

# Parents' Understanding Of Online Counseling Service Activity During Pandemic Situation

*by Awalya Fip*

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**PARENTS' UNDERSTANDING OF ONLINE COUNSELING SERVICE  
ACTIVITY DURING PANDEMIC SITUATION**

**Awalya Awalya**

Pascasarjana, Universitas Negeri Semarang  
[awalya@mail.unnes.ac.id](mailto:awalya@mail.unnes.ac.id)

**Eko Nusantoro**

Fakultas Ilmu Pendidikan, Universitas Negeri Semarang  
[ekonusanoro@mail.unnes.ac.id](mailto:ekonusanoro@mail.unnes.ac.id)

**Yudhi Purwa Nugraha**

Pascasarjana, Universitas Negeri Semarang  
[yudhipurwa94@students.unnes.ac.id](mailto:yudhipurwa94@students.unnes.ac.id)

**Endang Rifani**

Pascasarjana, Universitas Negeri Semarang  
[endangrifani0@gmail.com](mailto:endangrifani0@gmail.com)

**Rudianto Jati Widigdo**

Pascasarjana, Universitas Negeri Semarang  
[jatirudianto@students.unnes.ac.id](mailto:jatirudianto@students.unnes.ac.id)

**Slamet Kafrawi**

Pascasarjana, Universitas Negeri Semarang  
[kafrawi@mail.unnes.ac.id](mailto:kafrawi@mail.unnes.ac.id)

**Abstract**

COVID-19 has greatly affected every single layer of social activity, including counseling service as a mean of empowering students in achieving developmental tasks. In this pandemic situation, all counseling activities are carried out online, and it is inseparable from parental roles to support for their children. However, some studies found low parentsal understanding of technology, especially the one used by their children in joining online educational activities. Thus, the present study attempted to reveal the level of parental understanding of online counseling service. 350 respondents covering parents whose children studied in secondary school were surveyed using google form. In addition, the study employed descriptive statistics method and presented the data derived from the calculation of SPSS 25. The findings showed that the level of parentsal understanding of online counseling service was low. It confirms the previous study revealing the low

parental understanding of technology. At last, limitations and suggestions are further discussed in this article.

**Keywords: guidance and counseling, online counseling, parental roles**

## **Introduction**

23 The development of Information and Communication (ICT) facilitates students to study from home (SFH) during this COVID-19 pandemic. That way makes parental role become significant because they need to provide infrastructure, monitor, and support technological use (Downes, et al., 2020; Kong, 2018) although some parents coming from different cultural, educational, and socioeconomic background felt helpless in the beginning of SFH policy (Downes, et al., 2020; Kaltsidou, et al., 2020).

Parents are required to assist their children to study from home (Irawan, et al., 2020) because the pandemic which strikes public health causes psychological effects realized in anxiety, fear, and worry (Irawan, et al., 2020; Sharp & Theiler, 2018). To reduce these effects, a lot of parents push schools to conduct face-to-face meeting again (Ruzaini & Nurhalin, 2020). Hence, parents obey SFH policy with various concerns.

Parental worries about SFH policy are regarding the tendency of internet addiction and inappropriate internet contents access (Cho, 2018; Daoud et al., 2020; Kong, 2018). Also, they consider the cost spent for SFH is higher than face-to-face meeting (Purwanto et al., 2020; Sharp & Theiler, 2018). Finally, most of parents are not able to provide online learning facilities for their children (Herliandry et al., 2020; Utami & Cahyono, 2020). That is, school counselors are required to provide understanding to parents to maximize the benefits and involvement in online counseling.

Apart from the above worries, online counseling service becomes increasingly popular due to its ability to provide more flexible access (Kusumawardhani & Burhanuddin, 2020; Means et al., 2009; Zamani et al., 2010). Its benefits are such as: (a) increasing the accessibility of online counseling service for those who cannot attend its face-to-face meeting, (b) more economical material sharing, and (c) facility for counselors

to handle more clients while maintaining the quality of online counseling equal to the conventional one. Further, it is interesting to identify parental understanding of SFH policy related to online counseling service.

Parental worries are due to the minimum socialization related to SFH implementation (Di Giunta, 2021). Therefore, school counselors are supposed to actively participate in enlightening and countering parental worries about online counseling to support students' mental health and effective home-school connection (Daoud et al., 2020; Downes et al., 2020). Parental understanding and attention become important since those influence children attitudes and use of technology to utilize resources, and track self-development (Mățã & Clipa, 2020). Besides, school counselors hold an important role to socialize the benefits of online counseling.

There is a need for a collaboration between counselors and parents to understand the importance of online counseling, a holistic school e-learning policy, and counter any issues during SFH (Charpentier et al., 2020; Kong, 2018). Regarding the previous explanation, this study aimed to follow up the recommendation from a previous study to identify parental understanding of the implementation of online counseling during the COVID-19 pandemic (Kong, 2018).

### **Framework of the Study**

According to the recommendation of the previous study, the researchers found some issues related to parents' understanding to support the implementation of online counseling. It covered the understanding of monitoring and supporting the use of technology as means of their children's learning at home. This problem arose because parents were found to worry about addiction that may be experienced by their children. Thus, the current study intended to reveal parents' understanding of the online counseling implementation policy.

## **Literature review**

### **Online Counseling during the Covid-19 Pandemic**

For the first time in world history, all cities all over the world enter lockdown caused by the increasing fear in various media during the Covid-19 pandemic (Hui et al., 2020; Yang et al., 2020). People around the world are in no ordinary state which causes them to be less productive, including students who cannot attend their classes in face-to-face situation because of the shift towards online learning.

Technological utilization in the Covid-19 pandemic is an efficient way as an effort to continue giving counseling services (Haryati, 2020; Lin & Wang, 2012). Surely, this is done online without any physical meeting between counselees or parents with counselors or guidance and counseling teachers (Centore & Milacci, 2008; Situmorang, 2020). Online counseling actually gives a sense of security because counselees can receive the services within their environment even in a critical situation (Centore & Milacci, 2008).

Integrated technology counseling services need some assistance from counselees. That is why it is important to know the role of parents during the implementation process of service technology during the pandemic. In this condition, school counselors can empower students from stress, anxiety, and other problems by using technology and social media, such as consultation videos (Greenhalgh et al., 2020). This use of technology is expected to answer challenges and issues that occur during the Covid-19 pandemic.

### **Parents' Understanding of Online Counseling**

<sup>20</sup> During the Covid-19 pandemic, parents must be present to accompany children to study at home, including participating in online counseling provided by counselors or guidance and counseling teachers at school. (Borup et al., 2013) state that parental involvement in the online learning process helps students manage their time. The

involvement of parents in the educational process at school is something that must be done because parents are one of the success factors of online counseling services implementation (Law, 200 C.E.). One of the success factors is how parents understand the counseling services provided to their children.

Parents should have understanding of counseling to some extent and know how to utilize relevant technology to support the online counseling (Kong, 2018; Law, 200 C.E.). However, parents commonly need deeper understanding of the pedagogical values in online counseling so that they not only focus on the implementation, but also the use of digital communication devices (Andersson, 2018; Richards & Viganó, 2013). This idea is in line with Alvarez' (2013) that some parents must show appreciation towards online learning benefits from various information sources. By doing so, there will be active participation in the learning process and plenty of time to deepen the learning material.

### **Methods**

The current study used a survey method with cross-sectional technique to students' parents reside in Semarang Regency. It involved 350 parents whose children studying at Junior High School (SMP), Senior High School (SMA), and Vocational High School (SMK). *Google form* was distributed to the parents with the help from guidance and counseling teachers at each school involved to collect the data.

For the instrument, the present study used Parental perception of e-learning designed by Kong (2018) to examinee parents' understanding of online counseling participated by their children. This scale consists of 17 items with the indicator of parental perception of e-learning on the degree of understanding with the examples of item are 1) I think online counseling services are important for my children future, and 2) I think it is good for my children to join online counseling services.

Prior to the distribution, the instrument has passed several adaptation process based on Lenz' theories (2017), namely 1) forward translation, 2) translation review, decentering and reconciliation of terms and constructs, 3) back-translation, 4) team review and further cultural adaptation, 5) pre-testing and revision, 6) qualitative

evaluations, 7) quantitative pretesting and revision, and 8) team review and consensus forming.

Respondents were asked to give score representing their knowledge about online counseling services joined by their children based on observation at home starting from 1 (never) until 5 (very often). To analyze the data, the researchers used descriptive statistical analysis aiming at knowing parents' understanding of online counseling services during the COVID-19 pandemic with the help of SPSS version 24.

## **Results**

### **Descriptive Analysis**

In the initial analysis, the researchers processed the data using IBM SPSS version 24. Those data can be seen in table 1, including gender and educational level from Junior High School (SMP), Senior High School (SMA), and Vocational High School (SMK). For more, the results of descriptive analysis regarding parental perception is presented in table 2. It presents mean, median, and standard deviation.

**Table 1. The Data of Study Sample**

	Frequency	%
Gender		
Male	141	59.7
Female	209	40.3
Educational Level		
SMP	125	35.7
SMA	171	48.9
SMK	54	15.4

As presented in table 1, there were 350 respondents involved as the sample of this study, covering 141 male or 59.7% and 209 female or 40.3%. It was dominated by parents whose children studied at SMA amounted to 171 respondents or 48.9% SMP of 125 respondents or 35.75%, and SMK of 54 respondents or 15.4%. These data implied that the respondents mostly came from parents with children studying at SMA level. For more, the above data were collected from the distribution of Parental Perception of E-Learning

scale by Kong (2018) which were then analyzed using Statistical Product and Services Solution (SPSS) version 24.

The data collection of educational level was done to ensure that the respondents participated were those who had children in the stage of development and attended secondary schools. It is important since parents' take an important role for completing students' developmental tasks.

**Table 2. Statistical Results**

		NO1	NO2	NO3	NO4	NO5	NO6	NO7
<i>N</i>	<i>Valid</i>	350	350	350	350	350	350	350
	<i>Missing</i>	0	0	0	0	0	0	0
	<i>Mean</i>	3,71	3,35	3,57	3,73	3,35	2,91	3,07
	<i>Median</i>	4,00	3,00	4,00	4,00	3,00	3,00	3,00
	<i>Std. Deviation</i>	0,911	0,904	0,911	0,875	0,910	0,870	0,883
<b>Answer Choices</b>		<b>Parents' Understanding of Online Counseling Activities</b>						
	Strongly Agree	18,0%	7,1%	13,4%	18,0%	8,6%	3,4%	4,0%
	Agree	46,9%	40,9%	44,9%	46,3%	36,6%	19,1%	27,4%
	Neutral	25,4%	33,1%	28,9%	27,1%	38,0%	46,9%	43,1%
	Disagree	8,0%	17,1%	11,4%	7,7%	14,6%	26,3%	22,3%
	Strongly Disagree	1,7%	1,7%	1,4%	0,9%	2,3%	4,3%	3,1%

Table 2 shows that parents' understanding of online counseling services were varied. In terms of mean, the parents' understanding of online counseling services was categorized as fair with the lowest percentage obtained by item number 6 "my children seem to prefer online counseling services to the conventional one" with the percentage of 2.91%. It indicated that parents understood that their children were not interested enough in the online counseling and preferred conventional counseling. Then, item number 7 "I see improvement in my children academic tasks and performance after the implementation of online counseling" got the mean percentage of 3.07%, indicating that the online activities participated by the students had no significant effect on their academic tasks and performance.



The above data in the statistical table were obtained from the distribution of parental perception of online counseling services instrument (at understanding level) developed by Kong (2018) which consists of 7 items. All seven items are; 1) I think online counseling services are important for my children future; 2) I think my children can easily learn new things from online counseling services; 3) I think it is good for my children to join online counseling services, 4) I support my children in learning new things through online counseling services; 5) My children get more motivation to learn after participating in online counseling services; 6) my children seem to prefer online counseling services to the conventional one; 7) I see improvement in my children academic tasks and performance after the implementation of online counseling.

## **Discussion**

Online counseling services in guidance and counseling are services given by guidance and counseling teachers to students through the internet. Both do not meet face to face in a room, but at different places with the help of electronic devices. These services can be for group and individual. Here, the researchers identified the level of parents' understanding of online counseling services.

It should be noted that parents are an important element to support school educational services (Diniaty, 2017). Their support and understanding would contribute positive effects to online counseling service because parents are guidance and counseling partners who act as facilitators in empowering students to develop. Therefore, it is important to discover the level of parents' understanding of online counseling services held by schools.

According to the findings, most of the parents had fair level of understanding. In other words, online counseling services have not yet been able to fully accommodate parental engagement in it. However, this was not entirely true because there might be

other factors underlying the misunderstanding of parents on online counseling, such as the absence of intimacy in the relationship between parents and students, no openness to each other from parents to children or vice versa. But still, such excuses are out of the context and objectives of this study.

Viewed from the answers in each item of the scale, the findings of this study are similar to that of Kong (2018), namely parents generally have their own level of understanding of online counseling. This condition urges them to have deeper understanding of the value or substance contained in online counseling, including objectives and focus of online counseling services from school. Besides, the importance of online counseling to fulfil students' need should also be socialized.

### **Conclusion**

The COVID-19 pandemic has caused great changes in social structure, especially education. Due to the pandemic, all activities related to education/ school are obligatory to be online with hope that students can still fulfil their obligations and rights in learning process although it is virtual. Pandemic also shifts the method of counseling from conventional (face-to-face) to online in which the implementation of it demands engagement and support from various parties, including parents. This study found that most of the parents have not yet had understanding of online counseling services, including the understanding of benefits and goals of the services.

### **Limitations**

This study is in separable from limitations. First, it took a long time to collect the data. Second, the method used in this study was limited to the data processing. Hence, the future studies are recommended to use other methods which are more complex. Third,

this study was limited to search for the level of parents' understanding of the online counseling services. The future studies are suggested to accommodate other possible variables to reveal factors underlying the understanding of parents of online counseling services.

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