



DESIGN THINKING TO SUPPORT THE INNOVATIVE CULTURE OF SCHOOL COUNSELORS

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Abstract: Previous research has found the low ability of millennial school counselors in Palembang to innovate. They only carry out activities that have become a tradition and habit (follower), rarely do program development, even they are used to uploading programs that are shared in group chat. That situation was contradicting with the concept of millennial as innovative generation and the opportunities for self-development provided by technological advances. Design thinking can be referred to as a way of expressing creativity to generate innovative ideas. The research aims to conceptualize the design thinking development of an innovative culture of school counselors. The research was conducted on 30 purposive samples, using descriptive methods which are then combined with the design thinking work step. The research resulted in 1) the main need for the development of an innovative culture through design thinking, 2) a prototype for an innovative culture development activity called "Monday briefing".

Keywords: design thinking, innovative, millennial

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INTRODUCTION

The era of disruption requires counselors to quickly adapt and innovate. Changing and shifting situations are hallmarks of this era of disruption. The rapid development of information technology has fundamentally changed people's character, including culture and lifestyle. The current situation affects the characteristics of teachers, including school counselors who are ready with various strategies and approaches that adapt to the current situation and can bridge the generation gap.

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In the context of guidance and counseling services in schools, the generation gap has an impact on how they look and how to solve problems. There is little difference between school counselors and students, and many misconceived things such as guidance services are not in demand, students do not want to hear teacher advice, and so on.

To overcome the gap that is too far the role of large millennial groups is needed especially in innovating. Millennials are also called generation Y, Netters, and Nexters is a generation that thrives in an age full of information technology innovations (Robbins & Judge, 2010). School counselors are expected to show a sense of renewal in the work culture they do. Kiswanto (2018) explained that a sense of renewal is a feeling of wanting to make a difference is greater than what a person can do.

The existence of millennials as educators is a potential thing in educational practice. The availability of teachers, especially school counselors, is reduced. In 2018, based on data from the education office of south Sumatra province for high school level equivalent to 2,300 teachers out of a total of about 13 thousand teachers who will retire (Yuliani, 2018). The emptiness of the position will surely be filled by a majority of millennials.

Millennials are known as a dynamic group against change, rapidly adapting, quickly receiving diversity (Harvey & Clarck, 2016). Also, the technological skills possessed by millennials will greatly help them to understand the needs of students as digital natives, which can then be communicated to school leaders to minimize the gap between generations.

The millennial school counselor in Palembang unfortunately, contrary to the ideal concept of a millennial. Research shows millennial school counselors in Palembang are still less innovating (Suryahadikusumah & Sari, 2019). In that survey, it is described that in delivering services, the majority of the sample only carried out activities that have become tradition and habits (followers), rarely done program development, even used to upload programs shared in group chat. Contradictory situations with innovative millennial concepts and self-development opportunities provided by technological advancement.

The use of design thinking is expected to help the development of innovation of school counselors. Educators must have design thinking because they are faced with 21st-century educational challenges that demand

innovation, creativity, and can solve educational problems from a variety of points of view (Henriksen et al., 2017). Design thinking is a tool for seeking ideas and thoughts that are found to be whole and realistic new ideas.

Design thinking is a tool for developing cognitive processes that are holistic. Design thinking involves systematic human-centered processes as users through planned processes resulting in changes in behavior and conditions that are as expected. Rauth et al. (2010) show design thinking can be referred to as a way of expressing creativity to produce innovative ideas.

The use of design thinking in innovating requires a person to dig into the thinking in detail and depth through the question and answer process conducted by themselves, thus the intuition and sensitivity in understanding the situation faced will be trained. Also, it can help to find the right problem-solving patterns that manifest in the form of real products such as work steps, strategies, and innovative media.

There are four pillars in Design thinking, was the pillars of balance, a frame of thinking, toolkits, and approach patterns (Glinski, 2012). Besides, design thinking is also mentioned as one of the approaches in problem-solving in the form of systems, services, and products. The focus of the use of design thinking is to find concrete solutions to complex problems that are socially ambiguous and not easy or definitive to understand. The use of design thinking in the problem-solving process is well tested in finding solutions, which are feasible and new for a specific group of users (Lindberg et al., 2010).

The use of design thinking in innovating makes it easy to dig into detailed and in-depth thinking through the brainstorming process. Therefore, the study aims to implement the model in hopes of being identified in the pattern of innovation development that is easy to do by school counselors.

LITERATURE REVIEW

Conceptualization of innovation culture development through design thinking follows the design thinking steps formulated by IDEO LLC & Riverdale Country School (2013) below.

1. Discovery. An open-minded stage of new opportunities, inspired by phenomena, habits, events, or problems in the student environment. The

wealth of data and sensitivity in looking at situations from various aspects is indispensable.

School counselors can write down things that attract attention, and collect those findings. Simple questions such as "what happens", "how can it appear", "what is different" or "next what happens" can help to make a discovery. Next ask the question "what can we do", to open ourselves up to opportunities and opportunities to make changes.

2. Interpretation. The process of concluding the meaning of the previous findings. The whole point of interpretation is to comment on the data that's been collected. In such a process is usually done in the form of brainstorming, telling each other the impression of each event, sorting out important information, associating each information, until it is obtained in the conclusion of service or solution needed.
3. Ideation. the process of producing, developing, and testing ideas that become solutions. In this stage describe in detail each solution option, in the context of development can be content, shapes, added value, and so on. These ideas can be tested by co-workers, professional counselors, or other experts.
4. Experimentation (trial stage). The idea that has emerged is executed into a whole media design or also called a prototype. Developing prototypes means making ideas come true, learning while developing and sharing ideas with others. Even with early and rough prototypes, teachers can receive immediate responses and learn how to improve the product further and refine the idea.
5. Evolution. The development of concepts over time. This stage involves planning the next step, communicating new ideas to the right people and experts, and documenting the process. Changes often occur over time, therefore it is important to record any changes and important events as a reminder of the changes in ideas developed.

METHOD

The basis of this research uses descriptive methods. The research aims to conceptualize design thinking development of an innovative culture of school counselors. Descriptive data from subsequent research findings is processed following the steps in the design thinking model.

Research samples are purposively assigned. The sample is a counselor who is a sample of previous research on the analysis of the challenges and opportunities of the millennial school counselor in Palembang. The number of samples used is 30 people. The characteristics of the research sample are school counselor representative teachers from every State High School in Palembang, 25-35 years old, with a minimum working period of 1 year.

The instrument used to measure innovative cultures is a questionnaire that focuses on the habits of school counselors when developing innovation guidance programs. The measured aspects can be seen in Table 1 below.

Table 1. Aspects & Indicators of School Counselor Innovative Culture

Aspects	Indicators
Goal Development	1. Make relevance topics 2. Objective 3. Being specific for every grade
Structure Development	1. Accessibility 2. Efficiency
Content Development	1. Use currently topic 2. Content Appeal 3. Related with student problems
Methods and strategies	1. Varied methods 2. Use of Appropriate Technology 3. Related with student competencies

Research procedures carried out include.

1. Data analysis at the discovery stage. The findings data on each aspect of the innovative culture are presented. Then the lowest indicator is selected by looking at the activities that the majority of the sample does not usually do.
2. Define (data interpretation) based on the findings at the discovery stage, researchers mapped the need for innovative cultural development within a matrix. Researchers used a matrix with the Point of View Statement (POV Statement) model.
3. Ideation is done by choosing the most logical and rational activities. Researchers compare user needs with the most relevant theoretical concepts and formulate them in the main activity theme.
4. Prototyping is done by making flow charts and worksheet formats.

FINDINGS AND DISCUSSIONS

Discovery

In the early stages, researchers explored the limitations of samples in the innovation process carried out during the development of guidance services. This stage refers to the survey results on every aspect of the innovation process as follows: goal development, structure development, content development, and methods & strategies.

Table 2 below shows the percentage of the innovation process in goal development activities.

Table 2. Percentage of the innovation process in goal development

Aspect	Indicators	Percentage (%)		
		Often	Rarely	Never
Goal Development	1. Make a relevance topics	33.3	40.0	26.7
	2. Objective	6.6	26.7	66.7
	3. Being specific for every grade	53.3	33.3	13.3

In a goal development aspect, indicators (1) and (2) are the weakest indicators. 66.7% of respondents never formulated objectivity for each service provided. In terms of developing relevant topics, 26.7% of respondents were never focused on relevance, and the other 40% rarely did so. In general, school counselors are usual to see examples of existing services or performed by other counselors. So they are habitually duplicating without reconsidering the suitability of the student's characteristics and objectivity in their target classes. The absence of detailed and clear goals makes innovative ideas rare due to a lack of sensitivity to current situations.

The research found for aspect structure development is described in table 3 below.

Table 3. Percentage of the innovation process in structure development

Aspect	Indicators	Percentage (%)		
		Often	Rarely	Never
Structure Development	1. Accessibility	40.0	40.0	20.0
	2. Efficiency	33.3	53.3	13.3

Both accessibility and efficiency are considered by school counselors in the innovation process. Limited time and student learning culture are the main considerations in each service design. However, they do not yet consider the efficiency by doing the simulation first, they usually take instincts in determining the working steps on each service.

Table 4 bellow describing a content development process that is usually done by school counselors.

Table 4. Percentage of the innovation process in content development

Aspect	Indicators	Percentage (%)		
		Often	Rarely	Never
Content Development	1. Use currently topic	80.0	20.0	0.0
	2. Content Appeal	33.3	53.3	13.3
	3. Related with student problems	66.7	26.7	6.7

Based on the findings in table 4, the appeal of content is an issue felt by the sample. The survey of indicators (2) showed 13.3% of the sample never formulated interesting content, and another 53.3% only occasionally did so. Generally, they have difficulty crafting interesting content and feel that the content of the service provided isn't extraordinary, even if they are already using the current topics.

The last discovery aspects are methods and strategies development. The research found is described in table 5 below.

Table 5. Percentage of innovation process in methods and strategies

Aspect	Indicators	Percentage (%)		
		Often	Rarely	Never
Methods and strategies	1. Varied methods	26.7	53.3	20.0
	2. Use of Appropriate Technology	20.0	60.0	20.0
	3. Related with student competencies	46.7	33.3	20.0

In the aspect of methods and strategies, the issue of appropriate technology and the diversity of methods is a major concern. The main drawback felt by respondents is that they lack understanding of the application

of appropriate technology and facilitate the delivery of services, including integrating guidance methods with digital applications such as social media.

Define (Interpretation)

Based on the findings at the discovery stage, researchers mapped the need for innovative cultural development within a matrix. Needs profile is obtained by grouping the problems experienced by the user (school counselor) based on feelings, thoughts, and habits in the data discovery.

The interpretation format selected by the researcher is to use the Point of View Statement (POV). The interpretation of the needs can be seen in Table 6 below

Table 6. Defining Need for Development

User	Need	Insight
Millennial school counselor	1. A special time to get together to discuss new topics and methods	1. They are confused about exploring and mapping current topics to be interesting and relevant if they have to think for themselves. They prefer to share information and views.
	2. Using social media as guidance technology	2. They consider the use of technology in guidance services must be sophisticated. Furthermore, social media is digital technology most often used by them.

Based on table 5, the POV Statement obtained are :

1. A millennial school counselor needs a special time to get together to discuss new topics and methods, because they prefer to share information and views about topics, rather than having to figure it out by they self.
2. A millennial school counselor needs to use social media as a guidance technology because social media is digital technology most often used by them.

Ideation

The design of the school counselor's innovation development is named "Monday briefing". Monday Briefing is a peer supervision activity in the form of brainstorming and digital literacy activities. The activity is conducted every Monday for an hour through a video conference.

Brainstorming is one of the many techniques used for the generation of new ideas. The process of brainstorming is based on communicating ideas, knowledge, and experiences. There is a significant relationship between knowledge sharing within the team and creativity (Ali Taha et al., 2016).

Group interaction in the problem-solving process helps every one to get a variety of perspectives. Groups that have members with different experiences and expertise relevant to a problem should be able to think of more creative and useful ideas in part because of their diverse knowledge and the stimulation of mutually beneficial ideas. (Paulus & Van der Zee, 2015). Differences in knowledge, expertise, or experience can improve creative performance through sharing views.

Digital literacy that is a user's needs is combined in brainstorming activities. School counselors exchange examples of social media content that are interesting, informative, and relevant to students. Digital literacy is not just the ability to find, use and disseminate information, it requires the ability to make information and critical evaluation, the accuracy of the application used, and a deep understanding of the information content contained in the digital content. Critical thinking becomes important in developing digital literacy potential, that critical thinking and critical evaluation of what is found on the internet, as well as being able to apply in life (Suryahadikusumah & Nadya, 2020).

There are important elements related to digital literacy in the face of digital culture, namely information literacy, digital scholarship, learning skills, ICT literacy, career and identity management, communication and collaboration, media literacy (Littlejohn et al., 2012). Researchers selected several activities from the seven competencies, which contained urgency based on discovery results.

The digital literacy activity required by the user is.

1. Information and data literacy.

School counselors are facilitated to find various information related to the needs of service topics over the internet, such as career information, self-development. They share information and articles. Then discuss a template that is relevant to students' communication styles on social media.

2. Communication and collaboration

In this activity, they share perspectives to find value, information needs and formulate ideas together in a digitally attractive and easy-to-do form of guidance service.

3. Digital content creation

School counselors were introduced to simple applications such as Canva, to process digital content on social media. They modify social media content that is more relevant for information services, after conducting previous observations and brainstorming.

Prototype

The idea of developing a school counselor's culture of innovation through the "Monday briefing" is outlined in the form of an activity flow chart. The flow chart can be seen in Figure 1 below.

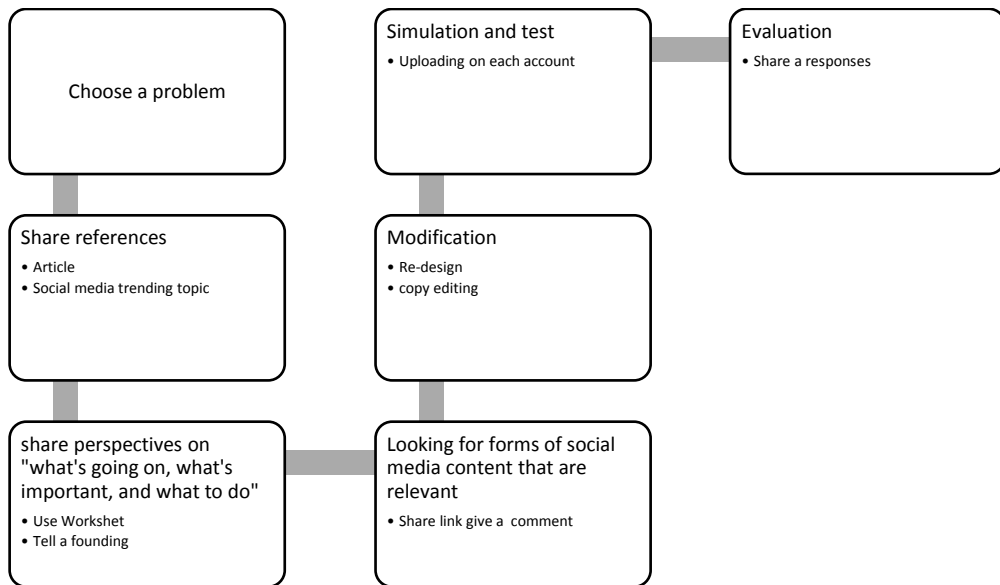


Figure 1. Monday briefing process flow

Based on the flowchart above, brainstorming is assisted by a worksheet for writing down various ideas and insights. The worksheet design can be seen in Figure 2.

The worksheet is titled "Let's Brainstorm!" in a large, handwritten-style font. Below the title is a dark grey box labeled "The Issue Is" followed by a white rectangular box for writing. The main body of the worksheet is divided into four quadrants, each with a question and several horizontal lines for writing:

- Top-left: "why it's important?"
- Top-right: "What student think & feel about?"
- Bottom-left: "So, They Need Content About"
- Bottom-right: "would be interesting if made"

At the bottom of the worksheet is a horizontal bar divided into four segments labeled "Step 1", "step 2", "step 3", and "Step 4".

Figure 2. Brainstorming worksheet

CONCLUSION AND RECOMMENDATION

The primary need for school counselors to have an innovative culture is a special time to get together to discuss new topics and methods because they prefer to share information and views about topics, rather than having to figure it out by themselves. Also, they need to be facilitated in maximizing social media in delivering services.

The innovative culture development design that was developed was to conduct a "Monday Briefing". These activities are designed as peer supervision activities in the form of brainstorming and digital literacy activities

In the "Monday briefing" design execution, school counselors need to reflect on innovative ideas and experiences. Reflection will stimulate to always innovate. The use of worksheets can help reflection activities carried out by school counselors.

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