

Online Counselling Website for Student Psychological Assistance in Learning From Home

Bambang D. Wiyono^{1,*} Budi Purwoko¹ Najlatun Naqiyah¹

¹ Guidance and Counselling Department, Universitas Negeri Surabaya, Surabaya, Indonesia

*Corresponding author. Email: bambangwiyono@unesa.ac.id

ABSTRACT

There are several psychological problems that arise during Learning From Home (LFH), where students experience anxiety and academic stress related to online lectures. The research objective was to develop an online counselling website to provide psychological assistance during the Learning From Home period that met the acceptability criteria, namely the aspects of usability, accuracy, and feasibility. The development model used is the ADDIE model which includes: (1) Analysis, (2) Design, (3) Development, (4) Implementation, (5) Evaluation. The study population was students of Universitas Negeri Surabaya. The data collection instrument used was an acceptability assessment questionnaire which included aspects of usefulness, accuracy and appropriateness. Based on the trial results, the online counselling website was considered "very good" and obtained an alternative decision "very feasible".

Keywords: Website, Online Counselling, Psychological Assistance, Learning From Home

1. INTRODUCTION

Since the case of the COVID-19 pandemic in Indonesia, lectures have been conducted online or known as Learning From Home (LFH). The online lecture policy was taken as an effort to break the chain of covid-19 transmission. Online lectures at Universitas Negeri Surabaya are carried out on various platforms including Unesa's virtual learning (vi-learn), WhatsApp, google classroom, edmodo, zoom, and google meet [1].

The implementation of online lectures during the Covid-19 pandemic is a condition that is not ideal. There are several psychological problems that arise during Learning From Home (LFH) [2]. Based on a survey conducted by the Guidance and Counseling Service Group of the Faculty of Education, it was found that around 58.68% of students experienced academic anxiety and stress related to online lectures. Complaints that arise include many deadlines for tasks that are too tight, eyes are tired, physically tired, especially the eyes and hands, confused, unstable health, feeling unhappy, unable to sleep well, headache, boredom, difficulty dividing time, tired back, vision run away [3]. In addition, based on the report from the Unesa Crisis Center (UCC) team, data was obtained that there were some students who experienced anxiety related to the Covid-19 pandemic, some of whom felt anxious about being infected with Covid-19 after returning from a street vendor place,

feeling anxious about being infected with Covid-19. It causes a fever and sore throat, feel anxious about being infected with Covid-19 also because you experience fluctuating fever, cold cough, sore throat, shortness of breath, feeling anxious about contracting and overthinking related to the Covid-19 pandemic [4].

Psychological problems that arise need treatment assistance. This is because it can reduce the psychological wellbeing of students, which eventually develops into academic stress without realizing it. Academic stress will trigger a decrease in immunity, which makes it easy to contract Covid-19. This of course will be dangerous for the safety of students and their families [5].

One form of assistance to students who experience psychological problems is by providing counseling [6]. But during the Covid-19 pandemic, most students had returned to their hometowns, so there was a distance problem. For students who are still around the campus, it is also difficult to leave the house/ boarding house due to the policy of limiting gatherings and maintaining distance. One form of counseling solution that suits the conditions of the Covid-19 pandemic is online counseling. This is in accordance with the opinion of Ifdil & Ardi [7] that conducting online counseling is quite effective if the problems faced need to be resolved immediately while there is no opportunity or are

constrained by distance to be able to do face to face counseling.

According to Kraus, Zack & Stricker [8], online counseling is a type of professional therapeutic interaction that uses the internet to connect qualified mental health professionals to its clients. This is in line with what is stated in Ifdil & Ardi [7] online counseling can be interpreted as a counseling process carried out with network tools as a liaison between the counselor and his client. The implementation of online counseling needs to pay attention to the professional code of ethics. According to the American Counseling Association or called ACA [9] in general, discusses online counseling in its code of ethics on distance counseling, technology, and social media. According to Zack in Kraus [8] in online counseling services, at least a computer, internet connection (high speed, ideally), and a web browser must be available. In addition, it can also be considered to have: 1) a personal email account, 2) a personal chat account, 3) a videoconferencing program and a webcam, 4) a domain name, 5) a website, 6) a web hosting account (to store a website), 7) software/hardware security, 8) social media accounts (for example, Facebook, Twitter), 9) a virtual world account (for example, on second life).

The research objective was to develop an online counseling website to provide psychological assistance during the Learning From Home period that met the acceptability criteria, namely the aspects of usability, accuracy, and feasibility. The acceptability criteria are as follows: (a) Usability aspect, refers to how useful the online counseling website developed for students is; (b) Accuracy aspect, refers to how much online counseling websites can provide psychological assistance to students; (c) The feasibility aspect, refers to the practicality of the online counseling website.

2. METHOD

This research is a Research and Development (R&D). Research and Development is a process used to develop accountable educational products. The model chosen is the ADDIE (Analysis – Design – Develop – Implementation – Evaluate) model. ADDIE model is a systematic model used for development models. The application of ADDIE to design instructional systems facilitates the complexity of an intentional learning environment by responding to many situations, interactions in context, and interactions between contexts.

According to Branch [10], making products using the ADDIE process remains one of the most effective tools today. Because the ADDIE model is a process that serves as a guiding framework for complex situations, it is appropriate to develop educational products and other learning resources.

2.1. Analysis

At this stage the researcher identifies the objectives of media development, determines product goals, and studies various theories related to online counseling.

2.2. Design

The design stage includes the following activities:

1. Preparing the initial draft of the media by designing the media to be developed, namely the online counseling website.
2. The evaluation tool made is in the form of a questionnaire with statement items with a choice of scores using a Likert scale. The evaluation tool made is also completed with a comment column.

2.3. Development

At this stage, an online counseling website is developed. At this stage, when the design has been prepared, it is then evaluated by material experts. At the development stage, a formative evaluation was also carried out including individual trials, small group trials and field trials.

2.4. Implementation

At this stage the online counseling website is implemented to users.

2.5. Evaluation

At this stage the evaluation includes 4 levels, namely perception, learning, behavior, results. The evaluation of the 4 levels is as follows:

1. Student reactions: what they think and feel about the online counseling website.
2. Learning: learning how to solve the problems at hand.
3. Behavior: behavior level and improvement, ability, implementation of online counseling website.
4. Result: the impact generated after using the online counseling website.

3. RESULT AND DISCUSSION

3.1. Results

This development produces a product in the form of a student online counseling website media. Determining the name is one of the first activities carried out by the developer of this internet counseling service site. The

process of determining the various forms of counseling services and the application of technology used in the provision of these services is adjusted to various theories, namely the forms of online counseling services. Starting with determining what forms of counseling services will be served on the site. The following is a table that explains the forms of services offered on the e-counseling site:

Table 1. Student Online Counseling Website Service Features

Features	Type of Service	Main Menu	Supporting Applications
Interactive	Synchronize	Chat Counseling	-
	Asynchronous	Email Counseling	Gmail
		Scheduling	-
Non-Interactive	Self-Help	About	-
		Video	YouTube
		Information	-

An outline explanation of the menu offered on the student online counseling website is as follows:

1. Chat Counseling

Chat Counseling is a menu in the account that counselors can use to interact with students directly with direct response characteristics. Chat Counseling is equipped with an online or offline status display, the counselor can change the status to offline if he wants to be online but does not want to be seen as online. Chat Counseling can also recap conversations when chat counseling has ended or if there is a technical error that causes the account to suddenly go offline.

2. Email Counseling

Email Counseling is a menu in the account that the counselor can use to interact with students who are connected to the counselor's personal email account. Just like using an email account, the counselor can reply to him at any time when opening the email inbox, regardless of the e-counseling account which is online/offline.

3. Scheduling

Scheduling is intended for students who wish to make face-to-face counseling appointments. The counselor chosen by the student will get a request/request for counseling which of course the counselor has the right to accept or reject the request by replying to the request with a note in it. Counselors can edit the free hours available on their respective accounts.

4. About

About contains about us, or a description of the website along with policies for using the online counseling website.

5. Videos

The video feature is useful for counselors to share information with students in the form of videos that are useful for students by sharing video links.

6. Information

The information feature is useful for counselors to provide information services to students by filling in the information on the counselor dashboard.

The trials that have been carried out include individual trials, small group trials and field trials. Tests were carried out to obtain assessment data and responses in the form of comments and suggestions on aspects of usability, accuracy and feasibility. Expert and user judgments on each indicator as shown in table 1 indicate that all indicators get an assessment score of 3 and 4 so they are assessed accurately and do not need to be revised. Based on the trial results, the online counseling website was considered "very good" and obtained an alternative decision "very feasible".

3.2. Discussion

The online counseling website consists of interactive and non-interactive features. This is in accordance with Payne's opinion, that the form of online counseling services basically includes interactive and non-interactive services [11]. Interactive features consist of synchronous and asynchronous services. This is in line with the Adebowale & Popoola opinion, that interactive type counseling is a site that offers alternative forms of therapy via the internet, where there is an interaction between the counselor and the counselee, either directly or indirectly. Synchronous interactive is a direct counseling service such as chat or instant messaging, and video conferencing. Asynchronous interactive, indirectly in the form of email therapy and bulletin boards counseling [12] [13].

In synchronous communication, such as chat and instant messaging, the client and therapist are sitting at their computer at the same time, interacting with each other at the same time. Text chat includes the more general exchange of message to message where a button is clicked to send the message compiled and possibly edited. Meanwhile, in asynchronous communication, such as email and bulletin boards, a person does not have to be sitting at the computer at the same time. Usually this means there is a time period during which the interaction occurs, or no time limit at all. A person can have hours, days, or even weeks to respond [14].

The use of online counseling services during the COVID-19 pandemic is very useful to help provide psychological assistance to students. Online counseling is effectively used if the problem at hand needs to be resolved immediately while there is no opportunity or is constrained by distance to be able to do face to face counseling [15].

4. CONCLUSION

The conclusion of this research is: The development of an online counselling website to provide psychological assistance during Learning From Home (LFH) has met the acceptability criteria, namely aspects of usability, accuracy, and feasibility.

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