

Management Guidance Counseling Improving Students' Digital Literature Knowledge

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Abstract: This study aims to determine the condition of students' digital literacy related to the obstacles and solutions found in the implementation of guidance related to increasing students' digital literacy at SMK Sandikta Bekasi City. This research is a qualitative research that uses a phenomenological approach. Sources of data, namely primary data sourced from school principals, BK teachers, students. Meanwhile, secondary data were taken from documents related to the research. The instrument used in collecting data is the researcher himself who functions to determine and select informants as data sources, analyze data, interpret data, and the instruments in collecting data are observation, interviews, and documentation. The results showed that guidance and counseling was carried out with systematic management starting from planning, organizing, implementing, and supervising, which in the management process was carried out by prioritizing coordination and communication by all school members in integrating behavioral education in daily activities. Guidance and counseling management improves students' digital literacy in designing objectives, materials, strategies and evaluation of learning.

Abstrak: Penelitian ini bertujuan untuk mengetahui kondisi literasi digital siswa terkait kendala dan solusi yang ditemukan dalam pelaksanaan bimbingan terkait peningkatan literasi digital siswa di SMK Sandikta Kota Bekasi. Penelitian ini merupakan penelitian kualitatif yang menggunakan pendekatan fenomenologis. Sumber data yaitu data primer yang bersumber dari kepala sekolah, guru BK, siswa. Sedangkan data sekunder diambil dari dokumen-dokumen yang berkaitan dengan penelitian. Instrumen yang digunakan dalam mengumpulkan data adalah peneliti sendiri yang berfungsi untuk menentukan dan memilih informan sebagai sumber data, menganalisis data, menginterpretasikan data, dan instrumen dalam mengumpulkan data adalah observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa bimbingan dan konseling dilaksanakan dengan pengelolaan yang sistematis mulai dari perencanaan, pengorganisasian, pelaksanaan, dan pengawasan yang dalam proses pengelolaannya dilakukan dengan mengutamakan koordinasi dan komunikasi oleh seluruh warga sekolah dalam mengintegrasikan pendidikan perilaku dalam kegiatan sehari-hari. Manajemen bimbingan dan konseling meningkatkan literasi digital siswa dalam merancang tujuan, materi, strategi dan evaluasi pembelajaran.



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INTRODUCTION

The success of a learning process in education in schools is influenced by many things, one of which is the teacher (Elvis, 2020). One of the teacher's tasks is to provide examples of good behavior, polite speech, start teaching and learning activities in class starting with prayer, get used to self-reflection activities that aim to make students aware of the mistakes they make. (Supriyanto & Wahyudi, 2017) Positive teacher activities in setting an example with commendable behavior are the formation of student character towards positive things. So that students can imitate the behavior that has been bad so far, it is hoped that it can be improved. (Y. Yunus, 2019)

The task of teaching and educating teachers is carried out by subject teachers, homeroom teachers, counseling guidance teachers (BK) and all relevant school members. Guidance and counseling teachers are more focused on overcoming student learning difficulties and student delinquency. (Ardi, 2019; Bhakti & Kurniawan, 2020) Guidance and counseling teachers are still not fully maximized in guiding students, even though the function of counseling guidance in education units has been explicitly regulated in Permendiknas number 111 of 2014 among its functions are to help students understand themselves and their environment, facilitate growth and development, self-adjustment and the environment, distribution of education, employment and career choices, prevention of problems, improvement and healing, maintenance of personal conditions and situations that are conducive to the counselor's self-development,

optimal development of potential, self-advocacy against discriminatory treatment, building adaptation of educators and powered education on educational programs and activities in accordance with educational background, talents, interests, abilities, speed of learning and the needs of the counselor.

Digital literacy in the learning process aims to increase the understanding of school residents in using digital media and the internet. (Kurnia & Astuti, 2017; Pratiwi & Pritanova, 2017; Yanti & Yusnaini, 2018) School culture-based digital literacy is carried out by increasing the quantity of reading variations and digital-based teaching aids, increasing the intensity of borrowing digital themed books, increasing school activities that utilize Computer Information Technology (ICT), the use of digital media and web sites, policies on the use and use of Computer Information Technology. in the school and every service. community-based digital literacy through increasing the number of facilities and programs that support the level of involvement of parents, communities, and institutions in developing the digital literacy movement.

The implementation of this guidance will be optimal if the teacher has mastered digital applications using the internet in advance. Many studies have proven that the use of digital literacy in learning is proven to improve learning outcomes.

One of the teacher's tasks is to provide examples of good behavior, polite speech, start teaching and learning activities in class starting with prayer, get used to self-reflection activities that aim to make students

aware of the mistakes they make.(Aprianti, 2017)in giving examples with commendable behavior, is the formation of student character towards things that are positive. So that students can imitate the behavior that has been bad so far, it is hoped that it can be improved.

Students can carry out self-discipline, the teacher himself should be an example of self-control and the implementation of responsibilities. So the teacher must be disciplined in everything. The task of teaching and educating teachers is carried out by subject teachers, homeroom teachers, counseling guidance teachers (BK) and all relevant school members.(Arnisyah, 2021; Kartadinata, 2007; Rahman, 2018)

Guidance and counseling teachers are more focused on overcoming student learning difficulties and student delinquency. Guidance and counseling teachers are still not fully maximized in guiding students, even though the function of counseling guidance in education units has been explicitly regulated in Permendiknas number 111 of 2014 among its functions are to help students understand themselves and their environment, facilitate growth and development, self-adjustment and the environment, distribution of education, work and career choices, prevention of problems, improvement and healing, maintenance of personal conditions and situations conducive to self-development of the counselor, development of optimal potential, self-advocacy against discriminatory treatment,

The problem is that many schools have guidance and counseling teachers with educational backgrounds not in the field of

guidance and counseling. The unbalanced ratio between guidance and counseling teachers and students, ideally 1:150. In accordance with Permendiknas Number 39 of 2009 concerning Fulfillment of the Workload of Teachers and Education Unit Supervisors, Article 1 paragraph 6 states that the teaching burden of guidance and counseling teachers/counselors is to provide guidance and counseling for at least 150 (one hundred and fifty) students per year at one time. or more educational units. The reality in the field is that there are still many schools that have not managed guidance and counseling services properly. For example, compiling a guidance and counseling program is not based on a feasibility study, analysis results, and does not involve school stakeholders to formulate guidance and counseling program plans. In addition, the facilities and infrastructure are inadequate. In addition, there are still many students who perceive guidance and counseling teachers as unfriendly school police officers and are therefore afraid to express their problems.

There is still a wrong assumption, that helping students in dealing with their problems is only the task of guidance and counseling teachers. In addition, the school still assigns other tasks to the counselor in addition to the main task. that helping students in dealing with their problems is only the task of guidance and counseling teachers. In addition, the school still assigns other tasks to the counselor in addition to the main task. that helping students in dealing with their problems is only the task of guidance and counseling teachers. In

addition, the school still assigns other tasks to the counselor in addition to the main task.

Based on research observations in SMK Sandikta Kota Bekasi, there are several problems, including: 1) the guidance and counseling program has not changed, almost the same as classical guidance and counseling services, only one lesson per class per week, 2) the ratio between guidance and counseling teachers and students is not balanced. In addition, guidance and counseling teachers have many duties other than as guidance and counseling teachers such as concurrently as teachers, and other activities. 3) There are still guidance and counseling teachers who have an educational background not in the field of guidance and counseling. 4) SMK Sandikta Bekasi City is not familiar with using literacy (theory) because students practice more often. 5) there are still some subject teachers / homeroom teachers who do not understand the nature and purpose of guidance and counseling so that they think that only guidance and counseling teachers are tasked with helping students. 6) the unstructured guidance and counseling program in its implementation.

Bekasi City Sandikta Vocational High School experience various obstacles in managing guidance and counseling services, but these services are relatively running. The school even got various achievements. Achievements in the last few years include sports champions, Nasyid competitions, and others. It is suspected that the success achieved cannot be separated from the contribution of guidance and counseling services.

RESEARCH METHODS

This study uses a qualitative method with using approach phenomenological. Research that uses a phenomenological approach seeks to understand the meaning of events and interactions with people in certain situations

RESULTS OF RESEARCH AND DISCUSSION

Implementation guidance and counseling in improving digital literacy

a) Planning (planning)

The first step in managing guidance and counseling in improving digital literacy is planning. In the process of planning the development of digital literacy, guidance and counseling teachers as competent personnel in the field of education and literacy at SMK Sandikta Bekasi coordinate with the team (between the coordinator and the guidance and counseling teacher) first, then do the overall coordination with school stakeholders. Several things that must be planned are related to planning the formulation of programs, determining priority character values to be developed, who is involved, why it is carried out, when it is implemented, supporting matters in character development, all decisions are taken based on the results of the needs assessment that has been carried out. conducted. In the planning process there are 2 stages carried out namely the preparation stage and the design stage.

a. Preparation phase

Consists of needs assessment, getting support from leaders and stakeholders, setting the basis for planning.

1. Needs Assessment

The needs and character development of students can be identified based on theoretical assumptions and needs assessments, there are several examples of instrument applications that can be used to determine the needs and character development of students, including problem checklists (DCM), developmental task inventory (ITP), expression tools problems (AUM), developmental task analysis (ATP), identification of counselee needs and problems (IKMS) and others. In this case the guidance and counseling at SMK Sandikta Bekasi uses a DCM (problem check list) which is made and compiled by itself contained in the students' personal books. From this problem check list, it can also be seen the character development of students and the obstacles they encounter, among the possible problems that occur in students regarding health problems,

In identifying the development of students, guidance and counseling officers also base a needs assessment based on observations of environmental conditions, the results of student behavior, experience and input from stakeholders to strengthen the results of the needs assessment.

The guidance and counseling party determines that among others the character values that will be applied are religious, nationalist, independent, integrity, and mutual cooperation. Then also designing conducive madrasa conditions for the implementation of digital literacy, designing classroom culture and school culture.

1. Get Support from Leaders and Stakeholders

Although guidance and counseling services are the responsibility of guidance and counseling officers, in its implementation it involves all school stakeholders especially in understanding student literacy, document literacy development is integrated into the curriculum, character values are integrated into learning planning and implemented as school culture. School culture is manifested in school rules and regulations that must be carried out by all school members.

2. Determination of Planning Base

The basis for planning guidance and counseling in improving digital literacy at SMK Sandikta Bekasi is determined based on philosophical and theoretical foundations, in accordance with the school's vision and mission, in accordance with the conditions of student behavior, student environment, guidance and counseling in accordance with the principles and principles guidance and counseling. Then the philosophical and theoretical foundations and the results of the needs assessment are presented rationally and concisely in the rationale of the guidance and counseling program

2) Organizing (Organizing)

The next step after planning is organizing, this step focuses on the division of labor, work methods, work procedures or work mechanisms and work patterns according to their abilities. The organizing process is carried out in order to create effective relationships between individuals and create work roles in a formal structure that is structured, organized, and mutually responsible for what has

been assigned to him and works together to achieve what is intended. The principal as the highest authority holder is expected to be the initiator and facilitator in delegating competent and competent human resources.

The successful achievement of digital literacy development for students, guidance and counseling officers in collaboration with school stakeholders, one of which is subject teachers in optimizing the growth and development of student understanding both in providing knowledge.

All school members including the principal, guidance and counseling teachers, homeroom teachers, subject teachers, students and school committees are gathered in one container so that unity and collaboration are realized in character development through guidance and counseling services. in guidance and counseling services there are 2 supervisors as the main implementers of guidance and counseling.

The number of guidance and counseling staff is adjusted to the ratio of students and guidance and counseling teachers, so there are 2 guidance and counseling staff consisting of 1 coordinator and 1 member who is directly selected by the principal. The qualifications of guidance and counseling staff are based on the Regulation of the Minister of National Education of the Republic of Indonesia number 27 of 2008 which states that the requirements as a professional counselor must meet the requirements with regard to personality, education, and with regard to experience and abilities.

The requirements regarding education are that the counselor is a graduate majoring in guidance and counseling and is taking professional education as a counselor. Experienced and have the ability to design, implement, evaluate, and plan follow-up.

1. Principal

Supervisor as well as person in charge of implementing guidance and counseling in schools, providing adequate guidance and counseling facilities and infrastructure, supervising and fostering the planning, implementation, assessment, and follow-up efforts of guidance and counseling services, supporting all activities and implementation of guidance and counseling.

2. Guidance and Counseling Coordinator

The main implementer in guidance and counseling who coordinates all guidance and counseling activities, introduces guidance and counseling services to students, parents, and the community, arranges guidance and counseling programs, carries out guidance and counseling programs, carries out administrative activities for programs guidance and counseling program, handling habituation activities, evaluating the results of the implementation of guidance and counseling programs, analyzing the results of the assessment and following up on the results of the assessment of guidance and counseling programs, proposing the fulfillment of guidance and counseling facilities and infrastructure, being responsible for the implementation of the guidance and counseling programs. guidance and counseling

programs, participate in supervisory activities.

3. Guidance and Counseling Teacher

Officers or core personnel in guidance and counseling services, play a role in planning guidance and counseling programs, implementing guidance and counseling programs, handling habituation activities, assessing the implementation of guidance and counseling programs, analyze the results of the assessment and follow up on the results of the assessment of guidance and counseling programs, propose the fulfillment of guidance and counseling facilities and infrastructure, be responsible for the implementation of guidance and counseling programs, participate in supervisory activities.

4. Homeroom teacher

Teachers who are given a special task to manage the class and are responsible for assisting guidance activities, participate in case conferences, help provide information related to students in their class who need guidance and counseling services.

5. Subject Teacher

As experts in subjects who are responsible for assisting guidance activities, within certain limits subject teachers can play a role as counselors in their class. Subject teachers also assist guidance and counseling teachers in identifying students experiencing learning difficulties and learning development, and diverting the hands of students who need guidance and counseling services.

6. Administration

Assistant principal in carrying out administration, school administration related to the implementation of guidance and counseling services.

7. Students

Students are people who are entitled to receive lessons, training and guidance and counseling services, and groups that have the potential to assist guidance services in providing peer guidance.

8. Parents

The supervisor and the person in charge of the main students in the broadest sense.

9. School Committee

Namely as an independent institution that was formed and played a role in quality improvement in providing direction, consideration, and educational support in the implementation of guidance and counseling.

10. Experts/Other Agencies

Personnel who play a role in providing recommendations to school principals and guidance and counseling staff regarding the condition of students and assisting in the transfer of cases. So it can be concluded that the organization of guidance and counseling management at SMK Sandikta Bekasi is regulated by the highest leader, namely the principal by appointing a coordinator and guidance and counseling teacher as the main actors in implementing guidance and counseling. In this case, it also puts forward the attitude of coordination and collaboration between school members and all decisions and agreements taken are also based on mutual agreement, not to mention that students are involved in making these decisions, in providing facilities the principal has also made good efforts.

3) Implementation (Actuating)

Implementation is a realization of predetermined planning and organization. The implementation of digital literacy development requires

a long and continuous process for that guidance and counseling parties build collaboration with school stakeholders to integrate digital literacy knowledge into daily behavior. Guidance and counseling facilitate the creation of order, habits.(Kurnia & Astuti, 2017)

Guidance and counseling programs consist of routine services and incidental services. Routine services are carried out as a stage of planting character education on a scheduled basis while incidental services are carried out according to students if needed and have free time or feel safe to conduct guidance and counseling meetings. In addition to implementing guidance and counseling programs, guidance and counseling efforts in developing digital literacy to become more nationalistic, independent, mutual cooperation and integrity are also carried out by exemplary activities, interventions (learning processes, training, counseling, and guidance), integration, civilizing , habituation consistently.

Communication and coordination between the guidance and counseling parties and stakeholders have a concrete impact on the successful implementation of guidance and counseling programs in the development of digital literacy of students. The implementation of guidance and counseling also needs to pay attention to the participation or enthusiasm of students, because student participation is largely determined by their perceptions of guidance and counseling services, if they understand the purpose of guidance and counseling services, they will not hesitate to take advantage of guidance and counseling

services and vice versa. In this case, the guidance and counseling party did an introduction using interesting videos to introduce guidance and counseling during a pandemic.

4) Supervision (Controlling)

The last step, namely supervision, supervision of guidance and counseling is a control to control the implementation of guidance and counseling programs running according to plans and guidelines.(Simamora & Suwarjo, 2013)Supervision of character education involves all components of the school, supervision is carried out in collaboration with teachers, homeroom teachers, principals and parents in monitoring the development of students through observing the behavior of students in everyday life at school, both when studying in class and during extracurricular activities outside school. Evaluation of the implementation of guidance and counseling in the development of digital literacy can be observed from the school environment and life outside of school.

Supervision is carried out using observation techniques, the principal conducts a direct review to find out the implementation of guidance and counseling services, so that they can evaluate for the future. In terms of the implementation of understanding development, guidance and counseling teachers and all school stakeholders also have the responsibility to supervise or monitor the behavior and development of students which is then followed up on its development. Direct supervisors in schools are carried out by the principal and the guidance and counseling party by conducting

assessments and coaching on guidance and counseling.

Supervision of guidance and counseling in the development of student literacy at SMK Sandikta Bekasi carried out by the principal is monitoring and coordinating with guidance and counseling officers related to obstacles in the implementation of guidance and development of students, and also criticizing the work of guidance and counseling officers in order to provide input or advice. evaluation of guidance and counseling. The guidance and counseling party together with stakeholders are responsible for supervising or monitoring the behavior and development of students which is then followed up on its development.

Various innovations in the guidance service media that have been developing have begun to shift to the use of social media and smartphones, so that guidance and counseling services can be easily accessed by students.(Nurhidin, 2017)

The lifestyle of students who use social media and online sources more as a source of information becomes input in the development of guidance and counseling information media.(Hakim & Raj, 2017; Herdiansah, Sumadinata, Padjajaran, & Padjajaran, 2019)the use of WhatsApp as a counseling medium allows students to consult quickly and get good guidance.(Yunus Yunus, 2019)With this application students can consult quickly and get problem solving guidance from students and can save time for guidance.

This situation requires school counselors to master the skills of online media services in general and online counseling in particular. School

counselors don't want to learn these skills, their image will get worse, look technologically blind, too rigid and will not progress. The trend of using learning resources followed by the development of educational technology through mobile digital platforms with internet access is growing very rapidly, therefore counselors must adapt to these demands. In addition, the tutoring service will always adapt to the student's lifestyle so that it is acceptable and interesting to use. The current trend of student lifestyle is to interact and be creative digitally, even many student problems are sourced from social media.

The digital era in counseling is being prepared. Therefore, school counselors are not only required to be able to use technology but also must have digital literacy skills.(Elliott, Bradbury, & Gardner, 2014; Mansir et al., 2020)The basic ability of digital literacy has a significant relationship with the quality of using e-resources, thus someone will be able to understand and use information in various formats that come from various digital sources. sources displayed through computers, and eresources themselves are sources of information whose use requires computer devices that can be accessed both offline and online. Digital literacy can be assumed as a supporting competency so that school counselors have the knowledge and skills in sorting digital sources, to make it easier to develop service media to be more relevant to the current digital era.The guidance and counseling management process includes:

- a) Planning management (Planning) are: Management of the preparation (preparing) and

planning (designing) of service programs and guidance and counseling in each component i.e. basic services, individualized planning and specialization services, responsive services and system support.

b) Management of organizing (Organizing):

Arrangement of service holders and details of the duties of each guidance teacher and counselor or counselor as the holder of guidance and counseling services.

c) Implementation management (Staffing).

d) Management control (Leading and Controlling)

Mechanisms for monitoring and evaluating the process and results of guidance and counseling services, reporting the results of monitoring and evaluation, as well as planning follow-up programs for guidance and counseling services based on the evaluation results. In developing school literacy, there are several things that must be considered, including: "First, the digital literacy level of the majority of students is at the medium level. This indicates that the majority of students have an intermediate level in the use of digital media, know the functions of digital media in more depth, are able to operate digital media more complexly, know how to obtain and evaluate the information needed, can evaluate information search strategies, and have been active in production. content and participation in digital media. Second, referring to the 9 elements of digital literacy, the lowest score on the element of repurposing content. This means the

low ability of students to use or combine existing content to produce new, creative content. Third, in terms of the 3 indicators of the school-based digital literacy movement according to the Ministry of Education and Culture,

On the basis of class indicators, the school-based digital literacy movement only covers the application and use of digital literacy in several subjects at the initiative of subject teachers. In addition, teachers' understanding of the concept of digital literacy places more emphasis on cognitive aspects and technical competence in operating hardware and software.

On the indicators of the school culture base, the school-based digital literacy movement only applies a few school policies regarding the use and utilization of information and communication technology in the school environment through the creation of WhatsApp Groups. On the community-based indicator, the school-based digital literacy movement has only reached a limited level of parental involvement. Refers to the principle of developing digital literacy. Then the school-based digital literacy movement is implemented up to level 1 (Digital Competence) and level 2 (Digital Usage).

Several studies have shown that digital literacy and learning management have a joint effect on students' interest in learning. Teachers who have a good level of digital literacy can easily access new learning resources and knowledge so they can keep up with the latest developments quickly. In addition, good skills in using digital technology can help teachers in planning, implementing, and evaluating learning well. With the help of good

technology tools, teachers can access a variety of information that supports careful learning planning. Likewise with the implementation of learning, if the teacher uses the right methods and media and masters the learning material, it will increase interest in learning learners.

The implementation of digital literacy-based independent learning will make children more independent. In accordance with the psychological characteristics of schoolchildren, the intended independent learning is not fully carried out independently without supervision or assistance from others. However, in this case educators and parents are still carrying out the task of scaffolding, or mediated learning, providing support step by step by educators and parents during the learning process, as controllers, and evaluators whose role is to provide reinforcement or feedback that the learning carried out has been carried out properly. good.

The implementation of guidance and counseling at SMK Sandikta Bekasi received a lot of support as well as challenges both internally and externally. From the internal side, the problems experienced by students are complex, some of which are problems related to academic adjustment at school, adjustment to self-association at school, immaturity of career choice orientation, and others. From the external side, high school students who in fact are in the age of children heading to early adolescence are also faced with rapid changes that occur on a global scale. The rapid and massive development of technology often has a negative impact on the personal and social development of students at school.

Thus, every student also has a great opportunity to organize themselves and achieve a more meaningful life, advantages or advantages of potential, talents, interests possessed by students of SMK Sandikta Bekasi with the support of various human resources, good facilities and infrastructure. It is also supported by the fact that most parents or guardians of students have diverse professions and have expressed a willingness to contribute with their respective professional abilities through school services, namely guidance and counseling as capital to support character development activities, talents, interests of students through various activities. intra and extracurricular activities. Character development of students is inseparable from the role of the family, school environment, and community environment.

Supporters and Barriers of guidance and counseling in improving digital literacy

The development of student literacy and character is a process that will occur throughout the ages, if at school they are educated to conform to the norms of life through the efforts of guidance and counseling services, it is not necessarily the family environment and the community environment that also apply these efforts, for this reason, synergy between families is needed. ,schools and communities so that they can support each other for the development of the character of students. But it can't be that easy to do.

1) Supporting factors

According to guidance and counseling teachers and other subject teachers who know exactly the

behavior of students during class, the guidance and counseling teacher said that:

"In the development of digital literacy as well as fostering character education for students supported by guidance and counseling programs, school principals are also very concerned about guidance and counseling, usually principals carry out monitoring, play around the school early in the morning after the morning call to ensure a conducive school environment. and subject classes are done well, and usually the principal also stops by the guidance and counseling room".

Factors supporting the implementation of guidance and counseling management in improving student literacy at SMK Sandikta Bekasi are:

a) Principal's wisdom

Support from the principal is important in the implementation of guidance and counseling management. The implementation of guidance and counseling at SMK Sandikta Bekasi is supported by professional guidance and counseling staff, meaning that it is in accordance with the latest education, a cooperative school environment, the number of guidance and counseling staff is in accordance with the ratio of students, namely 1:150, the policy of the principal in developing knowledge and counseling. the skills of guidance and counseling staff such as having attended service training programs, training, workshops, upgrading, and other training. Supported by adequate facilities and infrastructure,

In guidance and counseling activities the costs are needed for maintenance and procurement of facilities and are also used for technical costs such as staff salaries, official trips, workshops, and upgrading.

b) Cooperative parents

Most of the parents have been open with the school, they are cooperative regarding the things that become obstacles for their children, opening the door as wide as possible to collaborate together to develop the character of the students. Provide required facilities such as location and tools for guidance. Provide opportunities for guidance and counseling teachers to carry out their duties in implementing the guidance program. And appreciate the time and energy that has been given by the guidance and counseling teacher to produce job satisfaction.

c) Friends of the same age

Having a supportive friend is luck, where this friend can be a place to exchange ideas, a place to play, a place to go home, and a place to dream together. Even students also claimed to be more comfortable telling stories with friends than parents, that's because sometimes someone is closer to friends than family.

2) Obstacle factor

The obstacle is sometimes even the parents, so there are some parents, especially for working parents, and usually their children are cared for at home with their grandmothers or aunts, it is usually not optimal because after all there will be a void in the role of parents in their children's lives, no one pays attention to their children, no one reminds him to pray etc., but it is a complicated problem because later it will expand to economic problems and so on, so

yes the role of guidance and counseling here is very helpful to fill that void, it can be a place for stories, a place to chat Even though it is not as intense as people master, but at least help and can give understanding that there is a reason why parents.

CONCLUSION

Guidance and Counseling Management Improving the digital literacy of students is also carried out with the development of character education in designing objectives, materials, strategies and evaluation of learning. The implementation of guidance and counseling at SMK Sandikta Bekasi in the development of digital literacy for students cannot be separated from support and obstacles both internally and externally. The supporting and inhibiting factors in the implementation of guidance and counseling management in improving at SMK Sandikta Bekasi are 1) Supporting Factors, a) Guidance and counseling officers at SMK Sandikta Bekasi are also graduates of guidance and counseling (S1) and in developing their competence guidance officers and counseling always attend seminars, workshops, training, and others. b) Both Facilities, Facilities are also one of the most important supporting factors. at SMK Sandikta Bekasi the guidance and counseling facilities can be said to be good and adequate, having a room with a size of 3.5x8 pxl with counseling facilities in it. c) Wisdom, the principal in the guidance and counseling services of SMK Sandikta Bekasi plays a very important role by providing facilities to support the implementation of guidance and counseling, determining adequate staff in terms of needs and development, participating in

establishing and introducing guidance and counseling services to school stakeholders through meetings teachers, meetings with parents, or in guidance and counseling bulletins. 2) Inhibiting Factors, First, working parents, busy parents in earning a living often drain time with family, so that at home makes students have no control in doing anything because of lack of supervision and attention from parents so that children's associations are too free. The two budget costs.

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