

The Implementation of Internet Website Strategy of Guidance and Counseling at University in Industrial 4.0 Content

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Abstract

Guidance and counseling are the process of providing assistance to individuals or groups of individuals at every age stage so that the supervisor can understand and direct himself in accordance with the norms and norms that exist in society so that the individual feels happy and effective in his behaviour and builds his welfare. Guidance is a process that provides assistance to individuals or groups of individuals at every age stage. This study was carried out with the goals of developing web-based social media advice, implementing guidance web pages, overcoming obstacles that have been encountered, and developing students' potential. The ADDIE development research technique was used for this study's data analysis, followed by an assessment of the obtained findings. There are 80 students enrolled at a university in North Sumatra, and 12 of those students have contributed to academic mentoring at the institution. Based on the number of students who utilize the internet as a tutoring service, there are 12 students who have contributed. According to the findings of internet-based online media about university assistance, the study sample consists of eighty different students.

Key Words: *Social Media, Developing ADDIE*

Abstrak

Bimbingan dan konseling adalah proses pemberian bantuan kepada individu atau kelompok individu pada setiap tahapan usia agar supervisor dapat memahami dan mengarahkan dirinya sesuai dengan norma dan norma yang ada di masyarakat sehingga individu tersebut merasa senang dan efektif dalam perilakunya. dan membangun kesejahteraannya. Bimbingan adalah suatu proses yang memberikan bantuan kepada individu atau kelompok individu pada setiap tahapan usia. Penelitian ini dilakukan dengan tujuan untuk mengembangkan saran media sosial berbasis web, menerapkan halaman web bimbingan, mengatasi kendala yang dihadapi, dan mengembangkan potensi siswa. Teknik penelitian pengembangan ADDIE digunakan untuk analisis data penelitian ini, dilanjutkan dengan penilaian terhadap temuan yang diperoleh. Ada 80 mahasiswa yang terdaftar di sebuah universitas di Sumatera Utara, dan 12 di antaranya telah berkontribusi dalam pendampingan akademik di institusi tersebut. Berdasarkan jumlah mahasiswa yang memanfaatkan internet sebagai layanan bimbingan belajar, ada 12 mahasiswa yang telah berkontribusi. Menurut temuan media online berbasis internet tentang bantuan universitas, sampel penelitian terdiri dari delapan puluh siswa yang berbeda.

Kata Kunci: *Media Sosial, Mengembangkan ADDIE*

Introduction

The era of industry revolution 4.0 is an opportunity in its own challenges for the Gold Generation in realizing projections about Indonesia Gold in 2045. The era of the industrial revolution 4.0 is an opportunity as well as a challenge for the Golden Generation in realizing the projection of Indonesia Golden 2045. The term "industrial revolution" refers to a movement in the manufacturing sector that integrates various forms of automation technology and cyber technology. People who are currently living in the millennial era are particularly fond of a separate trend that involves the rapid development of information technology that is unrestricted by both space and time. In today's information age, this trend is one that is loved by people who are currently living in this era. In contrast to the agricultural and industrial eras, the modern measurement of a nation's level of development is based on its population's capacity to use scientific knowledge in ways that boost overall production. A civilization that exhibits this trait is referred to as a knowledge-based society. Every nation is vying with one another to be the first to fully incorporate information and communication technology into every facet of national and state life in order to establish and foster a knowledge-based society.

The Preamble to Indonesia's Constitution from 1945 makes it clear that one of the goals of the Indonesian country is to ensure that its citizens have access to quality education. At the National Working Meeting in 2018, Sri Mulyani noted that the advancement of a nation to catch up with its backwardness relies on three aspects, namely infrastructure, the quality of institutions, and education. She also mentioned that these three factors are interconnected. One facet that is intimately connected to information and communication technologies is that of education. It is now common practice to use various forms of information and communication technology within the realm of educational institutions. The expansion of knowledge and capabilities in fields of science and technology is unrelenting. This has either a favourable or detrimental influence on individuals, particularly students or members of the generation that is often referred to as millennial for the

sake of future job development. In addition to this convenience, we are also faced with a negative impact, which is access to information that is very free, making it difficult for us to distinguish which information is true and which information is just fabricated. The positive impact is that it is easier and cheaper to access information that we receive from anywhere.

People are under a lot of pressure to keep up with technology in this day and age of increasing digitalization since it is such an integral component of the activities that are now taking place, particularly in the areas of education and professional advancement. Education is one area that is working to expand the role that technology plays as a support system in the process of helping students make better decisions about the occupations they will have in the future. Students are expected to be interested in and motivated to participate in the learning process while using a computer since it allows for the use of guidance services in addition to learning and has the potential to do so.

Students as a group of students in higher education units, who have a role in realizing national goals. Wulan and Abdullah (2014) revealed that students have a habit of delaying the completion of the thesis, where the thesis is one of the graduation requirements. In addition to these problems, the delay in studies seen by students completing studies of more than 10 semesters is also a problem faced by students. This is caused by students who have not adapted quickly to the academic culture in higher education, academic tasks are considered a difficult problem compared to when they were at the high school level (Raharjo, 2014). Regarding the accreditation of higher education institutions, the problem of students who do not graduate or graduate not on time is a benchmark for quality (Saifudin, 2018). Therefore, student assistance is an essential service, one of which is through academic guardianship services or academic guidance.

Academic advisory, as a service provided to students serves as a means of strengthening student participation, maintenance, and academic success. In addition, academic advisors function as a means of social integration in campus life (Fussy, 2018). Furthermore, for Fussy, academic guardianship is an institutional

interaction (professional advisors, lecturers) with students which aims to provide facilities for students to understand, develop, personal realization, education, better career choices, and guide students to utilize university resources to the fullest (Fussy, 2018). Academic advisors guide students to have appropriate fields of study or courses or courses, expected main learning outcomes, use learning resources at the university effectively and wisely, including meeting other academic requirements to improve academic achievement and keep one on track to graduate college. Academic guardianship is an essential element in higher education institutions related to the academic challenges and success of students in their academic and professional future.

It is everything that can be used to channel guidance messages that can stimulate students' thoughts, feelings, concerns, and willingness to understand themselves, direct themselves, make decisions, and solve problems they will face next. Guidance media with academic advisory lecturers are everything that can be used to channel guidance messages. Students will be more likely to be interested in guidance services, as well as learn more, retain what they have learned better, and enhance their performance in performing tasks in line with learning goals, if creative media is used in the classroom (Nursalim, 2013).

The advice service model that is largely still used on campuses in Indonesia is geared to the conventional guidance approach, often known as classroom guidance. This method positions academic supervisors as the dominant party in the guidance relationship. Conventional forms of media, such as guide boards and audio guides, continue to be the only ones through which information and services may be disseminated. The signboards, maps, posters, and campus display publications that make up the media may be thought of as the different forms.

Then, there is a need for media that is not only more applicable, but also can be seen and accessible by every student without compromising the amount of information included in the guidance material. Students won't have any trouble grasping the counseling message that's being sent to them, either. Therefore, it is

essential to have media that is well received by students and is not difficult for students to access.

Now that most kids have access to the internet, guidance counselors may perform their services without having to interact personally with students (Furlonger & Gecic, 2014). Similarly, pupils are able to get knowledge with a wide breadth from a variety of sources via the use of computers or the internet through cyberspace or cyberspace.

Because information and communication technology serve only as a medium in the execution of service programs and not as a purpose of service itself, its usage is limited to serving only as a medium for approaching, informing, promoting, advising, and a great deal more (Dowling and Rickwood, 2014). It is required of supervisors that they can perform the activities of operators and comprehend the functions and roles that technology plays in the performance of their duties in order to achieve good outcomes. It is envisaged that these abilities may be obtained in a very short period of time by participating in consistent individual and group training activities.

The process of offering support to people (students), which is referred to as guidance, may be carried out by a variety of different services. The provision of current services, in keeping with the spirit of the times, may be carried out not only face to face, but also via the use of currently available media or information technology. The objective is to maintain the provision of advice in ways that are more entertaining and not restricted to a particular location, while at the same time paying careful regard to the guiding principles and ethical code. Therefore, the process of providing guidance services has the ability to be carried out in a manner that is more effective and efficient in line with the capabilities of information and communication technology.

Therefore, the use of the global computer network that is the internet will be investigated as a potential medium for the development of a guide service. When the context of the problem that was discussed earlier is considered, the following problems become apparent: (1) Are the guidance services that are currently available

the best possible ones to assist students in expressing the difficulties they are encountering in the preparation of the thesis? (3) What forms of alternative media can optimize guidance services? (4) Is the internet a more effective medium for guidance services? (2) What efforts are made by academic guidance in dealing with the problems faced by students? (3) What forms of alternative media can optimize guidance services? (4) Is the internet a more effective medium for guidance services? (5) How can media for advisory services be built employing the internet as a resource? , (6) How does the provision of counselling services to pupils take place when the internet is used?

Challenges in this study are restricted to the creation of online media for the purpose of providing help to students at one of the public universities in North Sumatra. These problems are based on issues that are linked to the guidance services that are offered at universities.

When the context of the situation that was discussed before is taken into consideration, the issues that come up are as follows: (1) What are some best practices for utilizing the internet to create online media for use in guide services?, (2) How successful is the implementation of web media guidance for students at State University in North Sumatra? (3) How effective is the guidance web media in helping students at State University in North Sumatra overcome the challenges they face and develop their potential now that it has been completed?

Beginning with the definition of the researched issue, the following is a list of the goals that the researchers want to accomplish: (3) Seeing the effectiveness of web media guidance is able to overcome the problems experienced and develop the potential of students at public universities in North Sumatra. (1) Knowing how to develop guidance web media using the internet; (2) Knowing the implementation of guidance web media at public universities in North Sumatra; and (3) Knowing the implementation of guidance web media at public universities in North Sumatra. For the academic year 2021/2022, the purpose of this research is to collect data and information that can be observed in verifying the accuracy of the usage of guidance service media by leveraging the internet network for students attending public

institutions in North Sumatra. The theoretical benefits of this research are as follows: (1) The delivery of learning can be disseminated in a relatively short amount of time and can be accessed in various forms and without time limits; (2) Internet network media is expected to help students to express the difficulties they have experienced; (3) Media Guidance services making use of the internet network are expected to make a positive contribution to the world of education; (3) For researchers, as an encouragement to further improve their m; and (4) For researchers, as an encouragement to further improve their The Internet as a medium of guidance services that can be used as the main means in overcoming student problems is one of the practical benefits of this research. Another practical benefit of this research is that students can use this paper as a reference regarding the development of the internet and its role. in social life, the good and bad consequences of using the internet, particularly in the sphere of education, and as a reference to overcome the varied effects of internet usage in today's society. Internet so that there is no inappropriate use of the internet, (4) Education practitioners, particularly academic supervisors, may comprehend the significance of the internet as a means of work, (5) Guidance service media can be utilized as input on the use of the internet network.

Research Methods

This research will be carried out at a public university in North Sumatra in the 2021/2022 academic year. The time of the research was carried out from June to August 2021. The ADDIE model (Borg and Gall, 2003) was the methodology that was used to this study of the process of development. The following stages were taken: (a) Evaluation, evaluating the need for academic advising services via the use of the internet. This is accomplished by exploring student responses and input about the type of guidance services they have received up to this point, (b) Designing, planning the format or form of media services using the internet network, (c) Development, developing media with considerations for the effectiveness of technology, content, and services, and (d) Designing, planning the

format or form of media services using the internet network. ; and (e) Designing, planning the format or form of media services using the (d) Application, which refers to the implementation of the developed media; (e) Assessment, which refers to the evaluation of the developed media to determine how successful it is by the use of group testing; (small group trials, large group tests, comparing the developed media with forms of services that are carried out without service media).

Product trials are an essential phase in the process of acquiring a variety of information in the industry that is helpful in the development of high-quality goods. Also knowing whether the developed product is in accordance with the wishes of product users or not, without testing the resultant product will have deficiencies, including the following: (a) disappointing because the product does not meet user needs; (b) there are materials/displays that are either missing or not necessary, but there is no opportunity for feedback to be revised later on.

In this trial, it is explained the trial design, the test participants, the devices for data collection, and the analysis of the results. It is necessary to conduct tests on products that have been generated in the early stages in order to get data on the quality of the media that has been developed for guidance services to be provided to students at universities. The results from the trials were reviewed and used as the foundation for consideration in the process of improving and refining the product. It has been verified in the past by subject matter and media specialists, and it is anticipated that the product trial will be able to assess both the empirical and theoretical aspects of product quality. The purpose of the material expert review is to establish whether or not the material that has been created follows the norms of preparation in line with the fundamental competencies. The purpose of the media expert evaluation is to establish whether or not the multimedia that has been created is suitable for usage.

In the context of this development, the data collecting instrument also functions as an evaluation instrument to evaluate the product that has been generated. The following is a list of the devices that were used in this investigation in order to gather data: The following types of questionnaires were used as research

instruments in this study: (1) a student questionnaire, (2) a questionnaire for expert advisers, and (3) a questionnaire for media (IT) experts. The first questionnaire was used to collect student responses regarding the ease of use of media, the quality of available information, a sense of comfort in expressing the problems that were encountered, the length of time required to get responses from academic supervisors, the form of information that was available in the media, and the quality of communication that was provided. All of these questions were asked in the first questionnaire.

The academic supervisors and media experts who were sent questionnaires were asked to respond to questions concerning the problem-solving methods contained in the media, the steps for the implementation of Guidance, and the form of problem-solving. The questionnaires also asked for responses regarding the degree to which the principles of computer information technology were utilized in guidance services.

Result and Discussion

a) Results

The steps of the procedure that are carried out to put into action the creation of guiding service media are as follows: In the first step of this development activity, a needs analysis will be carried out at one of the public universities in North Sumatra during the academic year 2021/2022. This will involve the distribution of questionnaires to sixty students at the university. Prior to this, socialization will be carried out in which the definitions and benefits of academic guidance service media will be outlined. This will ensure that respondents have an overview of the statements that will be included in the distributed questionnaire. The first week of June 2021 was spent carrying out the responsibilities associated with this activity. It was discovered, based on the findings of the questionnaires that were distributed, that 100% of students stated that they needed guidance service media as part of the guidance process so that guidance activities could be carried out and carried out

more effectively than having to do face-to-face with academic supervisors at the university. This information was discovered.

The following is a list of the components that make up the presentation that can be found on the guidance website: (a) instructions that explain the systematic use of IT (website) guidance; (b) consulting services that allow all students who have registered to become members to consult anywhere and at any time; (c) an agenda that contains information about the closest activities that will be carried out at a university at one of the public universities in North Sumatra in the 2021/2022 academic year; and (d) an interesting photo gallery.

Following the first media for the product website that has been produced is done so in order to get comprehensive data that is afterwards used as material for product updates. To produce a guidance website product that is used for students at a public university in North Sumatra, some aspects that become material for product revision include several components, specifically: feasibility, presentation, graphics, and language. This product is used for the students at the university. The steps of product testing are carried out in the following manner: (1) material expert validation, (2) media expert validation (3) The first version of the modification, (4) The individual or one-on-one assessment (5) analysis (6) The Second Round of Revision, (7) The Evaluation of the Small Group, (8) analysis (9) assessment of the results of the field experiments, (10) investigation, and (11) finished product The product's efficacy will be evaluated after the completion of this final product.

The determination of the outcomes of the analysis conducted by content experts and online media specialists on each component of the overall evaluation is accomplished by computing the average score obtained in each category. Following the completion of the evaluation, the findings were examined in order to establish the practicability of having an extension made for the website. The following is a description of the average proportion of the findings from the evaluation carried out by subject matter experts and media experts on advice websites:

Table 1. Average Percentage of Assessment Results on Media Guidance Website by Media Experts

| No | Categories | Average Percentage | Criteria |
|---------------|------------------------------|--------------------|-----------|
| 1 | Programming aspect | 81% | Good |
| 2 | Video aspect | 84% | Good |
| 3 | Consultation service aspects | 80% | Good |
| 4 | Usability aspect | 90% | Very Good |
| 5 | Design aspect | 90% | Very Good |
| Average score | | 85% | Good |

Media experts assess the guidance website media based on five aspects, namely programming, video, consulting feasibility, usability and design, which show an average percentage of 81% on the programming aspect, 84% on the video aspect, 80% on the aspect of consulting services, 90% on the usability aspect and 90% on the design aspect. Overall these 5 aspects are included in the "Good" category, which means that the guidance website media can meet the demands of guidance needs. The average percentage of material expert research results is shown in Figure 1 in the following bar chart:

Picture 1. Empowerment Score Chart Diagram of Guidance Website Media

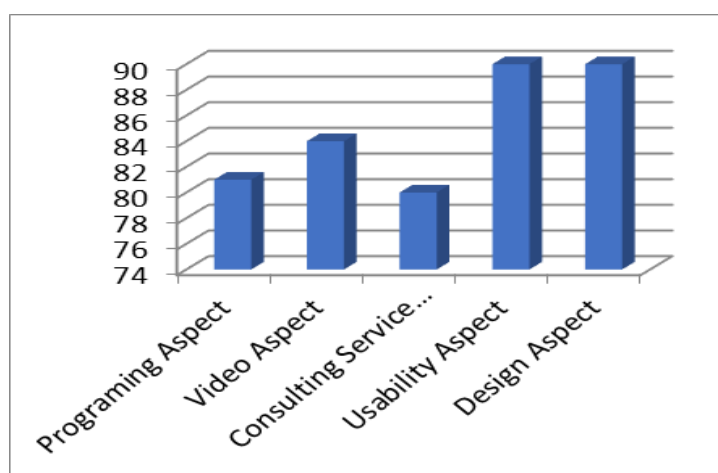
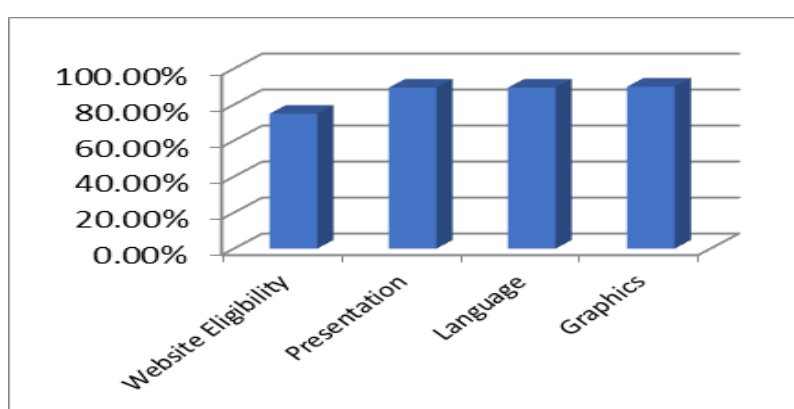


Table 2. The Percentage of Assessment Results on Media Guidance Website in Material Experts

| No | Categories | Average Presentation | Criteria |
|---------------|---------------------|----------------------|-----------|
| 1 | Website Eligibility | 75% | Good |
| 2 | Presentation | 89.5% | Very Good |
| 3 | Language | 89.5% | Good |
| 4 | Graphics | 90% | Very Good |
| Average score | | 86% | Good |

In table 2 the material expert evaluates the website guidance media strategy based on four aspects, namely the website feasibility aspect, presentation aspect, linguistic aspect and graphic aspect. The average percentage of each assessment is 86.00% on the website feasibility aspect, 89.5% on the presentation aspect. , 89.5% in the linguistic aspect, and 90.00% in the graphic aspect, overall included in the "Good" category, which means that the guidance website media can meet the demands of guidance needs. The average percentage of material expert assessment results can be seen in Figure 2. Below:

Picture 2. Empowerment Score Bar Diagram of Counselling Guidance Website Media Bar



Based on the research that has been done on the guidance service using the website, it was found that the score of the student guidance results from 80 respondents with the frequency in table 3 as follows:

Table 3. Frequency of Results of Guidance Using Website Media

| No | Categories | Frequency | Percentage |
|-------------|-------------------|-----------|------------|
| 1 | Interest: | | |
| | Interested | 72 | 90% |
| | Is not Interested | 8 | 10% |
| Total score | | 80 | 100% |
| 2 | Use: | | |
| | Use | 68 | 85% |
| | Do not Use | 12 | 15% |
| Total score | | 80 | 100% |

In one of the public universities in North Sumatra, there was an increase in the percentage of students who had attended junior high school guidance before the existence of web media as a means for students to get guidance services by means of face-to-face guidance. This means that students are required to meet with academic supervisors and discuss problems in person directly. In the course of the previous month, beginning in June 2021 and continuing through August 2021, a total of 567 students at the university, of which only ten students out of the total students (1.76 percent) went to the academic supervisor to consult with them about the challenges they were encountering with their assignments and final assignments. However, as a result of the research and development that went into website media as a way for students to acquire guidance services, there are now extra students that use the online media in a constructive way.

After the researcher had socialized the use of the website, particularly to the students, and registered each student as a member or membership on the website, the researcher assumed that the students would be very interested in using the website, and indeed, the students did appear to be very interested in using the website. The percentages of students who have utilized various forms of online media as a guidance service are broken down by both the number of students and the sorts of issues they face below.

Table 4. The Frequency of Students in Using Web Media

| No. | Initials Student Name | Consultation Date | Consultation Contents |
|-----|-----------------------------|------------------------------|---|
| 1 | SF | 2 nd June 2021 | Video statement displayed on the website |
| 2 | AD | 13 th June 2021 | Would like to meet with the academic counsellor for doing consultation regarding problems that arise. |
| 3 | FM | 8 th August 2021 | Problems with friends (Bullying problems for parents) |
| 4 | KP | 12 th August 2021 | Problems with classmates |
| 5 | FG | 20 th August 2021 | Problems with subject of academic counsellor |
| 6 | PT | 20 th August 2021 | Sustainability of the students' university |
| 7 | SW | 21 st August 2021 | Desire to quit university |
| 8 | KJ | 25 th August 2021 | Problems as class students |
| 9 | HKH | 28 th August 2021 | Effective learning tips |
| 10 | BO | 28 th August 2021 | Feeling depressed in students |
| 11 | MR | 29 th August 2021 | Problems of students with their parents |
| 12 | AS | 29 th August 2021 | There are issues with some of the children's instructors, who the youngsters do not like. |

b) Discussion

Following the steps outlined in the method, the building of the website for the media advice service is carried out. As a consequence of further development, a designated expert will either carry out due diligence or validate the results of the work. The feasibility of continuing field tests with the guiding media product was determined to have been established based on the findings of the validation that was carried out. The design requirements of the newly constructed website for the

media have been satisfied, as determined by the media development standards and website strategies.

The purpose of this study into product development is to build a product in the form of a website media that can be utilized to make the guiding process more effective. Aspects were modified and improved based on the results of data analysis and experiments, in addition to feedback from subject matter experts, guidance website media specialists, and students who use this guidance website media. Its purpose is to investigate some of the most universal aspects of the process of generating a product. The value of the variable representing online learning material is above and beyond satisfactory on average. The programming elements, video aspects, consulting service aspects, usability aspects, and design features of the learning website's media strategy are evaluated in this study.

The responses to the questionnaire that were sent to the website that provides expert assistance on websites received a response of 86% that the website media may be used because it had satisfied the standards and requirements for website media creation. In the meanwhile, the website design specialists provided score of 87.1 out of 100, it is indicating that the website media may be used effectively since it has been developed in such a manner and adheres to criteria for website design. The material experts on the website responded favorably to the media on the website 83% of the time, indicating that it is appropriate for usage since the website provides content and delivery requirements that are up to par with the standards for communicating with students. When one considers the guidelines and evaluation criteria presented by Sugiono (2010:257), one can reach the conclusion that the data presented above demonstrate that the utilization of website media is more effective in improving students' guidance. This can be done by saying that the data proves that the use of website media is more effective.

According to the findings of the study on data processing that was carried out, the typical outcome of the website advice that was provided to pupils was a score of 12.1 or (80.6%). While the direction is presented without making to use of the material on the learning website amounts to 10.8 or (71.7%). These findings

demonstrate that the advice media website under consideration is both practicable and efficient for use in the process of enhancing consulting activities.

Students are able to more easily comprehend the guidance when the guidance website media is utilized. This is because the utilization of the guidance website media makes it simpler for students to guide and vent, which ultimately results in each student no longer having difficulties in finding solutions to problems. In addition, the material found on the internet is highly useful in the sense that it can be accessed by students at any time in order to get direction.

The study on the production of website media and evaluating the efficacy of this product has a number of restrictions, including the following: (1) website media product testing is carried out in a restricted trial with a sample of eighty students in 2021/2022. Because the research did not make use of extensive testing, it is possible that the findings might still be influenced by a number of other variables. Because of this, the sample that is used in the study has to be representative in order for the findings of the research to be applicable more broadly. (2) the restrictions placed on the production of online material by the equipment and infrastructure available, particularly the video facilities that are controlled by academics. This will at the very least make it more difficult for researchers to create website media, (3) the preparedness of students to participate in website media that is distinct from the direct guidance media they typically complete during guidance. The un-readiness of these pupils may be remedied by creating a website dedicated to advice and making it available to them so that it can be utilized as a tool to help them solve the challenges they are experiencing.

Conclusion

The following is a conclusion that can be drawn based on the findings and discussion of the study that has been conducted on the topic of the creation of the media for the website of the guidance service: (1) The students have a significant and pressing need for the establishment of the advice website media in order to carry out consultations. The search results from the distributed questionnaires

found that 100% of students stated that they required a guidance website media so that it could be used as a more effective means of consultation without the necessity of meeting face-to-face with the guidance teacher, and these results were found. (2) The following were produced based on the findings of the validation performed by subject matter experts on the guidance website: a) the suitability of the website is considered to be good, with an average percentage of 78.5%, b) the feasibility of the presentation is considered to be very good, with an average percentage of 92.5%, and c) the linguistic feasibility is considered to be good, with an average percentage of 87.5%. (d) With a proportion of 90%, the practicality of the graphic is regarded as being extremely excellent. It was determined, on the basis of the findings of the material expert validation, that the media on the guidance service website met all of the requirements very well 87.1%, (3) The findings of the media expert validation on the developed guidance service website media were as follows: (a) the feasibility of the programming aspect was considered good with an average percentage of 81%, (b) the feasibility of the video aspect is considered good with an average percentage of 84%, (c) the feasibility of the service consulting aspect is considered good with an average percentage of 80%, and (d) the feasibility of the user interface was considered good with an average percentage of 80%. (4) The conclusion reached based on the findings of the individual tests was that the advice website media should be included in the good criterion. 81% is on the programming aspects, 84% is on the video aspect, 80% is on the consulting elements, 90% is on the usability aspects, and 90% is on the design aspects, so that they are viable to use and develop in the process of learning. (5) The results of the exam, according to the replies of the pupils In the field trials, it was found that the frequency of students who showed interest in using the website media for guidance services was 56 students (70%). Additionally, it was found that these students used or made use of the website media as many as 65 students or (81.1%) prior to the media website socialization.

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