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Research Article

The acceptance of school counselor in the use of ICT during school from home in the Covid-19 era

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Abstract

The Covid-19 pandemic marks an era of using online as a medium of learning communication, including counseling services. School Counselor are required to use ICT as a form of adaptation to learning with students. The research design using a quantitative Structural equation modeling aimed to test correlation of two or more variables. The participants are 214 School Counselor who are members of the Indonesian Guidance and Counseling Association (ABKIN) and the Guidance and Counseling Teacher Council (MGBK). This study measures the participation of School Counselor who fill out online questionnaires with respect to their perceptions of maximizing the use of ICT in providing counseling services. Measurement of the successful use of ICT in Guidance and counseling (BK) services during a pandemic will be measured through the attributes of Computer Anxiety (CA), Computer Self-Efficacy (CSA), Collegial Collaboration (CC), Lack Facility (LF), Perceive Usefulness (PU), and Perceived Ease of Use (PEOU). The results showed findings in which all attributes have a significant outcome on the use of ICT on School Counselor.

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Introduction

The role of technology in education is inevitable, especially during the Covid-19 pandemic. School from home or remote learning becomes one of the best possible options to continue the teaching and learning process. Remote learning has become an obligation because of various limitations due to the outbreak of Covid-19. In addition, through remote learning, it is believed that the spread of this deadly virus can be suppressed (Rahiem, 2020).

In the School counseling services (BK) context. The development of technological use begun with sending letters carried out by Sigmund Freud. Telephone used in 1960s, text based online counseling in 1960s and 1970s, and then growing very rapidly using various media like e-mail, video with the help of Skype applications, live chat, Facebook phone (Ardi & Ifdil, 2013), Synchronous and asynchronous web sites e-mail, online bulletins, net publishing, and chat (Beidoglu et al. 2015; Syechbubakar, 2010). Delphi 7 based software tool Hartono (2009), and recently used mobile application like whatsapp etc. (Budianto et al. 2019).

Utilization of ICT is necessary for the implementation of counseling services (Beidoglu et al. 2015). In schools ICT can optimize operational efficiency and manage workloads more efficiently (Hayden et al. 2008), ICT reduce costs and offer increased service delivery. ICT improve access to a broader audience and increase networking, cooperation and coordination capacities. ICT improve relationships with student which generation Z who are raised in a digital

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environment and have a tendency to use electronic communication as a way of learning by utilizing all digital equipment (Feinman, 2017).

School counselor or called guidance and counseling teacher required to innovate in implementing counseling services using technology, especially during covid-19 pandemic. Unfortunately there are difficult situation, counselors do not optimally utilize technology for counseling services (Glasheen & Campbell, 2009; Mason et al. 2018) and that they use it more for school administration than for communicating with stakeholders (Mason et al. 2018). Several studies showed that school counsellors did not accept that ICT usage would increase service quality (Adebowale & Popoola, 2011; Cabaniss, 2001). One potential reasons for this resistance is the lack of knowledge, confidence and skill school counselors have on using technology for counseling services (Adebowale & Popoola, 2011; Cabaniss, 2001; Steele et al. 2015; Young & Kaffenberger, 2015) these conditions can resulting in low CSE.

There are many study on technology acceptance in education context (Alharbi & Drew, 2014a; Baydas & Goktas, 2017; Mac Callum et al. 2014; Rasmitadila et al. 2020; Yuen & Ma, 2008). Teachers' acceptance of ICT use in Indonesia has been investigated (Mahdum et al. 2019; Marwan & Sweeney, 2010; Prasojo et al. 2017) but there are no technology acceptance study especially in school counseling during pandemic in Indonesia. Study TAM on school counseling in Indonesia has done by (Anni et al. 2018). The current study research the acceptance of school counselor in using ICT, this study makes a new findings to the literature because is first empirical study in Indonesia to investigate ICT acceptance among Indonesian school counselor during pandemic and because Indonesia has the fourth largest education system in the world.

Theoretical Perspectives

The Technology Acceptance Model (TAM)

TAM developed by Davis (1989) is a theory that refers to the concepts put forward by Fishbein and Ajzen (1975) regarding the relationship between aspects of belief, attitude, and behavior. Broadly speaking, TAM is a developmental theory of specific behavioral theories that analyzes the overall attitude of users towards technology (Deslonde & Becerra, 2018).

According to Davis (1989), there are two main constructs that contribute to the formation of attitudes towards the use of technology, namely Perceived Ease of Use (PEOU) and Perceived Usefulness (PU). The concepts of attitudes for the application of technology are placed as a single determining factor of behavioral intention. As discussed above, PEOU is described as the participant's expectation that a technology is simple to use, while PU is defined as the belief that technology provides the benefits required by users. PEOU and PU influence technology attitudes that are described as the ability to use technology. Attitude is the sole determinant of behavioral intent, defined as the possibility of people using technology.

Unified Theory of Acceptance and Use of Technology Model (UTAUT)

In addition to referring to TAM, this study also bases its concept on the Unified Theory of Acceptance and Use of Technology Model (UTAUT) developed by Venkatesh et al. (2003). The idea of UTAUT refers to eight models that examine behavior, among others Theory of Reasoned Action (TRA), Motivational Model/MM, TAM Theory of Planned Behavior/TPB, a combined Theory of Planned Behavior and Technology Acceptance Model/TPB-TAM, Model of Personal Computer use and a combined Theory of Diffusion of Innovations Theory/MPC-TDIT, and Socio Cognitive Theory (SCT) (Kolog et al. 2015).

According to UTAUT, a person's behavior and intentions towards technology use are influenced by four things, i.e effort expectancy, social influence, performance expectancy, and facilitating conditions. As the latest analytical model for the acceptance of technology use, UTAUT is widely used in scientific research because it involves broader and applicable factors (Chayomchai et al. 2020). The first version of UTAUT has several weaknesses, so that Venkatesh et al. (2012) Established the UTAUT 2 model by introducing several variables: hedonic motivation, price value and habit.

The research will involve and measure the participation of School Counselor who fill out online questionnaires about their perceptions of maximizing the utility of ICT in guidance and counseling (BK) services. Measurement of the successful ICT practice in counseling services during a pandemic will be measured through the attributes of CA, CSA, CC, LF, PU, and PEOU.

Computer Anxiety is defined as "feelings of discomfort, fear and fear of overcoming ICT tools or discomfort in expecting negative results from computer-related operations" (Rahimi & Yadollahi, 2011). Computer self-efficacy is the concept of an evaluation of individual's ability computer technology utility. The influence of the computer self-efficacy evaluation refers to a person's trust in his ability to carry out different device tasks. In a computer context this

represents a person's belief and confidence in the ability to perform computer tasks with the required skills (Compeau & Higgins, 1995). Collegial Collaboration (CC), is defined as collaborative implementation which is a collaboration between educational components to achieve common goals in education. Lack Facility is defined as a lack and barrier to facilities, where not all service target populations have access to digital facilities that allow them to get counseling services via the internet. PU sees a level of trust that several technologies are useful in their lives (Tung & Chang, 2008). Meanwhile, the last one is PEOU, which is a measure of the level of individual trust in certain technologies free of effort. Positive effect is found from previous research of this perception on behavioral intentions and the PU of new technology (Chin & Todd, 1995; Tung & Chang, 2008).

Problem of Study

The important key of digital transformation in school counseling is the basic concept of acceptance. Without acceptance by school counselors, there can be no digital transformation in guidance and counseling services. If school counselor cannot optimize technology, the guidance and counselling services process will potentially become a gap that triggers the lack of student motivation. This study measures the participation value of School Counselor who have used ICT with analysis parameters: Computer Anxiety/CA, Computer Self-Efficacy/CSA, Collegial Collaboration/CC, Lack Facility/LF, Perceive Usefulness/PU, and Perceived Ease of Use/PEOU. Therefore, this study investigated the following problems:

- How is the effect of CA on PU?
- How is the effect of CA on PEOU?
- How is the influence of CSE on PU?
- How is the effect of CA on PEOU?
- How is the effect of CSE on PEOU?
- How is the effect of CC on PU?
- How is the effect of CC on PEOU?
- How is the effect of LF on PU?
- How is the effect of LF on PEOU?
- How is the effect of PU on the Use of ICT in BK during the pandemic?
- How is the Effect of PEOU on ICT Use in BK during the pandemic?

Method

Research Design

This study is correlational using Structural equation modeling aimed to test correlation of two or more variables (Creswell, 2015). This study test school counseling acceptance in using ICT during pandemic with analysis parameters: CA, CSA, CC, LF, PU, and PEOU. This research was carried out through the participation of School Counselor who filled out online questionnaires while implementing counseling services during the Covid-19 pandemic.

Participants and Procedures

The participants in this research are School Counselor and have filled in online questionnaires as many as 214 respondents. The number of samples was taken according to the sample size rule in the PLS (Partial Least Squares) guidelines. The researcher sent the instrument online to School Counselor who are members of the Indonesian Guidance and Counseling Association (ABKIN) and the Guidance and Counseling Teacher Council (MGBK). School Counselor who are willing to state their willingness to fill out the instrument then fill in the online and send the results to the researcher. details of participants' demographic characteristics are showed in Table 1.

Table 1.
Demographic Characteristic of Respondent

Demographic Characteristic of Respondent		f	%
Gender	M	54	25,2%
	F	160	74,8%
Educaton	Undergraduate	171	79,9%
	Magister	43	20,1%
Experience as a School Counselor	1-5 year	51	23,8%
	6-10 y	49	22,9%
	11-15 y	55	25,7%
	16-20 y	19	8,9%
	> 20 y	40	18,7%
Experience Utilizing ICT	<2 year	51	23,8%
	2-4 year	47	22,0%
	4-6 year	31	14,5%
	6-8 year	28	13,1%
	> 8 year	55	25,7%
	16 year	1	0,5%
	20 year	1	0,5%
Teacher Certification	Yes	140	65
	No	74	35
		214	100

Data Collection Tools

The School Counselor Acceptance of Technology Instrument (SCATI) is online questionnaire was used to evaluate the constructs being measured in this study. the items used are based on instruments that have been validated in previous research. Some of the words in the items were adapted to the context of guidance and counseling services during pandemic. These items were translated into Indonesian and then translated again by two linguists.

For Use- ICT for BK construct. Five questions asked to participant about the extent to which School Counselors use ICT in their guidance and counselling services during school from home in pandemic (e.g., individual counselling, administrative services, group counselling, group guidance or classical services) The option of answer were 1-5 with Answer options:1 = less than 3 hours per week, 2 = between 3-6 hours per week, 3 = between 7-9 hours per week, 4 = between 10-12 hours, and 5 = More than 13 hours per week.

Then, PEU and PU were measured with three items (Venkatesh et al. 2003). CSA used four items from (Compeau et al. 1999). CA was measured with six items based on (Baydas & Goktas, 2017) CC two Items and LF three items, were composed of items adapted from (Hatlevik & Hatlevik, 2018). Each statement was measured on a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree. The validity and reliability of the research instruments are presented in the following table 2.

Table 2.
Test Results of the Validity and Reliability of Variable Items

Variable	Indicator	rxy	r-table	Cronbach Alpha	Critical Score
CA	X1.1	0,555	0,138		
	X1.2	0,552	0,138		
	X1.3	0,552	0,138	0,808	0,60
	X1.4	0,573	0,138		
	X1.5	0,722	0,138		
	X1.6	0,468	0,138		
CSE	X2.1	0,602	0,138		
	X2.2	0,501	0,138	0,756	0,60
	X2.3	0,551	0,138		
	X2.4	0,573	0,138		
CC	X3.1	0,525	0,138		
	X3.2	0,525	0,138	0,689	0,60
LF	X4.1	0,580	0,138		
	X4.2	0,705	0,138	0,803	0,60
	X4.3	0,669	0,138		

PU	Z1.1	0,825	0,138		
	Z1.2	0,851	0,138	0,895	0,60
	Z1.3	0,706	0,138		
PEOU	Z2.1	0,737	0,138		
	Z2.2	0,648	0,138	0,834	0,60
	Z2.3	0,715	0,138		
TU of ICT	Y1.1	0,652	0,138		
	Y1.2	0,703	0,138		
	Y1.3	0,512	0,138	0,825	
	Y1.4	0,621	0,138		
	Y1.5	0,630	0,138		

From Table 2, it can be seen that the rxy value is> 0.138, so that all question items is valid. And it is known that the Cronbach's Alpha coefficient is> 0.60 so that all question items is reliable.

Data Analysis

The data obtained from the questionnaire was recapitulated using the Excel program with the CSV extension and then processed using the Smart PLS program. Data analysis uses two models, descriptive analysis and Structural Equation Model (SEM), where the descriptive analysis model is used to quantify the value of the (CA) factor, (CSA), (CC), (LF), (PU), and (PEOU) on the use of ICT for School Counselor, as well as presenting descriptions of research variables based on the answers to each questionnaire by giving scores for each answer. In the analysis using the average value and a percentage of the respondent's score. Meanwhile, the SEM model to show the pattern of the relationship between the variables that we studied and analyze the influence of the variables using Smart PLS software.

Results

The study will analyze the answers of 214 participants to assess the significant influence between CA, CSA, CC, LF, PU, and PEOU on the use of ICT for School Counselor during learning during the Covid-19 pandemic.

Based on the data that has been collected from respondents, it has been recapitulated and then analyzed to determine the mean value given by the respondent.

Table 4.

Respondents' Assessment of Computer Anxiety

Item Variable	Average	Category
Fear of making mistakes when using ICT in BK services makes me doubt	2,35	Low
The information I got through ICT and online sources may be false / hoax made me hesitant to use ICT in BK services	2,32	Low
Having to use ICT when giving BK services during SFH intimidates me	2,22	Low
The feeling that I might not complete BK services on time when I use ICT in the future worries me	2,27	Low
I feel worried when using ICT	2,00	Low
I will avoid using ICT in BK services in the future even if I can use them well	1,86	Low
CA	2,17	Low

Based on Table 4 of the 214 respondents taken as the sample, it is known that most respondents rated Computer Anxiety as low ($\bar{X}$=2.17). This shows that respondents are not afraid to make mistakes when using ICT in BK services makes respondents doubt, the information that respondents get through ICT and online sources is not wrong /hoaxes make respondents hesitate to use ICT in BK services, do not have to use ICT when providing BK services as long as SFH intimidates it, there is no feeling that the respondent might not complete BK services on time when the respondent uses ICT in the future makes the respondent worry, the respondent does not feel worried when using ICT, and the respondent will not avoid using ICT in BK services in the future even if the respondent can use it well.

Table 5.
Respondents' Assessment of CSE

Item Variable	Average	Category
I have the skills to use ICT for Guidance and Counseling service purposes.	3,73	High
I can use ICT effectively in BK services during the pandemic.	3,54	High
I am able to use ICT such as computers, zoom, google classroom and also other media for the benefit of guidance and counseling services.	3,72	High
I feel confident in using computers and ICT technology as a tool for guidance and counseling services.	3,63	High
Computer Self-Efficacy	3,65	High

Based on Table 5 of the 214 respondents taken as the sample, it is known that most of the respondents rated CSE as very high ($\bar{X}$=3.65). This shows that respondents have the skills to use ICT for the purposes of Guidance and Counseling services, respondents can use ICT effectively in BK services during a pandemic, respondents are able to use ICT such as computers, zoom, google classroom and also other media for the benefit of guidance and counseling services, and respondents feel confident in using computers and ICT technology as a tool for guidance and counseling services.

Table 6.
Respondents' Assessment of Collegial Collaboration

Item Variable	Average	Category
I work with other teachers to create ICT-based BK services	3,82	High
I collaborated with BK colleagues to develop ICT-based BK services	3,95	High
Collegial Collaboration	3,89	High

Based on Table 6 of the 214 respondents taken as the sample, it is known that most of the respondents rated CC, high ($\bar{X}$=3.89). This shows that respondents collaborate with other teachers to create ICT-based BK services and respondents collaborate with BK colleagues to develop ICT-based BK services.

Table 7.
Respondents' Assessment of the Lack Facility

Item Variable	Average	Category
There is not enough time to prepare ICT-based BK services during the pandemic	2,43	Low
There is no adequate guide for me to develop skills in BK ICT	2,59	Low
There is not sufficient technical support to maintain BK ICT resources	2,51	Low
Lack Facility	2,51	Low

Based on Table 7 of the 214 respondents taken as the sample, it is known that most respondents rated LF as low (Mean 2.51). This suggests that respondents have sufficient time to prepare ICT-based BK services during the pandemic, there are adequate guidelines for respondents to develop expertise in BK ICT, and there is adequate technical support to maintain BK ICT resources.

Table 8.
Respondents' Assessment of Perceive Usefulness

Item Variable	Average	Category
ICT accelerates the completion of work related to BK services.	4,15	High
ICT increases my productivity for Guidance and counseling services	4,09	High
BK services can be further improved if using ICT.	4,08	High
Perceive Usefulness	4,11	High

Based on Table 8 of the 214 respondents taken as the sample, it is known that most respondents rated PU high ($\bar{X}$=4.11). This shows that ICT accelerates the completion of work related to BK services, ICT increases the productivity of respondents for guidance and counseling services, and BK services can be further improved if using ICT.

Table 9.
Respondents' Assessment of Perceive Ease of Use

Item Variable	Average	Category
For me ICT is easy to use.	4,02	High
ICT as a tool for guidance and counseling is clear and easy to understand.	4,02	High
I find it easy to become skilled at using computers and ICT.	3,73	High
Perceive Ease of Use	3,92	High

Based on Table 9 of the 214 respondents taken as the sample, it is known that most respondents rated PEOU as very high ($\bar{X}$=3.92). This shows that for respondents ICT is easy to use, ICT as a tool for guidance and counseling is clear and easy to understand, and respondents find it easy to become skilled in using ICT.

Table 10.
Respondents' Assessment of the Use of ICT in BK During the Pandemic

Item Variable	Average	Category
In a week how often do you use ICT for BK administration purposes	2,89	High enough
In a week how often do you use ICT for BK services in total	3,00	High enough
Within a week how often do you use ICT for the purpose of providing group counseling services	1,72	Very low
Within a week how often do you use ICT for the purpose of providing individual counseling services.	2,01	Low
In a week how often do you use ICT for both group and classical guidance service purposes.	2,25	Low
Use ICT for BK	2,38	Low

Based on Table 10 of the 214 respondents taken as the sample, it is known that most respondents rated the use of ICT in BK during the pandemic as low ($\bar{X}$=2.38). This shows that within a week respondents often use ICT for BK administration purposes, in respondents rarely use ICT for BK services in total, within a week respondents rarely use ICT for the purpose of providing group counseling services, within a week respondents rarely use ICT for the purpose of providing services individual counseling, and within a week respondents rarely use ICT for the purpose of providing group or classical guidance services.

The normality test aims to test whether in the regression model the dependent variable and the independent variable have a normal distribution or not. A good regression model is to have normal or near normal data distribution (Ghozali & Latan, 2015). To test for normality, it can be analyzed by looking at the probability value. The basis for decision making is if the probability value is> 0.05, then the regression model meets the normality assumption. The results of the normality test with the Kolmogorov Smirnov Test are as follows:

Table 11.
Normality Test Results with the Kolmogorov Smirnov Test

Variabel	Sig.	Level of Significant	Note
Residual1	0,076	0,05	Normal
Residual2	0,076	0,05	Normal
Residual3	0,072	0,05	Normal

Based on the results of the normality test with the Kolmogorov Smirnov Test above, it can be seen that the probability value is> 0.05, so the regression model meets the normality assumption.

Multicollinearity test is a condition where one or more independent variables can be expressed as a linear combination of other independent variables. One of the classical linear regression assumptions is the absence of perfect multicollinearity (no perfect multicollinearity). A regression model is said to be subject to multicollinearity when there is the use of ICT for linear School Counselor which is perfect or exact among some or all of the independent variables. As a result, it will be difficult to see the effect of individual independent variables on dependent variables (Ghozali & Latan, 2015). Multicollinearity detection in this study was carried out using the VIF method. Test criteria: If VIF> 10, then Ho is rejected and if VIF <10, then Ho is accepted. The results of the multicollinearity test using the VIF method are as follows:

Table 12.
Multicollinearity Test Results with the VIF Method

Variable	VIF	Critical Value	Note
CA (X_1)	1,298	10	There is no multicollinearity
CSE (X_2)	1,234	10	There is no multicollinearity
CC (X_3)	1,098	10	There is no multicollinearity
LF (X_4)	1,485	10	There is no multicollinearity
PU (Z_1)	1,362	10	There is no multicollinearity
PEOU (Z_2)	1,362	10	There is no multicollinearity

Based on the results of the multicollinearity test with the VIF method, the VIF value is <10, meaning that all independent variables do not occur multicollinearity, so they do not bias the interpretation of the regression analysis results. Homoscedasticity is a situation where the variance (σ2) of the disturbing factor or disturbance term is the same for all X observations. (Xi), then the variants of Yi are not the same (Ghozali & Latan, 2015). Heteroscedasticity detection in this study was carried out using the Glejser method. You do this by looking at the probability value> 0.05, so that you are not exposed to heteroscedasticity (Ghozali, 2016). The results of the heteroscedasticity test with Glejser are as follows:

Table 13.
Heteroscedasticity Test Results with Glejser

Variable	Sig.	Critical Value	Note
CA (X_1)	0,116	0,05	Homoscedasticity
CSE (X_2)	0,810	0,05	Homoscedasticity
CC (X_3)	0,256	0,05	Homoscedasticity
LF (X_4)	0,612	0,05	Homoscedasticity
CA (X_1)	0,809	0,05	Homoscedasticity
CSE (X_2)	0,582	0,05	Homoscedasticity
CC (X_3)	0,861	0,05	Homoscedasticity
LF (X_4)	0,752	0,05	Homoscedasticity
PU (Z_1)	0,846	0,05	Homoscedasticity
PEOU (Z_2)	0,389	0,05	Homoscedasticity

Based on the results of the heteroscedasticity test using the Spearman rank, it can be seen that the probability value is >0.05. This means that the estimated model is free from heteroscedasticity.

Structural Equation Model Result

The analysis in this research is the analysis of Structural Equation Model (SEM). This analysis was used to determine the effect of CA, CSE, CC, and LF on PU, PEOU, and on the use of ICT in BK during the pandemic. The following is a table of regression results for the Structural Equation Model (SEM) model:

Table 14.
Regression Results for Structural Equation Model (SEM)

Variable	Regression Coefficient	t-count	Prob.
CA - PU	-0,169	-2,010	0,046
CA -PEOU	-0,176	-2,169	0,031
CSE - PU	0,205	2,164	0,032
CSE -PEOU	0,529	5,783	0,000
CC- PU	0,289	4,590	0,000
CC -PEOU	0,146	2,404	0,017
LF - PU	-0,139	-2,089	0,038
LF-PEOU	-0,011	-2,619	0,024
PU-USE ICT in BK	0,238	2,689	0,008
PEOU- USE ICT in BK	0,199	2,191	0,030
N: 214			

In table 14 above, you can see the influence of CA, CSE, CC, and LF on PU, PEOU, and on the use of ICT in BK during the pandemic. The results of the Structural Equation Model (SEM) regression scheme will be analyzed using Smart PLS to answer the research hypothesis, which will present the following scheme:

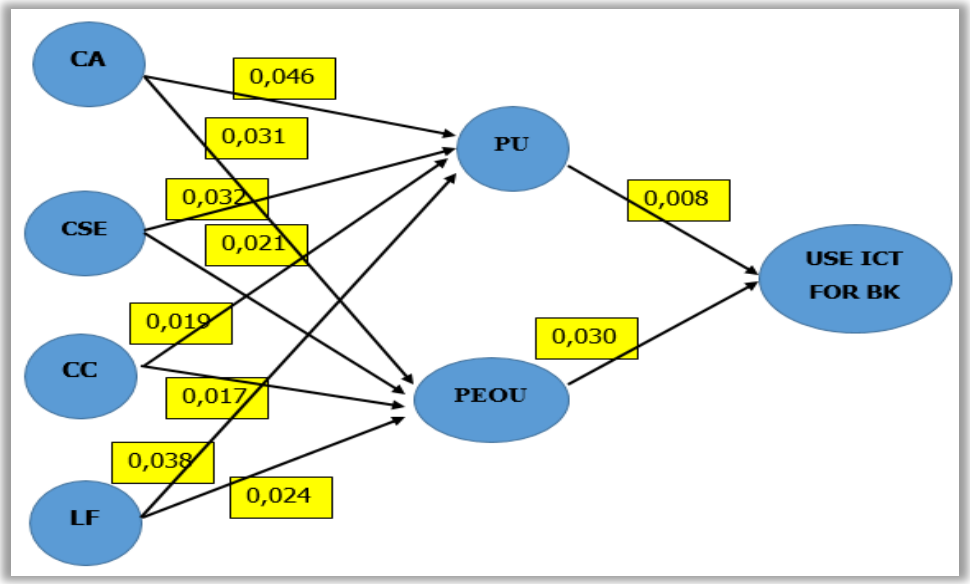

Figure 2.
SEM Structural Analysis

The results of testing this hypothesis are discuss as follow:

- Testing the Effect of CA on PU

  With the real level (probability) = 5% = 0.05 and the regression results from the SEM model obtained the probability t-count = 0.046. Based on the results of data processing, it is obtained that the probability value t-count (0.046) <Level of Significance (0.05), it is concluded that CA has a significant effect on PU.

- Testing the Effect of CA on PEOU

  With the real level (probability) = 5% = 0.05 and the SEM regression model obtained the probability t-count = 0.031. Based on the results of data processing, it is obtained that the probability value t-count (0.031) <Level of Significance (0.05), it is concluded that Computer Anxiety has a significant effect on Perceive Ease Of Use.

- Testing the Influence of CSE on PU.

  With the real level (probability) = 5% = 0.05 and the SEM regression model obtained the probability t-count = 0.032. Based on the results of the data processing, it is obtained that the probability value t-count (0.032) <Level of Significance (0.05), it is concluded that Computer Self-Efficacy has a significant effect on Perceive Usefulness.

- Testing the Effect of CSE on PEOU.

  With the real level (probability) = 5% = 0.05 and the SEM regression model obtained the probability t-count = 0.021. Based on the results of data processing, it is obtained that the probability value t-count (0.021) <Level of Significance (0.05), it is concluded that Computer Self-Efficacy has a significant effect on Perceive Ease Of Use.

- Testing the Influence of CC on PU

  With the real level (probability) = 5% = 0.05 and the SEM regression model obtained the probability t-count = 0.019. Based on the results of data processing, it is obtained that the probability value t-count (0.019) <Level of Significance (0.05), it is concluded that Collegial Collaboration has a significant effect on Perceive Usefulness. In accordance with the positive regression coefficient value, the influence that Collegial Collaboration has on Perceive Usefulness is positive, which means that an increase in Collegial Collaboration will encourage an increase in Perceive Usefulness.

- Testing the Effect of CC on PEOU.

  With the real level (probability) = 5% = 0.05 and the SEM regression model obtained the probability t-count = 0.017. Based on the results of data processing, it is obtained that the probability value t-count (0.017) <Level of

Significance (0.05), it is concluded that CC has a significant effect on PEOU. In accordance with the positive regression coefficient value, the influence that CC has on PEOU is positive, which means that an increase in CC will encourage an increase in PEOU

- Testing the Effect of LF on PU

  With the real level (probability) = 5% = 0.05 and the SEM regression model obtained the probability t-count = 0.038. Based on the results of data processing, it is obtained that the probability value t-count (0.038) <Level of Significance (0.05), it is concluded that the LF has a significant effect on PU.

- Testing the Effect of LF on PEOU.

  With the real level (probability) = 5% = 0.05 and the SEM regression model obtained the probability t-count = 0.024. Based on the results of data processing, it is obtained that the probability value t-count (0.024) <Level of Significance (0.05), it is concluded that the LF has a significant effect on PEOU..

- Testing the Effect of PU on the Use of ICT in BK during the pandemic.;

  With the real level (probability) = 5% = 0.05 and the SEM regression model obtained the probability t-count = 0.008. Based on the results of data processing, it is obtained that the probability value t-count (0.008) <Level of Significance (0.05), it is concluded that PUl has a significant effect on the use of ICT in BK during the pandemic.

- Testing the Effect of PEOU on ICT Use in BK during a pandemic

  With the real level (probability) = 5% = 0.05 and the SEM regression model obtained the probability t-count = 0.030. Based on the results of data processing, it is obtained that the probability value t-count (0.030) <Level of Significance (0.05), it is concluded that PEOU has a significant effect on the use of ICT in BK during the pandemic.

R2 (coefficient of determination) is used to determine how much the ability of the independent variable to explain comprehensively the dependent variable. The value of R2 (coefficient of determination) has a range between 0-1. The greater R2 indicates the greater the ability of the independent variable to explain the dependent variable. The results of the regression obtained R2 (Determination Coefficient) of 0.238, meaning that the Perceive Usefulness variable can be explained by Computer Anxiety, Computer Self-Efficacy, Collegial Collaboration, and Lack Facility simultaneously at 23.8%, while the remaining 76.2% is explained by other variables outside the model, for example Perceive Easy of Use, Speed Access, and others.

The results of the regression obtained R2 (Coefficient of Determination) of 0.253, meaning that PEOU variable can be explained by CA, CSE, CC, and LF simultaneously at 25.3%, while the rest is 74.7%. explained by other variables outside the model, for example PEOU, Speed Access, and others. The results of the regression obtained R2 (Coefficient of Determination) of 0.105, meaning that the variable use of ICT in BK during the pandemic can be explained by Perceive Usefulness and Perceive Ease of Use simultaneously at 10.5%, while the remaining 89.5% is explained by other variables in outside the model, for example Perceive Easy of Use, Speed Access, and others.

Discussion and Conclusion

The results show that school counselor has a low average level of CA. The result indicated that school counselor do not have negative feeling and low anxious toward use ICT in counselling service. Although in condition of pandemic. CA also have significant effect on the PU of school counselors. This can be interpreted that if CA increases, then the school counselors PU will decrease. This result is in line with the findings of Baydas & Goktas (2017), Olatoye, (2011), and Saede & Kira (2009). CA also had a significant effect on the PEOU of School Counselor. This means that if CA increases, then PEOU of School Counselor will experience a decrease. In accordance with the negative regression coefficient, the influence that CA has on PEOU is negative. This means that an increase in CA will cause a decrease in PEOU. This result is in line with the findings of Saede & Kira (2009) and Mac Callum et al. (2014). Schlag & Imhof, (2017) also had similar results that PEOU can reduce CA in prospective teachers gradually by providing training in the use of computer applications intensively. Based on these findings, it can be seen that in addition to being considered a factor that can influence PU, School Counselor also consider that CA also has an influence on PEOU. The low level of CA from respondents not to cause a decrease in the PEOU of ICT use during the Covid-19 pandemic.

The results showed that CSE has a significant effect on the PU of School Counselor. This can be interpreted, if the CSE increases, then the School Counselor PU will increase. In accordance with the positive regression coefficient

value, the influence of CSE on PU is positive, which means that an increase in CSE will encourage an increase in PU. These results are in line with the findings of Mac Callum et al. (2014) and Alenezi et al. (2010), it is known that self-efficacy technology significantly affects PU of e-learning tools. According to the average results of respondents' answers, it can be seen that the level of computer self-efficacy of School Counselor is high. This shows the School Counselors' confidence in the operation of ICT during the distance learning process, which needs to be maintained and improved if possible in order to encourage PU towards the use of ICT during the Covid-19 pandemic.

The results showed that CSE has a significant effect on the PEOU Counselor. In accordance with the positive value on the regression coefficient, the influence of CSE on PEOU is also positive. This means that the higher the CSE the respondents have, the higher the PEOU. This result is in line with the findings of Al-Haderi (2013). This is also has the same findings of Kulviwat et al. (2014) and Alharbi & Drew, (2014) that Technology Self-Efficacy increases the Perceive Ease of Use of BK study program graduates, which shows that when teachers have a feeling that they are capable of using technology, the technology is becomes easy to use. Moreira-Fontán et al. (2019) conducted a research on the relationship between teachers' self-efficacy on ICT use and the support provided by institutions for their adaptation to using ICT facilities for their work needs, so it supports the achievement of teachers' positive emotions towards work, thereby increasing their involvement with the work. In the context of this research, the higher the confidence of the School Counselor will lead to a higher belief that the ICT used during distance learning is easy to use. Referring to the average respondents' answers to high CSE and PEOU, this will indirectly increase the success of using ICT by School Counselor in providing counseling to students during the Covid-19 pandemic

The results showed that CC has a significant effect on the PUs of School Counselor. This can be interpreted, if CC increases, then the PU of School Counselor will increase. Based on the high average value of respondents' answers in terms of CC, it can be seen that the cause of the significant influence of CC on PU is the cohesiveness of respondents in learning, creating, and implementing ICT in the remote learning process. This collaboration led to the maximum use of ICT in supporting counseling for students during the Covid-19 pandemic.

The results showed that CC has a significant effect on the PEOU of School Counselor. This can be interpreted, if CC increases, then the PEOU School Counselor will increase. As with the influence of CC on PU, the cohesiveness of research respondents in studying, creating, and implementing ICT in the remote learning process is the cause of the perception that ICT is easy to use. In other words, the higher the collaboration carried out by the School Counselor, the easier it will be to use ICT to provide counseling to students in a remote learning model

The results showed that the LF had a significant effect on the School Counselor's PU. This means that if the LF increases, the School Counselor PU will experience a decrease. In accordance with the negative regression coefficient value, the influence that LF has on PU is negative, which means that an increase in LF will encourage a decrease in PU. This is in line with the explanation of the TAM concept stated by Chuang et al. (2016) that there are external factors that affect the PU of technology. These external factors can be in the form of user personal factors, system characteristics, and environmental factors. In the context of this study, external factors are represented in the LF construct which is proven to have a significant negative effect on perceive usefulness. Based on the low average respondents' answers for the LF, it can be seen that respondents feel that the various needs for implementing ICT during the Covid-19 pandemic have been fulfilled. This has resulted in the maximum use of ICT to provide counseling to students remotely

The results showed that the LF had a significant effect on the PEOU of School Counselor. This means that if the LF increases, the PEOU School Counselor will experience a decrease. In accordance with the negative regression coefficient value, the influence that LF has on PEOU is negative, which means that an increase in LF will encourage a decrease in PEOU. Based on these results and by referring to the average value of respondents' answers to the LF variable, it can be seen that respondents feel that the resources needed to operationalize ICT to provide counseling to students during the Covid-19 pandemic have been sufficient. This encourages easier use of ICT because respondents have guidelines for using ICT and technical support to maintain ICT resources

The results showed that PU had a significant effect on the use of ICT in BK during the School Counselor pandemic. This can be interpreted, if PU increases, then the use of ICT in BK during the School Counselor pandemic will increase. In accordance with the positive regression coefficient value, the influence that PU has on Use of ICT in BK during the pandemic is positive, which means that an increase in PU will encourage an increase in Use of ICT in BK during the pandemic. This result is in line with the findings by Anni et al. (2018). Based on the high average value

of respondents' answers to PU, respondents felt that the use of ICT in providing counseling to students during the Covid-19 pandemic was very useful. This is the driving force for the increasing use of ICT by School Counselor

The results show that PEOU has a significant effect on the use of ICT in BK during the School Counselor pandemic. This means that if the PEOU increases, then the use of ICT in BK during the School Counselor pandemic will increase. With regard to the greatest (can be seen from the largest beta coefficient value) the effect of PU on ICT Use in BK during the pandemic, suggestions can be given to increase PU from the lowest mean value by means of ICT actually being used by School Counselor to increase productivity for guidance services and counseling activities and counseling services for School Counselor can be further intensified when utilizing ICT. Thus, the use of ICT in BK during the pandemic will increase even more. In accordance with the positive regression coefficient value, the effect that PEOU has on Use of ICT in BK during the pandemic is positive, which means that an increase in PEOU will encourage an increase in Use of ICT in BK during the pandemic. This result is in line with the findings by Anni et al. (2018).

The high perception of respondents towards the PEOU of ICT which is used to provide counseling during the Covid-19 pandemic has led to the increasing use of ICT. The ease of understanding ICT and the ease of its operation allows School Counselor to maximize the use of ICT to provide counseling to students in a remote learning model.

Recommendations

Further researchers suggested to use construct or variables which have more influence to the use of ICT in Guidance and counseling services, so the coefficient correlation resulted become higher. School Counselor are expected to use ICT in counseling services not only for administrative purpose but also for other counseling services like individual counseling, group counseling and other services.

Limitation of the Study

The limitation of this study could be described: First data in this research were collected only through self-report. self-repots due to (Howard, 1994) often have limitation. Second, the participant using online recruitment and non-random may result in bias and technical error or less generalizable.

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