



Development of an Android-Based Guidance and Counseling Service Evaluation Instrument

Raodatul Jannah¹, Abdul Saman², Nur Fadhilah Umar^{3*}

¹ Guidance and Counseling, Universitas Negeri Makassar, Indonesia
Email: raodatuljannah391@gmail.com

² Guidance and Counseling, Universitas Negeri Makassar, Indonesia
Email: abdulsaman@unm.ac.id

³ Guidance and Counseling, Universitas Negeri Makassar, Indonesia
Email: nurfadhilahumar@unm.ac.id

Article info

Article history:

Received: 12-07-2024

Revised: 24-08-2024

Accepted: 10-09-2024

Publish: 28-09-2024

DOI:

doi.org/10.31960/ijolec.v7i1.2502

Abstract. The aim of this study was to determine the needs of Android-based guidance and counseling service evaluation instruments at Man 2 Makassar City, designing Android-based guidance and counseling service evaluation instruments at Man 2 Makassar City. The method used is research and development (R&D) with the ADDIE development model. Data collection was carried out using a Likert scale questionnaire. The results of this study indicate that an evaluation instrument is needed, and there is a need for a special instrument that can be used practically and efficiently. This instrument was developed in the form of an Android application with active menus for activities, progress, and home. The expert assessment of Content Expert 1 obtained a percentage of 77.6% (quite valid). Content Expert 2 obtained a percentage of 78.9% (quite valid). According to the media expert, the result is 86.11% which is included in the criteria very valid. Then based on the overall counselor guidance teacher assessment, this instrument obtained a score of 78.7% which means it is practical to use. In addition, the student assessment resulted in a score of 76.4% which indicates practicality to use. The novelty of this research lies in the development of an evaluation instrument in the form of an application that contains the evaluation of comprehensive guidance and counseling services with the CIPP (Context, Input, Process, and Product) evaluation model on process evaluation and result evaluation.

Keywords:

*Evaluation Instrumen;
Guidance and Counseling
Service;
Android.*

Corresponden author:

Nur Fadhilah Umar

Jalan: A.P Pettarani, Universitas Negeri Makassar, Makassar,

Email: nurfadhilahumar@unm.ac.id



Open access article under CC BY-NC-4.0 license

INTRODUCTION

Guidance and counseling services aim to enable students to recognize their strengths and weaknesses, develop their potential optimally, adapt to the environment, and overcome difficulties and obstacles faced. To achieve these goals, students need to know, understand, and recognize their potential and the environment, as well as recognize and determine goals and life plans. Presented by (Sukatin et al., 2022) the guidance and counseling service component has four programs, which include essential services, specialization services and individual planning, responsive services, and system support services, then grouped into four service areas, namely personal service areas, learning service areas, social service areas, and career service areas. The implementation of the four programs and service areas is carried out by following two mechanisms, namely the management mechanism and the problem-solving mechanism. The same thing was also stated by (Yarmis Syukur et al., n.d.) that in guidance and counseling services to students, there are service areas that are important and become the focus of services to be developed, namely personal development services, social life development, learning activities development, career development fields, family life development, diversity life development fields, and community life development fields.

In guidance and counseling services, there are several elements that are important to implement; this is part of the primary duties of a guidance and counseling teacher (BK). One of them is evaluating and reporting the results of guidance and counseling services. It is explained based on the regulation of the (Permendikbud Nomor 111 Tahun 2014, n.d.)

Article 8 paragraph 4 states that in guidance and counseling services, there are guidance and counseling service mechanisms that must be carried out, namely, management mechanisms and problem-solving mechanisms. The management mechanism consists of the steps in managing the guidance and counseling program in educational units. These include steps, needs analysis, planning, implementation, evaluation, reporting, and follow-up program development. In addition to the process of guidance and counseling

services, it is also essential to pay attention to the evaluation and reporting of the results of guidance and counseling services. Evaluation, according to Locke (Putri, 2019) is the collection of information about quality and helps determine decisions about the counseling program to be carried out. The results of the evaluation will provide benefits in the implementation of the following guidance and counseling program. Evaluation also aims to determine the success of services and further program development. (Ristianti et al., 2019) Also in his research said that evaluation activities are important to be carried out, because through evaluation it can reveal the extent to which guidance and counseling help and benefit students. (Fadhillah Umar, 2018) also revealed in his research that the implementation of BK often faces obstacles that require immediate resolution. One of the main problems is the lack of evaluation as a supervisory tool that can ensure program accountability. Conceptually, evaluation is the core of change and progress in an organization, program, activity or institution. Without adequate evaluation, competitive development in terms of activities, programs or organizations becomes difficult to achieve.

However, the evaluation of guidance and counseling services in schools is still not carried out optimally; this is in accordance with research conducted by (Musyofah et al., 2021) that only 18.75% of counseling teachers always conduct evaluations. However, some counseling teachers also evaluate the guidance and counseling program even though it is not optimal. It was also found in the discussion of Barida's research in (Musyofah et al., 2021) , which revealed that the evaluation of essential services in the social personnel field at SMP Negeri Yogyakarta, can obtain relatively high-value results but still needs to pay attention to the implementation of essential social personal service evaluations and collaboration with principals, teachers, and counselor colleagues as well as gaps in basic social personal service activities, especially in essential social personal service program evaluation activities. In addition, (Bahri, 2020) conducted in several schools, it was revealed that in some schools, the implementation of evaluations was carried out every semester. Usually, the results of the evaluation were used in the development of the next counseling program. However, what was said did not match what actually happened. It

can be seen in the guidance and counseling program, which is designed every year. There are even some schools that do not conduct BK evaluations at all.

In addition, (Bahri, 2020) also revealed that in the results of his research, some counseling teachers in the district/city could not evaluate the counseling program because they could not design a counseling program evaluation tool. As a result, counseling teachers do not know whether counseling service activities are successful or not and whether services are effective or not. Likewise, with the making of reports and follow-up, only a few counseling teachers made reports for individual and group counseling service activities and supporting activities for home visits only. Based on some of the previous explanations, it can be concluded that the implementation of guidance and counseling service evaluation in schools has not been carried out optimally. Also, several studies have found that many factors cause some counseling teachers not to conduct evaluations. Quoted from (Winingsih, 2021) evaluation has not been carried out comprehensively because it does not place evaluation as an essential part of guidance and counseling services, limited time and lack of understanding of evaluation, lack of knowledge and skills, fear of accountability, feelings of comfort, perception that results are difficult to measure. The same thing was explained by Sukardi and Kusmawati, who explained that the facts in the field related to the implementation of the evaluation show that not all counselors carry out evaluations, so there is no improvement in the Guidance and Counseling service program from year to year due to the counselor's inability to evaluate, the counselor's lack of interest in learning to evaluate the guidance and counseling service program, and the lack of training provided to evaluate the program (Winingsih, 2021).

The problem was also validated by the counseling teacher at MAN 2 Makassar City during the initial interview, that this stage is still rarely done by the counseling teacher and is more focused on providing services. Based on the explanation of the problems described, it then becomes the background of this research. As a solution, this research wants to develop a guidance and counseling service evaluation instrument in the form of an application with development that is in

accordance with existing evaluation models, more precise content and material, and more valid and practical instrument applications. This evaluation application instrument is also expected to be able to provide benefits in facilitating the implementation of evaluation, shortening evaluation time, determining valid evaluation instruments, and determining the criteria for the success of guidance and counseling services through evaluation. In addition, the application of this instrument is also expected to be able to facilitate the evaluation and report of guidance and counseling services, realize the urgency of evaluation, and not stop at service delivery alone so as to improve the quality of guidance and counseling services run better. The novelty of this research is related to the innovations produced in the form of applications. The development of evaluation instruments in the form of android-based applications is still rare, especially for the evaluation of guidance and counseling services. In addition, the development of the content of this instrument uses the CIPP (Context, Input, Process, and Product) evaluation model. It is hoped that this research can identify the needs for Android-based guidance and counseling service evaluation instruments at Man 2 Makassar City, the design of Android-based guidance and counseling service evaluation instruments at Man 2 Makassar City, the level of validity of Android-based guidance and counseling service evaluation instruments at Man 2 Makassar City, and the level of practicality of Android-based guidance and counseling service evaluation instruments at MAN 2 Makassar City.

METHOD

The type of research used in this study is a type of Research & Development (R&D) research. Research and development research is a research method used to produce specific products and test the effectiveness of these products (Sugiyono, 2016). In the field of education, this method can be used to develop books, modules, learning media, evaluation instruments, curriculum models, and others. The design of this research model uses the ADDIE development model. The ADDIE model is a development research model that has five stages, namely: Analysis, Design,

Development, Implementation, and Evaluation. The research on user trials was carried out at MAN 2 Makassar City, South Sulawesi, which is one of the senior high schools known as a school that has implemented a technology adaptation system in several learning and administrative processes. The research implementation time was carried out in January-March 2024. This study used instruments in the form of needs analysis sheets and questionnaire sheets for data collection. Then, the data is analyzed using quantitative descriptive analysis techniques, where numerical data will be processed by adding up, comparing it with the expected number, and obtaining a percentage. After finding the percentage, the data is then converted according to Arikunto's provisions in (Irmawati, 2020)

RESULT AND DISCUSSIONS

The development of guidance and counseling service evaluation instruments aims to create an evaluation tool for guidance and counseling services in schools on an android basis. This android-based instrument is made in the form of an application called the WEvaluation application. The steps in this research and development use the ADDIE model. The ADDIE model has five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The description of the results of this study are described as follows:

1. Overview of evaluation instrument development needs

Based on the needs analysis, it can be concluded that counseling teachers and students of MAN 2 Makassar City need special instruments that are able to evaluate guidance

and counseling services so that guidance and counseling services in schools can run according to the rules and flow of guidance and counseling services that should be.

2. Overview of the evaluation instrument design

The instrument design will be developed in the form of an application that has activity, progress, home, and log-out menus. The activity menu is a menu that has a function for users to evaluate guidance and counseling services, both process evaluation and outcome evaluation. Then, the progress menu is a menu for users to see the results of filling in the evaluation that has been done in the activity menu. The home menu contains user personal data and evaluation filling history. The content of the evaluation material instrument contains questions and statements made based on the operational guidelines for the implementation of guidance and counseling for high schools. The content of this instrument focuses on process evaluation and outcome evaluation of individual comprehensive guidance and counseling components such as essential services, individualized specialization and planning services, responsive services, and system support services.

3. Development of guidance and counseling service evaluation instruments

The instrument developed is an Android-based application called evaluation. To use the application, the user first downloads and installs the instrument. Inside the application is an activity menu, progress, home, and log out. The following are the results of the evaluation instrument that has been developed.

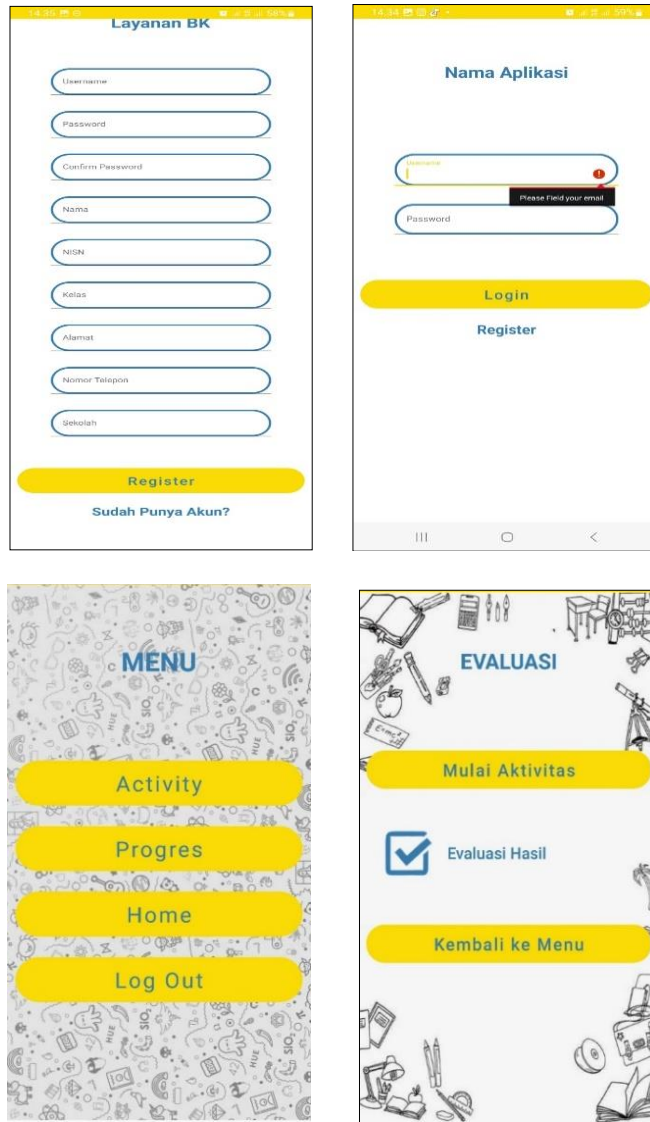


Figure 1. Initial View

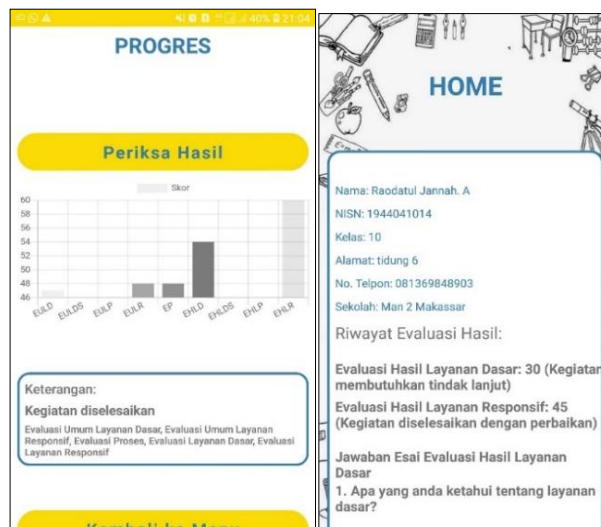


Figure 2. Main Menu Display

After going through the development stage, the instrument was then tested by experts to see the level of validity. Validation was carried out in terms of both material and media. This validation was also carried out to obtain criticism and suggestions as material for product revision. From the validation of the first material expert instrument, it was found that the assessment results on the indicators obtained a percentage of 77.6%, which means it is pretty valid. Then, from the validation test, comments and suggestions were also found stating that the evaluation material should be able to evaluate the services provided by each counseling teacher. Based on the validation results, it can also be concluded that this evaluation instrument is suitable for testing. Then, the validation of the second material expert instrument shows that the assessment results on the indicators obtained a percentage of 78.9% (Quite valid). Then, from the validation test, comments and suggestions were also found, which stated that the primary evaluation was process evaluation and outcome evaluation. Based on the validation

results, it can also be concluded that this evaluation instrument is suitable for testing.

Then, the results of the feasibility test by media experts show that the assessment percentage is 86.11%, so it can be said that this media is included in the criteria as very valid.

1. Implementation of guidance and counseling service evaluation instruments

Implementation is carried out by giving evaluation instruments to students and counseling teachers who have an android, after which the researcher provides instructions on how to use the application and the benefits of all menus. After the process, students and counseling teachers were asked to fill out a questionnaire that had been prepared to assess and evaluate the instruments developed. The following are the results of the implementation/trial of the evaluation instrument and the resulting evaluation:

a. Practitioner test by counseling teacher

Table 1. The Counselor practitioner's test results

Aspects	Maximum Score	Acquisition score	Percentage
<i>Utility</i>	24	21	87,5%
<i>Feasibility</i>	24	18	75%
<i>Accuracy</i>	32	24	75%
Total number of scores	63		
Average	3,15		
Percentage	78,7%		
Criteria	Practical		

Based on these scores, it was found that the overall evaluation instrument trial had a practicality level of 78.7%, which can be categorized as practical to use. The usability aspect (Utility) obtained a value of 87.5%, which is categorized as very practical; the

feasibility aspect (Feasibility) 75%, which is categorized as practical; the accuracy aspect (Accuracy) 75%, which is included in the practical category.

a. Student practitioner test

Table 2. Small group trial

Aspects	Maximum Score	Acquisition score	Percentage
<i>Utility</i>	360	282	78,3%
<i>Feasibility</i>	360	272	75,5%
<i>Accuracy</i>	420	318	75,7%
Total number of scores	872		
Average	45,8%		
Percentage	76,4%		
Criteria	Practical		

The small group test of this instrument involved 15 students of class X.6 MAN 2 Makassar City. Based on the acquisition of these scores, it was found that the overall evaluation instrument trial had a practicality level of 76.4%, which can be categorized as practical to use. The usability aspect (Utility) obtained a value of 78.3%, which is categorized as very practical; the feasibility aspect (Feasibility) 75.5%, which is categorized as practical; the accuracy aspect (Accuracy) 75.7%, which is included in the practical category.

Discussion

This research is a research and development (R&D) study that applies the ADDIE model. The stages of product development include analysis, design, development, implementation, and evaluation. This research on the development of evaluation instruments for guidance and counseling services was carried out to create evaluation instruments in the form of applications. The problem is that there are still many problems related to the lack of attention of counseling teachers at the evaluation stage in guidance and counseling services. It is also validated through the statement of counseling teachers at MAN 2 Makassar City that counseling teachers still lack focus on the evaluation stage of counseling services and need help in conducting evaluations, also in research conducted by Rachmalia in (Musyofah et al., 2021) that only 18.75% of counseling teachers always conduct evaluations. However, some counseling teachers also evaluate the guidance and counseling program even though it is not optimal. This instrument was developed by containing aspects of the content of the evaluation in the evaluation of the process and the evaluation of the results with evaluation components related to the implementation of services, self-understanding, attitudes and behaviors, positive feelings, activity plans carried out after the service and the achievement of student independence development standards. The indicator is reinforced (Sulistiana et al., 2019) that evaluation is the total quality in the service and guidance program, compliance with the program, achievements, obstacles and obstacles and involves all components

including students, teachers, educators to parents and families. This instrument is made in the form of an android-based application because technological adaptation or digitalization is currently considered essential and will be more practical and efficient. It is also supported by Azizah's statement in (Saiful Muluk et al., 2024) that digital-based counseling service applications have several advantages, including not being bound by time and space and providing opportunities for counselees to pour out all their problems with digital media. The use of digitalization is also approved by (Subhan et al., 2021) in their research which states that today's student problems are increasingly complex and diverse, requiring appropriate and rapid handling, so that the use of digital technology in counseling services is a medium for counseling teachers to help their counselees. In research (Saman et al., 2022) also suggested utilizing information technology media in guidance and counseling programs by presenting tools that can be used online, to be efficient, easy, affordable and fast. This development is also made based on android because android is currently fairly easy to operate and more widely used, this is also said by (Ricu Sidiq & Najuah, 2020) that android is an opensource comprehensive platform designed for mobile devices. Android is also a very popular operating system because of the complete nature of android (complete platform), openly provided, and the free platform makes it easy for users.

SIMPULAN DAN SARAN

The conclusions of this research are based on the needs analysis of guidance and counseling service evaluation instruments, it was found that 100% of students and counseling teachers agreed that evaluation of counseling services is vital, evaluation of counseling services requires special instruments, instruments need to be developed with technological adaptation, easy to use, practical, time efficient in use, instruments are made in an attractive appearance to require evaluation material content that is easy to understand. The guidance and counseling service evaluation instrument in the design aspect has an activity menu, progress menu, home menu, and logout menu. Then, from the evaluation content aspect, the evaluation

focuses on process evaluation and outcome evaluation with evaluation components related to service implementation, self-understanding, attitudes and behaviors, positive feelings, activity plans carried out after the service, and achievement of development standards for student independence. The level of validation of the material expert evaluation instrument 1 obtained a percentage of 77.6%, which means it is pretty valid. Then, from material experts, 2 obtained a percentage of 78.9% (Quite valid). Moreover, media experts obtained a percentage of 86.11%, which is included in the criteria and is very valid. So, it can be concluded that the evaluation instrument is suitable for use. Based on the results of the assessment of counseling teachers, the overall level of practicality of the guidance and counseling service evaluation instrument is 78.7%, which can be categorized as this instrument as practical to use. The results of the student assessment of the overall guidance and counseling service evaluation instrument have a practicality level of 76.4%, which can be categorized as this instrument is practical to us. The development of this instrument has gone through many stages, but there are still many obstacles and shortcomings found. Since this app is still in a small group test, it is likely that this app will still not work properly when used by a larger group. It was also found in the evaluation of student trials that the appearance of the instrument should be made more attractive and creative, and the sentences in this instrument require language simplification. It is hoped that future researchers will make innovations or improvements related to the shortcomings of instruments such as appearance, content, or usability. In addition, it is hoped that the next researcher can conduct a more extensive trial accompanied by an effectiveness test to see the effectiveness of the instruments that have been developed in this study.

REFERENCES

- Bahri, S. (2020). Studi Evaluasi Kinerja Guru Bimbingan Dan Konseling Di Sekolah. *Pencerahan*, 14(1), 39–61. <https://www.jurnalpencerahan.org/index.php/jp/article/view/43>
- Fadhillah Umar, N. (2018). Studi Evaluasi Model Discrepancy Pelaksanaan Layanan Bimbingan Dan Konseling Bidang Pribadi Sosial. In *Indonesian Journal of Educational Studies* (Vol. 21, Issue 1).
- Irmawati. (2020). *Pengembangan Aplikasi Inventori Gaya Belajar (IGB) Berbasis Android Bagi Siswa Sma Di Kabupaten Bantaeng*. Fakultas Ilmu Pendidikan. Universitas Negeri Makassar
- Musyofah, T., Eka Pitri, T., MAN Rejang Lebong, S., & Pascasarjana IAIN Curup, B. (2021). *Evaluasi Program BK Sebagai Upaya Untuk Meningkatkan Mutu Program Layanan BK*. 4, 304–312. https://ejournal.unib.ac.id/index.php/j_consilia
- Permendikbud Nomor 111 Tahun 2014. (n.d.).
- Putri, A. (2019). Evaluasi Program Bimbingan Dan Konseling: Sebuah Studi Pustaka. *JBKI (Jurnal Bimbingan Konseling Indonesia)*, 4, 39. <https://doi.org/10.26737/jbki.v4i2.890>
- Ricu Sidiq, & Najuah. (2020). Pengembangan E-Modul Interaktif Berbasis Android pada Mata Kuliah Strategi Belajar Mengajar. *Jurnal Pendidikan Sejarah*, 9(1), 1–14. <https://doi.org/10.21009/jps.091.01>
- Ristianti, D. H., Hidayat, R., Azwar, B., & Fathurrochman, I. (2019). Assessment Aspects of Group Counselling Activities. In *International Journal of Innovation, Creativity and Change*. www.ijicc.net (Vol. 5, Issue 6). www.ijicc.net
- Saiful Muluk, M., Akhsani, R., Athaillah, I., Kholil, M., Komunitas, A., Putra, N., & Fajar Blitar, S. (2024). *Digitalisasi Layanan Asesmen Konseling Berbasis Neuro-linguistic Programming dengan Model ADDIE di SMK Negeri 1 Kademangan Blitar*. 5(1). <https://doi.org/10.19105/ec>
- Saman, A., Umar, N. F., & Bakhtiar, M. I. (2022). *Asesmen Online Bagi Guru Bimbingan dan Konseling Kabupaten Barru*.
- Subhan, M., Suhaili, N., & Nirwana, H. (2021). Bimbingan Konseling Dan Implementasinya (Masalah Dalam Praktek Bimbingan Konseling Di Era Digital Dan Bagaimana Mengatasinya?).

- Sugiyono. (2016). *Metode Penelitian: Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sukatin, A. D., Siregar, D., & Indi Mawaddah, S. (2022). Bimbingan dan Konseling Dalam Pendidikan. *Bunayya: Jurnal Pendidikan Anak*, 8(2), 159–171.
- Sulistiana, Budi Wiyono, B., Imron, A., & Suriansyah, A. (2019). Total Quality Management Program Specific Guidance and Counselling Services in the State High School. In *International Journal of Innovation, Creativity and Change*. www.ijicc.net
- Winingsih, E. (2021). Potret Evaluasi Program Bimbingan Dan Konseling Di Sekolah Menengah Atas. *Counsellia: Jurnal Bimbingan Dan Konseling*, 11(1), 2477–5886.
<https://doi.org/10.25273/counsellia.v11i18670>
- Yarmis Syukur, Neviyarni, & Triave Nuzila Zahri. (2019). *Bimbingan Dan Konseling Di Sekolah*. IRDH Publish: Purwokerto