

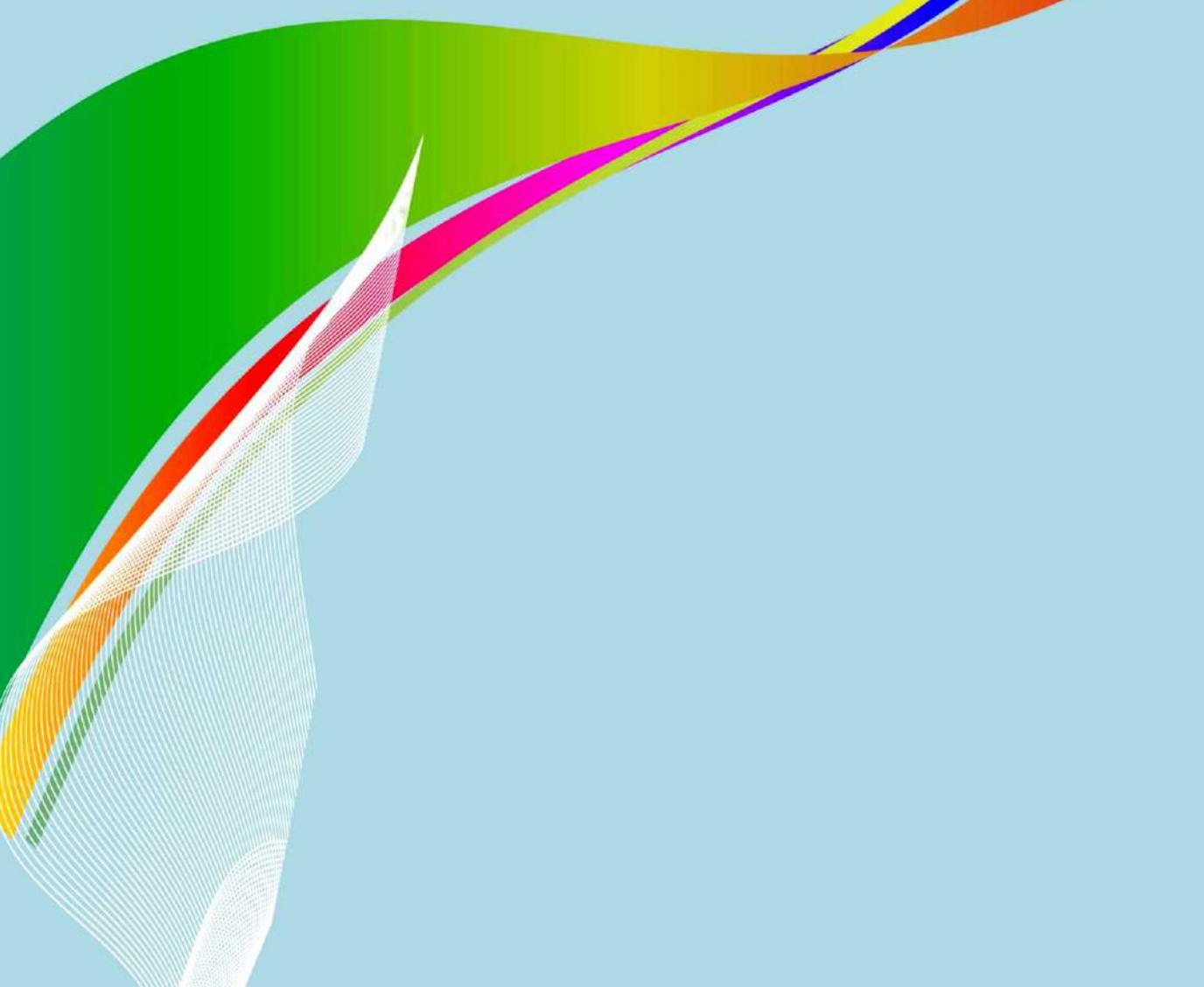
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**Utilizing Digital Media for Guidance and Counseling in Education**

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## UTILIZING DIGITAL MEDIA FOR GUIDANCE AND COUNSELING IN EDUCATION

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### Abstract

*This causal correlational study aims to find out the effect of factors of digital technology on guidance and counseling teachers' usage of guidance and counseling media. It involved eighty-five guidance and counseling teachers in seven regions, recruited using a convenience sampling technique. Data were garnered using the Attitude scale for digital technology developed by Emine [1], which has been considered valid and highly reliable (1.000). Data were analyzed using a linear regression test and path analysis using SPSS. The effect size of these factors varied, with the highest score observed in "technology for me" (75.1%), followed by interest in technology (70.3%), technological use (63.9%), competence (59.6%), social network (54.2%), conscious use (53.7%), recreational use (43.2%), and negative aspects (25.2%). These factors exhibited significant correlations with and influenced the usage of guidance and counseling media among guidance and counseling teachers in this study. Consequently, it is necessary to implement interventions aimed at enhancing the utilization of digital technology for guidance and counseling services.*

**Keywords:** *Guidance and Counseling; Digital Media; Education.*



## A. Introduction

Guidance and counseling teachers play an essential role in enhancing students' development and behavior within the school environment. Their contributions are significant in helping students become more proficient and effective learners (Ajowi & Simatwa, 2010).

The scope of guidance and counseling services is expanding, encompassing diverse areas to cater to students' needs comprehensively. These services extend beyond academic or career development, prioritizing the future psychosocial and mental well-being of students (Rahman et al., 2013). The objective of guidance and counseling services is to impart specific skills and proactive learning opportunities, ensuring academic, career, and personal/social success for all students (Arfasa & Weldmeskel, 2020). These services hold considerable potential in optimizing student development. Guidance and counseling services in schools contribute to enhancing students' personal, social, and learning experiences, as well as facilitating career planning (Rosmawati, 2018). The field of guidance and counseling services, spearheaded by guidance and counseling teachers, encompasses a comprehensive approach, addressing all facets of an individual's personality through diverse strategies and utilizing various resources and media.

When guidance and counseling teachers possess sufficient time, resources, and a well-structured program, positive outcomes can be achieved through counseling interventions, including improved student academic performance and the development of future career plans (Arfasa & Weldmeskel, 2020). The attainment of service objectives is closely linked to the effective utilization of guidance and counseling service media, which serves as a tool for delivering service content. Media selection plays a crucial role in ensuring the delivery of engaging services for students, with diverse materials being conveyed through various media formats (Rosmawati, 2018). Therefore, the use of media in guidance and counseling services is deemed significant. It is not only about how to use the media but also about carefully selecting media that aligns with the service objectives. The application of guidance and counseling media should remain adaptable to current trends, particularly in today's era of globalization, which necessitates the integration of digital technology-based media by guidance and counseling teachers.

As technology, a product of knowledge assumes a pivotal role, it becomes a vital medium for delivering guidance and counseling services (Basri, 2018). The incorporation of media as a conduit for guidance and counseling services in schools demands thorough attention, ensuring alignment with evolving service standards that must remain responsive to global shifts (Kusnadi, 2017). The indispensable role of media in guidance and counseling services underscores the need for creativity, especially in leveraging digital technology as a primary medium.

Unfortunately, some educators express reluctance to incorporate media in guidance and counseling services. Discussions with guidance and counseling teachers reveal that they encounter difficulties operating media, especially those based on digital platforms. Age-related limitations and corresponding skill constraints emerge as contributing factors. Moreover, both school and personal resources are deemed insufficient.

Historically, guidance and counseling teachers have employed manual media methods that are not adaptive to the millennial era, such as paper, printed books, cardboard boxes, and conventional tools. However, these conventional approaches have lost their appeal to students, resulting in a lack of engagement with the provided services. Some guidance and counseling teachers still fall short in maximizing the use of counseling media, leading to students experiencing boredom during counseling sessions (Sanjaya, 2019). To foster active student participation in counseling services, educators must leverage digital technology within and beyond the classroom setting.

The utilization of digital technology can impact teacher self-confidence, consequently influencing teacher attitudes (Blackwell et al., 2014). In the current educational landscape, technology plays a crucial role in enhancing services provided to students. By innovatively leveraging digital technology, guidance and counseling teachers can expand their repertoire of methods for delivering guidance services (Mulawarman et al., 2020). Incorporating digital media in guidance and counseling services can facilitate students' comprehension of service content, thereby improving their engagement.



Although the adoption of emerging educational technologies has surged in recent years, acceptance and utilization of technology remain challenging for educational institutions (Scherer et al., 2019). Successful technology integration in education hinges upon teachers' proficiency in these tools and their ability to seamlessly incorporate various forms of knowledge (Scherer et al., 2019). The accessibility of technology empowers teachers to innovate in their instructional approaches, thereby enriching the learning experience. This study aims to explore the intentions and readiness of guidance and counseling teachers to embrace digital technology as a medium for delivering guidance and counseling services.

The disparity with the prior research we have encountered lies in the scope of the investigated relationship, which was limited to examining only one to three factors related to the use of digital technology (x) and the variable of media utilization in guidance and counseling services (y). For instance, Foon et al., study (2020) elucidated three factors influencing the interest of guidance and counseling teachers in adopting digital technology: the intention of guidance and counseling teachers to use technology, the motivation of guidance and counseling teachers to offer digital services, and the inhibiting factors they experience. In contrast, the present study explores the influence of eight factors related to the use of digital technology, both individually and collectively, on the inclination of guidance and counseling teachers to employ media based on digital technology.

Considering the importance of technology in guidance and counseling, this study delves deeper into how variables such as technological infrastructure, administrative support, and professional training affect the implementation of digital technology by guidance and counseling teachers (Blackwell et al., 2014; Scherer et al., 2019). Additionally, this study evaluates the influence of technology integration on teachers' self-efficacy and their attitudes towards the use of media in counseling sessions. These factors are analyzed to determine the extent to which they facilitate or hinder the use of technology in guidance and counseling services, an area not fully explored in previous research, which tends to focus on more limited aspects such as readiness and interest of teachers (Foon et al., 2020).

Furthermore, this study also seeks to identify strategies that can overcome the barriers faced by teachers, by offering evidence-based solutions that can be implemented to effectively enhance technology integration. By doing this, the research contributes to the existing literature by proposing an intervention framework that schools can use to promote wider and more integrated technology adoption in guidance and counseling services (Mulawarman et al., 2020). Through this approach, it is expected that the findings of this study will help shape educational policies and practices that support the use of innovative and effective digital media in guidance and counseling in schools (Basri, 2018; Kusnadi, 2017).

This research expands the understanding of the complex dynamics between technology and guidance education by exploring various factors that significantly affect the integration of technology in guidance and counseling services, providing important insights for practitioners and policymakers in addressing existing challenges and leveraging the potential of technology to enhance educational outcomes and psychosocial well-being of students.

## **B. Method**

The research method employed was correlational causality, aiming to establish relationships between variables through a hypothetical deductive approach. This methodology involved observing a research phenomenon, formulating hypotheses to explain it, and conducting further analysis and verification (Molina et al., 2022). A total of 85 participants were recruited through convenience sampling. These subjects consisted of guidance and counseling teachers representing seven regions: Surakarta City, Sragen Regency, Wonogiri Regency, Karanganyar Regency, Klaten Regency, Boyolali Regency, and Sukoharjo Regency.

The data were collected using the Attitude scale for digital technology developed by Emine (Scherer et al., 2019), which was deemed valid and reliable with a high level of validity (1.000). The scale encompassed eight factors: competence, social networks, use of technology in learning, interest in technology, technology for personal use, negative aspects, recreational use, and conscious use, totaling 35 items.



The data were analyzed using descriptive statistical tests and regression analysis. Descriptive statistical tests provide a summary based on probability theory. These tests help summarize data using quantitative measures such as percentages, averages, or visual summaries like histograms and box plots (Kaliyadan & Kulkarni, 2019). Following descriptive analysis, regression analysis was conducted to model the relationship between the independent variable, which is the use of guidance and counseling service media, and the dependent variables, including competence, social networks, use of technology, interest in technology, technology for personal use, negative aspects, recreational use, and conscious use (Ningsih & Dukalang, 2019).

### C. Result and Discussion

As a crucial step in the development of guidance and counseling services, this study explores the use of digital media by guidance and counseling teachers. By identifying various factors that influence the use of digital technology, this study aims to provide valuable insights that will assist in designing more effective strategies for implementing digital media in guidance and counseling. The results to be discussed next offer a comprehensive view of the level of acceptance and readiness of teachers in adopting digital technology as part of their teaching practices.

## 1. Result

### a. Sample and data collection

*Table 1. Descriptive analysis of the data*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Competence	85	47.00	100.00	75.0471	10.99124
Social network	85	50.00	100.00	75.1412	12.39158
Utilization_Technology	85	50.00	100.00	83.0824	11.99525
Technology_Interest	85	65.00	100.00	80.5294	11.07398
Technology_For_Me	85	56.00	100.00	79.5294	10.48081
Negative_Aspect	85	25.00	100.00	80.4118	14.76425
Recreational_Use	85	50.00	100.00	70.9176	10.10211
Conscious use	85	67.00	100.00	85.6118	10.59323
Valid N (listwise)	85				



## b. Data analysis

Hypothesis 1 : Competency affects the use of guidance and counseling service media

Hypothesis 2 : Social Network affects the use of guidance and counseling service media

Hypothesis 3 : Technological use in learning affects the use of guidance and counseling service media

Hypothesis 4 : Interest in technology affects the use of guidance and counseling service media

Hypothesis 5 : Technological factors affect the use of guidance and counseling service media

Hypothesis 6 : Negative aspect affects the use of guidance and counseling service media

Hypothesis 7 : Recreational use affects the use of guidance and counseling service media

Hypothesis 8 : Conscious use affects the use of guidance and counseling service media

Hypothesis 9 : Competence, social networks, technological use in learning, interest in technology, technology-for-me, negative aspects, recreational use, and conscious use affect the use of guidance and counseling service media.

## c. Hypothesis Test

In testing the hypotheses, the effect of each factor in digital technology on the use of guidance and counseling service media by guidance and counseling teachers is examined individually. The analysis results are described as follows for each factor:

Table 2. Results of influence analysis (model summary)

Model summary					
No.	Factor	R	R Square	Adjusted R	Std. Error of The Estimate
1.	Competence	.772 <sup>a</sup>	.596	.591	5.41417
2.	Social network	.736 <sup>a</sup>	.542	.536	5.76501
3.	Utilization_Technology	.799 <sup>a</sup>	.639	.635	5.11662

<b>Model summary</b>					
<b>No.</b>	<b>Factor</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R</b>	<b>Std. Error of The Estimate</b>
4.	Technology_Interest	.839 <sup>a</sup>	.703	.700	4.63827
5.	Technology_For_Me	.867 <sup>a</sup>	.751	.748	4.24830
6.	Negative_Aspect	.502 <sup>a</sup>	.252	.243	7.36514
7.	Recreational_Use	.657 <sup>a</sup>	.432	.425	6.41941
8.	Conscious use	.733 <sup>a</sup>	.537	.531	5.79641

The data above could be described as follows:

- 1) The R Square value for the competence factor is 0.596, indicating that the contribution of competence to the use of media in guidance and counseling services is 59.6%. This implies that a higher mastery of competence contributes to an increased interest in media utilization.
- 2) The R Square value for the social network factor is 0.542, signifying that the contribution of social network influence to the use of media in guidance and counseling services is 54.2%. Better engagement in social networks contributes to an increased interest in media utilization.
- 3) The R Square value for the technology usage factor is 0.639, suggesting that the contribution of technology usage influence to the use of media in guidance and counseling services is 63.9%. Improved mastery of technology contributes to an increased interest in media utilization.
- 4) The R Square value for the technology interest factor is 0.703, indicating that the contribution of technology interest influence to the use of media in guidance and counseling services is 70.3%. A more substantial interest in technology contributes to an increased interest in media utilization.
- 5) The R Square value for the importance of technology for teachers is 0.751, signifying that the contribution of the importance of technology for teachers to the use of media in guidance and counseling services is 75.1%. A better understanding of the importance of technology for teachers contributes to an increased interest in media utilization.
- 6) The R Square value for the negative aspects factor is 0.252, suggesting that the contribution of understanding negative aspects to the use of media in guidance and counseling services is 25.2%. Improved



understanding of negative aspects contributes to an increased interest in media utilization.

- 7) The R Square value for the use of technology as entertainment factor is 0.432, indicating that the contribution of using technology as entertainment to the use of media in guidance and counseling services is 43.2%. Increased use of technology as entertainment contributes to an increased interest in media utilization.
- 8) The R Square value for technology usage awareness is 0.537, signifying that the contribution of technology usage awareness to the use of media in guidance and counseling services is 53.7%. Improved awareness of technology usage contributes to an increased interest in media utilization.

These results indicate that technology usage is the most influential factor in the interest of media utilization for Guidance and Counseling Teachers. Other factors can also be interpreted as significant reasons for teachers to perceive the use of media in guidance and counseling as essential and necessary. The results also demonstrate that negative aspects of technology or media usage have been sufficiently understood, thereby not diminishing the interest in media utilization for guidance and counseling teachers.

The following table presents the result of the analysis of the effect of eight factors in digital technology on the use of guidance and counseling service media.

Table 3. Results of analysis of the influence of competency factors et al. (model summary)

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.945 <sup>a</sup>	.893	.888	2,906
a.	Predictors: (Constant), Competence; Social network; Utilization_Technology; Technology_Interest; Technology_For_Me; Negative_Aspect; Recreational_Use; Usage_Aware			



As depicted in Table 3 above, the results reveal an R Square value of 0.893. This indicates that the combined influence of competence, social networks, use of technology, interest in technology, technology for personal use, negative aspects, recreational use, and conscious use on the utilization of media for guidance and counseling services accounts for 89.3%. The remaining 10.7% may be attributed to individual internal and external factors, such as interests, intentions, motivation, social support, and others.

Table 4 below presents the sig. value of the effect of each factor of digital technology on the use of guidance and counseling service media.

*Table 4. Results of hypothesis analysis (coefficients)*

No.	Model	Unstandardised Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1.	Competence	.595	.054	.772	11,063	.000
	Constant	34,153	4,076		8,379	.000
2.	Social network	.503	.051	.736	9,907	.000
	Constant	40,987	3,865		10,604	.000
3.	Utilization_Technology	.564	.047	.799	12,123	.000
	Constant	31,899	3,906		8,166	.000
4.	Technology_Interest	.641	.046	.839	14,031	.000
	Constant	27,141	3,714		7,307	.000
5.	Technology_For_Me	.700	.044	.867	15,830	.000
	Constant	23,097	3,547		6,511	.000
6.	Negative_Aspect	.288	.054	.502	5,291	.000
	Constant	55,621	4,449		12,502	.000
7.	Recreational_Use	.551	.069	.657	7,944	.000
	Constant	39,717	4,966		7,998	.000
8.	Conscious use	.586	.060	.733	9,808	.000
	Constant	28,645	5,150		5,562	.000

As shown in Table 4, the sig. value of the eight factors was 0.000 (< 0.05), indicating that all factors significantly affect the use of guidance and counseling service media. In other words, Hypotheses 1 to 8 are accepted. The following are detailed results of the study.

- 1) The constant value for the competence factor, 34.153, signifies that in the absence of competence, the consistent value of media usage is 34.153. The regression coefficient of 0.595 implies that for every 1% increase in the competence factor, the interest in media usage will increase by 0.595. Therefore, competence has a positive and significant impact on the interest in media usage for guidance and counseling teachers.
- 2) The constant value for the social network factor, 40.987, indicates that in the absence of the social network factor, the consistent value of media usage is 40.987. The regression coefficient of 0.503 implies that for every 1% increase in the social network factor, the interest in media usage will increase by 0.503. Hence, the social network factor has a positive and significant impact on the interest in media usage for guidance and counseling teachers.
- 3) The constant value for the technology usage factor, 31.899, means that in the absence of the technology usage factor, the consistent value of media usage is 31.899. The regression coefficient of 0.564 indicates that for every 1% increase in the technology usage factor, the interest in media usage will increase by 0.564. Therefore, the technology usage factor has a positive and significant impact on the interest in media usage for guidance and counseling teachers.
- 4) The constant value for the technology interest factor, 27.141, implies that in the absence of the technology interest factor, the consistent value of media usage is 27.141. The regression coefficient of 0.641 suggests that for every 1% increase in the technology interest factor, the interest in media usage will increase by 0.641. Thus, the technology interest factor has a positive and significant impact on the interest in media usage for guidance and counseling teachers.
- 5) The constant value for the importance of technology for teachers, 23.097, indicates that in the absence of this factor, the consistent value of media usage is 23.097. The regression coefficient of 0.700 means that for every 1% increase in the importance of technology for teachers, the interest in media usage will increase by 0.700.



- Hence, the importance of technology for teachers has a positive and significant impact on the interest in media usage for guidance and counseling teachers.
- 6) The constant value for the negative aspects factor, 55.621, signifies that in the absence of an understanding of negative aspects, the consistent value of media usage is 55.621. The regression coefficient of 0.288 suggests that for every 1% increase in the understanding of the negative aspects factor, the interest in media usage will increase by 0.288. Therefore, understanding negative aspects has a positive and significant impact on the interest in media usage for guidance and counseling teachers.
  - 7) The constant value for the use of technology as an entertainment factor, 39.717, means that in the absence of this factor, the consistent value of media usage is 39.717. The regression coefficient of 0.551 indicates that for every 1% increase in the use of technology as an entertainment factor, the interest in media usage will increase by 0.551. Thus, the use of technology as an entertainment factor has a positive and significant impact on the interest in media usage for guidance and counseling teachers.
  - 8) The constant value for technology usage awareness, 28.645, implies that in the absence of this factor, the consistent value of media usage is 28.645. The regression coefficient of 0.586 suggests that for every 1% increase in technology usage awareness, the interest in media usage will increase by 0.586. Therefore, technology usage awareness has a positive and significant impact on the interest in media usage for guidance and counseling teachers.

The following table presents the detailed sig. value for the eight factors.

*Table 5. Results of hypothesis analysis*

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-.521	.316		-1,650	.103
	Competence	.127	.004	.165	28,306	.000
	Social network	.128	.004	.187	35,774	.000

Model	Coefficients <sup>a</sup>		t	Sig.	
	Unstandardized Coefficients	Standardized Coefficients			
Utilization_Technology	.131	.004	.186	31,373	.000
Technology_Interest	.125	.005	.163	25,920	.000
Technology_For_Me	.105	.006	.130	18,114	.000
Negative_Aspect	.129	.002	.225	53,821	.000
Recreational_Use	.132	.004	.158	31,340	.000
Conscious use	.129	.004	.162	30,828	.000

a. Dependent Variable: Use of media

As presented in Table 5, all factors exhibited a sig. value of 0.000 (< 0.05), implying that, together, they significantly affect the use of media in guidance and counseling services. In other words, hypothesis 9 is accepted.

Table 6 below presents five items with the highest value, which need to be taken into consideration when examining the use of media in guidance and counseling services.

Table 6. Five recommended items

No.	Item statement	Factor	Percentage
1.	Digital technology must be used for beneficial purposes.	Conscious Use	88.53%
2.	I really want to learn about digital technology, which I have just discovered, as a support for guidance and counseling services.	Interest in Technology	85.29%
3.	I can distinguish what information is helpful to me on the Internet.	Conscious Use	85%
4.	To use digital technology, adequate skills and knowledge are required.	Technology for me	85%
5.	The use of technology as a medium increases students' interest in participating in services.	Use of Technology in Learning	84.71%

## 2. Discussion

Technology has become an integral part of every aspect of life, including education, particularly in the field of guidance and counseling services. Guidance and counseling services are an integral part of education that cannot be separated from technology (Kurniasih et al., 2022). Consequently, as service providers in this field, guidance and counseling teachers need to master the use of technology effectively in their services. This

need is underscored by Sapanca et al. (2022), who emphasize that guidance and counseling teachers, as part of the education system, must master technology to adapt to the evolving times and align with the characteristics of contemporary students who have been exposed to technology since birth.

The use of technology by guidance and counseling teachers should also be aligned with the latest digital-based technologies. Teachers are expected to be more creative in providing guidance and counseling services and to leverage their digital technology skills to be professional educators in line with current developments (Yunianto & Astuti, 2022; ). However, optimizing the use of technology can be influenced by the interest of the teachers themselves. This is evident in research conducted by Meccawy (2023), which highlights that the use of XR platforms, as an example of digital media by teachers, is influenced by factors such as teachers' interest and concerns in using digital media. These factors include teachers' awareness levels, the approach to obtaining XR learning content, teacher readiness, student readiness, challenges posed by XR for schools, and other overlooked social aspects. Other research also explores teachers' interests by examining factors such as belief values, social influence, perceived ease of use, and behavioral intention to use technology by teachers (Sharma & Srivastava, 2020).

This discussion provides a more detailed examination of the results of correlations for each specific factor, namely competence, social network, technology utilization in learning, technology interest, technology for me, negative aspects, recreational use, and conscious use. These factors are crucial in measuring the interest of guidance and counseling teachers in using digital-based guidance and counseling media. The following is a more detailed elaboration of these factors.

a. The effect of competence on the use of guidance and counseling media

The research results indicated that competency significantly influences the utilization of guidance and counseling service media by 59.6%, placing it within a reasonably high category. This observation suggests that teachers' proficiency or skills in employing digital media in guidance and counseling services may contribute to this score. Given the importance of maintaining a





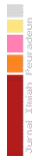
balance between media use and teacher competence in guidance and counseling services, there is an obligation to enhance teacher professionalism in exploring the use of learning media. This imperative is underscored by the growing significance of media in facilitating information acquisition within the field of education (Maloniso, 2023). Hence, teachers must align their competence with the selection and utilization of media in learning, ensuring that it meets the needs of students (Ramadhan et al., 2019).

This finding is corroborated by Basilotta-Gómez-Pablos et al. (2022), who assert that teachers must equip themselves with competencies, particularly in utilizing learning media in line with current developments, notably digital-based media. Digital competencies have emerged as essential skills in the educational context, exerting a significant impact on teachers' success in delivering learning through media today.

b. The effect of social networks on the use of guidance and counseling media

The research revealed that social networks influence the utilization of guidance and counseling service media by 54.2%. This suggests that guidance and counseling teachers adeptly leverage social networks, enabling them to utilize service media effectively. The utilization of social networks can significantly impact the utilization of guidance and counseling services as a medium. This viewpoint is supported by Yildiz Durak (2019), who highlights the various essential functions of social networks, including facilitating communication and multi-faceted interaction between students and teachers, facilitating quick and effective feedback, ensuring active participation, facilitating resource sharing, and providing opportunities for the development of various thinking skills. Additionally, social networks offer numerous positive effects on the learning environment across all levels of education (Arfasa & Weldmeskel, 2020; Rahman et al., 2013).

Social networks serve as intermediaries in learning, particularly using social media as supplementary or alternative materials to traditional curriculum resources. This approach yields benefits such as enhancing communication between teachers and students, fostering knowledge sharing, and promoting



collaborative learning. Leveraging social media within a social network framework can enhance learning experiences by fostering collaboration among school culture, teachers, and students (Van Den Beemt et al., 2020). Furthermore, Ansari & Khan (2020) also support these findings, indicating that the use of social media influences the utilization of learning media by facilitating the transfer of material resources, promoting collaborative learning, and enhancing interaction between teachers and students, thereby fostering a more enthusiastic and dynamic learning environment.

c. The effect of technological use in learning on the use of guidance and counseling media

The factor of using technology in learning was found to influence guidance and counseling service media by 63.9%. This suggests that guidance and counseling teachers effectively leverage technology in learning, enabling them to utilize service media proficiently. The utilization of technology in learning, as highlighted by Bernacki et al. (2020), emphasizes the role of mobile devices in enhancing the learning process and understanding of course material. These technological tools impact learning processes and outcomes through interactions with various psychological constructs, providing novel opportunities to enhance learning processes and collect valuable data to improve understanding and modeling of the learning process.

Furthermore, research focusing on Generation Z students indicates their preference for technology as an educational tool of interest. Technology in modern education facilitates learning at a suitable pace for these students through diverse methods such as games, mobile applications, videos, and podcasts. Teachers can support this by providing facilities to enhance student learning processes (Szymkowiak et al., 2021).

d. The effect of technological interest on the use of guidance and counseling media

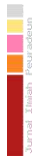
The interest in technology was found to significantly influence the utilization of guidance and counseling service media, accounting for 70.3%. This indicates that their interest in technology shapes the engagement of guidance and counseling teachers in using service media. The Covid-19

pandemic has accelerated the adoption of online learning, prompting guidance and counseling teachers to enhance their technological proficiency in delivering services, a trend expected to persist beyond the pandemic. However, sustained integration of technology relies on inclusion in teacher training programs, particularly for advanced technology usage (van der Spoel et al., 2020). Furthermore, Li et al. (2019) emphasize that teacher openness to technology independently predicts the utilization of technology to support student-centered teaching when controlling for technology self-efficacy. The substantial percentage obtained underscores guidance and counseling teachers' interest in leveraging technology to provide services.

- e. The effect of technology-for-me in learning on the use of guidance and counseling media

The finding indicates that technology-for-me influenced teachers in utilizing guidance and counseling service media by 75.1%. This underscores the significant benefits digital technology provides to guidance and counseling teachers in fulfilling their roles and responsibilities. The utilization of digital technology also hinges on students as the target audience for guidance and counseling services. According to Shatri (2020), contemporary education is heavily influenced by technology, with research surveys indicating that over 80% of students derive numerous benefits from internet usage, particularly in accessing new information and engaging in communication with others. Moreover, approximately 70% of students perceive information technology to have a positive impact, while the remaining 30% view it negatively. Teachers can leverage this phenomenon as educators to enhance students' interest in learning through technology.

The use of mobile devices as a learning medium is recognized by teachers as contributing to more enjoyable, interactive, group-oriented, and engaging learning experiences, as evidenced by research findings. Teachers also observe students' enthusiasm and active participation, along with positive feelings and demonstrated interest, provided that the use of mobile devices is not solely perceived as entertainment (Nikolopoulou, 2020).



- f. The effect of negative aspects on the use of guidance and counseling media

The result indicates that negative aspects influence the use of guidance and counseling service media by 25.2%. This suggests that guidance and counseling teachers do not encounter significant negative impacts when utilizing digital technology. However, several challenges are faced by teachers in conducting learning using technology. These challenges include limited access to cell phones/ laptops for students and poor internet connectivity, particularly in suburban areas. These obstacles can hinder the optimization of student learning activities and lead to difficulties in following lessons and completing assignments on time (Rasmitadila et al., 2020). Additionally, Fernández-Batanero et al. (2021) highlight that advances in technology may negatively impact teachers, leading to symptoms of fatigue, increased anxiety, and stress when using learning media. Some teachers express frustration at having to integrate educational technology into their teaching practices. These consequences may stem from factors such as inadequate teacher training in educational technology and the high pressure to incorporate technology into daily teaching routines.

- g. The effect of recreational use on the use of guidance and counseling media

The influence of recreational factors on the use of guidance and counseling service media is 43.2%, indicating a significant impact of recreation on teachers' utilization of service media. The integration of digital technology as a means of enjoyable recreation enhances the enthusiasm of both guidance and counseling teachers and students during the service process. Educational games, for instance, allow students to learn while engaging in enjoyable activities, thereby promoting effective learning, especially in today's rapidly evolving society, where individuals spend a considerable amount of time on their mobile phones. Gamification serves as a tool for both learning and playing, exemplified by games like "PaGamO", which utilizes technology accessible through mobile applications. This combination of gamification and

traditional learning methods has been shown to enhance student learning (Cheung & Ng, 2021). From the teacher's perspective, enjoyment of using digital technology in learning has increased, particularly during the Covid-19 pandemic, as it has facilitated various aspects of their lives. Teachers report using technology more frequently and expressing a preference for it. Positive impacts of the pandemic on the learning process include broadened insights into application usage, increased utilization of pedagogical technology, and the discovery of new teaching tools (Beardsley et al., 2021).

h. The effect of conscious use on the use of guidance and counseling media

Awareness has a significant influence on the utilization of guidance and counseling media, accounting for 53.7%. This indicates that heightened awareness among guidance and counseling teachers plays a crucial role in enhancing the utilization of service media. Guidance and counseling teachers' awareness of the significance of digital technology in service provision contributes to the improvement of service quality. Teachers recognize the necessity of equipping themselves with technological competence throughout the teaching and learning process. Interviews with teachers confirm this perspective, with one emphasizing the importance of maintaining an open attitude toward change and engaging in continuous learning. Others underscore the need to swiftly adapt to changes in digital technology (Carpenter et al., 2020).

Moreover, research suggests that elementary school teachers initially experience insecurity when integrating technological advancements into their teaching. However, over time, their self-efficacy in teaching with technology increases as they observe and collaborate with colleagues (Al-Awidi & Alghazo, 2012; Spiteri & Chang Rundgren, 2020). In addition to self-efficacy expectations, teachers' value beliefs, particularly regarding the utility value of technology, are considered significant barriers to technology integration. These beliefs reflect the extent to which teachers perceive the added value of using or integrating technology into their teaching and acknowledge its usefulness in their instructional practices (Backfisch et al., 2021; Scherer et al., 2019).



i. Use of digital guidance and counseling service media

The application of digital media in the field of guidance and counseling services was found to be significantly influenced by competence, social networks, use of technology, interest in technology, technology for personal use, negative aspects, recreational use, and conscious use, accounting for 99.9%. These findings indicate that guidance and counseling teachers are receptive to advancements in digital technology within their field, utilizing it effectively to fulfill their duties and responsibilities. The optimal utilization of mobile computing-based platforms, such as WhatsApp, has been instrumental in assisting guidance and counseling teachers in resolving student issues through counseling with 80% accuracy. By leveraging such systems, it is anticipated that accuracy and efficiency in addressing student problems within each school can be enhanced (Budianto et al., 2019; Arifin & Ummah, 2021).

Moreover, the adoption of the flipped classroom approach, as explained by Mulawarman et al. (2020), aims to empower guidance and counseling teachers to innovate in delivering services to students. This method facilitates the achievement of the primary objective of providing foundational guidance services while enabling counselors to employ more sophisticated methods. Through flipped classroom guidance, counselors integrate technology to meet the complex demands of the digital era (Ru'iyah et al., 2023). Additionally, Rahman (2020) developed a new media, the E-Prophetic Gestalt Counseling (EG-Pro) website, to address the prevalent issue of academic procrastination in Indonesia. This intervention has proven effective in enhancing students' skills in overcoming academic procrastination, particularly within the context of Indonesian Islamic higher education institutions (PTAI).

## D. Conclusion

This study aims to examine the impact of various factors of digital technology on guidance and counseling teachers' usage of guidance and counseling media. The findings revealed that all eight aspects of digital technology application significantly influenced the use of media in guidance and counseling services among guidance and counseling teachers. The effect sizes of these factors varied, with the highest score observed in "technology

for me" (75.1%), followed by interest in technology (70.3%), technological use (63.9%), competence (59.6%), social network (54.2%), conscious use (53.7%), recreational use (43.2%), and negative aspect (25.2%). These results highlight the importance of improving guidance and counseling teachers' interest and attitude toward the use of digital technology in guidance and counseling services to optimize their service delivery.

The results of this study are expected to contribute to knowledge by demonstrating that guidance and counseling teachers exhibit interest in utilizing digital technology-based media, as examined through eight diverse factors. Additionally, it is also expected to impart knowledge to readers and fellow researchers, enabling them to devise interventions aimed at enhancing the utilization of digital technology in guidance and counseling media by teachers in the field. Mastery of digital technology by guidance and counseling teachers is crucial for facilitating optimal student development through guidance and counseling services.

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