

Development of Android-Based LIBRA (Layanan Dasar Klasikal Berbasis Android) at State Junior High School 3 Palangka Raya

Fendahapsari Singgih Sendayu¹, Muhamad Romadoni², Eka Rohma Dhani³

Guidance and Counseling Study Program, Faculty of Teacher Training and Education,
Universitas Palangka Raya, Indonesia¹

Drama, Dance, and Music Education Study Program, Faculty of Teacher Training and
Education, Universitas Palangka Raya, Indonesia²

Guidance and Counseling Study Program, Faculty of Teacher Training and Education,
Universitas Palangka Raya, Indonesia³

E-mail: fendahapsari@fkip.upr.ac.id¹, muhamadromadoni@fkip.upr.ac.id²,
dhanieka55@gmail.com³

Correspondent Author: Fendahapsari Singgih Sendayu, fendahapsari@fkip.upr.ac.id

Doi: [10.31316/g-couns.v10i01.6974](https://doi.org/10.31316/g-couns.v10i01.6974)

Abstract

The implementation of counseling services at State Junior High School 3 in Palangka Raya remains conventional. This affects students' interest in following the service. This research aims to develop an Android-based application named LIBRA. The research method used is Research and Development with the ADDIE development model. The LIBRA application was tested by one material expert, one media expert, and two expert practitioners. Data analysis techniques used for expert testing include Aiken's V formula, the Wilcoxon Test, and the Effect Size Test. The results of the feasibility test of the LIBRA application and its guidelines, accumulated from media experts, yield a coefficient value of 1.05; from material experts, 1.165; and from expert practitioners, 1.225. All experts showed a high level of relevance. The Wilcoxon test results give Asymp. Sig. Values. (2-tailed) with a score of 0.020. Meanwhile, the effectiveness test in small groups shows an effect size of 0.875, indicating that the LIBRA application has a strong effect on the implementation of basic classical guidance services. This has an impact on students' interest and on the quality of counseling services at school.

Keywords: applications, classic basic services, guidance and counseling

Abstrak

Pelaksanaan layanan bimbingan dan konseling di State Junior High School 3 in Palangka Raya masih bersifat konvensional. Hal ini memberi dampak minat peserta didik mengikuti layanan kurang. Penelitian ini bertujuan untuk mengembangkan sebuah aplikasi berbasis android LIBRA. Metode Penelitian yang digunakan Research and Development dengan model pengembangan ADDIE. Aplikasi LIBRA di uji oleh validator 1 ahli materi, 1 ahli media, dan 2 ahli praktisi. Teknik analisis data yang digunakan untuk uji ahli menggunakan rumus Aiken's V, Uji Wilcoxon, dan Uji Effect Size. Hasil uji kelayakan aplikasi LIBRA secara akumulatif dari ahli media mendapatkan nilai koefisien sebesar 1,05, dari ahli materi mendapatkan nilai 1,165, dan dari ahli praktisi mendapatkan nilai 1,225. Semua ahli menunjukkan tingkat relevansi tinggi. Hasil pengujian Wilcoxon memberikan hasil pada Asymp Sig. (2 tailed) dengan skor 0,020. Sedangkan dari uji keefektifan aplikasi pada kelompok kecil menunjukkan nilai effect size 0,875 yang berarti aplikasi LIBRA memiliki efek yang tinggi terhadap layanan dasar bimbingan klasikal. Hal ini berdampak pada minat peserta didik serta penunjang dan meningkatkan kualitas layanan bimbingan dan konseling di sekolah.

Kata kunci: aplikasi, layanan dasar klasikal, bimbingan dan konseling

Article Info

Received September 2024, accepted May 2025, published January 2026



INTRODUCTION

Education, according to Rahman et al (2022) it, is a conscious and planned effort to create an environment in the learning process to enable students to actively develop all the potentials they have, including spiritual, emotional, and self-control, personality, intellectual intelligence, and morals, as well as other skills needed in society. In addition, Prof. Zaharai Idris also notes that education is a series of communication activities between adults and students, whether face-to-face or via media, to support students' development.

Guidance and Counseling, according to Prayitno Prayitno (Prilia, Sulistyana, and Sugianto, 2022), is an assistance activity provided by an expert to an individual or a group, to help the individual understand themselves and their environment, develop themselves, and adapt well to the rules in their environment, whether social, cultural, or religious, so that the individual can achieve a meaningful life. In Guidance and Counseling, there is a program called Comprehensive Guidance and Counseling (Guidance and Counseling Komprehensif). According to Sunaryo (Saniyyah, 2022), Comprehensive guidance and counseling is a model where a Guidance Counselor provides full attention to students, works together with the students' parents or guardians, class teachers, administrators, and other stakeholders. In providing guidance and counseling services to support students' developmental tasks, the Guidance Counselor can use technology as a medium.

Technology in education is no longer a foreign concept; in this technological era, teachers are required to keep up with technological developments, including guidance and counseling teachers who provide services using media. Guidance and counseling media refers to anything that is beneficial and can be used to convey a Guidance and counseling message that can help students stimulate their thoughts and feelings in understanding their abilities, making decisions in problem-solving, and providing motivation for success (Sudarmiyati, 2018; Widyasari & Mukayati, 2021; Zaky, 2023). The development of an Android-based counseling service application aims to serve as a communication medium between the guidance and counseling teacher and students during the counseling process. Guidance and counseling media include software and hardware tools for guidance and counseling services (Aulia et al., 2023). In this case, it is believed that the use of technology in delivering services is crucial for transforming formal services, which are often monotonous and boring, into more engaging and educational experiences for students (Fithri & Setiawan, 2017; Zainuddin, 2019).

Currently, guidance and counseling services continue to make various adjustments to transition into online-based services. Classical services are provided to students in the classroom, reflecting a well-designed guidance process ready to be delivered on a scheduled basis so it can reach all students at various levels. As a service carried out systematically, classical guidance requires innovation to keep pace with the latest developments in science and technology, thereby enhancing the effectiveness of the service process in the classroom (Fatimah, 2017; Triono, 2014; Edmawati et al, 2021).

Based on the initial research results on guidance and counseling teachers at State Junior High School 3 Palangka Raya, Guidance and counseling services have already used digital media in the form of PowerPoint and videos, but have not yet utilized application-based digital media. The guidance and counseling services currently in use are still conventional, which makes students less interested in participating in them. This information was obtained by the researcher during field practice in 5 ninth-grade classes at State Junior High School 3 in Palangka Raya, as well as through unstructured



interviews with students. Additionally, the guidance and counseling time at State Junior High School 3, Palangka Raya, which lasts 40 minutes (1 JP), is considered insufficient to cover all the materials that should be provided in guidance and counseling services, resulting in inadequate quality.

The implementation of basic guidance and counseling services relies on conventional methods and large-group classical services, with minimal use of technology during delivery. Teachers in schools, especially in Palangka Raya, still primarily rely on traditional methods and large-group classical services, with very limited use of technology during delivery. This approach has limitations in reaching students broadly, especially in the digital era, where the services provided are expected to be more flexible and interactive. Therefore, there is a need for technology-based innovations to enhance the effectiveness of basic guidance and counseling services, such as mobile applications, e-counseling platforms, and social media as communication and psychological counseling tools. The implementation of technology in guidance and counseling services has proven to increase student engagement and expand access to psychological services. (Pangerstie et al., 2023; Sari & Nugroho, 2022). Thus, transforming the technology-based guidance and counseling system into a relevant solution to improve service quality in Palangka Raya.

Some students feel awkward or reluctant to speak directly in classical guidance and counseling sessions. Technology can be a solution by providing online discussion forums, application-based counseling chatbots, or the LIBRA application, which allows students to ask questions or express their feelings anonymously. According to research by Sendayu, dkk (2022), students are more comfortable sharing their problems through digital media than speaking directly to the guidance and counseling teacher in class. Technology also allows guidance and counseling teachers to systematically collect data on the effectiveness of the services they provide. By using Google Forms, Google Sites, or other digital survey tools, guidance and counseling teachers can gather student feedback, analyze assessment results, and adjust services based on identified needs. A study by Pangestie et al. (2023) found that using data in guidance and counseling service evaluations improved the accuracy of guidance program planning by up to 80%. Furthermore, digital technology enables the documentation of guidance and counseling services to be more structured, allowing guidance and counseling teachers to conduct data-driven evaluations to improve service quality (Fendahapsari et al., 2022; Winarno, 2019). Based on the explanation above, to support and enhance the quality of guidance and counseling services at State Junior High School 3 in Palangka Raya, the researcher intends to develop an application-based media to provide basic classical services, in the form of an Android application called LIBRA (Layanan Dasar Klasikal Berbasis Android).

METHOD

The development research model used is the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This research was conducted at State Junior High School 3 in Palangka Raya. The development method of the LIBRA application (Layanan Dasar Klasikal Berbasis Android) for guidance and counseling teachers at Junior High School was carried out through three stages of research and development, modified from the development model by Sukmadinata in Nopitasari (2019). The main model of this development is ADDIE (Analysis, Design, Development, Implementation, and Evaluation), which was then



simplified into three stages: Stage I (pre-development), Stage II (development), and Stage III (post-development).

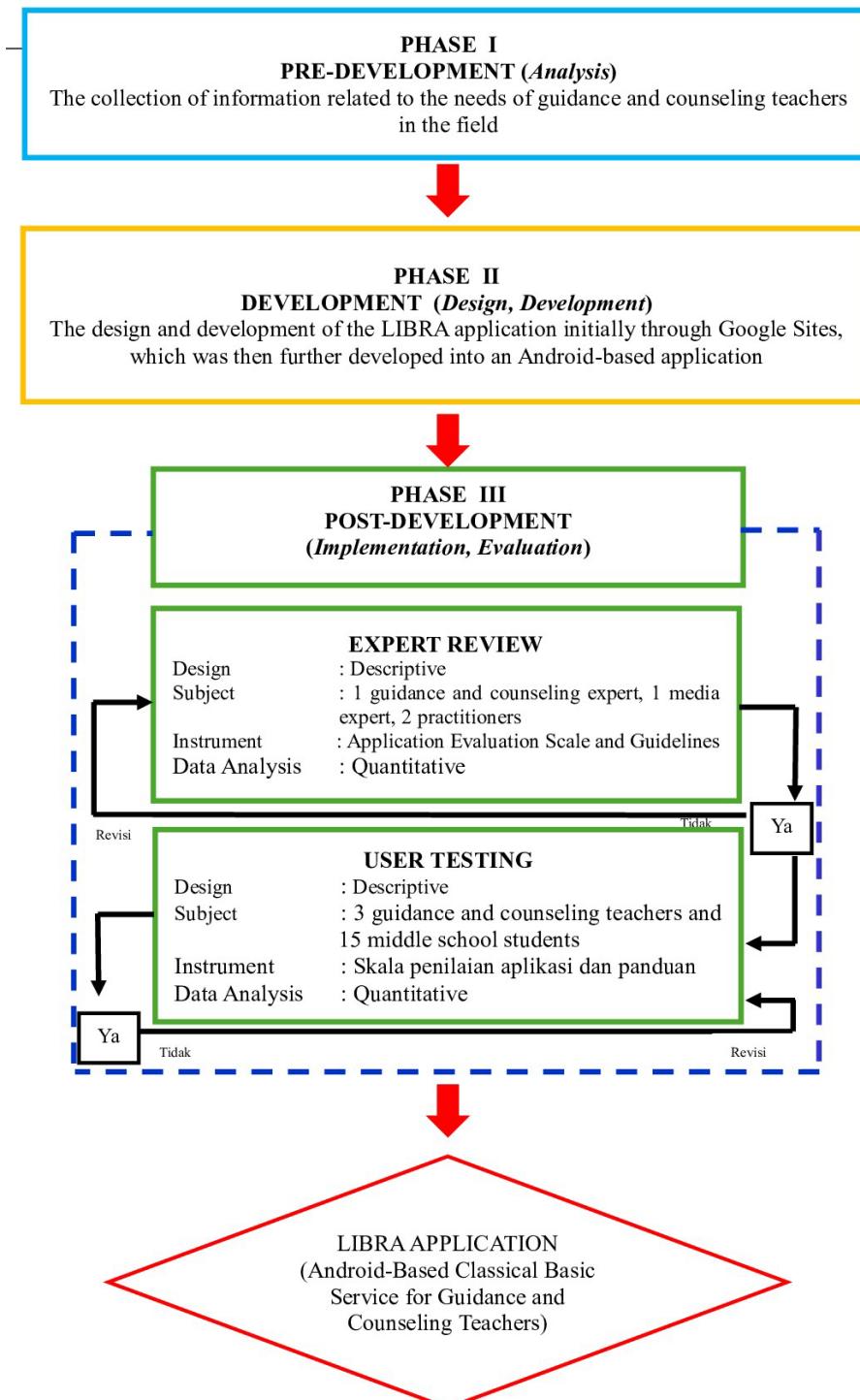


Figure 1. The Stage Model of this Development is ADDIE

The results of the development of the LIBRA application (Layanan Dasar Klasikal Berbasis Android) will be tested by expert validators, consisting of subject matter experts, media experts, and practitioners. It will then be tested on a small group to assess the



product's effectiveness, with a total of 18 subjects: 3 guidance and counseling teachers and 15 students.

The data analysis technique used in the assessment of the LIBRA application (Layanan Dasar Klasikal Berbasis Android) and its user guide is both descriptive and quantitative. Data in the form of comments, suggestions, and criticisms will be analyzed descriptively. Descriptive data will be used as a basis for revising and improving the training guide. Meanwhile, quantitative data from the acceptability assessment obtained from expert testing will be analyzed using Aiken's V Nopitasari (2019), based on the expert assessment results of n individuals on an item representing the contract being measured. The average expert assessment will be calculated using the following formula.

$$V = \frac{\sum s}{|n(c-1)|}$$

Source : Nopitasari (2019)

Explanation:

$\sum s$ = Sum of the scores from n experts

n = Number of experts

1o = The lowest validity rating (in this development, 1)

c = The highest validity rating (in this development, 4)

Next, the data analysis for the small-group test will be conducted using the Wilcoxon test in IBM SPSS Statistics version 24. The purpose of using the Wilcoxon test (one-sided test) in this small group test is to determine whether the developed application, LIBRA (Layanan Dasar Klasikal Berbasis Android), can be used effectively in classical guidance services. Additionally, the results of the Wilcoxon test will be used to calculate the effect size of the developed product using the following formula.

$$ES = t \sqrt{\frac{1}{n}}$$

Source: Lawser in Nopitasari (2019)

Explanation:

ES = Effect Size

t = Wilcoxon Test Result

n = Number of Subjects

The criteria for the coefficient of agreement in interpreting the results from the calculation of the expert test index and potential users using Aiken's rater, within the range of 0.00 - 1.00, will determine the agreement on the feasibility of the product. The interpretation of the analysis results is detailed in the following table.

Table 1.

Table of Rater Agreement Coefficient Categories Based on Aiken's V Proposal

Agreement Coefficient	Category
0,81 ≥ 1,00	High
0,41 – 0,80	Medium
0,00 – 0,40	Low



RESULTS AND DISCUSSION

Research Results

Results of Subject Matter Expert Validation

The results of the assessment by the Guidance and counseling expert on the LIBRA application (Layanan Dasar Klasikal Berbasis Android) and the user guide were evaluated by Herda Fitri Br. Ginting, M. Pd, a Guidance and Counseling Lecturer at Palangka Raya University. The first aspect assessed by the subject matter expert was usability. The data from the usability aspect assessment is presented in the following table.

Table 2.

Analysis of Data from the LIBRA Application Assessment and Subject Matter Expert Guide

No	Criteria	Assessment	Usability Aspect		Relevance of Agreement Coefficient Category	
			Guide and Application Format	Relevance of Agreement Coefficient Category		
1.	User Guide	3	1	High		
2.	Background of each page	4	1,33	High		
3.	Image Suitability	4	1,33	High		
4.	The relevance level of the LIBRA application for SMP	3	1	High		
5.	LIBRA application is beneficial for school counselors	4	1,33	High		
6.	The LIBRA application holds significant value for classical guidance services in schools	3	1	High		
7.	The clarity level of the step-by-step description for using the LIBRA application	3	1	High		
8.	The LIBRA application can assist school counselors in carrying out classical guidance services	4	1,33	High		
TOTAL			1,165	High		

The second aspect evaluated by the subject matter expert is the second aspect. The data from the feasibility assessment will be presented in the following table.

Table 3.

Analysis of Data from the LIBRA Application Assessment and Subject Matter Expert Guide

No.	Criteria	Assessment	Feasibility Aspect		Relevance of Agreement Coefficient Category	
			Guide and Application Format	Relevance of Agreement Coefficient Category		
1.	The level of ease in carrying out the steps for using the LIBRA application	3	1	High		



Feasibility Aspect		Relevance of Agreement		
No.	Criteria	Assessment	Coefficient	Category
2.	The level of time efficiency required to implement services using the LIBRA application	4	1,33	High
3.	The feasibility level of the procedures for using the LIBRA application	3	1	High
TOTAL			1,11	High

The third aspect evaluated by the Guidance and counselling subject-matter expert is accuracy. The data from the accuracy assessment will be presented in the following table.

Table 4.
Analysis of Data from the LIBRA Application Assessment and Subject Matter Expert Guide

Aspect of Accuracy				
No.	Criteria	Assessment	Relevance of Agreement	
			Coefficient	Category
Guide and Application Format				
1.	The accuracy level of the steps in the user guide for the LIBRA application	3	1	High
2.	The accuracy level of the LIBRA application in assisting school counselors in providing basic classical guidance services	4	1,33	High
TOTAL			1,165	High

The final aspect evaluated by the subject matter expert is attractiveness. The data from the assessment of the attractiveness aspect will be presented in the following table.

Table 5.
Analysis of Data from the LIBRA Application Assessment and Subject Matter Expert Guide

Aspect of Attractiveness				
No.	Criteria	Assessment	Relevance of Agreement	
			Coefficient	Category
Guide and Application Format				
1.	Placement of the front and back cover layout	4	1,33	High
2.	The attractiveness of the image on the guide cover	3	1	High
3.	The use of color on the guidebook cover	3	1	High



Aspect of Attractiveness			Relevance of Agreement	
No.	Criteria	Assessment	Coefficient	Category
4.	The type and size of the font used	4	1,33	High
5.	The design/background used in the guide	4	1,33	High
6.	The selection of images in the guide	4	1,33	High
TOTAL			1,22	High

Results of Media Expert Validation

The results of the media expert's assessment of the LIBRA application (Layanan Dasar Klasikal Berbasis Android) and the user guide, evaluated by Dona Maslih F. Nuddin, S.Pd, Gr., a guidance and counseling teacher with expertise in this field. The first aspect assessed by the media expert is usability. The data from the usability aspect assessment is presented in the following table.

Table 6.

Analysis of Data from the LIBRA Application Assessment and Subject Matter Expert Guide

Aspect of Usability			Relevance of Agreement	
No	Criteria	Assessment	Coefficien	Category
Guide and Application Format				
1	Instructions for Use	4	1.33	High
2	Background of each page	3	1	High
3	Image Suitability	4	1.33	High
4	The level of usefulness of the LIBRA application for school counselors	4	1.33	High
5	The level of usefulness of the LIBRA application for students	3	1	High
6	The level of usefulness of using AKPD in the LIBRA application for school counselors	4	1.33	High
7	The level of usefulness of using AKPD in the LIBRA application for students	3	1	High
TOTAL			0,76	High



The second aspect evaluated by the media expert is accuracy. The data from the accuracy assessment will be presented in the following table.

Table 7.

Analysis of Data from the LIBRA Application Assessment and Subject Matter Expert Guide

No.	Criteria	Assessment	Aspect of Accuracy	
			Coeficien	Relevance of Agreement Category
Guide and Application Format				
1.	The accuracy of text placement in the LIBRA application	3	1	High
2.	The accuracy of item placement in the LIBRA application	3	1	High
3.	The user guide for the LIBRA application is easy to understand	3	1	High
4.	The font display in the LIBRA application	3	1	High
5.	The accuracy of font size in the LIBRA application	3	1	High
6.	The appropriateness of word choice in the LIBRA application	3	1	High
7.	Clarity of the information content	3	1	High
8.	Clarity of the AKPD statements in the LIBRA application	3	1	High
TOTAL		1	High	

The third aspect evaluated by the media expert is fety aspect. The data from the feasibility assessment will be presented in the following table.

Table 8.

Analysis of Data from the LIBRA Application Assessment and Subject Matter Expert Guide

No	Criteria	Assessment	Aspect of Feasibility	
			Coeficien	Relevance of Agreement Category
Guide and Application Format				
1	The level of practicality of the LIBRA application	3	1	High
2	The practicality of the size of the LIBRA application guide	3	1	High
3	The practicality of AKPD results in the LIBRA application for developing into RPL and Service Modules	4	1.33	High
TOTAL		1,11	High	



The final aspect evaluated by the media expert is propriety. The data from the assessment of the propriety aspect will be presented in the following table.

Table 9.

Analysis of Data from the LIBRA Application Assessment and Subject Matter Expert Guide

No.	Criteria	Assessment	Aspect of Decency	
			Relevance of Agreement Coefficien	Category
Guide and Application Format				
1.	Inclusion of images in the application memerlukan sumber	4	1,33	High
2.	Inclusion of AKPD sources in the LIBRA application	4	1,33	High
Total			1,33	High

Results of Practitioner Expert Validation

The results of the practitioner expert's assessment of the LIBRA application (Android-Based Basic Classical Guidance Service) and the user guide, evaluated by Widianti, S.Pd, a guidance and counseling teacher at State Junior High School 3 in Palangka Raya, and Lara Santi Eka Sinta, S.Pd, a guidance and counseling teacher at SMP Negeri 2 Palangka Raya. The first aspect evaluated is the relevance, as presented in the following table.

Table 10.

Analysis of Data from the LIBRA Application Assessment and Practitioner Expert Guide

No.	Criteria	Assessment	Aspect of Relevance	
			Relevance of Agreement Coefficien	Category
Guide and Application Format				
1.	Instructions for Use	7	1,167	High
2.	Background of each page	8	1,33	High
3.	Image Suitability	8	1,33	High
4.	The level of usefulness of the LIBRA application for school counselors	8	1,33	High
5.	The level of usefulness of the LIBRA application for students	8	1,33	High
The level of usefulness of using AKPD in the LIBRA application for school counselors				
6.	in the LIBRA application for school counselors	8	1,33	High
7.	The level of usefulness of using AKPD in the LIBRA application for students	7	1,167	High
Total			1,23	High



The second aspect evaluated by the practitioner expert is clarity. The assessment element data will be presented in the following table.

Table 11.

LIBRA Application Assessment Data Analysis and Practitioner Expert Guide

Aspect of Clarity

No.	Criteria	Assessment	Relevance of Agreement	
			Coefficien	Category
Guide and Application Format				
1.	The clarity level of the LIBRA application	6	1	High
2.	The level of ease in understanding how to use the LIBRA application	6	1	High
3.	The clarity level of the AKPD statements displayed in the application	7	1,167	High
4.	The clarity level of the user guide for the LIBRA application	8	1,33	High
Total			1,12	Tinggi

The third aspect evaluated by the practitioner expert is feasibility. The data from the feasibility assessment will be presented in the following table.

Table 12.

Analysis of Data from the LIBRA Application Assessment and Practitioner Expert Guide

Aspect of Feasibility

No.	Criteria	Assessment	Relevance of Agreement	
			Coefficien	Category
Guide and Application Format				
1.	The level of language appropriateness in the LIBRA application guide	8	1,33	High
2.	The level of effectiveness of language use in the LIBRA application	7	1,167	High
3.	The level of alignment between the service module in the application and the AKPD results	7	1,167	High
Total			1,22	High



The final aspect evaluated by the practitioner expert is the accuracy aspect. The data from the accuracy assessment will be presented in the following table.

Table 13.
Analysis of Data from the LIBRA Application Assessment and Practitioner Expert Guide

No.	Criteria	Assessment	Relevance of Agreement	
			Coefficien	Category
Guide and Application Format				
1.	The level of accuracy of the language used in the LIBRA application guide	6	1	High
2.	The level of accuracy of AKPD statements in accordance with SKKPD	7	1,167	High
3.	The level of accuracy of the analysis results from AKPD	6	1	High
Total			1,33	High

Product Effectiveness Test

The product effectiveness test was conducted using a one-group pre-test post-test design. This effectiveness test of the product (application and guide) involved three guidance and counseling teachers and 15 students. The 15 students selected for the product effectiveness test were randomly chosen from class VII-10 at State Junior High School 3 in Palangka Raya. The pre-test instrument used a multimedia evaluation inventory, and the post-test instrument was the same.

The results of the pre-test and post-test from the product trial, for both guidance and counseling teachers and students, are presented in the following table.

Table 14.
Table of Pre-Test and Post-Test Results

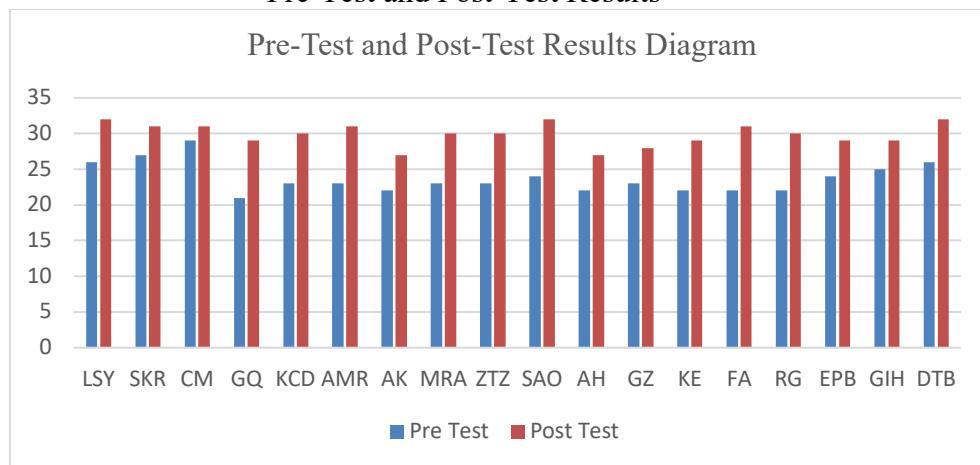
The Pre-Test and Post-Test Scores of the Product Effectiveness Test.				
No.	Subjek	Pre-Test Score P	Post-Test Scores	Information
1.	LSY	26	32	Guidance and Counseling Teacher
2.	SKR	27	31	Guidance and Counseling Teacher
3.	CM	29	31	Guidance and Counseling Teacher
4.	GQ	21	29	Students
5.	KCD	23	30	Students
6.	AMR	23	31	Students
7.	AK	22	27	Students
8.	MRA	23	30	Students
9.	ZTZ	23	30	Students
10.	SAO	24	32	Students
11.	AH	22	27	Students
12.	GZ	23	28	Students
13.	KE	22	29	Students



14.	FA	22	31	Students
15.	RG	22	30	Students
16.	EPB	24	29	Students
17.	GIH	25	29	Students
18.	DTB	26	32	Students

Based on the results of the pre-test and post-test product trial from the guidance and counseling teachers and students, conclusions can be drawn based on the line graph below.

Grafik 1.
 Pre-Test and Post-Test Results



The pre-test and post-test results above were then analyzed using the Wilcoxon test to determine the significance of the LIBRA application's (Layanan Dasar Klasikal Berbasis Android) effectiveness before and after use. In this test, the value used is the overall score of the subjects' responses after the trial of the developed application. The Wilcoxon test was conducted using IBM SPSS version 24. The Wilcoxon test results in Table 21 show an Asymp Sig. (2-tailed) score of 0.020. This value indicates a significant difference between the pre-test and post-test results in the LIBRA application trial, as it is below 0.05. Table 21 clearly provides the details of the Wilcoxon test results as follows.

Table 15.
 Wilcoxon Test Analysis

Test Statistics ^a	
Post Test - Pre Test	
Z	3.740
Asymp. Sig. (2-tailed)	0.20
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

Next, an effect size test was performed to determine the magnitude of the effect of using the LIBRA application (Layanan Dasar Klasikal Berbasis Android) for basic classical guidance services. Based on the calculation results, an effect size of 0.875 was obtained, which is considered a high effect according to the criteria.

The principle of using media aims to facilitate the delivery of messages or content so they are well received by the recipients (communicants). In the context of guidance



and counseling services, the use of media must meet the principle of making it easier for all parties involved, especially the guidance and counseling teacher as an expert and the students as the counsele who receive guidance and counseling services at school (Sendayu, 2020; Hartono, 2021; Wardani and Aswar, 2024). Each student has a different learning style: some understand the material better through text, others through audio, and others through visual experiences. Technology allows guidance and counseling services to be more inclusive by providing materials in various formats, such as educational podcasts, tutorial videos, and digital modules (Gunawan, A. 2021; Santoso, H. 2022; Wahyuni, A., & Prasetyo, B. 2023).

The results of this development research are based on feasibility testing and expert revisions, with consideration of the research process and theoretical substance. The results of the application's feasibility tests and guidance from media experts, counseling experts, and practitioners include the application's form and design, as well as the guide. When aggregated, the feasibility score for the LIBRA (Layanan Dasar Bimbingan Klasikal Berbasis Android) application and the guide from the material expert was 1.165, with a high relevance level; from the media expert, the coefficient score was 1.05, with a high relevance level. From the practitioner expert, the accumulated coefficient score was 1.225 with a high relevance level. The expert assessments on the form of the application and the guide indicate that the LIBRA (Layanan Dasar Bimbingan Klasikal Berbasis Android) application and its guide meet the feasibility criteria for use as a media service by guidance and counseling teachers. Several aspects need improvement based on each expert's suggestions. Feedback from the media expert concerns the suitability of the guide's cover color, the navigation icon, and the inclusion of reference sources.

Furthermore, the results of the Wilcoxon test, conducted using IBM SPSS version 24, showed an Asymp Sig. (2-tailed) score of 0.020. This value indicates a difference between the pre-test and post-test results from the LIBRA (Layanan Dasar Bimbingan Klasikal Berbasis Android) application trial, as it is below 0.05. Subsequently, effect size calculations were performed to determine the magnitude of the effect of using the LIBRA (Layanan Dasar Bimbingan Klasikal Berbasis Android) application for basic classical guidance services. Based on the calculations, an effect size of 0.875 was obtained, indicating a high effect. Thus, providing basic classical guidance services based on Android using the LIBRA (Layanan Dasar Bimbingan Klasikal Berbasis Android) application has a substantial impact on the implementation of such services.

Overall, the developed product has met the feasibility standards based on objective assessments from experts and potential users. Upon further review, the goal of creating this product is to make it easier for guidance and counseling teachers to implement basic classical guidance services. The development of this product has followed the procedures of development research.

The feasibility of the application and guide to facilitate guidance and counseling teachers in delivering basic classical guidance services is based on previous research that has developed applications to assist guidance and counseling teachers in providing guidance services. As stated by Widyasari and Mukayati (2021), guidance and counseling media refers to anything that can be used to deliver a guidance and counseling message, helping students stimulate their thoughts and feelings to understand their abilities and make decisions to solve the problems they face. Research such as that by Marhum, Hulukati, and Korompot (2021), who developed an Android-based application as a guidance and counseling Learning media, and Kurniawan and Winingsih (2018), who



created an Android-based guidance and counseling introduction application as an information service media.

CONCLUSION

Based on the assessment results, it can be concluded that the product meets the feasibility requirements, both the LIBRA application (Layanan Dasar Bimbingan Klasikal Berbasis Android) and the application usage guidebook. The product has been evaluated through expert validation tests, including material, media, and practitioner expert testing, as well as product effectiveness testing using the Wilcoxon test and effect size test. The results of the expert tests indicate that the LIBRA application (Layanan Dasar Bimbingan Klasikal Berbasis Android) meets the acceptability criteria, and the product effectiveness test shows a significant change in the implementation of guidance and counseling services before and after using the LIBRA application. The researcher has improved the media display to align with its form and function for guidance and counseling services, specifically helping guidance and counseling teachers implement basic classical guidance services. To further develop this research, long-term evaluations of the effectiveness of the LIBRA application should be conducted, and longitudinal studies could be performed to measure the impact of the application on students' psychological and academic development over an extended period. Additionally, the development of AI technology for Guidance and counselling should be considered, integrating artificial intelligence (AI) into the LIBRA application to provide automatic recommendations to students based on their behavioral patterns and needs.

REFERENCES

Harum, A., Aulia, F., & Anas, M. (2023). Pengembangan Aplikasi Bimbingan dan Konseling "Circle" Berbasis Android sebagai Self Development untuk Korban Bullying. *Ghaidan: Jurnal Bimbingan Konseling Islam Dan Kemasyarakatan*, 7(1), 55-64. <https://doi.org/10.19109/ghaidan.v7i1.17160>

Edmawati, M. D, et al. (2021). Peran Layanan Bimbingan Klasikal Menggunakan Media Berbasis Aplikasi Google Classroom Pada Siswa SMA. *Empati: Jurnal Bimbingan dan Konseling*. 8 (2), 1-11. <https://doi.org/10.26877/empati.v8i2.7553>

Fatimah, D. N. (2017). Layanan Bimbingan Klasikal dalam Meningkatkan Self Kontrol siswa SMP Negeri 5 Yogyakarta. *HISBAH: Jurnal Bimbingan Konseling dan Dakwah Islam*, 14(1), 25-37. <https://doi.org/10.14421/hisbah.2017.141-03>

Firsa, Z. A. (2023). Guru Guidance and counseling dalam Menjawab Tantangan Di Era Digital. *Jurnal Al-Taujih*. Vol9. No. 2. <https://doi.org/10.15548/atj.v9i2.5580>

Fithri, D, L. and Setiawan, D, A. (2017). Analisa dan perancangan gameedukasi sebagai motivasi belajar untuk anak usia dini. *Simetris: Jurnal Teknik Mesin, Elektro Dan Ilmu Komputer*, 8(1), pp. 225–230. <https://doi.org/10.24176/simet.v8i1.959>

Gunawan, A. (2021). Inovasi layanan bimbingan dan konseling berbasis teknologi di era digital. *Jurnal Konseling Indonesia*, 10(2), 45-58. <https://doi.org/10.31004/edukatif.v6i6.7923>

Hartono. (2021). Penggunaan Aplikasi Digital Dalam Pelayanan Bimbingan Dan Konseling Di Masa Dan Pasca-Kasus Pandemi Covid-19. *Prosiding Seminar & Lokakarya Nasional Bimbingan dan Konseling*. 1-11.

Israji Marhum, Hulukati, W., & Korompot, S. (2021). Pengembangan Aplikasi Berbasis Android "GC Services" sebagai Media Bimbingan dan Konseling Belajar pada



Siswa di SMP Negeri 4 Kota Gorontalo. Student Journal of Guidance and Counseling, 1(1), 53–60. <https://doi.org/10.37411/sjgc.v1i1.869>.

Jalil, M. N. (2020). Pengembangan Aplikasi E-Counseling Sebagai Upaya Meningkatkan Pemberian Layanan Bimbingan Dan Konseling Di SMA Negeri 1 Jeneponto. Journal of Chemical Information and Modeling, 53(9), 1689–1699. <https://doi.org/10.26858/ijosc.v1i1.19317>

Kurniawan, T., & Wininggih, E. (2017). Pengembangan Aplikasi Pengenalan Bimbingan Dan Konseling Berbasis Android Sebagai Media Layanan Informasi Untuk Siswa Smp Negeri 3 Gresik. Jurnal GUIDANCE AND COUNSELING UNESA, 7 (2). https://ejournal.unesa.ac.id/index.php/jurnal-guidance_and_counseling-unesa/article/view/18979

Marhum, I, S., Hulukati, W., Korompot, S. (2021). Pengembangan Aplikasi Berbasis Android “GC Services” sebagai Media Bimbingan dan Konseling Belajar pada Siswa di SMP Negeri 4 Kota Gorontalo. Student Journal of Guidance and Counseling. 1 (1). 53-60. <https://doi.org/10.37411/sjgc.v1i1.869>

Nopitasari, A. (2019). Pengembangan Panduan Pelatihan Berbasis Appreciative Inquiry Untuk Meningkatkan Keterampilan Sosial Siswa Sekolah Menengah Atas (SMA). Tesis, 1–161.

Pangestie, E P., Fendahapsari., & Sukarningsi, S. (2023). Development of a Manual Book Problem Tracking Model to Identify Student Learning Motivation. Suluh: Jurnal Bimbingan Dan Konseling, 9(1), 9–19. <https://doi.org/10.33084/suluh.v9i1.5755>

Prilia, D., Sulistyana, S., & Sugianto, A. (2022). Permainan Roda Pelangi Untuk Penerapan Nilai 4B (Baiman, Bauntung, Batuah, Dan Baadab) Pada Siswa Kelas VIII SMP Negeri 6 Banjarmasin. Nusantara of Research : Jurnal Hasil-Hasil Penelitian Universitas Nusantara PGRI Kediri, 9(1), 51–62. <https://doi.org/10.29407/nor.v9i1.16493>

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8. <https://journal.unismuh.ac.id/index.php/alurwatul>

Rahman, T., & Putri, S. (2022). Dampak media interaktif terhadap keterlibatan siswa dalam layanan bimbingan dan konseling klasikal. Jurnal Pendidikan dan Konseling, 14(1), 85-95. <https://doi.org/10.31004/jpdk.v4i2>

Saniyyah, N. (2022). Pelayanan Guidance and counseling Model Komprehensif. 20016024, 1–14.

Santoso, H. (2022). Analisis efektivitas evaluasi layanan GUIDANCE AND COUNSELING berbasis data digital. Jurnal Riset Konseling, 8(2), 55-70. <https://doi.org/10.21009/JPI.042.03>

Sari, M., & Nugroho, D. (2020). Pemanfaatan Teknologi Dalam Layanan Bimbingan Dan Konseling: Studi Kasus Di Sekolah Menengah Atas. Prosiding Seminar & Lokakarya Nasional Bimbingan dan Konseling. 477-822.

Sendayu, F, S., Mimi Suriatie, dkk. (2023). Bahan Ajar TI dan Media GUIDANCE AND COUNSELING. Banjar Baru: Zukzezexpress.

Sendayu, F, S., Sunaryo, S. (2020). Cultural Intelligence Model Based On Value “Pintar Tuntang Harati” For Growing Peace In Senior High School Students In Palangka Raya City. AL-ASASIYYA: Journal of Basic Education. 4(2) 151-160. [10.24269/ajbe.v4i2.2616](https://doi.org/10.24269/ajbe.v4i2.2616)



Sendayu, F, S., H., Mappiare, A. ., Muslihati, M., & Atmoko, A. . (2022). Level of cultural intelligence for counselor candidates and its implications for education. *Pegem Journal of Education and Instruction*, 12(2), 71–76. <https://doi.org/10.47750/pegegog.12.02.06>

Sudarmiyati, S. (2018). Layanan bimbingan dan konseling di era digital. Prosiding Seminar Nasional Strategi Pelayanan Bimbingan Dan Konseling Di Era Disrupsi, 159–166.

Sugiyono. (2022). Metode Penelitian Kuantitatif, Kualitatif dan R&D.

Triyono dan Mastur. 2014. Materi Layanan Klasikal Bimbingan dan Konseling Bidang Bimbingan Karir. Yogyakarta: Paramitra.

Wahyuni, A., & Prasetyo, B. (2023). Gaya belajar siswa dan efektivitas teknologi dalam layanan bimbingan dan konseling di sekolah. *Jurnal Psikologi Edukasi*, 9(1), 92-105.

Wardani, N, K, S., Aswar. Sistem Digitalisasi Pengadministrasian Layanan Bimbingan dan Konseling Berbasis Teknologi Blockchain. *Technocouns: Journal of Technology in Guidance and Counseling*. 1(1). 1-9. <https://doi.org/10.31960/technocouns.v1i1.2497>

Widyasari, T & Mukayati, L. (2021). Pemanfaatan Media Bimbingan Dan Konseling Berbasis Teknologi Di Sekolah. *Al-Isyrof: Jurnal Bimbingan Konseling Islam*, 3(2), 119–130. <https://doi.org/10.51339/isyrof.v3i2.385>

Winarno, A. (2019). Desain E-Transkrip Dengan Teknologi Blockchain. Prosiding Seminar Nasional Pakar. <https://doi.org/10.25105/pakar.v0i0.4176>

Triono, M. D. (2014). Materi Layanan Klasikal Bimbingan dan Konseling. Yogyakarta: Paramitra.

Zainuddin, N. (2019). Pengembangan kompetensi profesionalisme guru di eradigital (Abad 21). *Jurnal Bimbingan Dan Konseling Terapan* 3 (2), 54. <http://dx.doi.org/10.30598/jguidance and counselingt.v3i2.1108>

