure will then consist of annual, semester, and monthly guidance and counseling plans. This daily schedule will subsequently be referred to as the RPL, which stands for the service implementation plan. The ability of educators in the counseling field to strategically construct interventions that effectively address the individual requirements of students is made possible by having a complete understanding of guidance and counseling management. This process entails determining the existing difficulties, deciding on the precise goals to be achieved, and coming up with the specific activities that are required to attain those goals. (Whiston & Sexton, 1998).

Innovation and Technology Opportunities in Guidance and Counseling Management

Management is a part that collects functions that are responsible for a correspondence or also called an institution, or a company, as explained by Kessler (2013) in the Encyclopedia of Management Theory. This definition also refers to a group of people who play a role in carrying out that function. If it is related to schools, and more specifically for guidance and counseling teachers, then guidance and counseling has a function in terms of management that will be carried out. However, not every actor or person that performs management is capable of performing management in an optimal manner. Increasing the number of opportunities for innovation and system improvement in the planning and implementation of guidance and counseling services is something that needs to be done. This is in reference to Von Stamm (2008) and his definition of innovation. is a combination of creativity that appears with commercialization, or has been known by the public on a massive scale, this is an urgency because in conditions where education cannot be carried out directly, alternative solutions must be sought, such as during the Covid-19 pandemic, educational transformation aims to adopt new ways of working so that it can continue to provide user-focused services in the face of changes in technology, competition, needs, and behavior audience (Crittenden, Biel, & Lovely III, 2019; Jakoet-Salie & Ramalobe, 2023). In other words, educational transformation aims to continue to provide user-focused services in Technology is a catalyst for ideas and thoughts that have components of innovation, and will lead to innovations (Crittenden et al., 2019). The development of mental health assessment applications (Ardi, Hidayat, Ifdil, Guspriadi, & Fauziyyah, 2021) demonstrates that the research results prove that the application is considered valid and practical to use (Ardi, Eseadi, & Guspriadi, 2022). Development of counseling applications with practical and flexible uses also benefits components, such as if there is a Covid-19 condition, the education process will continue (Ardi, Eseadi, Khairiyah, et al., 2022; Ifdil, Fadli, Suranata, Zola, & Ardi, 2020), and each application or system that has been developed becomes a digital ecosystem in guidance and counseling, which is expected to be integrated with one another. Innovation is intimately associated to technology, innovation is the driving force for the emergence of new technologies, and vice versa, technology is a catalyst for innovation for ideas and thoughts that have elements of innovation.

In the same vein, with regard to guidance and counseling management, however, it is possible to say that the literature that discusses the things that are lacking in guidance and counseling management is very minimal. However, in the current field conditions, the implementation of the guidance and counseling components, especially the implementation of programs that will later become service implementation plans, is still being done using the manual method. This is something that can be seen in a number of researches that have been carried out (Fauziah, 2013). The concept of management in guidance and counseling that is integrated with one another in the implementation of processes that are still manual, becomes more digitally structured. According to research carried out by Haleem, Javaid,

Qadri, and Suman (2022), the implementation of education that is still implemented traditionally has various kinds of flaws. These flaws include not creating a learning ecosystem that has a vision that is far ahead, and not being fast in terms of the development of learning. The current state of affairs, in which diverse access to technology is provided through devices that are regularly used, such as cellphones, laptops, and the like, gives advantages in the form of convenience and wider access (Biletska, Paladieva, Avchinnikova, & Kazak, 2021; Kim, Holmes, & Mims, 2005).

Research on the modernization of the guidance and counseling management implementation system, the creation of a service implementation plan by utilizing the Microsoft Excel program, and the acquisition of test findings that are extremely practically applicable (Islami, 2022) are the subjects of this study. It is possible to test the Go RPL application, which is a generator for the guidance and counseling service program, on a modest scale, and the results of the testing revealed that it performed extremely well (Tata, 2020).

This indicates that the development of the application is viable. The condition of the phenomenon of the current RPLBK preparation, which tends to use a manual process from data collection to processing it into a service program, requires a lot of time, and more and more students must identify their needs is another reason why it is urgent to develop a digital system for planning the implementation of guidance and counseling services. This urgency is also based on the fact that more and more students are required to identify their needs. The reality is that not all guidance and counseling teachers have the complete abilities to prepare RPLBK (Haryani, 2018); consequently, there is the possibility of human error, which will later lead to wrong service delivery; the services applied are not in accordance with students' needs; this is a limitation of guidance and counseling teachers (Tere, 2021). When it comes to guidance and counseling services, the reality is that not all guidance and counseling teachers have complete abilities to prepare RPLBK (Haryani, 2018).

The digitization of the processes that are carried out in counseling management is more specific to the development of a system for planning the implementation of guidance and counseling services. This system will be based on a website, and the user interface will have similarities to the appearance of CMS and LMS. The advantage that will be obtained is that the needs and objectives of the information system will be achieved. The use of an electronic system with a network (online) provides an element of flexibility, such as not having to physically present oneself, and can be done anywhere (Gautam & Tiwari, 2016). Additionally, this will encourage the development of human resources for those who use it to be able to have abilities in the field of information communication and technology (Aithal & Aithal, 2016). In the field of education, a learning management system (LMS) is a piece of software that assists users in managing, creating, managing, organizing, and delivering content, also known as learning materials, to students (Abby, 2022). On the other hand, the implementation of management in the field of guidance and counseling takes the shape of a plan. The installation of the service has as one of its goals the promotion of instructors' continued professional growth. According to Turmuzi (2011), supervisors are provided with guidelines that are lucid and free of ambiguity in order to assist the implementation of guidance and counseling activities in educational institutions in a way that is both seamless and effective, while also allowing for the evaluation of results. The document that contains the implementation plan for services in guidance and counseling can be utilized in the future as a way of communicating and coordinating with parties that are relevant to the implementation of services, such as homeroom teachers, teachers, and other stakeholders (Sukardi, 2002). An integrated guidance and counseling system will be constructed based on the definition of LMS and the explanation that came before it. This system will subsequently be referred to as the Counseling Management System, Electronic Service Implementation Plan, or ERPL Electronic Service Implementation Plan (E-SIP). Employees at public and private enterprises in Malaysia were found to have personal issues, according to research conducted by Wan Hashim, Othman, Madian, and Syafiq (2013). Their study was conducted in order to develop a counseling management system. During the course of this study, the existing system was targeted for improvement using ENAI, which was then evaluated using both formative and summative methods. The findings of the evaluation performed by ENAI indicate that this system will be able to provide convenience to three levels (employer, employee, and counselor) in the management of personal life counseling in public and private organizations in Malaysia. However, the research that has been carried out is still restricted to the non-educational sector; consequently, it is necessary to develop a Counseling Management System, Electronic Service Implementation Plan, or Electronic Service Implementation Plan (E-SIP ERPL), which is an acronym for Electronic Service Implementation Plan.

Method

Research Design

The present study focuses on the development of a Counseling Management System, referred to as the Electronic Service Implementation Plan (ESIP ERPL), utilizing the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) approach. This approach, as depicted in Figure 1, encompasses various stages of development. The initial stage involves identifying the problems faced by users and formulating concepts, processes, and flows for the ERPL. Subsequently, the user interface and user experience (UI/UX) are designed based on the findings, leading to the creation of a system blueprint that incorporates the necessary algorithms. An expert test is then conducted to evaluate the system, and revisions are made based on the test results. The appearance, UI/UX, and system functionality are adjusted according to expert advice. Following this, the system undergoes further testing, and feedback is obtained from users. The appearance, UI/UX, and algorithm are subsequently refined based on the user feedback received.

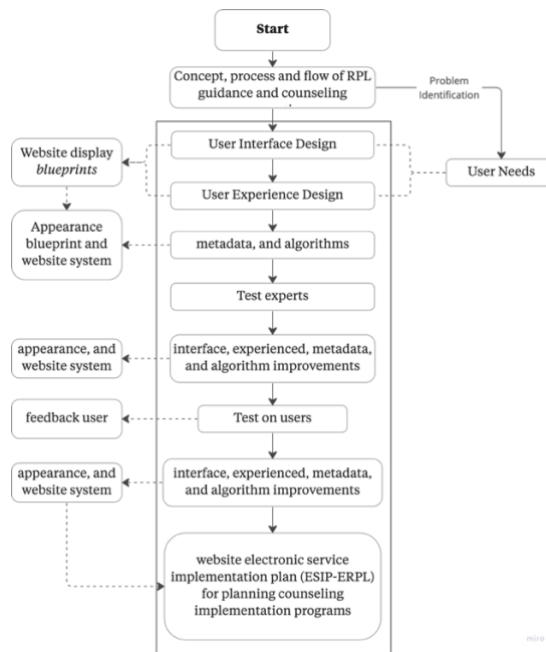


Figure 1. Stages of Development ESIP-ERPL

Figure 2 depicts the development carried out in the context of this study using the ADDIE approach.

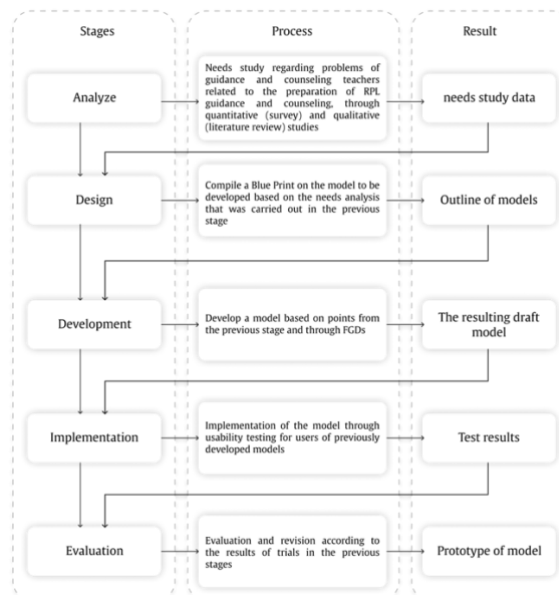


Figure 2. ADDIE approach in ESIP-ERPL development

ADDIE serves as a guiding framework for complex situations (Branch, 2014), and on the basis of this, it can be utilized in the process of educational product development. The concepts in ADDIE are implemented to create performance-based systematics, and it contains philosophical elements in the form of innovation, authenticity, and inspiration. Taking into account figure 2, During the stage of analysis, a needs study is carried out concerning the issues that guidance and counseling teachers are facing in relation to the implementation plan for guidance and counseling services; the results obtained are in the form of needs data. During the stage of design, a design/blueprint is drawn up based on the needs analysis, which will then produce an outline model. During the stage of development, focus group discussions (FGDs) are conducted, and based on the design stage, a usable model is created during

Participants

This research will be tested on guidance and counseling teachers in the city of Padang. These guidance and counseling teachers are members of the Padang City Guidance and Counseling Teachers' Conference (MGBK). There are

more than 30 guidance and counseling teachers who work in schools ranging from the junior high level to the high school level. The participants will then be provided with a description of the actions that they will be responsible for carrying out, an agreement sheet stating that the data obtained will be used for publishing, and a statement indicating that this will be the first time that ESIP-ERPL will be utilized.

Development Tools

The development of ESIP-ERPL makes use of the software that is required for its operation. In order to handle the user interface (UI) and the user experience (UX), the developers make use of Figma, which possesses comprehensive capabilities and highly powerful plug-ins. This offers advantages in the process of building and creating UI. Figma is capable of providing the transition from vector or visual design to code or strings in the form of HTML, CSS, and other similar languages, which are necessary and supported by Figma. This service is provided in addition to offering a comprehensive /UX..

Result and Discussion

Main Features of System

The system development process is comprised of three major components. These components collaborate to produce qualities that are beneficial to the system management process, which is in charge of planning and implementing guidance and counseling services. The design of the application's User Interface (UI) and User Experience (UX) is the first phase in the development process. The user interface (UI) is developed and designed by taking into account the functions that will be used by the user and ensuring that they are easily recognized by the interface. Furthermore, the system's one-of-a-kind nature is taken into account, and attempts are made to give the user with simplicity of use when using this system. The user interface design process will result in the creation of a visual display that will include symbols and icons that will be used when running this system.

This method is based on the flow of application usage by users, as seen in Figure 3. UX development is being done concurrently in order to provide consumers with a simple experience when utilizing this system. This strategy is intended to provide users with a simple experience.

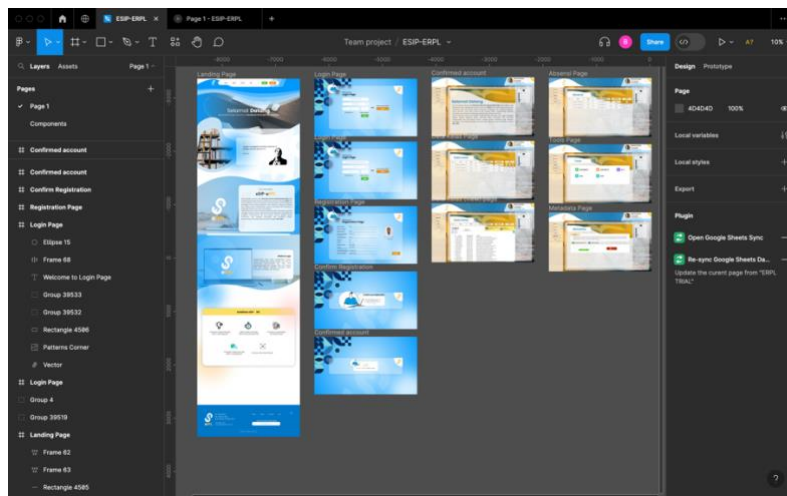


Figure 3. ESIP-ERPL system development process in the UI/UX design stage

This guidance and counseling management system is comprised of three primary components: the beginning information section, which serves as a landing page; on this page, you will find basic information pertaining to ESIP-ERPL; philosophical elements that are pertinent to ESIP-ERPL may be seen in figure 4, which is also included in this guidance and counseling management system. Next, in the user login and registration section, the user will be directed to a welcome page that is specifically for entering the system for users who already have an account, and registration for users who don't have an account can be seen in figure 5, and the final section is the application management section that can be accessed by the user to input data, and the generator for the implementation plan for guidance and counseling services can be seen in figures 6, 7, and the last section is the application management section that can be accessed by the user to input data.



Figure 4. Landing and Information Page

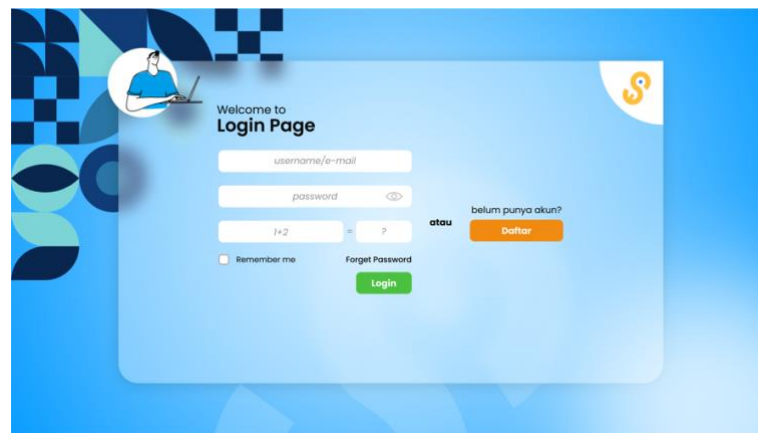


Figure 5. Login and Registration Page



Figure 6. Dashboard Users

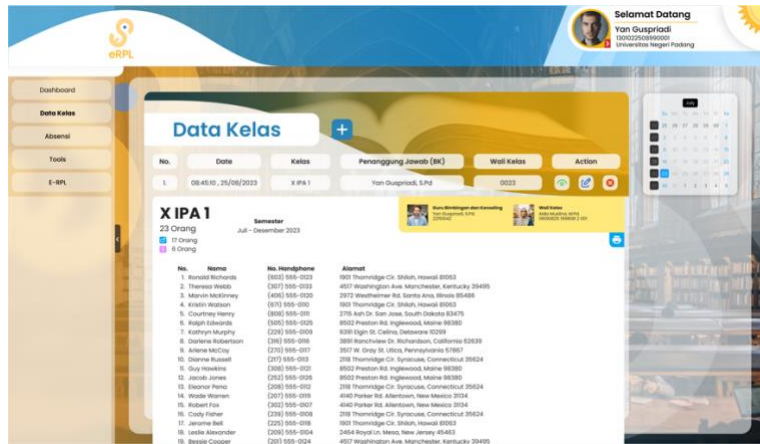


Figure 7. Data Kelas Page

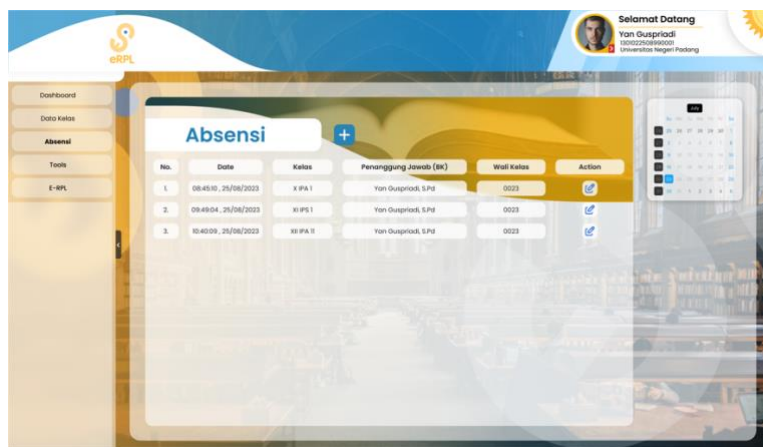


Figure 8. Class Data Page, which is managed by guidance and counseling teachers

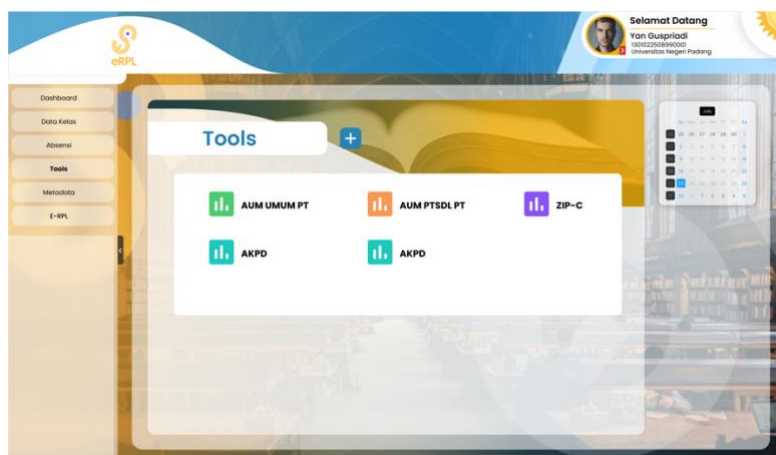


Figure 9. Page tools used for analysis

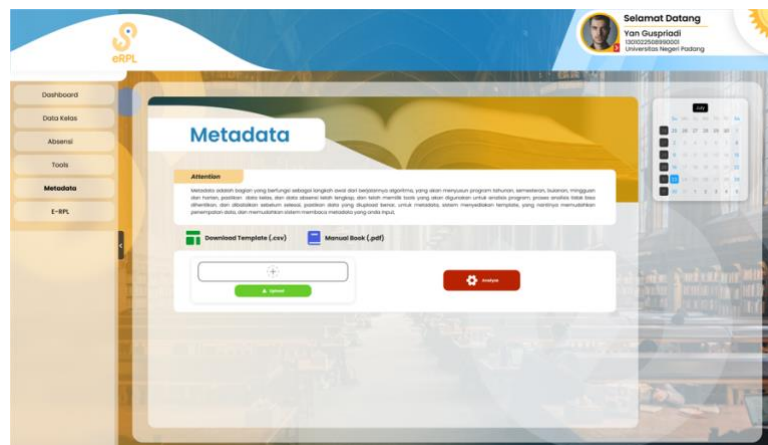


Figure 10. Metadata, pages for entering raw data, which will be analyzed

After the user has successfully logged in, the system will direct them to the management dashboard page of the guidance and counseling service implementation plan. On this page, there is brief information that is also available on the initial landing page. There are six sections on the left bar of this page: dashboard, class data, attendance, tools, metadata, and e-rpl. There is a responsible homeroom teacher, as well as a guidance and counseling teacher who manages the class. The user can add and manage class data taught by the guidance and counseling teacher in the class data section, where there is also an option to add recorded classes along with the time the class was added. In the action section, the user can perform view actions, to see a preview of the class data that has been entered, then there is also an edit action available.

Figure 8's attendance section allows the user to input attendance data as well as other data owned by students. This process is done manually to ensure the data entered is authentic, and it is integrated with the page that came before it. Class data that has been entered will appear in the attendance section; however, the user's primary focus in the attendance section is on entering, removing, and editing student absence data. Figure 8: The user can input attendance data and other data owned by students. This section also provides a template that will be used to fill in student data, which makes it easier for the analysis process to be carried out by AI (Artificial Intelligence). Following that, there is a raw input form data, as well as buttons to perform data analysis, both of which will later be accessible on the e-rpl page.

Validity

In knowing the relevance of the elements in the application with the components that should exist in the psychological assessment process, testing is carried out through expert judgment. The experts involved in this process have produced many psychological measuring tools in Indonesia and are widely used. In the process, experts are asked

The assessment process in psychology involves the examination of the elements inside the system and their relevance to the components that should be there. This examination is conducted through the utilization of expert judgment to administer tests. The professionals engaged in this endeavor have developed numerous psychological assessment instruments in Indonesia, which enjoy extensive utilization. During the evaluation phase, professionals are requested to examine the system's blueprint and assess the application comprehensively, considering both the user's perspective and the administrator's viewpoint.

The data obtained from the expert judgment procedure is further subjected to analysis using Aiken's V. The Aiken coefficient is derived from this method, and it quantifies the level of agreement among experts regarding the evaluated application. The validity conditions of the application will be determined by a five-dimensional procedure, which includes relevance, efficiency, effectiveness, impact, and attractiveness, as indicated in Table 1.

Table 1. Aiken's V coefficient for validity assessment of ESIP-ERPL

Dimension	Aiken's V Coefficient	Validity Interpretation
Relevance Dimension	0.95	Valid
Efficiency Dimension	0.95	Valid
Effectiveness Dimension	0.85	Valid
Impact Dimension	0.95	Valid

Attractiveness Dimension	0.92	Valid
Mean	0.95	Valid

Overall, when the acceptance value of Aiken's V coefficient is considered, all dimensions evaluated from the system show valid circumstances (> 0.8). At the acceptable threshold for Aiken's V coefficient, just the impact dimension is evaluated. The expert believes that the developed system is complete. Simply said, the system is reliable in assessing or evaluating the user's psychological state in connection to its content, material, and interface. On the contrary, evaluations are undertaken to determine the application acceptance index from the counselor's perspective by including many factors that fit with the counselor's standards. The dimensions considered in determining the acceptability index include aspects such as format, language usage, substance, efficiency, effectiveness, and impact. Additionally, this assessment will provide direct evidence of the application's usefulness for counselors in the preparation and planning of counseling services. It can be used as a starting point for user data and to help with regular program preparation.

Conclusion

The large workload of guidance and counseling teachers in the ideal process is a challenge for the performance of guidance and counseling teachers, not to mention that there are conditions where the workload of guidance and counseling teachers exceeds predetermined standards, which will have an impact in the form of stress, physical and mental fatigue, as well as lack of work motivation due to job demands (Sandra & Ildil, 2015; Yandri & Juliawati, 2017), this condition can lead to a decline in the performance of guidance and counseling teachers, so that the implementation of guidance and counseling services is ineffective, causing a domino effect on students, because when the implementation of services is not carried out as it should, students will get minimal benefits from guidance and counseling, with the integration of technology a management system has been developed in planning the implementation of guidance and counseling service programs which can make it easier for guidance and counseling teachers in planning programs that need to be implemented for students, with the advantage of flexibility of use, and can be accessed on devices connected to the online network. The findings of the application testing demonstrate that ESIP-ERPL is reliable and may be applied in the management of the guiding and counseling process. Initial development, which still requires development at an advanced stage, in terms of user interface and experience, as well as analysis processes that need to be improved, as well as integration with guidance and counseling components that have been developed through technology, are the limitations of developing a guidance and counseling management system that uses an electronic service implementation plan (ESIP-ERPL).

References

- Abby, F. (2022). What is an LMS? Learning management systems explained. Retrieved from <https://moodle.com/news/what-is-an-lms-learning-management-systems-explained/>
- Aithal, S., & Aithal, S. (2016). Impact of On-line Education on Higher Education System. doi:10.5281/zenodo.62029
- Al Rawashdeh, A. Z., Mohammed, E. Y., Al Arab, A. R., Alara, M., & Al-Rawashdeh, B. (2021). Advantages and disadvantages of using e-learning in university education: Analyzing students' perspectives. *Electronic Journal of E-learning*, 19(3), 107-117.
- Ardi, Z., Eseadi, C., & Guspriadi, Y. (2022). A web-based career counseling intervention for enhancing career decision-making among prospective polytechnic students. *resmilitaris*, 12(2), 682-689.
- Ardi, Z., Eseadi, C., Khairiyah, F. N., Ardi, L. A., Guspriadi, Y., & Osumah, O. A. (2022). The "Konselo" Application: A Mobile-Based Counseling App for Managing Students' Academic Stress. *Online Submission*, 20(8), 4451-4459.
- Ardi, Z., Hidayat, H., Ildil, I., Guspriadi, Y., & Fauziyyah, S. A. (2021). The Development of POTENSIA; The Android-Based Psychological Application for Mapping and Assessments of Student Mental Health During the COVID-19 Pandemic. *International Journal of Interactive Mobile Technologies*, 15(16).
- Arnisyah, G. (2021). Manajemen Bimbingan Konseling di SMP Negeri 21 Pekanbaru. *Jurnal Pendidikan Tambusai*, 5(3), 8441-8446.
- Biletska, I. O., Paladieva, A. F., Avchinnikova, H. D., & Kazak, Y. Y. (2021). The use of modern technologies by foreign language teachers: developing digital skills. *Linguistics and Culture Review*, 5(S2), 16-27.
- Branch, R. M. (2014). *Instructional Design: The ADDIE Approach*. doi:<https://doi.org/10.1007/978-0-387-09506-6>
- Crittenden, W. F., Biel, I. K., & Lovely III, W. A. (2019). Embracing digitalization: Student learning and new technologies. *Journal of marketing education*, 41(1), 5-14.
- Daft, R. L. (2006). *Era Baru Manajemen*. Jakarta: Salemba Empat.
- Fauziah, F., Firman, F., & Ahmad, R. (2022). Peran Guru Bimbingan dan Konseling dalam Implementasi Kurikulum Merdeka Belajar. *Keguruan*, 10(2), 53-56.
- Fawri, A., & Neviyarni, N. (2021). Konsep Manajemen Bimbingan dan Konseling. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 196-202.

- Gautam, S., & Tiwari, M. K. (2016). Components and benefits of E-learning system. *International Research Journal of Computer Science (IRJCS)*, 3(1), 14-17.
- Habsy, B. A. (2017). *Filosofi ilmu bimbingan dan konseling Indonesia*. JP (Jurnal Pendidikan): Teori dan Praktik, 2(1), 1-11.
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275-285. doi:<https://doi.org/10.1016/j.susoc.2022.05.004>
- Haryani, H. (2018). Meningkatkan kemampuan menyusun rencana pelaksanaan layanan bimbingan klasikal (rpl BK) melalui supervisi akademik bagi guru bimbingan konseling di kalimantan selatan. *Jurnal Bimbingan dan Konseling Ar-Rahman*, 3(2), 50-55.
- Ifdil, I., Fadli, R. P., Suranata, K., Zola, N., & Ardi, Z. (2020). Online mental health services in Indonesia during the COVID-19 outbreak. *Asian Journal of Psychiatry*, 51, 102153.
- Irma, W. (2021). *Manajemen Program Bimbingan dan Konseling di MTS Darul Huda Bandar Lampung*. UIN Raden Intan Lampung,
- Islami, M. (2022). *PENGEMBANGAN APLIKASI E-RPL (EXCEL RPL) UNTUK MENYUSUN RPL BIMBINGAN KLASIKAL. UNIVERSITAS NEGERI JAKARTA*,
- Jakoet-Salie, A., & Ramalobe, K. (2023). The digitalization of learning and teaching practices in higher education institutions during the Covid-19 pandemic. *Teaching Public Administration*, 41(1), 59-71. doi:10.1177/01447394221092275
- Kessler, E. H. (2013). *Encyclopedia of Management Theory*.
- Kim, S. H., Holmes, K., & Mims, C. (2005). Opening a dialogue on the new technologies in education. *TechTrends*, 49(3).
- Kuntoro, A. T. (2019). Manajemen mutu pendidikan Islam. *Jurnal Kependidikan*, 7(1), 84-97.
- Lase, B. P. (2018). Posisi dan urgensi bimbingan konseling dalam praktik pendidikan. *Warta Dharmawangsa*(58). Mendikbud. (2014). *PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA NOMOR 111 TAHUN 2014*. Jakarta
- Mortensen, D. G., & Schuller, A. M. (1964). *Guidance in Today's School*.
- Nabila, A., Bustamam, N., & Nasution, J. A. (2021). PELAKSANAAN LAYANAN INFORMASI OLEH GURU BK DI SMA NEGERI KOTA BANDA ACEH. *JIMBK: Jurnal Ilmiah Mahasiswa Bimbingan & Konseling*, 6(1).
- Neviyarni, N. (2023). *Manajemen Bimbingan dan Konseling di Sekolah (Konsep, Masalah dan Solusi)*. Jakarta: Kencana.
- Sandra, R., & Ifdil, I. (2015). Konsep Stres Kerja Guru Bimbingan dan Konseling. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 1(1), 80-85.
- Srimulyani, M. (2018). Meningkatkan kompetensi guru dalam menyusun RPP/RPLBK dengan pendekatan saintifik/pendekatan BK melalui metode workshop di sekolah binaan kota Malang tahun 2017. Paper presented at the Seminar Nasional Lembaga Kebudayaan (SENASGABUD).
- Sukardi, D. K. (2002). *Manajemen Bimbingan dan Konseling di Sekolah*. Bandung: Alfabeta.
- Tata, K. (2020). *Pengembangan Aplikasi GO RPL Program Layanan Program Layanan Guru Bimbingan Konseling Pada SMK Se Kota Tegal Tahun Pelajaran 2020/2021*. (Sarjana). Universitas Pancasakti, Tegal.
- Tere, M. I. (2021). Asesmen Kebutuhan Sebagai Dasar Perencanaan Program Bimbingan Pribadi Berbasis Multikultural Di SMA. *Jurnal Bimbingan dan Konseling Terapan*, 5(01).
- Turmudzi. (2011). Efektifitas Rencana Pelaksanaan Layanan Bimbingan dan Konseling (RPLBK) Terhadap Pelaksanaan Layanan Bimbingan dan Konseling di SMPN 25 Surabaya. (Sarjana). Institut Agama Islam Negeri Sunan Ampel, Surabaya.
- Von Stamm, B. (2008). *Managing innovation, design and creativity*: John Wiley & Sons.
- Wan Hashim, W., Othman, M., Madian, S. e., & Syafiq, I. (2013). Development of a Usable Online Counseling Management System. *Procedia - Social and Behavioral Sciences*, 97, 761-765. doi:10.1016/j.sbspro.2013.10.298
- Whiston, S. C., & Sexton, T. L. (1998). A Review of School Counseling Outcome Research: Implications for Practice. *Journal of counseling & development*, 76(4), 412-426. doi:<https://doi.org/10.1002/j.1556-6676.1998.tb02700.x>
- Yandri, H., & Juliawati, D. (2017). Burnout pada guru BK/Konselor sekolah. *Konselor*, 6(2), 61-65.
- Zamroni, E., & Rahardjo, S. (2015). Manajemen bimbingan dan konseling berbasis permendikbud nomor 111 tahun 2014. *Jurnal konseling gusjigang*, 1(1).