

Exploring Indonesian Counselors' Perspectives towards e-counseling: Potential Implementation in Comprehensive Counseling Program

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Abstract: *The purpose of this ex-post facto study is to analyze the Indonesia counselors' perception, attitude, and potential about using Technology for counseling practice in senior high school. The subjects of this research were 50 school counselors in Surakarta, Indonesia. The questionnaire was developed and adapted based on literature review and experts' opinion and sent to counselors electronically. Findings were analyzed by using descriptive statistics and ANCOVA to see the correlation between the perception and attitude on potential on applying technology in counseling. Counselors' perception and attitudes toward using technology in counseling were also examined by content analysis. Results indicated that counselors have positive perceptions about e-counseling. From the investigation, the counselors' perceptions were categorized as moderate. This study also found that the respondents were categorized as high in attitude toward e-counseling. From those aspects investigated, it indicated that counselor had the potential to implement e-counseling in the future. Then the attitude to adopt e-counseling is influenced by the counselor's perception. It can be potential to foster the effectiveness of counseling and further comprehensive counseling therapy since counselor perception can positively support the long-life and effective counseling process.*

Keywords: *Perception, attitude, e-counseling, comprehensive counseling program.*

I. INTRODUCTION

The current generation who has born after the second millennium has been given the name Generation Z. This generation has grown up with a fully functioning Internet, social media, and a constant proliferation of information due to the rapid development of electronic devices such as computers and smartphones. Given the high usage of digital technology forces school counselors to educate a generation through technology (Tannous, 2017). In developing countries, the situation may not run well since the lack of technology integration within schools. Some

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schools currently support various online learning assisted by technology both fully and partly instruction (Apolinário-Hagen, Harrer, Kählke, Fritsche, Salewski, & Ebert, 2018).

Although many studies have shown that technology integration within the classroom has the potential to increase educational productivity, some challenges are also faced during implementation. The students' potential to lose focus on academic tasks due to social networking massively exists [1]. Other negative effects of massive technology usage such as poor dietary behaviors, internalizing problems, and lower social connectedness are also made the technology integration should be evaluated precisely before the implementation [2]. As technology integration continues to emerge at increased rates, it is important for school counselors to keep in touch with the current issues within this area to address the needs of their students and the community [3]. School counselors may help to identify and provide comprehensive counseling services to students through technological habits. School counselors should keep in mind that address the clients by technological means may not be fully avoidable, it should be considered as a way to support the successful counseling [4].

II. LITERATURE REVIEW

Comprehensive Counseling Program

Comprehensive counseling is effort to help students to carry out developmental tasks, develop their potentials, and alleviate their problems. Comprehensive counseling programs are developed through a series of systematic processes from planning, design, implementation, and evaluation to sustainability [5]. Comprehensive counseling programs at schools should be not only comprehensive in scope but also preventive through design and developmental in purpose. Being comprehensive means that the programs should be able to facilitate the psychological development of the students in all guidance aspects (academic, personal-social, and career) and intended for all students without exception. Being preventive means that efforts for prevention and anticipation as early as possible (preventive education) should become the main spirit underlying the counseling services provided at schools. Developmental in purpose means that comprehensive counseling is designed by the school counselor to fulfill the students' needs according to their developmental stages. Through this comprehensive, preventive and developmental counseling service, students will be able to sort the right actions and attitudes and support their own psychological development to an ideal and positive direction [6].

Comprehensive counseling programs have some strengths. First, the programs are beneficial to help students fulfill their intellectual, emotional, social, and psychological needs. Second, the programs are designed sequentially and cover activities to understand their selves and others, identify educational targets, and carry out career planning. Third, the programs are executed by professional school counselors and supported by all students' environments (teachers, administrators, and parents).

The model of comprehensive counseling in Indonesia has been developed based on the model of ASCA (American School Counselor Association). The ASCA model has been modified according to the educational process and the culture in Indonesia. The ASCA model has been adopted with the following considerations: 1) the model has a reliable theoretical and practical base; 2) it can provide respond to various related researches conducted by ASCA; 3) it is the improvement and development from previously counseling models and 4) it is used massively

as the guidance federally, in states, and at schools for systematic designing, developing, implementing and evaluating counseling programs at schools. The ASCA model which is adopted by Indonesia is stated in the Regulation of the Minister of Education and Culture Number 111 Year 2014, article 6 section 1, as mentioned in the Operational Guidance for the Implementation of Guidance and Counseling at Senior High Schools [7]. The components, in general, are counseling curriculum or program, individual planning, responsive service, and system support.

Guidance curriculum or program can be defined as the process of helping all clients through the activities of preparing structured experiences classically or in groups, which are designed and implemented systematically and aimed at developing the ability to do effective self-adaptation according to developmental stages and tasks [8]. All these points are made as to the standards of independence competency. Individual planning is assistance provided to clients so that they can formulate and conduct systematic activities related to their future planning based on an understanding of their strengths and weaknesses, as well as the opportunities available in their environment. A deep self-understanding, a correct interpretation of the assessment results, and the supply of accurate information related to their talents and special needs are required by clients to make a correct decision in their efforts to develop their potentials optimally. Responsive services are provided to help clients who need immediate therapy so that they will not be obstructed in doing their developmental tasks. Strategies in responsive services include individual counseling, group counseling, consultation, collaboration, home visits, and case referrals. The three program components (guidance curriculum, individual planning, and responsive services) as has been explained above are provided to the students directly whereas system support comprises services and management, working procedure, infrastructure (for instance, information and communication technology), counselors' professional competencies development, and sustainable counseling, which all indirectly supports the effectiveness and efficiency of the counseling services. Technology becomes one of the most potential support systems since the era of digital communication.

E –counseling Potential

The massive of using technology created opportunities for counselors to provide comprehensive counseling using technology shifting to traditional counseling [9]. Various terms are used for technology-based counseling such as e-counseling [10][11][12], cyber counseling [13][14][15], and internet-based or online counseling [16][17]. Among the definitions, the researcher used e-counseling in this study to address technology-based counseling. E-counseling is counseling, which is assisted by phone, e-mail, chat room, video conferencing and different forms of technology-based media to connect the distance between counselor and clients [18]. E-counseling is consultation or psychoeducation through ongoing electronic communication between counselor and clients, which aims to improve the client's psychological and behavioral wellbeing [19][20]. E-counseling is executed by licensed or professional counselors by providing mental health services, therapy, and another type of counseling services to pursue behavioral and mental improvement. It also needs to be packaged in such a way following the ethics of the proper counseling implementation [21].

E-counseling has many advantages, both for counselors and clients. The first issue considered as an advantage of e-counseling is ease of access. Clients can directly counsel when they have internet connection [22] because it

can be executed at any time. The counselors also can easily respond to the request since the counseling can take place without physical meetings. E-counseling is also helpful for people who have problems in accessing counseling services because of disabilities, illness, or transportation problems. Clients with social phobias and pandemic issues can also get ease access to see counselor [23]. The second advantage is the awareness of technology. By using technology, counselor can address the generation to be more honest and easy to self-disclose [24]. Without the direct presence of counselor, clients felt less intimidated and safer to discuss their problems [25]. During e-counseling session, various digital and interesting media can be used to enhance the option of delivery media and attracted the potential clients. The use of technology is also assumed as cheaper than face-to-face counseling and also potential to be recorded. It made e-counseling has financial advantages. Without face-to-face, the clients and counselor can save the cost of meeting and the recording can help counselors use them as a means of supervision and help clients to recall the therapy [26].

Even though e-counseling continues to grow and provides massive opportunities, questions, and critics about e-counseling has increased and become debatable [27]. Some of the questions are about access to technology, the effectiveness of results, ethical issues and cultural problems [28]. E-counseling may make loss of human interaction. Because of lack of verbal and visual communication as well as gesture expression, the therapeutic relationship between the counselor and clients may be decreased [29]. Because of lack of non-verbal cues, counselors may not understand or feel what the client feels. So, misunderstandings or incomplete solutions and therapy may happen. The technological issue is also contrary to the fact that e-counseling depends on internet connectivity. Because internet is a necessity for e-counseling, the well-spread of internet access becomes a critical point. In develop country, some areas may not have Internet or frequent unstable Internet. Thus, it is hard to connect all people in certain areas [30]. In terms of human source, lack of perception and capability made some disadvantages. People who have limited knowledge of using internet or even capability to operate computers may not adopt e-counseling services. Positive perception of technology may be helpful when sometimes technological problems might happen.

Perception of e-counseling in Indonesia

Some research showed that e-counseling is effective, or even indicate that more effective than face-to-face counseling [31] and demand for e-counseling from was increasing [32][33]. It also indicates that higher-level education practice prefers e-counseling over face-to-face counseling in some cases [34]. Perception and attitude toward technology can be used as a guiding theoretical framework to examine successful of counseling with advanced computer technologies. In a successful e-counseling implementation, must be a higher perception of technology level exist [35]. In particular, awareness in technology is considered as an important factor to describe the e-counseling experiences. In the e-counseling situation, perception significantly influences clients' achievements and satisfaction counseling services [36] then support toward the successful implementation [37]. Since its critical role, the perception and attitude toward e-counseling model can help to predict the success of e-counseling implementation [38]. By the level of perception and attitude, the potential of future implementation can be measured [39][40].

In line with the rapid development of technology throughout the world, the technology uses in counseling services have increased in Indonesia. Counselors mostly use technology in counseling services such as networking with students, parents, preparing surveys and reaching students, as well as finding materials for students. Because e-counseling is not common in Indonesia, the limited research about e-counseling mostly focuses on what counselors or students think about e-counseling. Some Indonesian counselors do not think that e-counseling is proper in Indonesia school settings. Most of counselor thought that technological issues become most critical implementation in Indonesia. Even though school counselors eager to use e-counseling, they have negative thoughts about using it in school settings. The negative perception of e-counseling was often affected by inadequate training and professional development. School counselors will feel incompetent when there is no continuous update on the recent knowledge in e-counseling [41]. The perception of e-counseling may be related to the problems in the counseling profession and attitude toward technology use [42]. It is difficult to provide counseling to all students in these kinds of schools. Intention to use e-counseling was highly influenced by perception, motivation and knowledge. The deterrent factors that would eventually determine their intention. School counselors require constant training and full support to equip them to manage their e-counseling effectively and efficiently. Counselors' intention to adopt and capability to organize e-counseling should be a major consideration in some schools [43].

On the other hand, materials and technical support for e-counseling such as computer and Internet connection could not provide for counselors in Indonesian school setting however some private teaching institutions have e-counseling counseling services. Those challenges contributed to their reluctance and unwillingness to execute e-counseling their practice [44]. Briefly, the purpose of this study is to describe what Indonesia counselors think about e-counseling in their professional life and its influence on the attitude toward the potential of implementation of e-counseling in Indonesia.

III. METHOD

Qualitative approach was used in this research. The study was conducted in Solo and surrounding areas. Researchers gained the data related to the implementation of quality management and quality assurance programs through interviews with principals, teachers and from the government, observations at institutions, and review documents' quality. The next step is to conduct a Forum Group Discussion (FGD) correlated to the results obtained from observations and to explore data that has not been found yet. The FGD was done by inviting all related research participants to sit together and having round table discussion .It was conducted to check or confirm perceptions made by researchers. To analyze the data, it applied qualitative data analysis interaction model.

Research Design

The present study is ex-post facto research designed with a descriptive model. By descriptive model, researcher aims to describe relevant cases related to the factual condition of perception and attitude toward e-counseling. This study hypothesized that counselors with high perception would demonstrate more positive attitudes toward e-counseling than counselors with low perception and attitude. To test the hypothesis, we conducted ANCOVA's to test. The researcher included the static variables of working setting, gender, and education level. The significance level was set at $\alpha < 0.05$, and counselor levels of perception and attitude were a factor with three levels.

Sample

The sample of this study consists of 50 school counselors in Indonesia, in which 28 of them were female and 22 were male with an average age of 37 is involved in this study. Participants were randomly selected according to counselors who are a member of Indonesian Counseling and Guidance Teacher Association in Surakarta, Indonesia. Participants were informed as to the purpose of the study through an electronic format of a questionnaire via e-mail and google.doc. The characteristics of sample are shown at the table below.

Table 1. Sampling of Study

		Male		Female	
		f	%	f	%
Experience	0-6 years	7	14	13	30
	6-10 years	12	24	12	24
	>10 years	3	6	3	6
Age in Years	21-30	5	10	13	30
	31-40	14	28	12	24
	>40	3	6	3	6
Working Setting	Private School	7	14	13	26
	Public School	15	30	15	30
Level of Education	Undergraduate	19	38	23	46
	Master	3	6	5	10
Total		22		28	

As is seen in the table above, from total 50 participants collected the surveys, 28 of them are female counselors. Participants' years' experience as a counselor also varied. 13 female counselors have 0-5 years' experience, 12 of them have 6-11 years of experience, and 3 of them have 11 and up years of experience. 7 male counselors have 0-5 years' experience, 12 of them have 6-11 years of experience, and 2 of them have 11 and up years' experience.

The participants' ages are related to the experience of working. Participants' age is dominated by 31-40 years old counselor. 13 female counselors are 21-30 years old, 12 of them have 31-40 years old, and 3 of them are up 40 years old. Then, 5 male counselors are 21-30 years old, 15 of them are 31-40 years old, and only 2 of them are up 40 years old.

The participants also come from a different senior high school setting. They worked in a variety of settings, such as private and public school settings. 13 female counselors work in private schools, and the rest of 15 female counselors work in public schools. 7 male counselors work in private schools, and 15 of them work in public schools.

The participants are also varied in the level of educational background. 23 female counselors have undergraduate degrees, and 5 of them have master's degrees. In addition to that, 19 male counselors have undergraduate degrees, and 3 of them have master's degrees.

Instrument

The instruments of this study are two parts of the five-rating scale questionnaire. In the first part, counselors' perception of e-counseling questionnaire was developed by researchers to analyze the opinion of counselors about using e-counseling in their professional life. The questionnaire consists of 13 items, which were prepared and adopted by researcher according to the literature review and experts' opinions [45]. Thus, for measuring the counselor attitude toward e-learning, 9 items questionnaire is administrated to find the prospective attitude toward the use of e-counseling in the future derived and adapted from [46]. The options are SA (strongly agree), A (agree), N (neutral), DS (disagree), and SDS (Strongly disagree). The reliability index of each item was obtained were Cronbach Alphas: $\alpha = 0.85$ for perception and 0.72 for attitude toward e-counseling adoption into classroom questionnaire.

Process

The questionnaire was formed on an electronic five-Likert scale and sent to the member of Indonesian Counseling and Guidance Teacher Association in Surakarta. Because the present study focuses on technology-assisted counseling, the questionnaires were spread to counselors via the Internet. The survey was taken from August to September 2019. The electronic responses of questionnaires were used to collect data, and only complete responses counted to the data analysis.

Analysis

This study hypothesized that counselors with high perception would demonstrate more positive attitudes toward implementation of e-counseling than counselor with low perception and awareness. To determine the classification level for each indicator, we divided it into three levels, i.e., 1 – 2.33 as low, 2.34 – 3.67 as moderate and 3.68 – 5.00 as high levels. To test the hypothesis, we conducted ANCOVA to test the significant influence of perception toward attitude. The researcher uses Analysis of Covariate since the perception data is served as numeric or scalar and sees the other variable (education level, gender and working setting) as independent variable. The significance level was set at $\alpha < 0.05$.

IV. RESULTS AND FINDING

Counselor Perception of E-Counseling

Table 2. Counselor perception of e-counseling

Items	Frequency (percentage %)				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Item 1: Counselors should do internet-based	4 (8)	6 (12)	5 (10)	10 (20)	25 (50)

counseling (e-counseling).					
Item 2: E-counseling is beneficial to communicate counselors to clients	8 (16)	10 (20)	2 (4)	12 (24)	18 (36)
Item 3: Clients should only online contact with their counselors for cost or appointment	10 (20)	10 (20)	1 (2)	14 (28)	15 (30)
Item 4: By e-counseling, counselor made easier online tests, questionnaires, or scales to clients.	7 (14)	8 (16)	3 (6)	20 (40)	12 (24)
Item 5: E-counseling should be given as a course to students of the guidance and counseling program.	3 (6)	6 (12)	2 (4)	19 (38)	20 (40)
Item 6: It is easier to give simultaneous counseling and therapy to multiple clients by online group	2 (4)	3 (6)	5 (10)	15 (30)	25 (50)
Item 7: E-counseling services are for only clients who cannot be able to get face-to-face counseling.	4 (8)	6 (12)	3 (6)	20 (40)	17 (34)
Item 8: E-counseling reduces the effectiveness of therapy*.	19 (38)	12 (24)	10 (20)	5 (10)	4 (8)
Item 9: E-counseling services are at risk of violation of privacy*.	11 (22)	11 (22)	4 (8)	12 (24)	12 (24)
Item 10: By e-counseling, to meet and talk with parents about students is helpful	4 (8)	5 (10)	2 (4)	20 (40)	19 (38)
Item 11: E-counseling services are playing an critical role in crisis intervention	3 (6)	6 (12)	1 (2)	14 (28)	26 (52)
Item 12: It is easier to access e-counseling services than face-to-face counseling services in a school setting	10 (20)	4 (8)	3 (6)	17 (34)	16 (32)
Item 13: E-counseling services are only for clients who have a big concern about sharing their problems	2 (4)	5 (10)	2 (4)	20 (40)	21 (42)

As seen in Table 2, 70% of the counselors think that nowadays, internet-based counseling should be done by counselors. The rates of counselors who are neutrals were 10% and those who disagree are at 20%. Related to communication, 60% of counselors think that clients can communicate with counselors online. However, 36% counselors disagree to communicate online with their clients and 4% are neutral. Through technology, 58% of the counselors agree to contact their clients for the sole purpose of cost or the appointment. 2% of them are neutrals and 40% of them disagree about contacting the counselor for these purposes. Most of the counselors (64%) agree about the benefits of making online tests, questionnaires or scales for clients. On the other hand, 30% of them disagree with applying tests, questionnaires, or scales online and 6% of them are neutrals. The biggest portion of counselors (78%) agrees that e-counseling should be a course or lecture in guidance and counseling program at universities. However, 4% of the counselors are neutral and 18% of them disagree. More than half counselors (80%) agree about the ease of simultaneous psychological support, therapy and counseling for multiple clients through online group programs. However only 10% counselors agree and 10% of them are neutral on this issue.

74% of the counselors think that e-counseling services are for only those who are not able to get to face to face counseling. On the other hand, 20% of them disagree, and 7% of them are neutral in the statement above. Most of the counselors (62%) think that e-counseling will not reduce the effectiveness of therapy. The rates of counselors who think that e-counseling will reduce the effectiveness of it are 18% and 20% are neutral. Many counselors (48%) think that online counseling services are at risk of violation of privacy. However, almost the same percentage rate (44%) disagree and only 8% are neutral. 78% of the counselors agree positively about online meetings with parents, 18% of them disagree and 4% are neutral. 80% of respondents think that online counseling has an important role in crisis intervention but 18% of them disagree. 66% of the counselors agree that it is easier to access e-counseling than face-to-face counseling, 28% of the disagree about it and 6% of them are neutral. Most of the counselors (82%) agree that online counseling services are only for clients who have big concerns about sharing special problems. On the other hand, 14% of them in contrary and 4% of them are neutral.

Counselor Attitude toward E-Counseling

Table 3. Counselor attitude toward e-counseling

Items	Frequency (percentage in %)				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Items 1: E-counseling services are advantageous for counselors in the future	7 (14)	5 (10)	3 (6)	10 (20)	25 (50)
Item 2: E-counseling has applicability possibilities to our country	8 (16)	8 (20)	2 (4)	12 (24)	18 (36)
Item 3: E-counseling has more advantages than face-to-face counseling	10 (20)	10 (20)	1 (2)	14 (28)	15 (30)
Item 4: Online counselors need adequate knowledge and skills similar to face-face counselor	7 (14)	8 (16)	3 (6)	20 (40)	12 (24)
Item 5: E-counseling can maintain confidentiality	3 (6)	6 (12)	2 (4)	19 (38)	20 (40)
Item 6: I am interested in e-counseling	2 (4)	3 (4)	5 (10)	15 (30)	25 (50)
Item 7: I would accept and be involved ine-counseling	4 (8)	6 (12)	3 (6)	20 (40)	17 (34)
Item 8: I visited an online counseling site	7 (14)	12 (24)	3 (6)	16 (32)	12 (24)
Item 9: I will select topics are appropriate for e-counseling	11 (22)	11 (22)	4 (8)	12 (24)	12 (24)

As seen in Table 3, 70% of the counselors think that e-counseling will be advantageous for them in the future. The rates of counselors who are neutrals were 6%, and those who disagree are at that statement are 24%. Related to the applicability, 60% of counselors think that it is possible to apply e-counseling in Indonesia. However, 36% counselors disagree on that applicability possibility and 4% are neutral. Compared to the face-to-face, 58% of the counselors agree that e-counseling has more advantages than face to face. 2% of them are neutrals and 40% of them disagree about the advantages. Most of the counselors (44%) agree that counselors need knowledge and skill similar to face to face. On the other hand, 30% of them disagree with having more specific knowledge and skill on e-counseling, and 6% of them are neutrals. The biggest portion of counselors (78%) agrees that e-counseling can maintain confidentiality. However, 4% of the counselors are neutral and 18% of them disagree. Most of the counselors (80%) stated that they are interested in the e-counseling program. However, only 10% counselors for both disagree and neutral on this issue. 74% of the counselors think they will accept and involved in e-counseling services. On the other hand, 20% of them disagree and 6% of them are neutral in the statement as mentioned above. 56% of the counselors stated that they had ever visited e-counseling site. The rates of counselors who never visited

the e-counseling are 38% and 6% are neutral. Many counselors (48%) think that they will select some appropriate topics for e-counseling services. However, almost the same percentage rate (44%) disagree and only 8% are neutral.

Analysis of Effect of Perception on Attitude toward e-counseling

Table 4. Descriptive statistics of result

	N	Min	Max	Std. Deviation	Mean	Categories
Perception on E-Counseling	50	1.23	4.92	1.01694	3.7077	High
Attitude toward E-Counseling	50	2.63	4.75	.56987	3.5675	Moderate
Valid N (listwise)	50					

The descriptive table above showed that counselor perception categorizes as high. The respondents tend to have a positive perception of e-counseling by a mean score of 3.707. However, the respondents also showed a wide spread of scores. By standard deviation of 1.016, they are described as having a big gap between their perceptions of e-counseling. It supports the result in which the minimum score of 1.23 (low) thus the maximum score of 4.92 (high). In total, there are respectively 7 respondents with low category, 11 respondents with moderate category and 42 respondents with high category. The majority of respondents are having positive perceptions even though there are still several respondents with negative perceptions. On aspects of attitude toward e-counseling implementation, the counselors have a moderate category by mean score of 3.567. None of respondents have negative perception of attitude toward e-counseling implementation in the future. The minimum score obtained by this aspect is 2.63 (moderate) thus the maximum score is 4.75 (high). No respondent is categorized as low level means that they will support implementation of e-counseling. The standard deviation score 0.569 also indicates that they have unanimous vote to this aspect.

The relationship between the perception and attitude toward e-counseling is analyzed by the ANCOVA test. The result is showed in table below.

Table 5. Result of ANCOVA test of subjects' effect on attitude toward e-counseling

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9.748 ^a	8	1.218	8.103	.000
Intercept	10.485	1	10.485	69.726	.000
Perception	3.862	1	3.862	25.680	.000
Gender	.078	1	.078	.518	.476
Work Setting	.002	1	.002	.014	.906
Education	.073	1	.073	.485	.490
Gender * Work Setting	.045	1	.045	.300	.587
Gender * Education	.042	1	.042	.281	.599
Work Setting * Education	.271	1	.271	1.800	.187
Gender * Work Setting * Education	.013	1	.013	.088	.768
Error	6.165	41	.150		

Total	652.266	50			
Corrected Total	15.913	49			
a. R Squared = .613 (Adjusted R Squared = .537)					
Dependent Variable: Attitude toward E-Counseling					

As seen on the table above the variable perception showed a sig value of 0.000 (<0.05) and F=25.680. It means that the assumption that there there is a linear relationship between perception and attitude toward e-counseling. This statement indicates that the ANCOVA assumption has been fulfilled. The variable of gender, work setting, and education level gained a sig. value of 0.476, 0.906 and 0.490 correspondingly. Thus, other fixed variables showed sig. value greater than 0.05 showed that, without the influence of perception variable, those variables have no relationship to the attitude toward e-counseling. Simultaneously, those fixed variables do not correlate with the attitude of e-counseling. The combination variables of gender and working setting is 0.587, combination of gender and education level is 0.599, and combination of working setting and education level is 0.187. The combination of two fixed variables did not significantly influence the attitude toward e-counseling. Then the combination of three fixed variables which showed sig. value of 0.768 also did not significantly influence. Furthermore, it appears that the significance number is 0,000 for corrected model. The corrected model is the value of the effect of all the independent variables simultaneously or together on the dependent variable. Significant <0.05 means significant influence. Because the significance value is far below 0.05 it can be concluded that the gender, working set, education level and perception of counselor simultaneously influences the attitude toward e-counseling. The sig. value of intercept which showed 0.000 means that the perception solely influences the attitude toward e-counseling implementation.

V. DISCUSSION

In recent years there has been an increased amount of study addressing e-counseling and another type of technology-based counseling as an alternative technique in the counseling services. Even though there is limited research about it in Indonesia, the results of this study show that Indonesian counselors think that e-counseling has applicable in the future. Because of the questionnaire that was used for this study have different dimensions, counselors' positive and negative perception of e-counseling and counselors' attitude toward e-counseling will be discussed.

Counselors think that because of the rapid development of internet, e-counseling should be taken for an alternative. The technology is assumed as beneficial to communicate with the clients for purpose of cost or the appointment [47]. The application of e-counseling will help to make online tests, questionnaires or scales for clients. Those advantages are critical for making effective counseling in developing countries. The importance of this issue is also perceived to be a course or lecture at universities. Students in guidance and counseling programs as the prospective counselor should prepare with this knowledge and awareness. The implication of e-counseling in Indonesia, as the fourth most populated in the world, is potential. Most counselors feel the ease of simultaneous psychological support, therapy and counseling for multiple clients through online systems. The online system in counseling will cover a huge number of students in Indonesia. E-counseling did not only reach those students who

are not able to get to face to face counseling [47] but also for all types of regular students. Actually, the implementation will be helpful for students with that problem, but for others, it will enrich the chosen method for initiative counseling or therapy [48]. By the suitable media selected, counselors think that the potential of e-counseling still will be effective [49]. The challenges in ICT supportive infrastructure will be confidently facing by several approaches. The effectiveness of therapy will be influenced by the medium and the therapy itself. The medium of technology is assumed to support efficiency. The counselor optimistic about being ready to adopt since, nowadays, Indonesian schools are also developing a supportive environment and policy. The development of e-learning will also potentially addressed by counselor to take a part.

The counselors are divided into two sides, who pro and cons related to the risk of violation of privacy during e-counseling. The debatable arguments in data security in technological issues should be the main point. When counselors apply e-counseling, they should be aware of the clients' data security. The appropriate system will be critical to ensure that there is no violation of privacy happened. The ease of e-counseling access becomes the other potential. Many schools are now trying to develop e-counseling system. It made the spread of e-counseling. E-counseling services are not dominated by clients with big concerns about sharing special problems but also become an option enrichment on reaching counseling services independently.

The counselor has positive attitude toward e-counseling implementation and perceived that it would be advantageous for them in the future. Hence, the biggest parts of counselors think that e-counseling is applicable in Indonesia. The possibility of applying e-counseling is also supported by the advantages of access compared to face-to-face counseling. According to the results, most counselors believed that they are able to apply e-counseling since did not need other additional specific knowledge and skill. Most of the counselors have ever visited e-counseling site. It indicates that they have interest in involving and implementing the e-counseling program in the future. E-counseling is believed can maintain confidentiality. The participants have enough knowledge about e-counseling and willing to select some appropriate topics for e-counseling services.

E-counseling is increasingly extending and accompanied by significant benefits and challenges. The perception and attitude correlate with each other to formulate potential use in the future. To examine the influence of perception toward counselors' attitudes toward e-counseling adoption an ANCOVA test was conducted. The results confirmed the positive relationship between perception levels and attitudes toward e-counseling adoption, $F = 25.680, p < 0.05$. This means that counselors with highly positive perceptions showed significantly more positive attitudes than counselors with negative perceptions.

The variables of gender, work setting, and education level correspondingly have no relationship to the attitude toward e-counseling. Simultaneously, those variables affect potential e-counseling adoption. The combination of two and three from those variables also did not significantly influence the attitude toward e-counseling. It is contrary to the previous research. In the Indonesian context, those variables have no impact on adoption. The result may be influenced by several factors of e-counseling such as knowledge and awareness. The participants may have enough knowledge of the variety of counseling methods. They also have awareness to integrate technology in their service. Thus, perception solely influences the attitude toward e-counseling implementation in the future. No significant influence was observed in those three aspects also pointing to the fact that gender, working setting and

education level are not significant factors in ICT application in counseling practice. Since the internet can be used in any school setting for electronic discussion forum, accessing information, delivering counseling, it made the awareness of integrating technology is highly observed.

VI. CONCLUSION

Overall, the results indicated a high acceptance of the implemented e-counseling concept. The high level of perception within the e-counseling environment also contributes to the acceptance of the technology used. Most of the Indonesian counselors appreciate e-counseling concept as a useful offering for students. The hypothesis is therefore accepted looking at how the counselors' perception and attitude toward e-counseling were evaluated as a positive option to be available. The findings from this research conclude that counselors are willing to implement e-counseling, and they believed ready for the application

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