

DEVELOPMENT OF GOOGLE SITES-BASED COUNSELING GUIDANCE INFORMATION SERVICES ON BULLYING

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Abstract. Bullying has begun to occur in schools in big cities and in remote villages. However, many students do not yet realize whether they have experienced bullying or are even the perpetrators of bullying. This development aims to produce guidance and counseling information services that contain material regarding bullying using Google Sites and fulfill the elements of conceptual, theoretical and practical feasibility. Apart from that, this development is also expected to provide an overview of the creation of information media about bullying, as well as assessing the usefulness of the media for students. This research method uses the Research and Development (R&D) method. The development model adapts the ADDIE concept, namely Analysis, Design, Development, Implementation and Evaluation. To assess the validity of this product, a feasibility test was carried out on experts, a media expert feasibility test obtained a percentage of 85.56% and a material expert feasibility test obtained a

percentage of 92.5% and a product trial on teachers obtained a result of 83.52% and a product trial on the student got a result of 81.25%. Thus, it can be concluded that this media is suitable for use as an information service for guidance and counseling on bullying.

INTRODUCTION

Juvenile delinquency is destructive behavior carried out by teenagers that is not in accordance with applicable norms and values (Purnadewi & Widana, 2023). Juvenile delinquency is a violation of the boundaries of the concept of values and normal norms that apply in society, which means it can deviate, conflict with, or even destroy, norms (Afrita & Yusri, 2022). One of the juvenile delinquencies that still frequently occurs is bullying. According to (Maria & Novianti, 2017), bullying is a repeated, directed act of aggression against a weaker victim by a perpetrator who has superior physical or social strength. According to data from the Ministry of Education and Culture, Research and Technology in 2021, 30% of students in Indonesia experienced bullying at school. However, it should be remembered that this figure only reflects reports of bullying that are reported or revealed in the school environment, while acts of bullying can occur in various places and are not always reported. In line with research (Mangadar, 2012) that the phenomenon of student bullying behavior is of concern because educational institutions where individual educators are educated turn out to be places where bullying occurs. Therefore, efforts to prevent and deal with bullying outside the school environment are also very important.

Thus, in Indonesian law, acts of bullying against children are considered to be acts that are detrimental to the child's welfare and are prohibited for anyone. There are penalties that are threatened for bullying children, both criminally and depending on the seriousness of the action. However, school bullying has different behavioral characteristics than adult violence. Adult violence against children is usually carried out by one perpetrator, while bullying by classmates is usually carried out in groups (Sulisrudatin, 2015).

Therefore, a solution is needed to overcome this problem. Counseling has been proven to be effective in helping victims of bullying to overcome the psychological and emotional impact of bullying. Guidance and counseling services are a process of providing assistance that is given to students continuously in order to achieve independence in self-understanding, so that students are able to direct themselves according to the demands and conditions of the school, family and community environment (Nasuha, 2021). Not only does it provide space for guidance and counseling, but it would be better if the service could contain information about bullying. The function of counseling guidance is to help students in undergoing a development process which sometimes takes the form of new problems that students have never faced before (Ulfah & Arifudin, 2020). Prayitno & Erman Amti (2004) stated that information services intend to provide understanding to interested individuals about what is needed to carry out a task or activity, or to determine the direction of a desired goal or plan. Thus, guidance and counseling information services are media that provide learning messages and counseling space that will give students freedom to talk about actions they have experienced and have a tendency towards bullying.

This counseling guidance information service will be more useful if it is easy to access. One of the easily accessible counseling guidance information services is the web-based counseling guidance information service. This web service feature can help others seek help online (Irianti Mansyur et al., 2019). Google sites is an easy to access platform, this platform only relies on the internet to be accessed. According to (Kalyan, 2020) Google sites is a structured web and page creation tool offered by Google as part of the productivity suite in Google applications or can be defined as one of Google's products as a tool for creating free e-learning website-based sites. This opinion is also relevant to the results of research by Ferismayanti (2012) namely learning using Google Sites provides benefits, learning is more interesting, it is easier to get learning materials, learning materials are not easily lost, students can get learning information quickly, can save the syllabus on Google Sites, learning assignments can be given by teachers via Google Sites, involving the role and activity of parents in learning.

It is hoped that this guidance and counseling information service media can provide information about bullying and can become a lesson so that it can change negative behavior such as bullying behavior which unknowingly grows in students into positive action such as bravely and confidently defending victims of bullying.

The purpose of this development is to describe the planning, design and development of Google Sites-based counseling guidance information services on acts of bullying, describe the feasibility of Google Sites-based counseling guidance information services on bullying acts conceptually, procedurally and practically and describe the usefulness of Google Sites-based counseling guidance information services. on acts of bullying at MTs Negeri 8 Muaro Jambi.

METHOD

This research uses R&D is a method used to produce new products or innovations through systematic and structured research and development stages. The development model used is the ADDIE development model. This model has 5 stages which are suitable for developing media for guidance and counseling services.

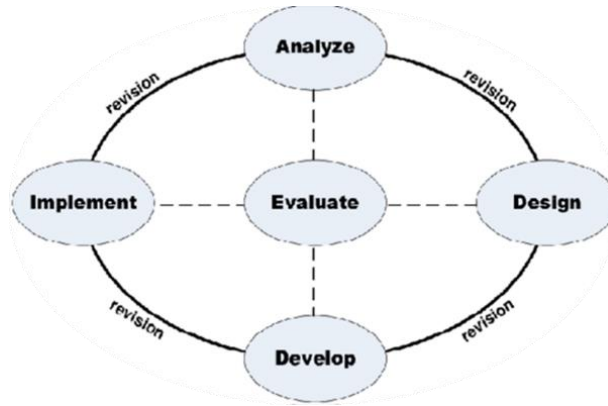


Image 1. ADDIE Development Model

The place and research subjects were students at MTs Negeri 8 Muaro Jambi. The research was conducted in December 2023. The instrument used to collect data in this research was a questionnaire. According to Sugiyono (2017) a questionnaire is a data collection technique that is carried out by giving respondents a set of questions or written statements to answer. A survey questionnaire/Questionnaire is a research instrument consisting of written questions used to collect information from respondents. Surveys can be conducted in person, by telephone, on a computer or by mail. Questionnaires provide information about the respondent personally or about things he knows (Widana et al., 2023).

To evaluate the feasibility of Google sites for guidance and counseling information services, the analysis technique used in this research is qualitative descriptive analysis. Meanwhile, quantitative data in the form of numbers from the questionnaire results will be processed using percentage calculations. The data in the questionnaire, which was previously in the form of a narrative, is then expressed in a score using a Likert Scale with five scoring points as in the following table:

Table 1.Criteria for Assessment Scores in the Questionnaire

Criteria	Score
Very good	5
Good	4
Enough	3
Not suitable	2
Very inappropriate	1

The descriptors given in media expert validation are 10 question items, so that theoretically a minimum score of 10 and a maximum of 50 will be obtained. In determining the criteria for the average score, the researcher looks for a range of scores which is calculated using the following formula:

$$\text{Rentang Nilai} = \frac{(\text{Jumlah Soal} \times \text{Skor Max}) - (\text{Jumlah Soal} \times \text{Skor Min})}{\text{Jumlah Skor}} \dots\dots\dots (1)$$

$$= \frac{(20 \times 5) - (20 \times 1)}{5}$$

$$= \frac{100 - 20}{5} = \frac{80}{5} = 16$$

So the distance between the values is 16. After calculating, the results are obtained in the following table.

Table 2. Average Value Criteria

Criteria	Score
Very good	84 - 100
Good	67 - 83
Enough	50 - 66
Not suitable	33 - 49
Very inappropriate	16 - 32

The scores from the questionnaire are then converted into percentages using the following formula:

$$\text{Nilai Validitas} = \frac{\text{Jawaban} \times \text{Bobot Tiap Pilihan}}{n \times \text{Jumlah Skor Tertinggi}} \times 100\% \dots\dots\dots (2)$$

Then, for the purposes of making a decision regarding whether or not this development product is appropriate, the decision making criteria as in the following table are used:

Table 3. Decision Making Criteria

Percentage of Achievement	Qualification	Information
81% - 100%	Very Worth It	No Revision Required
61% - 80%	Worthy	Needs Minor Revision
51% - 60%	Not Worth It	Requires Considerable Revision
< 50%	Totally Not Worth It	Needs to be repeated

RESULTS AND DISCUSSION

Analysis Stage

This research produces a product that can be used as a learning medium and information, guidance and counseling service medium. In developing this media, it begins with the analysis stage, the researcher carries out an analysis of needs analysis. At this stage, large, small and medium group research will be carried out in accordance with the data of the target students in collecting data on acts of bullying and the need for development of guidance and counseling information services. This data will be obtained based on reports from the class teacher, subject teachers, deputy head of student affairs and guidance counselor himself. Then a student analysis was carried out by describing the data regarding bullying actions that occurred among MTs Negeri 8 Muaro Jambi students. Data on bullying actions was obtained from the results of researchers' interviews with teachers and students. Students often experience acts of bullying that they are not aware of and consider normal. There are some students who are aware that they have become victims of bullying but do not have the

courage to reveal it to the teacher, homeroom teacher or the school. Apart from that, researchers as one of the guidance and counseling teachers at school often see the normalization of bullying, then carry out environmental analysis. The results at this analysis stage are results of media planning for guidance and counseling information services based on Google sites. By carrying out a needs analysis, information will be obtained to prepare development plans (Qamariyah & Nurhadi, 2021).

Design Stage

This design stage includes creating a flowchart and story board script. Flowcharts are learning media in the form of charts arranged systematically using symbols that are easy for students to understand so that they can easily understand the material being taught (Sumandya & Widana, 2022). In this case, the flowchart is used as a reference for the development scheme for guidance and counseling information services. The following is a service media flowchart information on google sites based counseling guidance:

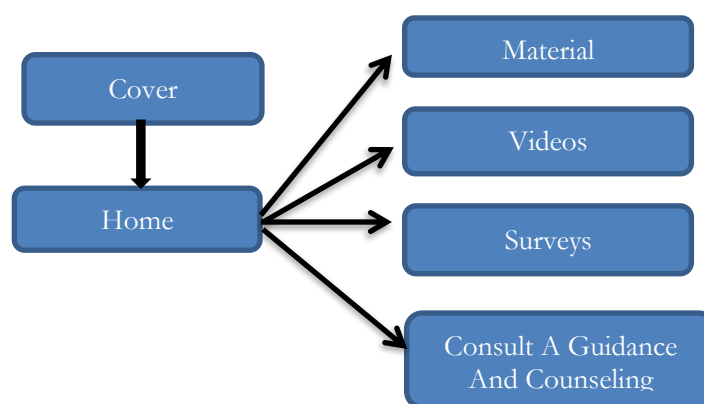


Image 2. Flowchart of Counseling Guidance Information Services

Next, the story board is used as a content map or template to develop guidance and counseling information service media on bullying. The following is a storyboard of the guidance and counseling information service on bullying:

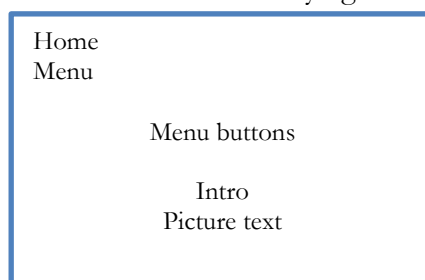


Image 3. Storyboard for Counseling Guidance Information Services

In this storyboard, you can see one part of the Google Sites page, namely the home page, and this story board is a reference for the information content template found in the guidance and counseling information service. The results of this design stage answer the results of designing media for guidance and counseling information services based on Google Sites.

Development Stage

The result of this development stage is a Google Sites-based guidance and counseling information service on bullying which can be accessed at the following link:

<https://sites.google.com/view/nasionalinformationbkmts8mj/beranda>

or can be accessed by scanning the following qr-code:



Image 4. QR-Code for access to mediacounseling guidance information services

Image 4 shows the QR-code to be able to access Google Sites for guidance and counseling information services. The media that has been developed is then continued to the implementation stage. Namely the media and material validation stage by media and learning material experts. This development stage answers hresults of the development of guidance and counseling information service media based on Google sites.

Implementation Stage

In the ADDIE development model, media feasibility results are the result of the implementation stage, namely assessing conceptual, procedural and practical feasibility. For procedural and conceptual feasibility, validation by media and material experts is required. The feasibility results by learning material experts are as follows:

Table 4. Material Expert Validation Results

No.	Indicator	SCORE
Material Aspects		
1.	The concept presented is correct	5
2.	The concepts displayed are appropriate to the age of the students	5
3.	The material presented is complete	4
4.	The order of the material is arranged correctly	4
5.	The material displayed is the latest/latest material	4
6.	The material presented is appropriate to the age of the students	5
7.	Video examples according to the material	5
8.	The video examples provided are suitable for students	4
9.	Use language that is easy to understand	4
10.	Use language appropriate to the age of students	5
11.	Can provide motivation so that students stay away from bullying	5
12.	Can provide motivation to protect themselves so that students do not become victims of bullying	5
AMOUNT		55
PERCENTAGE		91.67
Linguistic Aspect		
13.	Suitability of language to students' level of thinking	4
14.	The language used is easy to understand	5
15.	There is an explanation of terms in the media	4
16.	Google Sites uses terms that are appropriate to students' level of thinking	5
17.	The language used is straightforward	5
18.	The language used is the national language	5
19.	<i>Google Sites</i> make students want to know about bullying	5
20.	<i>Google Sites</i> encourage students to have the courage to reveal acts of bullying	4
AMOUNT		37
PERCENTAGE		92.5
TOTAL PERCENTAGE		92.1
CATEGORY		VERY WORTH IT

Table 4 above shows that the media assessment according to learning material experts is in the very feasible category, namely with a percentage of 92.1%, this means that the media is declared conceptually and theoretically feasible. Not only from the perspective of material experts, media is also assessed from the perspective of learning media. The results of this assessment are reinforced by the results of the assessment by learning media experts in the following table:

Table 5. Media Expert Validation Results

No.	Indicator	SCORE
Media Efficiency		
1.	Can communicate and consult with BK teachers more easily	5
2.	It's easier to consult anywhere with Google Site	5
3.	The menus on the Google Site make it easier for students to get information	4
4.	The menus on the Guidance and Counseling Services Google Site function well	5
5.	Can consult more quickly without having to meet in person	5
6.	Get information about bullying faster	4
AMOUNT		28
PERCENTAGE		93.3
Learning		
7.	Provide clear information regarding the meaning of bullying	4
8.	Provide clear examples of bullying	5
9.	The material is easier to understand	4
10.	The examples used are easier to understand	4
11.	Provide the right solution more easily	4
12.	Get solutions/answers faster	4
AMOUNT		25
PERCENTAGE		83.3
Appearance		
13.	Background color is appropriate	5
14.	Text color is appropriate	4
15.	Readable text size	5
16.	Appropriate font type	4
17.	The videos available are in accordance with the material	5
18.	The displayed video can be operated/played	5
19.	The menu layout is appropriate	4
20.	The layout of the material and images is appropriate	4
AMOUNT		36
PERCENTAGE		80
TOTAL PERCENTAGE		85.56
CATEGORY		VERY WORTH IT

The decision from media experts was that the media on Google Sites was declared very suitable and could be used for learning facilities according to the revision with a total percentage of 85.56%. The results of media validation by media experts and learning material experts were stated to be very feasible conceptually and theoretically. These results show that the media can be tested on students. The two experts are lecturers in educational technology at Jambi University.

Before being tested on students, an assessment is carried out by the teacher to see the suitability of the media for use or implementation with students. The results of the teacher's assessment can be seen in the following table:

Table 6. Results of Teacher Responses to Media

No.	Indicator	SCORE
Aspects of the Guidance Function		
1.	<i>Google site</i> can provide an understanding of oneself and the environment	4
2.	Can anticipate student problems that will occur	3
3.	Can facilitate student development	4
4.	<i>Google Sites</i> guidance and counseling services are curative	5

No.	Indicator	SCORE
Aspects of the Guidance Function		
5.	Can help students in making choices	4
6.	Can help teachers and school principals to adjust educational programs	4
7.	Can help students adapt to themselves and the environment in a dynamic and constructive manner	5
8.	Can help students correct errors in thinking and acting	4
9.	Make it easier for clients to achieve optimal growth and development	4
10.	Helping students to be able to look after themselves and maintain the conducive situation that has been created within them	4
AMOUNT		41
PERCENTAGE		74.55
Media Display Aspects		
11.	Background and text colors are appropriate	4
12.	Correct Text Size	5
13.	The video used is appropriate	4
14.	The media layout is appropriate	5
15.	The images used are appropriate	4
AMOUNT		22
PERCENTAGE		88
Material Aspects		
16.	The concept presented is appropriate	5
17.	The material is given sequentially	4
18.	The material presented is up to date	4
19.	The examples given are appropriate	4
20.	Use language that is easy to understand	5
AMOUNT		22
PERCENTAGE		88
TOTAL PERCENTAGE		83.52
CATEGORY		VERY WORTH IT

The counseling guidance teacher's assessment of the Google Sites-based counseling guidance information service media shows the number 83.52, which is in the very suitable category to be tested on students. The teacher's assessment of this media represents 3 (three) aspects of assessment, namely functionality, appearance and learning materials. Next, a one-on-one trial was carried out to see the suitability of the media for three different student abilities. After the trial results were declared suitable, it was continued with a small group trial. The small group trial determined the students' initial assessment of the media. Sample selection was carried out randomly among 15 people. MTs Negeri 8 Muaro Jambi students and the results of small group trials show that the media is suitable for field trials in order to determine the suitability of guidance and counseling information service media for bullying in practice. The results of field trials are shown in the following table:

Table 7. Field Trial Results

Respondent	%	Respondent	%	Respondent	%	Respondent	%	Respondent	%
R1	94	R31	88	R61	96	R91	85	R121	99
R2	88	R32	100	R62	84	R92	32	R122	100
R3	71	R33	95	R63	88	R93	92	R123	73
R4	87	R34	100	R64	99	R94	80	R124	95
R5	73	R35	100	R65	50	R95	89	R125	84
R6	79	R36	88	R66	95	R96	61	R126	78
R7	82	R37	75	R67	100	R97	74	R127	58
R8	70	R38	98	R68	99	R98	44	R128	89
R9	70	R39	100	R69	73	R99	79	R129	73
R10	69	R40	91	R70	50	R100	74	R130	51
R11	91	R41	91	R71	94	R101	97	R131	91
R12	88	R42	89	R72	100	R102	96	R132	91
R13	88	R43	92	R73	44	R103	86	R133	60
R14	87	R44	85	R74	100	R104	92	R134	26
R15	81	R45	78	R75	99	R105	94	R135	54

Respondent	%	Respondent	%	Respondent	%	Respondent	%	Respondent	%
R16	95	R46	100	R76	23	R106	91	R136	85
R17	83	R47	96	R77	60	R107	92	R137	78
R18	93	R48	83	R78	81	R108	30	R138	92
R19	87	R49	92	R79	82	R109	71	R139	80
R20	91	R50	98	R80	37	R110	100	R140	86
R21	78	R51	80	R81	62	R111	97	R141	90
R22	85	R52	100	R82	64	R112	91	R142	58
R23	81	R53	77	R83	79	R113	86	R143	68
R24	44	R54	96	R84	72	R114	78	R144	71
R25	49	R55	100	R85	75	R115	85	R145	52
R26	91	R56	75	R86	94	R116	100	R146	50
R27	81	R57	88	R87	99	R117	100	R147	92
R28	88	R58	97	R88	93	R118	62	R148	92
R29	88	R59	91	R89	70	R119	65	R149	90
R30	88	R60	98	R90	80	R120	87	R150	65
TOTAL								12148	
PERCENTAGE								81.25	
CATEGORY								VERY WORTH IT	

The subjects of this research were 150 respondents who were members of the students assisted by the researcher, the percentage showed a figure of 81.25% with the category being very feasible in practice as a medium for guidance and counseling information services for MTs Negeri 8 Muaro Jambi students. These findings are relevant to previous research, namely research (Mustika & Purwoko, 2022). Development of Google Sites Media in Information Services to Increase Understanding of the Dangers of Drug Abuse with the results of Google Sites in information services to increase understanding of the dangers of drug abuse declared to meet the criteria and acceptability. The similarity is that this research both provides guidance and counseling services with Google Sites and the difference lies in the material or information presented, namely drug abuse, while the researcher provides material about bullying. The results of this implementation answer the feasibility of Google Sites-based guidance and counseling information service media conceptually, procedurally and practically.

Evaluation Stage

At the evaluation stage, an evaluation was carried out on the learning media that had been developed, namely Google Sites-based guidance and counseling information service media on bullying. The purpose of evaluation is to improve learning methods, provide improvements and enrichment for students, and place students in more appropriate learning situations according to their level of ability (Sofia et al., 2023). Evaluation of learning media in this research was carried out based on formative evaluations provided by learning material content experts, learning media design experts, educator responses, one-on-one trials, and small group trials. The results of the evaluation in the form of assessments and revisions provided by experts, responses from educators, one-on-one trials and small group trials will be applied to learning media as a reference in improving and perfecting the learning media that has been developed. This aims to ensure that the learning media developed will be better in the future and increase the value of learning media in all aspects.

The Usefulness of Guidance and Counseling Information Service Media in Bullying

The usefulness of a media can be seen when the media facilitates students to master the material, helps them independently, makes students remember the material better, helps students to focus, makes students interested in the material, and makes students learn faster than usual according to their needs (Yasmini, 2020). The usefulness of this guidance and counseling information service media can be seen when students have used the platform to

conduct venting sessions and complain about actions that are suspected of being bullying through the survey menu. And there are several students who have reported to the guidance and counseling teacher on the consultation menu with the guidance and counseling teacher. The usefulness of this media is relevant to previous research by (Bangun et al., 2015) namely the guidance and counseling web media makes it easier for students to carry out the guidance and counseling service process. This research has similarities and differences with development research carried out by researchers. The similarity is that this research both develops media services for guidance and counseling, and the difference lies in the type of platform used, developed with Google sites, where this platform can be used long term because it is not paid or free.

CONCLUSION

Based on the findings and discussion, the conclusion of this research is that good planning, design and development in the development of Google Sites-based guidance and counseling information service media for bullying actions is very effective and efficient by referring to the ADDIE development model which consists of 5 stages, namely analysis, design, development, implementation and evaluation. These five stages also describe the results of media feasibility theoretically, conceptually and practically. Where the feasibility results show that the category is very suitable for use as a medium for counseling and guidance information services on bullying at MTs Negeri 8 Muaro Jambi. Apart from that, the Google Sites-based guidance and counseling information service media for bullying at MTs Negeri 8 Muaro Jambi can help and make it easier for students to get information and assistance if students commit or see bullying.

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