

## The development of an android-based classical guidance and counseling service application for junior high schools

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**Abstract.** *This study aims to (1) describe the needs for the development of an Android-based classical guidance and counseling service mobile application in 5 schools in Pujananting District, (2) describe the prototype of an Android-based classical guidance and counseling service mobile application, and (3) determine the level of validity of an Android-based classical guidance and counseling service mobile application. The validity testing was conducted by a content expert and a technology expert to ensure the utility, accuracy and feasibility of the application. The study was conducted by adapting to the stages of Research and Development by Borg and Gall. Data were collected using observations, interviews, and questionnaires, and were analyzed using qualitative and quantitative data analysis. The results showed that (1) the Android-based classical guidance and counseling service application needed to be developed in 5 junior high schools in Pujananting District to facilitate students in receiving online counseling services, (2) the prototype of application through planning and developing early product as well as validity testing was found to have high levels of utility and feasibility, (3) the Android-based classical guidance and counseling and service application was useful, feasible and accurate as a media to provide online classical guidance and counseling guidance services.*

**Keywords:** *Android, Application; Classical Guidance and Counseling*

**Abstrak.** Tujuan penelitian ini (1). Untuk mengetahui gambaran kebutuhan pengembangan aplikasi layanan bimbingan konseling klasikal berbasis *android* di 5 sekolah yang ada di Kecamatan Pujananting. (2). Untuk mengetahui prototipe aplikasi layanan bimbingan konseling klasikal dan (3). Untuk mengetahui tingkat validitas aplikasi layanan bimbingan konseling klasikal yang berbasis *android*. Validasi aplikasi ini dilakukan oleh 2 orang ahli yaitu ahli isi materi layanan bimbingan konseling dan ahli teknologi untuk melihat kegunaan (*utility*), ketepatan (*accuracy*) dan kelayakan (*feasibility*). Penelitian ini berdasarkan tahapan penelitian pengembangan Borg dan Gall. Teknik Pengumpulan data yaitu observasi, wawancara, dan angket dan analisis data menggunakan analisis data kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa (1) Gambaran kebutuhan layanan bimbingan konseling berbasis *android* di 5 SMP di Pujananting perlu dikembangkan untuk membantu siswa menerima layanan bimbingan konseling secara daring, (2) Prototipe aplikasi layanan bimbingan konseling klasikal berbasis *android* melalui perencanaan pengembangan produk, produk pengembangan awal, dan uji validasi produk menunjukkan aplikasi ini telah memiliki tingkat kegunaan dan kelayakan yang baik untuk digunakan, (3) Berdasarkan hasil uji kelompok kecil oleh guru bimbingan konseling dan siswa dapat disimpulkan bahwa aplikasi layanan bimbingan konseling klasikal berbasis *android* ini telah sesuai, layak dan diterima sebagai media untuk memberikan layanan bimbingan konseling klasikal secara daring

**Kata Kunci :** Android, Aplikasi, Bimbingan Klasikal

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## INTRODUCTION

Today's technological advancements have not eliminated the role of school counselors. In fact, their role is becoming increasingly needed in providing optimal service to all students, both those with problems and those without problems. The main task of school counselors is to help achieve national education goals (Aqib, 2020). This is stated in the guidance and counseling guidebook published by the Ministry of Education and Culture in 2020. The guidebook contains the direction for implementing Permendikbud No. 111 Year 2014. It is further explained in the guidebook that the specific aim of guidance and counseling services is to help counselees achieve optimal self-development, independence, success, well-being and happiness in their lives (Purwaningsih, 2021).

According to (Noya & Salamor, 2020), one of the responsibilities of school counselors is to educate students in order to help them develop optimally in accordance with the stages of development. School counselors must regard personal, social, learning and career aspects of each student in conducting guidance or providing services. Service according to (Gozali, 2020) is an activity provided to counselees based on the results of a needs analysis through needs assessment activities, while guidance according to (Anwar, 2019) is a process of providing assistance to individuals which is performed directly through activities that administer understanding, management, and direction, and that focus on development. The components of Guidance and Counseling Service consist of four service areas, namely (1) basic services, (2) individual specialization and planning services, (3) responsive services, and (4) system support services. In providing basic services, one of the strategies used is classical services, which refer to guidance service given to students in a face-to-face session in the classroom in order to help them develop their potential to the fullest. Classical guidance service aims to help students or counselees develop their potential (Sintia et al., 2022).

School as a place to study not only broadens students' knowledge, but also improves student behavior in order to produce students with good characters and achieve national education goals. This is in line with the Law No. 23 of 2003 concerning the National Education System, stating that education is a

conscious and planned effort with the aim of creating an atmosphere and a teaching and learning process in which students can actively develop their potential in order to have religious spiritual strength, intelligence, self-control, noble character, and skills needed by the students themselves, the society, the nation and the country (Ilham, 2019). classical guidance services are provided in a programmed, scheduled, structured and regular fashion to all students or counselees.

Classical guidance services are provided in class with RPLK-based material and with activities designed to allow interactions between the school counselors and students or counselees and to stimulate the learning process between counselees (Nurlina, 2018). School counselors design programs by adapting service service or supporting materials to students' needs or problems of students, establishing the goals and results to be achieved, determining the targets of the activities, as well as preparing materials, material sources, and personnel related to their respective roles (Noya & Salamor, 2020). The further step is to determine the methods, techniques, media and tools that suit to the type of service and the time of service implementation (Naqiah, 2021).

Students who disincline to express their problems to the school counselor may be caused by the absence of students' privacy and calmness in the counseling room. Thus, the school counselor occupies a vital role in approaching these reserved students when providing guidance and counseling services (Ridha, 2019).

According to (Mansyur & Kusuma, 2019), classical guidance has a considerable influence in the implementation of guidance and counseling services. The objectives and benefits of classical guidance according to (Fitriyanti et al., 2022) include planning study completion, guiding students' career development and life in the future, developing students' potential and strengths optimally, assisting in adaptation to the environment, as well as helping students solve learning problems to achieve success and learning goals.

In providing guidance and counseling services, a school counselor is required to be able to use and develop guidance and counseling media, especially those based on information and communication technology or commonly abbreviated as ICT (Arsyad, 2011).

Breaththroughs in guidance and counseling must be made considering that students are now in a digital world that always develops rapidly. As a result, guidance services, especially classical guidance services which were previously given conventionally, can now be delivered online (Kamalia et al., 2020)).

One of the technologies created by humans and extremely close to their lives is a smartphone using both the Android and iOS-based systems. The use of Android-based smartphones is essential in the world of education, especially in the process of delivering guidance and counseling services. This is very important to keep abreast of the times (Fadhilah et al., 2021). Prior to the existence of Android-based smartphones, classical guidance service services were delivered directly in the classroom. However, some students were not enthusiastic about participating in the service because the service method was still monotonous and the media used in delivering the service in the classroom were still lacking. Based on a study by (Pujiyanti, 2018), there was a school in Semarang that delivered guidance and counseling services through Facebook. The services focused on providing career information to students to help them become more aware of career choices.

Based on the results of the preliminary study conducted in five schools in Pujananting District, Barru Regency, it was found that the implementation of guidance and counseling services, especially classical guidance services at these schools, was still not optimal due to limited guidance and counseling books and restricted use of modern technology-based media by the school counselors, resulting in poor students' understanding of guidance and counseling services. On December 15, 2020, the Barru Regent's regulation number 43 was issued concerning the use of a new nomenclature for public elementary schools (SDN) and public junior high schools (SMPN) in Barru Regency. As a result, the names of the public junior high schools where the current research was conducted changed their names from SMPN 1 Pujananting to UPTD SMPN 27 Barru, from SMPN 2 Pujananting to UPTD SMPN 28 Barru, from SMPN 3 Pujananting to UPTD SMPN 29 Barru, from SMPN Satap 4 Pujananting to UPTD SMPN Satap 30 Barru, and from SMPN Pujananting Satap 5 to UPTD SMPN 31 Barru.

The five schools mentioned above were chosen to be the research locations because they

encountered the same problem in providing guidance and counseling services, which were still very limited due to the lack of media or guidance and counseling books, especially those related to the application-based classical guidance and counseling services. The problem occurred even though they had had internet connection at the schools, either using the Telkomsel network or by subscribing to Wi-Fi networks. The data obtained from the preliminary study found that many students already had Android-based cellphones. Thus, it is highly possible that a model for Android-based classical guidance and counseling services could be developed.

In particular, this study was conducted to:

1. describe the needs to develop the Android-based model of classical guidance services in public junior high schools in the district of Pujananting
2. design and develop a classical guidance service model using Android-based smartphones to help teachers provide and students receive guidance and counseling services in junior high schools in Pujananting District, Barru Regency
3. determine the validity level of the Android-based model of classical guidance services at the junior high school level in Pujananting District, Barru Regency.

## METHOD

This study was conducted based on the Borg and Gall research and development procedure (Sugiyono, 2019), which consists of 10 stages. However, this study only adopted six stages due to the time and financial constraints. The 10 research and development stages that follow the Borg and Gall procedure are as follows:

Preliminary research and information collecting

1. Planning
2. Early product development
3. Preliminary field testing (expert validation)
4. Revision I
5. Small group testing
6. Revision II
7. Large group testing
8. Final product revision
9. Product implementation

Research and Development is a research method that develops and tests products in the world of education (Sugiyono, 2019). In this study, the researchers developed a product, which was an

Android-based guidance and counseling service amobile application that was focused on classical guidance services for students at SMP Pujananting. The steps to conduct the study were as follows:

1. Initial analysis of the product to be developed
2. Planning
3. Early product development
4. Expert validation and revision
5. Revision I
6. Small group testing

The study was conducted on five public junior high schools (SMPN) in Pujananting District. The subjects of the study were five school counselors and ten students from SMPN in Pujananting District in, Barru Regency.

Data were collected using observations, interviews, questionnaires, and documentation.

The questionnaires were validated by two experts: one classical guidance and counseling expert and one IT expert.

Data were analyzed using content analysis and descriptive analysis to describe the validity of the application being developed. Qualitative data were analyzed using content analysis by classifying the data obtained from the experts into responses, suggestions, and criticism to be used later to revise the media at the early stage. Meanwhile, the feedback from the school counselors were used to revise the media at the final stage.

On the other hand, quantitative data obtained from the questionnaires were analyzed using statistic descriptive analysis with the criteria that can be seen in the following table.

Table 3.2 The criteria of the classical guidance service application

No	Score Range	Category
1	$Mi + 1.50 Sdi < X \leq Mi + 3 Sdi$	Very Feasible
2	$Mi < X \leq Mi + 1.50 Sdi$	Feasible
3	$Mi - 1.50 Sdi < X \leq Mi$	Less Feasible
4	$Mi - 3 Sdi < X \leq Mi - 1.5 Sdi$	Not Feasible

Description

$Mi$  = (Ideal average)

$Sdi$  = (Standard Deviation)

$Mi = 1/2$  (The highest ideal score + the lowest ideal score)

$Mi = 1/6$  (The highest ideal score - the lowest ideal score)

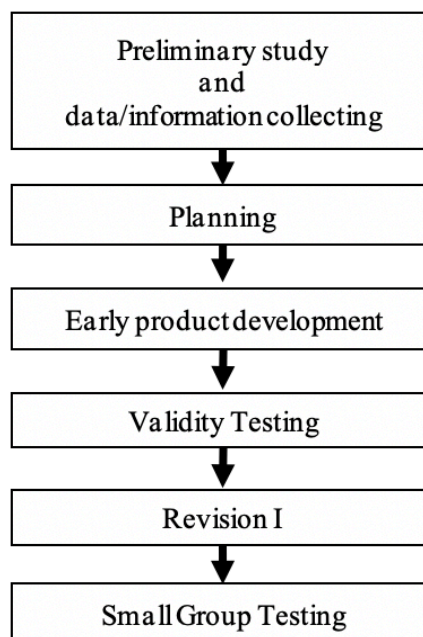


Figure 3.1 Research Procedure

## RESULTS AND DISCUSSION

The results of the study are presented in three parts: (1) the description of the needs to develop an Android-based classical guidance and counseling service mobile application at five schools in Pujananting District, (2) the prototype of the Android-based classical guidance and counseling service mobile application, and (3) the validity of the Android-based classical guidance and counseling service mobile application. Validity testing was performed by a guidance and counseling expert and an IT expert to determine the utility, accuracy and feasibility of the application.

### 1. Description of the Needs to Develop of an Android-Based Classical Guidance and Counseling Service Mobile Application for Junior High Schools in Pujananting District in Barru Regency

At the initial stage, the information and data about the development of an Android-based mobile application to provide classical guidance services in five SMPN in Pujananting District were collected. Needs assessment was conducted for information and data collection. As stated by (Wahid & Sholehah, 2022), the needs assessment was conducted to determine the level of needs of students and school counselors towards the development of the Android-based classical guidance and counseling service mobile application to help students receive and school counselors to provide classical guidance services.

The needs assessment was carried out through observations, interviews and questionnaires on the school counselors and the

seventh-grade students in five junior high schools in Pujananting District. The questionnaires were given to five school counselors and ten students. The interviews and questionnaires were carried out on 2-7 September 2021, while preliminary observations had been conducted from 26 November to 22 December 2020.

The results of observations and interviews showed that:

1. The school counselors did not use existing media to provide classical guidance services, especially Android-based smartphones even though their schools had either Wi-Fi or cellular internet connection.
2. The school counselors at SMPN in Pujananting District needed an application that can facilitate the online-based delivery of services using a smartphone to increase student's interest in receiving classical guidance services.
3. Unscheduled classical guidance services made students unenthusiastic, especially when there was no use of media to attract students.

The results of questionnaires distributed to the school counselors at UPTD SMP Negeri 27 Barru (SMP Negeri 1 Pujananting), UPTD SMP Negeri 28 Barru (SMP Negeri 2 Pujananting), UPTD SMP Negeri 29 Barru (SMP Negeri 3 Pujananting), UPTD SMP Negeri Satap 30 Barru (SMP Negeri Satap 4 Pujananting) and UPTD SMP Negeri Satap 31 Barru (SMP Negeri Satap 5 Pujananting) can be seen in the table below.

**Table 4.1** The results of the needs assessment on the school counselors about the development of the classical guidance service application

Respondent	Item Number							Total
	1	2	3	4	5	6	7	
School Counselor 1	4	4	3	4	4	4	4	27
School Counselor 2	4	3	4	4	4	4	3	26
School Counselor 3	4	3	4	3	4	3	4	25
School Counselor 4	3	4	4	4	3	4	4	26
School Counselor 5	3	4	3	4	4	4	3	25
Total								129

**Table 4.2** The criteria of the needs for the development of the classical guidance service application

No	Score Range	Category
1	$Mi+1.50 \leq X \leq Mi+3$ Sdi	Very necessary
2	$Mi < X \leq Mi+1.50$ Sdi	Necessary
3	$Mi - 1.50 < X \leq Mi$	Less necessary
4	$Mi-3 \leq X \leq Mi-1.5$ Sdi	Not necessary

Mi = 17.5 (Average)

Sdi = 3.5 (Standard Deviation)

As shown in Table 4.1 above, the score of the first school counselor was 27, the second counselor 26, the third school counselor 25, the fourth school counselor 26, and the fifth school counselor 25.

These results suggest that the needs for a classical guidance service application fell into the very need category. Thus, the five school

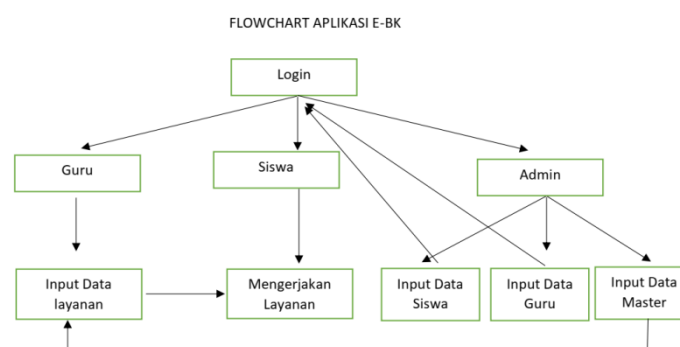
counselors in Pujananting District really needed the application. The needs assessment was also conducted on students to discover the students' needs for the classical guidance service application. The results are presented in the table below.

**Table 4.3** The results of the needs assessment on the students about the development of the classical guidance service application

Respondent	Item Number									Total
	1	2	3	4	5	6	7	8	9	
1	4	3	4	4	4	3	4	4	3	33
2	4	4	3	4	4	4	4	4	4	35
3	4	3	4	4	4	4	4	3	4	34
4	3	4	4	3	3	3	4	4	4	32
5	4	4	4	3	4	3	4	4	3	33
6	3	4	4	4	4	4	3	3	4	33
7	3	4	4	4	3	4	4	3	4	33
8	4	4	3	4	4	3	4	4	4	34
9	4	3	4	4	4	3	4	4	4	34
10	4	4	3	3	4	4	3	4	4	33
<b>Total</b>										<b>334</b>

**Table 4.4** The criteria of the needs for the development of the classical guidance service application

No	Score Range	Category
1	$Mi + 1.50 \text{ Sdi} < X \leq Mi + 3 \text{ Sdi}$	Very necessary
2	$Mi < X \leq Mi + 1.50 \text{ Sdi}$	Necessary
3	$Mi - 1.50 \text{ Sdi} < X \leq Mi$	Less necessary
4	$Mi - 3 \text{ Sdi} < X \leq Mi - 1.5 \text{ Sdi}$	Not necessary



**Figure 4.1** Flowchart Application E-BK

The results of the needs of assessment for the classical guidance service application among students from five SMPN in Pujananting District showed that respondent 2 gave a score of 35, respondents 3, 8 and 9 gave 34, respondents 1, 5, 6, 7 and 10 gave 33, and respondent 4 gave 32. Based on the responses of

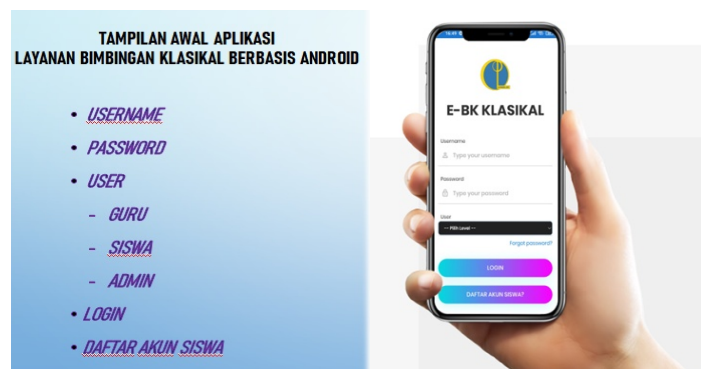
the questionnaires given by the students, it can be assumed that the the students, especially the seven graders, really needed the application to obtain online classical guidance services during the Covid-19 pandemic. In addition, educational transformation will motivate students to learn because they now live in the digital world.

## 2. The prototype of the Android-based classical guidance and counseling service mobile application

The Android-based classical guidance and counseling service mobile application was designed using the PHP programming language with the CodeIgniter 3 Framework and using the Java programming language version 12 built using Android Studio. This application was installed on an Android-based smartphone to allow it to run properly and to be accessed anywhere and anytime online (realtime).

This application was created to help school counselors provide online classical guidance services and also facilitate students to receive

guidance and counseling services anytime about personal-social lives, studies and future careers. The final stage of the development of the application was called post-development, in which the application was ready to use and the IT and content experts performed validity testing so that it could be accepted even though it was still a small group testing in 5 schools in Pujananting District and was limited to grade 7 students considering the researchers' constraints. This application could be shared directly through WhatsApp in the form of a link and installed on students' Android-based smartphones. The use of the application by the administrator, teachers and students is illustrated in the flowchart below.



**Figure 4.2** The use of the Android-based classical guidance and counseling service application by the administrator, teachers, and students

To access the application, the user must log in by clicking the teacher, student or admin option. Teachers and students can login if they have previously registered as either a teacher or student and have been approved by the admin. The admin for this application is the researchers. If the user logs in as a teacher, they will find the types of guidance, guidance materials, student assignments and exams on the application menus. Meanwhile, if the user logs in as a student, they will find types of services, service materials, assignments from the teacher and exams on the application menus and notifications will appear on the dashboard display. If the admin logs in, they will find a master menu as user management that manages the content of the Android-based classical guidance and counseling service mobile application.

## 3. The validity testing of the Android-based classical guidance and counseling service mobile application by the experts

In order to create an application that can be used to assist guidance and counseling services in schools, especially online-based

counseling services, validity testing need to be performed to ensure the utility, feasibility and accuracy of the application. The validity testing was conducted on the information and technology as well as the content or material of the application. The Scoring Criteria In each question item, the score ranged between 1-4. The scores indicated the following meanings:

1. Unclear/inaccurate/impractical/not large/not necessary/not useful/not important
  2. Less clear/less accurate/less practical/less large/less necessary/less useful/less important
  3. Clear/accurate/practical/large/necessary/useful/important
  4. Very clear/very accurate/very practical/very large/very necessary/very useful/very important
- The following are the results of the acceptability assessment conducted by the experts, starting from the utility testing, followed by the feasibility testing and lastly, accuracy testing.

### 1. Utility testing

The results of the utility testing can be seen in the table below.



**Table 4.5** The results of the utility testing on the classical guidance service application by expert 1 and expert 2

Respondent	Item Number								Total
	1	2	3	4	5	6	7	8	
Expert 1	4	4	4	4	4	4	4	4	32
Expert 2	3	3	3	3	4	4	3	3	26
Total									58

**Table 4.6** The criteria of the utility testing on the classical guidance service by expert 1 and expert 2

No	Score Range	Category
1	$Mi+1,50 \text{ Sdi} < X \leq Mi+3 \text{ Sdi}$	Very useful
2	$Mi < X \leq Mi+1.50 \text{ Sdi}$	Useful
3	$Mi -1.50 \text{ Sdi} < X \leq Mi$	Less useful
4	$Mi-3 \text{ Sdi} < X \leq Mi-1.5 \text{ Sdi}$	Not useful

The results of the utility testing showed that most of the scores were 3 and 4, in which score 3 indicated clear, accurate, practical, large, necessary, useful and important, while score 4 indicated very clear, very accurate, very practical, very large, very necessary, very useful and very important. Expert 1, Suciani Latif, S.Pd., M.Pd. as the guidance and counseling expert, gave a total score of 32, while Expert 2, Dr. Citra Rosalyn Anwar, M.Si. as the IT

expert, gave a total score of 26. The scores by the experts suggest that the Android-based classical guidance and counseling service mobile application is useful for teachers in providing and for students in receiving online classical guidance services.

## 2. Feasibility testing

The results of the feasibility testing are presented in the table below.

**Table 4.7** The results of the feasibility testing on the classical guidance service application by expert 1 and expert 2

Respondent	Item Number						Total
	1	2	3	4	5	6	
Expert 1	3	3	3	4	3	4	20
Expert 2	3	3	3	3	3	4	19
Total							39

**Table 4.8** The criteria of the feasibility testing on the classical guidance service application by expert 1 and expert 2

No	Score Range	Category
1	$Mi+1,50 \text{ Sdi} < X \leq Mi+3 \text{ Sdi}$	Very Feasible
2	$Mi < X \leq Mi+1.50 \text{ Sdi}$	Feasible
3	$Mi -1.50 \text{ Sdi} < X \leq Mi$	Less Feasible
4	$Mi-3 \text{ Sdi} < X \leq Mi-1.5 \text{ Sdi}$	Not Feasible

The results of the feasibility testing by two experts showed that most of the scores were 3 and 4, in which score 3 indicated clear, accurate, practical, large, necessary, useful and important, while score 4 indicated very clear, very accurate, very practical, very large, very necessary, very useful and very important. Expert 1, Suciani Latif, S.Pd., M.Pd. as the

guidance and counseling expert, gave a total score of 20, while Expert 2, Dr. Citra Rosalyn Anwar, M.Si. as the IT expert, gave a total score of 19.

The scores given by the experts suggest that the Android-based classical guidance and counseling service mobile application is very feasible for teachers and students in having online classical guidance services.



## 3. Accuracy testing

The results of the accuracy testing are shown in the table below.

**Table 4.9** The results of the accuracy testing on the classical guidance service application by expert 1 and expert 2

Respondent	Item Number						Total
	1	2	3	4	5	6	
Expert 1	3	3	3	3	3	4	19
Expert 2	3	3	3	3	4	4	20
Total							39

**Table 4.9.1** The criteria of the accuracy testing on the classical guidance service application by expert 1 and expert 2

No	Score Range		Category
1	$Mi+1,50 Sdi < X \leq Mi+3 Sdi$	$19.5 < 24 \leq 24$	Very accurate
2	$Mi < X \leq Mi+1.50 Sdi$	$15 < 24 \leq 19.5$	Accurate
3	$Mi -1.50 Sdi < X \leq Mi$	$10 < 24 \leq 15$	Less accurate
4	$Mi-3 Sdi < X \leq Mi-1.5 Sdi$	$6 < 24 \leq 10.5$	Not accurate

The results of the accuracy testing by two experts showed that most of the scores were 3 and 4, in which score 3 indicated clear, accurate, practical, large, necessary, useful and important, while score 4 indicated very clear, very accurate, very practical, very large, very necessary, very useful and very important. Expert 1, Suciani Latif, S.Pd., M.Pd. as the guidance and counseling expert, gave a total score of 19, while Expert 2, Dr. Citra Rosalyn Anwar, M.Si. as the IT expert, gave a total score of 20. The results of the accuracy testing indicates that the Android-based classical guidance and counseling service mobile application is accurate to be used by teachers and students in having online classical guidance services.

## CONCLUSION AND SUGGESTIONS

Based on the results and discussion of the study, some conclusions can be drawn.

1. School counselors and students in junior high schools in Pujananting District were found to really need an Android-based classical counseling service application in providing and receiving counseling services on personal-social lives, study and career.
2. The application was designed using a BASE web and Android. BASE web was intended for the admin and teachers or schools, while Android was intended for the students. BASE Web is accessed by the admin and teachers or schools via PCs and laptops to facilitate teachers or schools to create classical guidance service materials and assignments for students, while the students open the

application on their Android smartphones. BASE Web had the PHP programming language with the CodeIgniter 3 Framework, while the Android used the Java programming language version 12 built using Android Studio. The database is stored on the hosting or server with the My SQL Database type.

3. The results of the validity testing by two experts indicate that the Android-based classical counseling service application is useful, feasible, and accurate to be used by the school counselors in providing and by students in receiving online classical guidance and counseling services via smartphones. Furthermore, the analysis of the results of the small group testing conducted on five school counselors and ten students at five SMPN in Pujananting District suggest that the Android-based classical guidance and counseling service application is acceptable for use by the seventh-grade students at five SMPN in Pujananting District.

Some suggestions are offered as follows:

1. The Android-based classical guidance and counseling service application still needs to be developed in the future so that it can be used on a larger scale, especially for all students in Pujananting District who attend schools that are far from the city center, but already have internet connection in the villages.
2. School counselors must continue to develop their competence in using learning media to attract students' interest in order to help them develop themselves according to the stages of development through online classical guidance and counseling services.

3. In this modern era, students should always use the Android-based classical guidance and counseling service application so they will not miss important information and can improve themselves in the digital world of education.
4. Future researchers who are interested in developing a similar application is recommended making it even more attractive in terms of the appearance of its features and conducting tests on a larger number of subjects with more various backgrounds and characteristics in order to produce a more effective application for both school counselors and students in the future.

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*Alfabeta.*

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