



Urgent Digitalization Asesmen Needs of Convention and Consulting In The Development of Conselor Competence

Nur Ainy Pricillia Susanti¹, Budi Purwoko², Elisabeth Christiana³, Retno Tri Hariastuti⁴

^{1,2,3}Guidance and Counseling Study Program, Faculty of Education, Surabaya State University

* Corresponding Author. E-mail: ¹nurainy.23018@mhs.unesa.ac.id,
²budipurwoko@unesa.ac.id,
³elisabethchristiana@unesa.ac.id, ⁴retnotrihariastuti@unesa.ac.id

Receive: 10/01/2024

Accepted: 11/02/2024

Published: 01/03/2024

Abstract

Every human being living in any world needs what is called evolution. If we as humans are stagnant and don't want to follow the evolution of the times, we're going to get stuck with the development of the IPTEK, so that we are not out of date or out of age. So did the counsellor. Counselors are required to be able to understand the student in depth. A deep understanding of the students is called an assessment process. The realities in the field, the realities on the ground, the implementation of assessments in schools are not implemented to the maximum, besides requiring a sufficiently long mastery of knowledge, practice and synthesis, these conventional methods are irrelevant to the development of students who are very familiar with technology. Therefore, to address such challenges, it is possible to develop digital-based guidance and counseling assessment devices. The data obtained as many as 717 articles covering keywords "urgent digitalization assessment of guidance and counselling needs" and 146 articles that cover the keyword "counsellor competence" then found 15 research articles relevant to the urgency of digitalisation assessments of the need for mentoring and counseling in the development of the competence of counsellors, this is as a measure of evaluation. These results are important for a prospective Islamic consultant to enhance his professional competence in order to be able to compete with today's global challenges.

Keywords: *Digitalization of needs assessment, Guidance and counseling, Counselor competence*

Abstrak

Setiap manusia yang hidup di duniapun memerlukan yang namanya suatu perkembangan. Hal ini berbanding lurus dengan perkembangan kemajuan IPTEK. Jika kita sebagai manusia stagnan dan tidak mau mengikuti perkembangan zaman, kita akan tergilas dengan perkembangan IPTEK tersebut, agar kita tidak out of date atau ketinggalan zaman. Begitupun dengan konselor. Konselor dituntut untuk bisa memahami peserta didik secara mendalam. Pemahaman secara mendalam terhadap peserta didik tersebut disebut dengan proses asesmen. Hal ini mutlak dilakukan oleh konselor. Kenyataan di lapangan, Kenyataan di lapangan, pelaksanaan asesmen di sekolah kurang dilaksanakan secara maksimal, disamping memerlukan penguasaan pengetahuan, praktek dan sintesis yang cukup lama, metode konvensional ini tidak relevan dengan perkembangan peserta didik yang sangat familiar dengan teknologi. Oleh karena itu, untuk menjawab berbagai tantangan tersebut, dimungkinkan untuk mengembangkan perangkat asesmen bimbingan dan konseling berbasis digital. Data yang diperoleh sebanyak 717 artikel yang mencakup kata kunci "urgensi digitalisasi asesmen kebutuhan bimbingan dan konseling" dan 146 artikel yang mencakup kata kunci "kompetensi konselor" kemudian ditemukan 6 artikel penelitian yang relevan dengan urgensi digitalisasi asesmen kebutuhan bimbingan dan konseling dalam pengembangan kompetensi konselor, hal ini sebagai langkah penyotiran. Hasil ini penting bagi calon konselor islam untuk meningkatkan kompetensi profesionalnya agar mampu bersaing dengan tantangan global saat ini.

Kata Kunci: Digitalisasi asesmen kebutuhan, Bimbingan dan Konseling, Kompetensi Konselor.

Introduction

Life is dynamic. Every human being living in any world needs what is called evolution. As the times progress, we as educators are also required to follow the developments of the times. It's a straightforward comparison to the progress of the IPTEK. IPTEK stands for Science and Technology. Along with the development of the times, this clearly gives many benefits and of course facilitates the work anyway, although it can be negative anyway if abused (Disemadi et al., 2023) If we as humans are stagnant and do not want to follow the evolution of the ages, we will be jerked with the developments of the IPTEK, so that we are not out of date or behind. (Permata Sari et al., 2023). This is because technology is not a rare and alien thing to society in general, one of the youths

in the world including Indonesia. Almost every line of life uses technology, including education. Technology and education are closely linked, especially in an era of globalization like this. Educational activities are assisted in its organization due to rapid technological advances, therefore, it is important for us as educators and the general public to keep up with the development of IPTEK and use it wisely (Kurniawan et al., 2013). One indication that describes the development of IPTEK very rapidly is by seeing the Internet development that has become one of the needs of society today, it cannot be denied again that the Internet has risen class to the primary need of most people (Hakim et al., 2016).

A 2010 survey conducted by the EU

Kids Online Survey of 25,142 samples of children and adolescents found that 93% of 9-16-year-olds use the internet at least once a week and 60% use the Internet every day (Livingstone et al., 2009). According to a 2013 MarkPlus Insight survey, half of Indonesian netizens, 35.5 million, are young Internet users under the age of 30 and 95% of netizens are Internet users via mobile or smartphone devices (Marketeers in (Adiarsi et al., 2015)).

Thus, it can be concluded that if indeed the world of technology has become a part of the lifestyle of the younger generation, which of course it has a big impact on the various changes that are taking place, furthermore the age of adolescents has a high presentation related to the use of the Internet. There are some facilities offered by the Internet, especially with the smartphone media in searching for any information with just one "click". If we don't balance, exaggerate the provision of services in a conventional way that takes a relatively long and uninteresting time, they'll be reluctant to follow the service process of Teachers of Counseling and Counselling. Therefore, the implementation of BK services is facilitated by the use of technological media whose functions can provide guidance and counselling services in more attractive, interactive, and unlimited ways while keeping in mind the guidelines and ethical codes in the profession of mentoring and counseling. This is in line with what is laid down in Permendiknas no. 16 Year 2007 on the Standards of Academic Qualifications and Teachers' Competence. In this regulation it is stated that teachers must use ICT for learning purposes, as well as teachers are expected to be able to use ICT to communicate and develop themselves, without exception for teachers of Counselling and Counseling, Mastering of information technology for teacher counseling and counselling is an added value in providing mentoring and counseling services (Citizens in (Triyono & Febriani, 2018)).

As an integral part of an education, mentoring and counselling teachers are required to have an understanding and skills in using technology in providing counseling services. As a professional educator, BK teachers must respond to these demands by improving their technological competence, including the use of technology in conducting assessment consulting processes, where assessment is the main activity of mentoring and consulting teachers and is first done in creating a program of guidance and counselling. Therefore, need assessment will be the key in the development of the next BK Program. In the implementation of counselling strategies, need assessment has an important role to play in implementing future strategies ((Princess, 2018). Furthermore, mentoring and counseling teachers have an essential role in helping learners optimal development in four areas, namely personal, social, academic, and career. According to (Prayitno & Amti, 2004), the goal of guidance and counselling is to help individuals to develop themselves optimally according to the stage of development and predisposition they have, as well as knowing the various backgrounds that exist, according to positive demands of the environment, such activities are familiar to us as assessment activities.

Facts in the field indicate that the assessment of counseling has not yet been performed to the maximum. Although information technology has advanced rapidly, there are still many consultants who do not have a profound understanding of information technology. As a result, the mentoring and counselling processes they carry out tend to use conventional and non-developing methods, which seem old-fashioned and boring for students who are already familiar with information technology. For example, students are now familiar with smartphones as a versatile device that can not only be used for telephone calls and short messages, but also for important tasks and quick information

acquisition. In these circumstances, a consultant needs to understand the role of technology and information in guidance and counseling so that the services provided are tailored to the needs of the community and are based on the principle of needs and latest developments ((Paramartha, 2016)); still a lot of teachers of mentoring and counselling who use paper-based questionnaires, while in addition to the cost of printing, the collection of data will definitely take quite a long time, this indicates that the competence of Teachers of Mentoring and Counselling in the use of technology should be paid more attention (Imawanty & Fransiska, 2019); Thro this time, school counselors have faced difficulties in revealing their problems. Common problems are common psychological disorders in school, such as stress, depression, and low self-efficacy. In addition, the processing and administration of data guidance and counselling is also done manually, which results in a huge energy consumption and inefficient time. Therefore, there needs to be a change in the way this works to be more effective and efficient. (Ifdil & Ilyas, 2017). In addition, the same thing was found by the researcher, where the researchers have already worked in a school by changing instance as many as three times, first in the SMK PGRI 1 Mejayan, the two SMKS PGRI Wonoasri, then appointed the PPPK in SMKN 1 Majayan. Of the three schools where the researcher works, none of the mentoring and counselling teachers conduct the assessment process using a digital-based tool. Based on the background that has been revealed above, it is necessary to analyze any aspect of the professional competence of the counsellor that should be in relation to the digitization of assessment of the need for guidance and counseling.

Method

This research uses qualitative descriptive methods with a focus on the literature review approach, i.e. the collection of information from related literary sources.

This approach combines descriptiveness and qualitiveness and emphasizes the appearance of data without any additional manipulation. This method has the aim of developing the theoretical as well as practical aspects in a research variable (Sukardi, 2013). In addition, this literature review also aims in terms of identifying, selecting, developing and synthesizing previous research that is of course relevant to the topic studied. (Kitchenham, 2007). The sources of research data used are journal articles indexed in Google Scholar and Scopus trindex. This research data will be used to explain the importance of professional competence for prospective consultants as well as the intervention efforts used to enhance such competence. Google scholar and scopus were chosen because they had greater chances and more find research results related to the professional competency of consultants. The keywords used are "digitalized assessment of guidance and counselling needs" and "professional competence of consultants"

The search for research sources was conducted from April 29, 2024 to May 22, 2024. The criteria used include: 1) articles related to professional competence; 2) articles published from 2019 to 2024; 3) indexed centa (science and technology index, google schooler and scopus. The empirical data that has been found will be analyzed inductively in order to obtain a general overview of the research findings related to the urgency of digitalization and assessment of the need for guidance and counselling. The analysis steps carried out follow the following steps: 1) Data sorting, done using Microsoft Excel to facilitate the process of selection of articles relevant to the research; 2) Data presentation, where the data is presented in the form of tables, narrative that describes the relationship between categories; 3) Conclusion, by drawing conclusions from some of the data already presented so that it can answer research questions. (Miles et al., 2014). Through these measures, it is expected to

obtain more comprehensive results and contribute to the science of guidance and counselling. The aim is to provide comprehensive understanding to readers through a library review, motivating them to explore a variety of research methods and concepts by integrating literary studies carefully. This is expected to encourage readers to produce better quality written work in the future.

Result and Discussion

Research conducted to find articles relevant to research variables. Where researchers use keywords digitalization assessment of needs of guidance and counselling and professional competence of consultants. Data obtained as many as 717 articles covering keyword urgency digitization assessment needs of mentoring dna counseling, and 146 articles that cover keywords of competence consultants, then found 15 research articles relevant to the urgency of digitization of assessments of need of counseling and mentoring in the development of consultant competence, this is as a measure of evaluation. As for the results of this analysis, the researchers will present them in the form of tables and narratives. Here are the results of the analysis of the findings of the study presented in the table below:

Table 1. Presentation of Data Analysis of Research Results

No	Author	Methods	Research Result
1.	Sayful Mulu k, et al	The research method used is research and development that adapts the ADDIE model with the	Therefore, the development of digitization of NLP-based consulting services can be one of the solutions to the problems faced by teacher BK, while improving the competence of teacher BK

		intention of developing and improving the product. Research data is obtained using Forum Group Discussion (FGD) techniques, interviews, observations and documentation.	and facilitating teacher BK in the process of consulting and documentation of his consulting records. (Saiful Muluk et al., 2024)
2.	Sudibyo & Arif Budi man	The data collection method uses test and document study methods. The data analysis technique in this study uses quantitative descriptive analysis using percentage formulas. To analyze	The purpose of this training is to improve the competence of consultants in conducting identification of needs (assessment) of comprehensive mentoring and counselling program with the help of google form. School counsellors also have to do a variety of ways or innovations with the help of the right media to be able to provide online counselling services to

		the data using the percentages formula, where the scores obtained are divided by the total score and then multiplied by 100%.	students in the school (Sudibyo & Arif Budiman, 2021)				schools besides requiring the mastery of knowledge, practice and synthesis also greatly demanding the time and effort of counselors in schools. As for the solution offered by developing its own application of instruments of guidance and consulting with microsoft excel. Examples of the development of test instruments include Multiple Intelligence Scale Development, High School Students' Talent and Interest Search, and Non-Test Instruments, such as Who Am I Scale / Angket (Triyanto, 2018)
3.	Triyanto, A.	The research method used is research and development.	The competence of Indonesian consultants prepared by ABKIN as set out in the 2007 Academic Manual requires school consultants to be able to organize guidance and counselling activities. To answer that challenge, the consultants are confronted with how to understand each student in depth. An in-depth understanding of the students begins with assessment activities. The realities in the field, the implementation of assessments in				
				4.	Hanggara, G.	The research method used is <i>research and development</i> .	School guidance and counselling services should be tailored to facilitate optimal student development. Such needs can be identified by making an assessment, then analyzed by the consultant. The process of launching

			<p>assessments, data input, up to analysis usually takes a lot of time and effort if done in a conventional way. From various issues, development research was carried out that produced breakthroughs where the process of data input is considered faster with the help of Short Message Service (SMS) and analysis is also faster if assisted with the Student Needs Analysis Application. For that it is necessary to comment in this paper on how to use SMS-based needs analysis applications to optimize BK services in facilitating student development in its entirety (Hanggara et al., 2018)</p>			<p>method of research and development (Research & Development) through the preparatory study phase (library data), the analysis of enrollment of students of class IX in the secondary school, the study of the needs of teachers BK in the Secondary School</p>	<p>facilities to users in facilitating the processing of data information of students. The Information System of Prominence is highly deserved to be used by the teacher of BK in Indonesia in carrying out an assessment of the needs related to the removal of advanced schools. (Sikumbang, 2019)</p>
5.	Sikum bang, E.	The development of this website is carried out using the	This research is about the development of the website "Information System of Interest" (SIP) which provides	6.	Annas, R., Purwoko, B., Muis, T.	The research method used is <i>research and development</i> .	Researchers developed a self-help android application in order to assess the needs of pupils to determine the advanced education of students of Madrasah Tsanawiyah (MTs) by developing an android

			application self help so that pupils are not limited to information only. (Annas et al., 2021)				(AUM). But the fact of the past shows that, most school counselors are not yet able to use information technology, are not able to make use of it, including the processing of AUM that has been done manually. This condition can be enhanced by good cooperation between the college and the BK's supporters in the field. One of them is through activities such as this, training consultants to perform processing using the AUM Computer Application Processing Program. After following the Computer Processing Tool Processing (AUM) with the use of Computer for Consultants in the Land District of Datar, participants have gained insight, knowledge, understanding and skills in supporting the
7.	Ifdil, I., dkk	Implementation of these training activities uses lecture methods, question answers, discussion and practice of the use of the program.	There are new breakthroughs in the field of counselling, such as the emergence of the term e-counselling services. The real existence of the application of e-counseling is with the emergence of consulting services online, through the websites of online consulting service providers or more simply the consulting carried out through the telephone and some application programs for chatting such as skype, Yahoo Mesegger and so on Besides also the use of other application programs that support the maintenance of the duties of the consultants, such as the birth of application programs processing Tools Expression Problems				

			<p>maintenance of duties as a consultant in the school, besides this training has brought new nuances in the local counseling world, this activity gives the encouragement back to the consultants for more enthusiasm, even these expectations are submitted by representatives of the participants so that similar activities more often to be carried out. (Ifdil & Ilyas, 2017)</p>			<p>PTSDL series problem expression processing software. (SP-AUM PTSDL Versi. 1). The research tools used include scales, inventories, and interviews. The data analysis used in this study is descriptive analysis and conformity test.</p>	<p>analyze the effectiveness and feasibility of the application processing PTSDL Series Problem Statement Tool (SP-AUM PTSDL Version.1) by the teacher BK/Konselor. The results of the research show that the PTSDM Series Problems Statement tool (SP - AUM PtsdL version.1) is effectively and properly used, both in terms of the validity of the website program as well as the validation of the substance of the AUM ptsdl contents. Thus, the SP-aum PTSdl Version.1 is worthy to be used by teacher BK / Konselor in school as one of the tools for the activities of Evaluation of Needs (Ifdil et al., 2021)</p>
8.	Ifdil, I., dkk	<p>The method used in this research is the Research and Development method. The research subjects included 15 counselors, 15 BK teachers, and 15 BK students using</p>	<p>In the preparation of guidance and counselling (BK) programmes, need assessment is an important element that is used as a reference. In order to make the administrative process, processing, and evaluation by the teacher BK/Konselor in the school easier, it is necessary to update and innovate. The purpose of this study is to</p>				
				9.	Paramartha, D.	<p>The method used in this activity is Model Technical</p>	<p>Knowledge of information technology for a consultant is a must that must have and can not be offered anymore, it is</p>

		<p>Assistance in the form of Training which is carried out by providing training given to BK teachers and PKL students with care / modeling that is to give demonstration about how the CBT system works.</p>	<p>based on the development of the information technology that is increasingly advanced and expanding rapidly. Even though the developments in information technology have progressed and expanded rapidly but still a lot of consultants have not mastered information technology fully so that there are still many consultants who do not know the role of information technologies in guidance and counselling. The services they provide tend to be conventional and undeveloped, so it seems boring and boring for students who are already familiar with information technology. One of the services that the school counselor performs is the Assessment Test. It is very important to evaluate a variety of mental abilities and</p>				<p>attributes, including achievements and abilities, personality. (Paramartha, 2016)</p> <p>10. Setyana, M. & Purwoko, B. The type of research used in this study is developmental research with the Borg and Gall (1983) model, which has been simplified by the Education Innovation Policy Research Center (Puslitjknov) team into five stages, which is carried out by researchers without a trial stage. The types of data used are quantitative</p> <p>Guidance and counselling have an important urgency in one's development. The latest technological developments have changed the way in which conventional counselling is carried out. The goal of technological advances is to facilitate access to information, and this also applies to the application of guidance and counselling without changing the context. However, in the field there are still many BK teachers or consultants who do not understand the use of technology media to support mentoring and counselling services. Not all BK teachers at school understand or understand the</p>
--	--	---	---	--	--	--	--

		<p>ve and qualitative descriptive.</p>	<p>use of technology, especially in application software. One of the professional competences that teachers of BK must have, as regulated in the Regulations of the Minister of National Education No. 27 Year 2008, is the mastery of the concepts and practices of assessment in mentoring and counselling services to understand the needs and problems of students. Currently, the AUM instruments used by BK teachers in carrying out assessments tend to be manual and less attractive. Less interesting because it uses paper with a lot of statements from a wide range of issues. The process takes a long time, so students can easily get bored. (Setyana & Purwoko, 2018)</p>		<p>Purwoko, B.</p>	<p>Research and Development (R&D) development model. The data analysis techniques used in this research are both quantitative and qualitative.</p>	<p>high school are structured according to the needs of the students and the school needs. As a measure that determines the quality of implementation of the mentoring and counselling program is through a need assessment. Therefore, with the various technological sophistication that exists, then in the preparation of the BK program at school this research developed a medium that facilitates the user (teacher BK) in the process of analysis and compile a plan of activities up to 3 with a schedule of activities easily, structured, and systematically according to the needs of students (Setyanto & Purwoko, 2018)</p>
11.	Setyanto, M. &	The research uses the	The mentoring and counselling programmes at	12.	Habibra, M.	The type of research carried out is research	After obtaining information about the needs of the student, the mentor and counselling

		<p>and develop ment (R&D) using the ADDIE approach . If reviewed from the research methods then R&D is a combinat ion of qualitativ e research with quantitativ e, the instrume nts used are interview s and angket. As for data analysis techniqu es using the T test and data analysis then the percenta ge is searched with the formula used.</p>	<p>teacher can draw up the appropriate service program. In order to draw up a program of mentoring and counseling services, mentor and mentoring teacher should take into account the need of the pupil through Need Assessment. If the mentoring or counseling program is not based on the outcomes of the need assessment, then the program that is drawn up will not be perfect. However, we often find that mentoring and counselling teachers draw up programmes without considering the assessment or the needs of the student. They're just calculating what material is suitable to give to the student. In the face of technological advances and today's digital age, tutoring and counselling teachers should also use</p>				<p>computers to improve their performance. In this age of information globalization, we should have started using digital systems that enable us to process information quickly, easily, and in large quantities. Therefore, mentoring and counselling teachers must have computer skills, especially in carrying out Need Assessment and other administrative tasks. Thus, the implementation of guidance and counselling services will be more efficient and convenient for teachers of mentoring and counseling (Habibra, 2022)</p>
				13.	Meilanda	This development research adapts the Borg & Gall development research design	In this era of globalization and the rapid development of Science and Technology (IPTEK), quality human resources are urgently needed. Teachers of BK are expected to be

			<p>able to provide interesting mentoring and counselling services using BK media, so that students are interested and easy to understand the services provided. The use of media in the process of guidance and counseling services is very profitable because it makes it easier for BK teachers in providing such services. Researchers want to create innovations in the system of giving guidance services and counseling that are interesting and up-to-date at the moment, students tend to more disclose the problems they face through digital media or social media, rather than directly communicate them to parents or BK teacher (Meilanda, 2017)</p>		B.	<p>ive Descriptive.</p> <p>nursing students, the variation of problems that arise is also complex. Therefore, in order to be able to obtain accurate information about the needs and problems of students, BK teacher should perform instrumentation activities. Instrumentation applications are activities that support guidance and counselling services to collect data and information about students, as well as information about the broader environment. This data collection can be done using a variety of instruments, both test and non-test. Through this instrumentation application activity, BK teachers can better understand the needs and problems of students. As one of the supporting activities, the application of instrumentation</p>
14.	Sundari, S. & Satrio,	Research design using Quantitat	Given the considerable burden with the large number of			

			<p>is basically an indicator of the professional competence of BK teachers. Thus, it can be concluded that mentoring and counselling teachers who have competence in the mastery of good instrumentation applications can organize mentoring services and counseling professionally. It will produce efficiency and efficiency in achieving the desired results (Sundari & Satrio, 2014)</p>				<p>services provided by the mentoring and counselling teachers as well as influence the planning of the program of guidance and counseling. The counsellor should identify and formulate the needs and characteristics of the student before establishing the goals and plans of the mentoring and counselling program. The study aims to develop an analytical instrument that is a digitized problem checklist. This digitization uses a suitable and portable analytical program to facilitate teachers' guidance and counselling in conducting tests. The main idea in this study is to modify the test instrument tool so that teachers can detect and document potential risks that students have effectively</p>
15.	Purwanto, A. & Laras, P.	Research method used is Research and Development	<p>Mentoring and counselling planning can begin with using the results of assessments or assessments to design programmes for counsellors who need guidance and counseling. One of the purposes of the assessment is to know the needs and conditions of the pupils. The evaluation is very important in determining the results of the</p>				

			and efficiently in the development of guidance and counselling programmes. (Purwanto & Laras, 2022)
--	--	--	---

Based on the findings, mastery of competence is crucial. Research by (Alberth Reba et al., 2022) shows that the professional competence of consultants has a significant impact on their performance. Myers and Gibson (in (Cahayoulan et al., 2019) stated that there are twelve technological competencies for BK teachers called the Technology Competence of Counselor Educators (ACES), namely: (a) able to use productive software to develop web pages, presentations, letters, reports, and so on; (b) capable of using audio-visual equipment such as video recorder, audio recorders, projection equipment, and playback units; (c) capable to subscribe, participate, and exit lists of services related to counseling; (d) able of accessing and using CD-RPM databases related to counselling; (e) able for e-mail; (f) ability to use computer-based statistical devices; (g) capable for using computer based programs for testing, diagnosis, and career decision-making; (h) capable and able to help Internet counsellors search for various types of information related to career counsel, employment opportunities, educational and training opportunities, financial assistance/student assistance, procedures, social treatment and personal information; (i) have knowledge about law and ethics in connection with the code of education and the development of the Internet; and (h), capable of searching for information and consulting through the quality of the internet; The ratings indicate that a consultant is being prosecuted for being able to master technology.

As an integral part of an education, mentoring and counselling teachers are

required to have an understanding and skills in using technology in providing counseling services. As a professional educator, BK teachers must respond to these demands by improving their technological competence, including the use of technology in conducting assessment consulting processes, where assessment is the main activity of mentoring and consulting teachers and is done for the first time in creating a guidance and counselling program. Therefore, Need Assessment is the key to further development of the BK Programme. Furthermore, Teachers of Counselling and Counseling have an important role in helping students optimal development in four areas, namely personal, social, academic, and career. According to (Prayito & Amti, 2004), the goal of guidance and counselling is to help individuals to develop themselves optimally according to the stage of development and predisposition they have, as well as knowing the various backgrounds that exist, according to positive demands of the surrounding environment, such activities are commonly known as assessment activities.

Nursalim, (2013) stated that there are general stages in the counselling process including: Relationship Building (Report), problem assessment, goal setting, selection of technique/strategy, implementation of strategy, evaluation and follow-up and the last is Termination. It is clearly stated above that the assessment stage is a very important stage before determining the objectives in the counseling process, because by conducting an assessment process, a mentor and counselling teacher will gain a more complete and comprehensive view of the complexity of the background as well as the problem. Teachers of guidance and counseling should not do things in which they are in a hurry because of the strategy/treatment that they are going to take. Facts in the field indicate that the assessment of counseling has not yet been performed to the maximum. Although information technology has advanced

rapidly, there are still many consultants who do not have a profound understanding of information technology. As a result, the mentoring and counselling processes they carry out tend to use conventional and non-developing methods, which seem old-fashioned and boring for students who are already familiar with information technology.

Based on observations of students and teachers in one school, there are generally some things that the Researchers have found why the digitization of assessment of counseling is not maximum is: 1) Age, for teachers of mentoring and counselling who are of age eighteen and not familiar with computers, clearly they are reluctant to even not be able to make the most use of the services of tutoring and consulting which are of a digital nature; 2) Unconsciousness of the importance of an educator following the development of technology, so impressed indifferent, carrying out the process of giving services of guidance and consultancy what it is of course it will be offset on the professionalism as a teacher of tutors and consultants; 3) still low development of instruments / tools of expression of assurance in the form of digital, although digitalization is very necessary for the effectiveness and efficiency of the time process of services provided, especially assessment processes; 4) All students have smartphones but are used only as entertainment, so less productive. Smartphones can actually be used by teachers of guidance and counselling in launching the assessment process of counseling as a medium that is of course more useful.

Conclusion

Consultant competence is a crucial factor in dealing with today's global challenges. Counselors are expected to be aware of the importance of mastering professional competences. Counselors must have the insight, knowledge, skills, values, and attitudes appropriate to be professional

counselors. There are many competences to be mastered by a candidate consultant, including the ability to carry out assessment activities and constantly evolve, to innovate including assessing the need for guidance and consulting based on digital. This cannot be left as a demand to follow the evolution of the digital age. All these indicators of professional competence must be integrated with the values and roles of consultants. It is hoped that the results of the research can be the basis for future researchers to provide interventions to improve the professional competence, both prospective counsellors and school counselors to always up-grade the competence they have.

Reference

- Adiarsi, G. R., Stellarosa, Y., Martha, ;, & Silaban, W. (2015). *LITERASI MEDIA INTERNET DI KALANGAN MAHASISWA* (Vol. 6, Issue 4).
- Alberth Reba, Y., Saud, H., Ari Saputra, A., & Ayu Pristanti, N. (2022). Kinerja Guru Bimbingan Dan Konseling Ditinjau Dari Kompetensi Profesional Dan Dukungan Sistem. *Jurnal Bimbingan Konseling Indonesia*, 7.
- Annas, R. I., Purwoko, B., & Muis, T. (2021). Pengembangan Aplikasi Android Bantuan Diri (Self Help) dalam Perencanaan Pendidikan Lanjutan Siswa Kelas IX MTs Negeri 8 Banyuwangi. *Indonesian Journal of Educational Counseling*, 5(2). <https://doi.org/10.30653/001.202152.160>
- Cahyawulan, W., Badrujaman, A., Fitriyani, H., Mamesah, M., Wahyuni, E., & Djunaedi, D. (2019). Peningkatan Kompetensi Teknologi dan Informasi Guru Bimbingan dan Konseling. *CARADDE: Jurnal Pengabdian Kepada Masyarakat*, 1(2). <https://doi.org/10.31960/caradde.v1i2.76>
- Disemadi, H. S., Sudirman, L., Girsang, J., & Aninda, M. (2023). Perlindungan Data Pribadi di Era Digital : Mengapa Kita Perlu Peduli ? *Sang Sewagati Journal*, 1(2).

- Habibra, M. (2022). Pengembangan Aplikasi Need Assessment Secara Online Oleh Guru BK untuk Penyusunan Program BK di SMP Kabupaten Dharmasraya. *Tesis. IAIN Batu Sangkar*.
- Hakim, S. N., Raj, A. A., & Prastiwi, D. F. C. (2016). Remaja dan internet. *Prosiding SEMNAS Penguatan Individu Di Era Revolusi Informasi, 2008*.
- Hanggara, G. S., Andrianie, S., & Ariyanto, R. D. (2018). Penggunaan Aplikasi Analisis Kebutuhan Berbasis SMS untuk Optimalisasi Layanan BK dalam Memfasilitasi Perkembangan Siswa Seutuhnya. *Seminar Nasional Psikologi*.
- Ifdil, I., & Ilyas, A. (2017). Pengolahan Alat Ungkap Masalah (AUM) dengan Menggunakan Komputer Bagi Konselor. *Jurnal Aplikasi IPTEK Indonesia, 1*(1). <https://doi.org/10.24036/4.113>
- Ifdil, I., Sin, T. H., Taufik, T., Amalianita, B., & Putri, Y. E. (2021). Efektivitas penggunaan aplikasi pengolahan alat ungkap masalah seri PTSDL (SP-AUM PTSDL Versi. 1) bagi guru bimbingan dan konseling/konselor di Sumatera Barat. *Jurnal Konseling Dan Pendidikan, 9*(4). <https://doi.org/10.29210/193400>
- Imawanty, I., & Fransiska, A. B. (2019). Optimalisasi Asesmen dan Evaluasi Bimbingan dan Konseling dengan Memanfaatkan Aplikasi Formulir Daring Jotform. *Asosiasi Bimbingan Dan Konseling Indonesia, April*.
- Kitchenham, B. (2007). Guidelines for performing systematic literature reviews in software engineering. *Technical Report, Ver. 2.3 EBSE Technical Report. EBSE*.
- Kurniawan, T., Surabaya, U. N., Winingsih, E., & Surabaya, U. N. (2013). PENGEMBANGAN APLIKASI PENGENALAN LAYANAN BIMBINGAN DAN KONSELING BERBASIS ANDROID SEBAGAI MEDIA LAYANAN INFORMASI UNTUK SISWA SMP NEGERI 3 GRESIK. *Bitnet Jurnal Pendidikan Teknologi Informasi, Volume 1 N*.
- Livingstone, S., Haddon, L., Görzig, A., & Ólafsson, K. (2009). The perspective of European children Risks and safety on the internet. *International Journal of Media and Cultural Politics, 6*(1).
- Meilanda, A. Y. (2017). Pengembangan Layanan Bimbingan Dan Konseling Berbasis Web (WEBCON) Di SMP Negeri 2 Tarakan. *Skripsi. Universitas Borneo Tarakan*.
- Miles, M. B., Saldaña, J., & A. Michael Huberman. (2014). Qualitative Data Analysis: A Methods Sourcebook (3rd Edition). In *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* (Vol. 6, Issue August).
- Nursalim, M. (2013). *Strategi & Intervensi Konseling*. Akademia Permata.
- Paramartha, D. (2016). Pengembangan Asesmen Minat-Bakat Berbasis Computer Based Test. *Jurnal Bimbingan Konseling Indonesia, 1*(1).
- Permata Sari, I., Kurnia, W., Hendrastuty, N., & Penulis Korespondensi, N. (2023). *Sistem Informasi Pembelajaran Berbasis Web (Studi Kasus SDN 1 Tanjung Senang)*. 4(1), 54–60. <https://doi.org/10.33365/jtsi.v4i1.2439>
- Prayitno, & Amti. (2004). *Dasar-dasar Bimbingan dan Konseling*. Rineka Cipta.
- Prayito, & Amti, E. (2004). *Dasar-dasar Bimbingan dan Konseling*. Rineka Cipta.
- Purwanto, A., & Laras, P. B. (2022). Pengembangan Instrumen Daftar Cek Masalah (DCM) Berbasis Manajemen Resiko. *Journal of Social Work and Empowerment, 1*(2). <https://doi.org/10.58982/jswe.v1i2.152>
- Putri, D. R. K. dan Najlatun N. (2018). Pengembangan Aplikasi Need Assessment “Konselor Sekolah” Berbasis Android Dalam Upaya Pengintegrasian Kebutuhan Siswa Di SMK Negeri Tuter, Pasuruan. *Jurnal BK UNESA, 8*(1).
- Saiful Muluk, M., Akhsani, R., Athaillah, I., Kholil, M., Komunitas, A., Putra, N., & Fajar Blitar, S. (2024). *Digitalisasi Layanan Asesmen Konseling Berbasis Neuro-linguistic Programming dengan Model ADDIE di SMK Negeri 1*

- Kademangan Blitar*. 5(1).
<https://doi.org/10.19105/ec>
- Setyana, M. S., & Purwoko, B. (2018). Pengembangan Software Aplikasi Aum Berbasis Android untuk Siswa Kelas X Sman 1 Gedangan. *Doctoral Dissertation, State University of Surabaya*.
- Setyanto, M. Y., & Purwoko, B. (2018). Pengembangan Aplikasi Need Assessment Siswa Untuk Penyusunan Program Bk Di SMA . *Jurnal BK UNESA*, 8(2), 158–163.
- Sikumbang, E. (2019). PENGEMBANGAN APLIKASI ANALISIS PEMINATAN DALAM PROGRAM BIMBINGAN DAN KONSELING UNTUK SEKOLAH LANJUTAN. *Hisbah: Jurnal Bimbingan Konseling Dan Dakwah Islam*, 16(1).
<https://doi.org/10.14421/hisbah.2019.161-04>
- Sudiby, H., & Arif Budiman, M. S. (2021). NEED ASESSMENT PROGRAM BIMBINGAN DAN KONSELING KOMPREHENSIF BERBANTUAN GOOGLE FORM. *Jurnal Penelitian Pendidikan Indonesia (JPPI)*, 6(2).
- Sukardi. (2013). *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*. PT. Bumi Aksara.
- Sundari, S., & Satrio, B. (2014). Tingkat Penguasaan Aplikasi Instrumentasi Guru Bimbingan dan Konseling SMP di Kota Metro. *GUIDENA Jurnal Ilmu Pendidikan Psikologi Bimbingan Dan Konseling*
- Triyanto, A. (2018). Pengembangan Aplikasi Instrumen Asesmen Bimbingan dan Konseling dengan Spreadsheet. *Ikatan Instrumentasi Bimbingan Dan Konseling Indonesia (IIBKIN)*.
- Triyono, T., & Febriani, R. D. (2018). PENTINGNYA PEMANFAATAN TEKNOLOGI INFORMASI OLEH GURU BIMBINGAN DAN KONSELING. *Jurnal Wahana Konseling*, 1(2).
<https://doi.org/10.31851/juang.v1i2.2092>