

PROSPECTIVE SCHOOL COUNSELORS' PERSPECTIVES ON REMOTE COUNSELING USING POSTMODERN PARADIGM

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ABSTRACT

This case study was conducted in response to the phenomenon observed during School Field Practice (PLP) activities, where many prospective school counselors practiced remote counseling using a postmodern approach. Remote counseling is a strategy that all prospective school counselors need to master, given the growing societal demand for mental health services and remote counseling. The study involved 10 prospective school counselors as primary subjects, selected through purposive sampling, with data collected using in-depth interview guidelines. The research employed a qualitative method with a case study design. The objectives of this study are: a) to describe the theoretical understanding of prospective school counselors about remote counseling with a postmodern approach; b) to describe the perspectives of prospective school counselors regarding their practice of remote counseling with a postmodern approach; c) to describe the effectiveness of implementing remote counseling with a postmodern approach based on the practices of prospective school counselors. The results of in-depth interviews indicate that while prospective school counselors have adequate theoretical understanding, there are still significant practical deficiencies. Remote counseling is currently necessary due to societal needs

and its efficiency. Remote counseling with a postmodern approach can be effectively implemented if prerequisites such as facility readiness, counselor preparedness, and counselee readiness are met. Future research should focus on enhancing the skills of prospective school counselors in conducting remote counseling with a postmodern approach. Subsequent studies could also explore experimental research and promotional efforts targeting potential users.

Keywords: Remote Counseling, postmodern, prospective school counselors, case study

INTRODUCTION

School Field Practice (PLP) is a mandatory course for all students aspiring to become school counselors at Universitas Sebelas Maret. The objective of this course is to provide prospective school counselors with comprehensive experience in delivering guidance and counseling services in schools. During the PLP course, students observe the service delivery process conducted by school counselors (including guidance curriculum, responsive services, individual planning services, and system support), discuss service implementation plans with school counselors and supervising lecturers, practice delivering guidance and counseling services according to the planned implementation, and conduct a series of evaluation activities (Kemenristekdikti, 2017; Ardiwinata, 2021; Roidah, Wilson, and Ahmad, 2022; Nurfajri, Nurhasanah, and Martunis, 2022).

One of the strategies observed, planned, practiced, and evaluated by prospective school counselors during the PLP process is individual counseling, which is a component of responsive services (Kemenristekdikti, 2017). In delivering counseling strategies, prospective school counselors need to receive adequate examples and evaluations. This is because counseling is a professional activity aimed at helping students independently resolve their problems (Corey, 2017; Meier and Davis, 2019). Prospective

school counselors need to learn about field conditions related to the characteristics of students' problems, hone communication skills in counseling, refine the application of counseling techniques, and learn to empower students to resolve their difficulties both in the present and future (Truax and Carkhuff, 2007; Corey, 2017; Levitof and Fall, 2019).

Although the pandemic period has ended, and the schools where PLP is conducted have implemented full face-to-face learning, preliminary studies have found that many prospective school counselors still use remote counseling methods. Remote counseling is understood as a highly needed and immediate assistance process to solve the client's problems using certain online media (Richards and Vigano, 2013; Hastuti and Tyas, 2021; Purwaningrum et al., 2021). Thus, remote counseling does not always require face-to-face conditions between the school counselor and the student seeking counseling (Mansyur et al., 2019; Purwaningrum et al., 2021).

The counseling approaches chosen by prospective school counselors vary, but the majority prefer postmodern paradigms such as Solution-Focused Brief Therapy (SFBT) and Narrative Counseling. It is known that postmodern counseling approaches are concise, solution-based, and tend to be easy to apply due to their flexibility with common

problems experienced by students in schools (Shurts, 2015; Scholl and Hansen, 2018).

The practice of counseling by prospective school counselors, using postmodern approaches with remote counseling modes in an era that already allows face-to-face interaction, raises questions that need answers: a) What is the theoretical understanding of prospective school counselors about counseling with a postmodern approach conducted remotely?; b) What are the perspectives of prospective school counselors on the implementation of remote counseling practices with the postmodern approach they employ?; and c) How effective is the implementation of remote counseling with a postmodern approach based on the practices carried out by prospective school counselors?

This study is important to understand the perspectives of prospective school counselors on the implementation of remote counseling with a postmodern approach in schools. This study aims to describe the extent to which prospective school counselors understand the importance of using a postmodern approach in counseling in the current era. It also aims to obtain data on the reasons behind the practice of remote counseling with a postmodern approach conducted by prospective school counselors. Furthermore, it seeks to explore how this choice emerged amid the availability of other counseling approaches and the option to conduct face-to-face counseling.

Studies on the perspectives of prospective school counselors regarding the implementation of remote counseling using a postmodern approach are still limited, particularly in Indonesia. This study aims to provide a subjective overview of the personal experiences of prospective school counselors in conducting remote counseling with a postmodern approach.

This research is highly novel as it has not been conducted before, focusing on a unique counseling approach paradigm and targeting subjects engaged in counseling practice within an educational setting. By obtaining data from this study, subsequent research opportunities, such as surveys, experimental

studies, and development research to produce remote counseling media with a postmodern approach, as well as evaluative research on a broader audience, can be pursued. This also increases the potential for generalization.

While many studies on online counseling have been conducted, they typically address its effectiveness for various issues, places, and specific communities (Kasmi and Nurjannah, 2021; Wangsanata, 2021; Ningsih, 2022), or discuss the necessity of online counseling in Guidance and Counseling services (Haryati, 2020; Azhari et al., 2023). However, none have specifically examined the aspects covered in this research.

METHODOLOGY

A case study method was used in this research. This was based on the rationale that the study originated from research questions requiring answers through in-depth analysis of contemporary phenomena in the helper's world, where the researcher did not actively participate to control or intervene in the observed phenomenon. The phenomenon observed was the perspective of prospective school counselors in conducting remote counseling with a postmodern approach.

The chosen case study design was descriptive, aiming to explain how the phenomenon occurred from the actual subjects' perspectives. The purpose of a descriptive case study is to obtain answers to research questions through specific data collection methods, thereby providing a broad description of the phenomenon (Harrison, 2017).

The type of case used in this study was a holistic single case concerning the phenomenon of prospective school counselors, both male and female, who opted for remote counseling with a postmodern approach in PLP activities. This phenomenon was intriguing because full face-to-face learning had been implemented, allowing school counselors and prospective school counselors to meet students directly for counseling, yet they still chose remote

counseling. The postmodern approach was also a significant focus, as it was more frequently chosen compared to modern approaches in counseling.

The case study involved 10 prospective school counselors conducting PLP in public and private high schools in Surakarta Raya, Indonesia. All prospective school counselors had completed theoretical and supervised practical courses on campus before continuing guided practice in actual school settings. Snowball sampling was chosen to provide flexibility in data collection from relevant parties, such as school students, supervising teachers, and PLP supervising lecturers.

Data collection was conducted using in-depth interviews based on pre-prepared interview guidelines. Secondary data were obtained from online counseling session recordings by the prospective school counselors and counseling implementation reports and progress documents stored in the school files. Data analysis was performed using pattern matching logic, aiming to synthesize investigative findings and compare them with theories discussing remote counseling with a postmodern approach. The case study design used is illustrated in Figure 2.1.

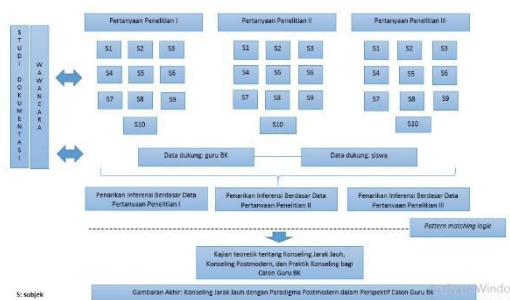


Figure 2.1
Case Study Design

RESULT AND DISCUSSION

This study addressed three research questions, with answers derived from synthesizing data from 10 selected subjects. The synthesis involved elaborating on in-depth interview data and documentation study data per subject (reviewing counseling

recordings and counseling implementation reports), coding the data manually, and summarizing the data collection results according to the research questions. Each subject was coded as S1, S2, S3, S4, S5, S6, S7, S8, S9, and S10. The answers to each research question are presented in Tables 1-3.

Table 1.
Understanding of Prospective school counselors on Remote Counseling with a Postmodern Approach

Research Subject	Data Analysis Results
Subject 1	Remote counseling with a postmodern approach was conducted using media such as Google Meet, Zoom, video calls, WhatsApp, and other platforms. This approach was solution-based as agreed upon between the counselor and the client. Subject 1 used the SFBT approach according to theoretical principles, though not perfectly.
Subject 2	Remote counseling was conducted when face-to-face counseling was not feasible due to constraints. It was based on agreements between the counselor and the client. The counselor's role remained the same as in face-to-face counseling, only facilitated by technology. Subject 2 used the SFBT approach, though it was not fully implemented.
Subject 3	Remote counseling was conducted using specific platforms agreed upon by the counselor and the client. The counselor's duties were the same as in general counseling. Subject 3 successfully practiced remote counseling with a postmodern approach using SFBT.
Subject 4	Remote postmodern counseling aimed to provide solution-focused counseling using available online counseling applications or other platforms such as WhatsApp, Google Meet, Zoom, Skype, etc. It could even be conducted through chat on certain platforms. The choice of platform was based on the counselor-client agreement. Subject 4 used the SFBT approach, well-prepared with adequate support instruments and self-help tools.
Subject 5	Remote counseling was online counseling with a specific approach allowing the counselor and client to agree on the counseling schedule

	without face-to-face meetings. The main difference between modern and postmodern online counseling was the relatively shorter duration and problem-solving focus.
Subject 6	Remote counseling, also known as e-counseling/cyber counseling, was conducted virtually using social network applications like Zoom, Google Meet, Google Talk, Line, WhatsApp, email, Facebook, etc. It aimed to prevent problems, reduce issues, develop self, enhance, and help clients resolve their problems. Remote counseling was an effective and efficient alternative strategy. The interaction between counselor and client was similar to face-to-face counseling. Postmodern remote counseling viewed clients as unique individuals. Subject 6 used the SFBT approach effectively.
Subject 7	Remote postmodern counseling aimed to provide solution-focused assistance using remote media, facing challenges such as slow internet, interrupted voice, delayed audio, and unstable video quality. Counselors might struggle to read nonverbal cues, making it difficult to determine if clients were truthful. Subject 7 used the Narrative approach, needing significant performance improvement.
Subject 8	Remote counseling with a postmodern approach was conducted using platforms like Zoom, Google Meet, email, etc. The postmodern approach encouraged clients to look towards the future without being confused by their past. Subject 8 used the Narrative approach effectively.
Subject 9	Remote postmodern counseling aimed to help clients resolve their issues without being fixated on the problems. This type of counseling used negative narratives to be transformed into more positive future narratives. Subject 9 used the Narrative approach but did not fully implement it according to theoretical principles.
Subject 10	Remote counseling with a postmodern approach applied postmodern philosophy in providing assistance, conducted through electronic media without needing a special meeting room. Subject 10 used the SFBT approach effectively according to theoretical studies.

Discussions with supervising teachers revealed that prospective school counselors had a good understanding of remote counseling and generally adequate practical

skills, though some areas needed improvement.

It was concluded that all prospective school counselors had sufficient understanding of remote counseling with a postmodern approach. However, not all prospective school counselors possessed skills that matched their understanding. Some prospective school counselors had only theoretical knowledge, which did not always align with practical understanding in the field. Consequently, some subjects were not fully prepared to conduct postmodern counseling effectively.

This situation indicates that beyond having a solid foundational knowledge, prospective school counselors, in their role as remote counseling counselors, need to enhance several variables to perform better. Resilience and digital skills are crucial aspects that need to be managed and will influence the practical skills of remote counseling (Akgul and Ergin, 2022). Prospective school counselors must also consider overall ethical aspects in conducting remote counseling (Lopez, 2014) to facilitate practice. Fundamental ethical principles that need to be prepared for remote counseling include confidentiality, openness and voluntariness, independence, and contemporaneity (Ardi, Putra, and Ildil, 2017). Various studies have revealed that providing sufficient information enhances understanding, thereby facilitating practice (Bastemur and Bastemur, 2015).

Table 2.
Perspectives of Prospective school counselors on Remote Counseling with a Postmodern Approach

Research Subject	Data Processing Result
Subject 1	Remote counseling with a postmodern approach can be performed well with the skills possessed. However, this is not enough to help clients completely solve their problems. Other issues, such as the physical and mental readiness of the counselor, the need for well-prepared devices, and appropriate online counseling applications, must be considered. Although remote postmodern counseling is necessary for providing assistance, core elements must be prepared more thoroughly.

Subject 2	Remote counseling needs to be implemented extensively due to the demands of the current era. The need for counseling is increasing along with the requirement to work from anywhere. The postmodern approach helps digital-age clients who require quick and easy solutions. However, each counselor's skills in conducting remote postmodern counseling need to be improved.	improved communication skills. This counseling is important for quick and easy access to help but must be well-prepared to handle issues like signal disruptions.
Subject 3	Remote counseling with a postmodern approach is essential due to the rising number of problems and the increasing need for counseling. The trend of remote activities necessitates professional helpers to prepare remote counseling services adequately.	Subject 8 Remote counseling with a postmodern approach is necessary due to the growing need for quick and effective problem resolution. Adequate preparation, such as setting up a remote meeting space and ensuring a good signal, is crucial.
Subject 4	Remote postmodern counseling is highly necessary. Identified problems include stress, loss of self-confidence, apathy, unmanaged negative feelings, and mental health issues across all societal levels. Postmodern counseling focuses on finding solutions, enabling individuals to concentrate on solutions rather than problems. Proper preparation, including platform selection, self-help tools, and readiness of both counselor and client, is essential for effective remote postmodern counseling.	Subject 9 Remote postmodern counseling is crucial for providing effective psychological help in response to societal needs. The choice of postmodern counseling for remote settings allows counselor-client interactions without face-to-face meetings, maintaining the essence of counseling. Improved signal quality will further support effective remote counseling.
Subject 5	Remote counseling is highly needed as it is effective, efficient, and easy. Interaction can occur through an initial agreement without the need to meet in person. The postmodern approach makes remote counseling more practical. Challenges include crafting clear verbal communication that is easily understood and minimally disrupted.	Subject 10 Remote counseling with a postmodern approach can be effective with proper preparation. Challenges include uncooperative clients and poor signal, which can affect the counselor's mood. Generally, this counseling is needed to help clients find solutions without meeting the counselor in person.
Subject 6	Remote counseling with a postmodern approach needs to be mastered and developed in line with societal needs for counseling services. Remote counseling facilitates the help process but requires addressing challenges such as poor signal, understanding clients' nonverbal cues, and mastering postmodern approaches. Conventional counseling remains necessary, but remote postmodern counseling can be an alternative. Counseling services should align with individual philosophies and not force a postmodern approach if it does not fit.	
Subject 7	Remote postmodern counseling can be effective as it focuses on solutions and avoids delving into the client's problems, preventing them from focusing on their wounds. Nonverbal communication challenges can be managed with	

Discussions with mentor teachers indicated that remote counseling is necessary for students today because it can be easily conducted without face-to-face meetings. Students also reported feeling comfortable with remote counseling, though adjustments to the facilities used are needed. Irrelevant data were omitted as part of data reduction.

From the data collected, it can be concluded that prospective school counselors believe that remote counseling with a postmodern approach (SFBT and Narrative) is necessary at this time. This belief stems from the increasing need for mental health services in society (Dokou & Lazuras, 2014; Sari, Ramdhani, & Subandi, 2020; Listyandini, 2023), the rising demand for online counseling services (Dowling & Rickwood, 2014; Gelso, 2015; Wang, Joyce, & Namkoong), and the need for quick, effective, and efficient problem resolution (Wetik & Laka, 2023; Rindu et al., 2024; Budiana, 2024). However, the need for improvement must be balanced with the need to enhance counseling performance (Haryati,

2020). This includes the physical and psychological readiness of the counselor, the readiness of the platforms used, and the readiness of supporting facilities and infrastructure. Additionally, there is a need for training to improve remote counseling skills, such as understanding nonverbal communication, remote communication skills, and counseling techniques (Munawaroh et al., 2021; Hernawati & Satyajati, 2021; Handika, 2022; Sari & Harjo, 2022; Ayub & Harjo, 2022; Bestari, Zen, & Hotifah, 2022; Amos, Adade, & Doudu, 2022). If these elements are well-facilitated, they will lead to optimal counseling services for clients.

Table 3.

*Effectiveness of Remote Counseling
Implementation Using a Postmodern
Approach by Prospective school counselors*

Research Subject	Data Processing Result
Subject 1	Remote counseling with a postmodern approach in practice has not yet been perfectly implemented according to theoretical principles. This is due to internet network obstacles, and verbal and non-verbal language of the client that is difficult to understand, although in general, counseling can proceed well. Based on observations of the counseling video presented as a documentation study, Subject 1 conducts counseling with minimal standards but still tends to give advice to the client.
Subject 2	Remote counseling with a postmodern approach has been conducted well, despite the unstable signal, noise interference from the teacher's or client's devices, and the client's lack of seriousness in participating in remote counseling. Based on observations of the counseling video presented as a documentation study, Subject 2 has not conducted counseling well and still shows many shortcomings.
Subject 3	Remote counseling with a postmodern approach has been successfully conducted well, although there are common obstacles such as poor signals, bad weather affecting the signal, thereby disrupting the voice of the counselor and client. Based on observations of the counseling video presented as a documentation study, Subject 3 is quite capable of conducting counseling well

	but has not yet involved much use of media that can be used to help achieve the counseling goals.
Subject 4	Postmodern remote counseling can be conducted well because of sufficient understanding, adequate facilities, and the client's willingness to solve their problems, thus achieving the set goals. Based on observations of the counseling video presented as a documentation study, Subject 4 is able to conduct counseling well in terms of approach, counseling techniques, and prepared media.
Subject 5	S5 Remote counseling with a postmodern approach can be conducted well if there is good cooperation between the counselor and the client. This cooperation includes being easy to contact for attendance confirmation, using sufficient facilities to ensure a good signal, willing to turn on the camera as agreed, and willing to participate in counseling from start to finish. If these aspects are not met, the counseling process will not proceed well and will not meet expectations. Based on observations of the counseling video presented as a documentation study, Subject 5 is able to conduct counseling well in terms of approach, counseling techniques, and prepared media.
Subject 6	Remote counseling with a postmodern approach can be conducted well, despite common obstacles such as disrupted internet networks affecting the overall counseling process and requiring a longer time to understand what the client is conveying. However, in general, it can be conducted well. Based on observations of the counseling video presented as a documentation study, Subject 6 is able to conduct counseling well in terms of approach, counseling techniques, and prepared media, but lacks confidence when acting as a counselor.
Subject 7	During remote counseling with a postmodern counseling approach, facilitation for the client has been provided using self-help tools that are then discussed together through screen sharing in online video conferences. However, discussions do not always go smoothly due to signal obstacles, so not all self-help tools can be discussed together. The goals of postmodern online counseling have been well achieved because of the client's support, i.e., the client is already able to think about change and find solutions instead of focusing on problems and is

	actively generating solutions to solve their issues. This occurs because the good relationship and cooperation between the counselor and client can still be maintained even though counseling is conducted online. Based on observations of the counseling video presented as a documentation study, Subject 7 is able to conduct counseling well in terms of approach, counseling techniques, and prepared media.
Subject 8	Remote counseling with a postmodern approach has been conducted well because of good signal support and adequate facilitation from the institution. Based on observations of the counseling video presented as a documentation study, Subject 8 is able to conduct counseling well in terms of approach, counseling techniques, and prepared media.
Subject 9	Postmodern remote counseling can be conducted well because of the support in the form of adequate media during the counseling process. The main media is self-help tools that can help the client understand the root of their problems and how to achieve the counseling goals. Based on observations of the counseling video presented as a documentation study, Subject 9 is not able to conduct counseling well and still seems confused.
Subject 10	Remote counseling with a postmodern approach can be conducted well because of sufficient facilities and supporting media in its implementation. Based on observations of the counseling video presented as a documentation study, Subject 10 is able to conduct counseling well in terms of approach, counseling techniques, and prepared media, but still seems to rush to end the counseling process.

Discussions with mentor teachers revealed that not all remote counseling with a postmodern approach was successful. Counseling sometimes failed due to issues related to facilities, counselors, or counselees. Students also noted that while remote counseling is convenient, it is occasionally hindered by poor signal quality, which disrupts and makes communication difficult. Therefore, adequate facilities need to be prepared to ensure that counseling runs smoothly and effectively.

The skills for remote postmodern counseling were demonstrated by prospective school counselors at varying levels. Some were able to conduct counseling effectively, while others were not (Zeren, 2015; Lazuras & Dokou, 2016). Generally, from the perspective of prospective school counselors, counseling can be conducted effectively if there is readiness in terms of facilities such as stable signals, adequate media, supportive environments, and well-prepared self-help resources. Furthermore, the psychological condition of both counselor and counselee needs better preparation, including willingness to engage in counseling from start to finish, adherence to agreed-upon behaviors, and cooperative efforts to resolve issues (Dietrich & Bowers, 2018).

Data collection from school counselors indicated that, to date, remote counseling remains popular among students. Particularly, students with characteristics such as being reserved, shy, introverted, having social phobias, and difficulty trusting others find remote counseling beneficial (Jones et al., 2014; Ahmed & Saeed, 2015; Li et al., 2013). Even some students with opposite characteristics also prefer remote counseling because it is perceived as more comfortable and flexible (Zainudin et al., 2019; Li et al., 2013). The postmodern approach is considered necessary as an innovative form of counseling service to meet current student needs. Students mentioned that remote counseling is appealing because it eliminates the need for face-to-face meetings with the counselor, allows for greater expressiveness, and is perceived as more efficient due to the reduced time requirement.

CONCLUSION

Theoretically, all prospective school counselors have a good understanding of the definition and application of remote counseling with a postmodern approach in schools. However, in practice, not all of these teachers are able to effectively implement remote counseling with a postmodern approach. Some prospective school counselors perform well in terms of approach,

technique selection, and counseling media. Yet, others still exhibit signs of embarrassment, confusion, haste, and lack of confidence.

The perception of prospective school counselors regarding the implementation of remote counseling with a postmodern approach is generally positive. Remote counseling with a postmodern approach is viewed as a new counseling strategy needed by the digital society, including students. With this approach, students can work towards finding solutions to their problems without focusing on the past or the origins of their issues. The process is perceived as shorter and more efficient. Additionally, the use of remote media facilitates access to counseling services from any location, making it easier for students, even those with lower social skills, to participate.

The effectiveness of remote counseling with a postmodern approach depends on several prerequisites: a) adequate facilities, b) sufficient knowledge and skills of the counselor, and c) adequate understanding and need of the counselee regarding remote counseling. These factors must be well-prepared to ensure that counseling sessions are effective and achieve the established goals.

Based on these findings, the study recommends that future research focus on improving the skills of prospective school counselors in conducting remote counseling with a postmodern approach. This enhancement can be achieved through targeted educational activities aligned with the curriculum. Experimental research could also be conducted to provide specific treatments for prospective school counselors to improve their remote counseling skills with a postmodern approach. Furthermore, promotion of remote counseling services should be provided to prospective counsees (in this case, students) to ensure effective utilization of these services.

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