# AN ANDROID APLICATION FOR E-COUNSELING SERVICE TO OVERCOME BULLYING IN SENIOR HIGH SCHOOL

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**Abstract -** Bullying brings negative effects both physically and mentally. The low intensity of communication between counseling teachers and students hinder the curative actions of bullying at school. Theobjectiveofthisresearch is todevelop an Android-based e-counseling bullying communication for Indonesian senior high school students. The research method was R&D (Research and Development) with the development model of Thiagarajan 4d (four-D). The development model consists of four stages, they are defining, designing, developing, and disseminating. The result of the research is the product of "Konselor-Ku"android application as the e-counseling communication media for students. The media has been validated by the materials and media experts with the scores of 82.6% (very feasible category) and 93% (very feasible category) respectively. The media are then tried out to a limited number of students and the result is very feasible (87%) to implement.

**Keywords** - Bullying, E-counseling, Konselor-Ku

## I. INTRODUCTION

84 % ofIndonesian students sufferfrom violence initiated by bullying at school (Bhatla et al, 2015). Bullying has an adverse impact on student's academic, provide psychological trauma, and also lead to suicide (Al Raqqad, 2017; Novalia, 2016; Cape, 2018; Malaka, 2017). On the other hand, the protection of students against bullying has been regulated by Indonesian law No. 35 Article 54 of 2014 which states that students in the educational environment must obtain protection from physical, psychological, sexual, and other crimes. Therefore, schools as educational institutions servetoanticipate and dealwith bullying cases. Anticipation and handling of bullying cases in schools are one of the areas of guidance and counselingservices that facilitate the development of students' personalities to achieve independence, hence, theyachieve happiness and prosperity in their lives (Department of National Education, 2008).

However, the utilization of guidance and counseling services in Senior HighSchoolofYogyakarta is only 10%, because students are ashamed to communicate with Guidance and Counseling Teacher and lack of counseling time (Romadhon, 2016). The results of the ICRW study (Bhatla, 2015) found that only 9% of bullying victim-studentsreported to their school because of the reluctance, worry, and fear. In addition, there is a negative stigma regarding the GuidanceandCounselingteacher. For example, thestudentsare afraid togetto the counselor room because they will be labeled as a troubled student, the Guidance and Counseling Teacheras a school police, and there is an assumption that the guidance and counseling teacheronlyhandlesthat is troubledstudents (Dewi, 2017). The emergence of this stigma increasingly makes victims reluctant to overcome the problem. Based on theseproblems, a communication media is needed as a curative step for bullying in Senior HighSchool, one of them is through e-counseling, itis easily accessible and facilitates students with anxiety to communicate with guidanceandcounselingteacher(Putnam in Zamani, et al., 2010). E-counseling services can help students to conduct counseling on bullying cases that occur so that they can be overcome easily, comfortably, as well as maintain their privacy. E-counseling is quite effective considering the ease of access to information and interaction with counselors that makes it easy for students to convey the problems that they experience (Samsudin, 2011). Therefore, this study focuses on developing"*Konselor-Ku*" communication media based on e-counseling android as a curative action on bullying among Senior HighSchool students.

## II. RESEARCH METHOD

This research was the development research (Research and Development) with the Thiagarajan 4D (four-D) development model. The development model consistedof four stages, they weredefine, design, develop, and disseminate (Thiagarajan, 1974). The subjects of this study were students and Guidance and Counseling Teacherof State Senior HighSchool4 Yogyakarta. The technique of determining samples wasbyusing random sampling with data collection using questionnaires and interviews. The questionnaire consisted of questionnaires of bullying actions, questionnaires for the implementation of counseling guidance services, and media needs questionnaires. The interviews were conducted with Guidance and Counseling Teacherrelated to guidance and counseling services in dealing with bullying and what media can be developed in counseling services. The dataanalysis in this study used a combination of quantitative and

qualitative descriptive percentage techniques (Sugiyono, 2017). While the results of the validation were carried out by analyzing the media validation data by using the following Likert Scale conversion: 0% -20%: Very poor; 21% -40%: Less feasible; 41% -60%: Sufficient; 61% -80%: Feasible; 81% -100%: Very feasible (Riduwan, 2011).

## III. RESULT AND DISCUSSION

### 3.1 Communication media development

The development of communication media begins with defining stages which are carried out by distributing questionnaires to students of State Senior HighSchool 4 Yogyakarta and interviewing Guidance and Counseling Teacher. Based on the results of theobtained dataofbullying case questionnaire, itshows that 32% of students experienced bullying cases both as a bully and as a victim. Bullying actions are grouped into three types including physical, verbal, and psychological bullying.

**Table1: Data on the type of bullying**

| No | Indicator | ΣScore | % Score |
|---|---|---|---|
| 1 | Physical Bullying | 133 | 43,89 |
| 2 | Verbal Bullying | 126 | 41,59 |
| 3 | Psychological Bullying | 44 | 14,52 |
| | Total | 303 | 100 |

Meanwhile, the results of the interviews conducted on the Guidance and Counseling Teacherof State Senior HighSchool 4 Yogyakartashow that there are various services offered including individual, group, and career guidance services. However, the utilization of guidance and counseling services by students is fairly low. As many as 56% of students state that they never usecounseling services. The studentsstate that there is no free time to go to the Guidance and Counseling Teacher room and the monotonous counseling service is the reason for them not to use counseling services.
On the other hand, based on media needs analysis obtained results, 78.1% of students state that the Android application can be used as a counseling media.

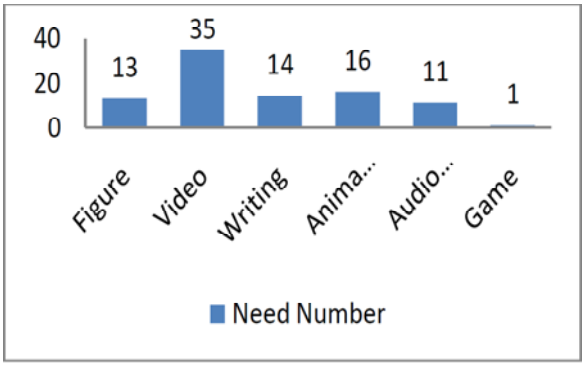



**Fig.1. Media Content Requirements for Android Applications**

In addition, 93.8% of students state that the Android application can be used as a reporting media for bullying.

The results of the media needquestionnaire analysis show content with the type of video, animation, and text needed by thestudents in the counseling media to overcome bullying. At the stage of concept analysis, itcan be developed the media services, itincludes informative articles, report bullying, and an initial counseling assessment. At the design stage, the writers conducta selection of media that will be used. Based on the questionnaire, 61.7% of students state that guidance and counselingservices can be done using the Android application so that students can flexibly use guidance and counseling services and facilitate communication. Furthermore, the format selection is conducted by designing media contents, approaches, and organizing application content. The content in the application includes informative articles, reporting ,and initial counseling assessment. At this stage, a compilation of articles related to bullying iscarried out, designing report designs and developing initial counseling assessment instruments.

Next, preparing the initial design in the form of application display design. The design is done by using Inkspacesoftware based on student characteristics, such as maturity, ease of access, etc. The design is then consulted with an expert lecturer of Information Technology atYogyakarta State University. After the initial design is arranged, the design of the communication media procedure "Konselor-Ku" is carried out. In work procedures of communication media, there are steps that can be done by users in order to reduce and overcome bullying in schools.

The development stage begins with prototype development. The development of prototypes in this application isusing the mockingbotsoftware. After the application has been developed, media validation tests and material validation are carried out. Media validation test is conducted by Mr. Nurkhamid, M.Pd. as a media expert and lecturer of Information TechnologyatYogyakarta State University. While the material validation is conducted by Ms. IstiYuniPurwanti, M. Pd as a lecturer in Guidance and Counseling of Yogyakarta State University.
Media validation on visual aspects and programming achieves an 80% score with a feasible category and suggestion to improve the menu to make it in one language. The media is feasible for use with revisions according to suggestions and followed by expert material validation. Material validation consists of three aspects; they are informative articles, reporting, and initial assessment. Besides that, it is also accompanied by aspects of sustainability counseling. Based on material validation, the communication media obtained a score of 67.8% of the sufficient

categories with several revisions. The expected revision of the material validator is the use of practical language and Indonesian images as illustrations.

After getting suggestion from the media and material expert validators, themedia revisions are carried out in accordance with the suggestions. After revising the media, re-validation the final application is carried out. Material validation and media are conducted on July 12, 2018. The validation of the application material obtains a scoreof 82.6% with a very feasible category.Whilethe mediavalidationobtains a score of 93% with a very feasible category.The details of the material validation results can be seen in the following table.

**Table2: Final media validation**

| Validator | Aspects | | Mean |
|---|---|---|---|
| | Content | Sustainability | |
| Material expert | 80% | 85% | 82,6% |
| | | **Very feasible** | |
| **Validator** | **Aspects** | | **Mean** |
| | **Visual** | **Programming** | |
| Media expert | 94,5% | 91,4% | 93 % |
| | | **Very feasible** | |

Limited trials are conducted byusing Focus Group Discussion (FGD) techniques. The writers explain the purpose of application development, application work procedures, and application usage stages. After that,thestudents try to use the application on their own cell-phones. After trying to use the application, thestudents filled out a questionnaire that produces a score of 87% with a very feasible category. The fourth phase of the research is dissemination. During the dissemination phase, the writersfinalize the"Konselor-Ku" communication media. The "Konselor-Ku" communication media that has been through the development process is then uploaded on the "Konselor-Ku" page so that users (thestudents) can download and install application on the cell-phone. After that, the researchers conduct a socialization of the "Konselor-Ku" communication media in State Senior High School Yogyakarta 4 which is attended by 19 ofstudents and Guidance and Counseling Teachers. In the socialization of the "Konselor-Ku" communication media, the researchers explain the development purpose, work procedures, and steps for using the communication media "Konselor-Ku". The students and teachers are given guidelines for using media to facilitate the operation of the "Konselor-Ku" communication media. After getting an explanation, thestudents try to use the application assisted by the research team. After socialization, to strengthen the usefulness of communication media from users, thestudents are asked to respond to the communication media. The students' responses are obtained by interviewing five students and directed to three services developed in the communication media "Konselor-Ku". The students state that informative articles are quite good and have characteristics that build sympathy and care for bullying. The bullying report service, thestudents statethat service is very useful but requires follow-up of the teacher to overcome bullying. Furthermore, in the initial assessment service, thestudents feel comfortable because they can choose a Guidance and Counseling Teacher who is trusted and theconfidentiality can be maintained.

### 3.2 "Konselor-ku" asBullying Curative Action

Bullying is a part of the act of aggression that is repeatedly carried out by someone who is stronger against someone who is weaker, both physically and psychologically (Windy, 2016). Research conducted by Bhatla et al (2015) through the International Center for Research on Women showed that 7 out of 10 students in Indonesia experienced violence in the form of bullying in schools. This amount shows that efforts to handle bullying have not been successful. This condition is exacerbated by thestudents who are reluctant to convey bullying actions theyexperienced. The same study showed that only 9% of victims of bullying reported to the teacher and the school.

In the world of education, guidance and counseling services have a role in overcoming the development of student personality (Department of National Education, 2008). Guidance and counseling services have a general purpose of helping students to achieve maturity and independence in their lives and carry out their developmental tasks which include personal, social, learning, andcareer fully and optimally (The RegulationofMinister of Education and Culture number 111 of 2014). One of the guidance and counseling service functions is the curative function, namely counseling service that helps students toovercome the problems theyexperienced. Guidance and counseling curative services are needed by victims of bullying because victims tend to have problems in adaptation, interpersonal relationships, and mental health (Copeland et al., 2013; Guerra, 2014; Klomek et al, 2007; Khamis, 2015 in Sung Y 2018).

However, the utilization of guidance and counseling services is still not optimal because it is caused by students' interests and perceptions. Based on the results of Amronah's research (2014), 21.9% of students have a moderate or sufficient perception of school counseling services. Students' perceptions of school counseling are caused by a less close relationship between Guidance and Counseling Teacherand students (Mardiana, 2012). On the other hand, perception has an influence in shaping one's awareness of something (Toch& Maclean, 1962).

The development of "Konselor-Ku" communication media is one of the efforts to improve the quality of

guidance and counseling services and change students' perceptions. In addition, e-counseling can also increase students' interest in conducting counseling services. In accordance with the results of the Brown's study(2012) showed that 28.9% of respondents stated they had used e-counseling and 64.4% suggested e-counseling as an alternative to overcome student development. In the development of internet-based communication media, there are concerns about the emergence of internet addict. Users will lose control of the environment in using the internet. In addition ,students will experience the habit of repeatedly checking e-mail, chatting online with others, or browsing the internet (Harry, 2013). In this communication media, students use "Konselor-Ku" communication media to read informative articles related to bullying. Other uses of "Konselor-Ku" communication media when bullying occurs by utilizing reporting services. Another service that can be used is an initial assessment of bullying actions. Based on those services, in the "Konselor-Ku" communication media, thestudents do not need to open the application any time. Communication media is used when needed. So that it can minimize theapplications dependency.

"Konselor-Ku" communication media has a positive impact on handling bullying cases. The developed application can be an alternative for students in reporting bullying actions and facilitate students in conveying their problems related to bullying. In the Brown's study (2012) found the fact that the majority of respondents (77.3%) stated that through e-counseling services respondents were willing to share information needed. The results of the study answer the problems of students who are reluctant to conduct face-to-face counseling services because they feel worried and afraid in conveying the experienced problems. Besides that, it is related to interaction with counselors, e-counseling media can improve relationships because it can be done any time (Bailey, Yager, & Jensen, 2002). In addition, e-counseling media in the form of chat can increase social penetration by 31.58% (Febrianta, 2015). According to Fenichel& Ark (in Bastemur, 2014) through written media, students can convey honestly and describe themselves easily (self-disclose) so that students can get easy access to convey problems of experienced bullying actions. The difference from the previous e-counseling development included: 1) Design in the communication media "Konselor-Ku" isusing an attractive appearance and based on the development of Senior HighSchool students, 2) Communication media "Konselor-Ku" is developed byusing an android application, with advantages that students can use the media through their own cell-phones, 3) "Konselor-Ku" communication media provides reporting services that can facilitate students reporting bullying through the photos, videos, and text menus, also 4) "Konselor-Ku" communication media provides an initial bullying assessment that makes it easy for students in conveying the experienced problems. In addition, assessment bullying services can also facilitate guidance and counseling teacher in conducting initial assessments before the counseling session begins. Communication media "Konselor-Ku" can encourage the implementation of theanti-bullying campaign in students so that it is expected to reduce the case of bullying. The "Konselor-Ku" communication media also has the potential to change the students' mindset and views of guidance and counseling services that are previously less attractive and monotonous to be more interesting and innovative. Through the "Konselor-Ku" communication media,students can get services that are easily accessible, attractive and make it easier for students to conduct counseling processes. Regarding bullying, the "Konselor-Ku" communication media has the potential to reduce the number of bullying acts with informative article services, report and initial counseling assessment.

## CONCLUSIONS

Based on the results of the research in the define stage, the results show that 32% of students state they experience bullying action, and 93.8% of students state that android can be used to report bullying. In the design phase, the prototype is developed and itisobtained a design validation score of 80% with a feasible category. The develop stageisconducted application development, validation, and testing. Product validation in terms of communication media material isscoredof 82.6% in the very feasible category, while on the media side. it scored 93% in the very feasible category. In addition, the trials conducted obtained a score of 87% with a very feasible category. In the disseminated stage, product socialization is carried out on students and teachers.

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