



Digital based e-counseling application on instagram, whatsapp and website to support services counseling at Universitas Jambi

Author Name(s): Nelyahardi Nelyahardi, Hera Wahyuni, Fellicia Ayu Sekonda, Fitri Fahrianti

Publication details, including author guidelines

URL: <https://jurnal.konselingindonesia.com/index.php/jkp/about/submissions#authorGuidelines>

Editor: Mufadhal Barseli

Article History

Received: 29 Sept 2023

Revised: 19 Dec 2023

Accepted: 26 Dec 2023

How to cite this article (APA)

Nelyahardi, N., Wahyuni, H., Sekonda, F. A., & Fahrianti, F. (2023). Digital based e-counseling application on instagram, whatsapp and website to support services counseling at Universitas Jambi. Jurnal Konseling dan Pendidikan. 11(4), 276-287.
<https://doi.org/10.29210/1101000>

The readers can link to article via <https://doi.org/10.29210/1101000>

SCROLL DOWN TO READ THIS ARTICLE



Indonesian Institute for Counseling, Education and Therapy (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Indonesian Institute for Counseling, Education and Therapy. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Indonesian Institute for Counseling, Education and Therapy shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

Jurnal Konseling dan Pendidikan is published by Indonesian Institute for Counseling, Education and Therapy comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. Jurnal Konseling dan Pendidikan also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Nelyahardi, N., Wahyuni, H., Sekonda, F. A., & Fahrianti, F. (2023).

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

Jurnal Konseling dan Pendidikan

ISSN 2337-6740 (Print) | ISSN 2337-6880 (Electronic)



Indonesian Institute for Counseling, Education and Therapy



Digital based e-counseling application on instagram, whatsapp and website to support services counseling at Universitas Jambi

Nelyahardi Nelyahardi¹, Hera Wahyuni^{1*}, Fellicia Ayu Sekonda¹, Fitri Fahrianti²

¹ Universitas Jambi, Indonesia

² Universitas Sumatera Utara, Indonesia

ABSTRACT

Counseling services are really needed by students in carrying out their studies. In line with the rapid development of technology, the counseling process can be carried out remotely and with the help of technology connected to the internet network, known as e-counseling. This research aims to develop a product with validity, practicality and effectiveness tests. The research took stages in developing a research design consisting of several stages, namely: 1) preliminary research 2) prototype stage 3) assessment stage. The population of 1291 people, the sample in this study was 350 students taken using purposive sampling techniques. Data collection techniques used include interviews, observation, questionnaires, tests and literature reviews. This indicates that in general, the implementation of the Counseling Application is better than the group that did not use the counseling application in counseling guidance. These test results prove that the Counseling Application is more effective for use by students.

Keywords:

E-counseling,
Instagram,
Whatsapps,
Website

Corresponding Author:

Hera Wahyuni,
Universitas Jambi
Email: herawahyuni@unja.ac.id

Introduction

The digital revolution in the current Generation Z era is very rapid with technological advances in the use of gadgets. Putri & Naqiyah, (2020) stated that gadgets have become a product that Indonesian people need, marked by the continued influx of imported goods in the form of gadgets into Indonesia. Through gadgets connected to the internet, each individual can access various features that have been provided, such as social media, websites, games, and so on. The number of internet users in Indonesia reaches 64.8% of the total population, with usage time of 3-4 hours per day. Accessing social media is the second reason for using the internet after communication needs (Noviyanti, 2020).

Social media has become a complement in the process of conveying information digitally, but its presence will not replace the position of other learning media such as print media. Its use is limited to user capabilities that are not yet comparable, such as internet networks which are still difficult to obtain in certain areas in Indonesia. The spread of information among adults is very fast due to social media. Information on social media develops and spreads widely like a virus in the body. Adults in Indonesia adapt very quickly to existing technological developments (Aziz & Salam, 2018). Of course, the spread of this technology is very useful for all groups, especially students in carrying out lectures today.

Students are in the early adulthood category (18-25 years) and have a high level of intellectuality (Zakkiyah & Wiryosutomo, 2020). The policies currently issued by the government regarding hybrid

learning, make it difficult for students to adapt so that students are faced with various problems involving academic and non-academic life (Habibah, 2019). Academic problems relate to academic matters on campus, for example regarding grades, taking courses, conducting lectures, and so on. Meanwhile, non-academic problems are non-academic problems experienced by students, for example regarding the family economy which involves tuition fees, the atmosphere in the family environment, or the student's health condition, and so on. Of course, the problems faced by students are of special concern to the university to avoid problems related to student health.

Counseling services are something that students need in carrying out their studies, quite a few students experience problems in completing their education. A very complex problem that students often experience is academic problems related to the process of completing their studies. The usual implementation of counseling is face-to-face between the counselor and the counselee, but in line with the rapid development of technology the counseling process comes with different methods, which means that the counseling process is not only interpreted as a face-to-face meeting (face to face) between the counselor and the counselee. which is carried out in a room, but more than that counseling can be carried out in a long-distance format and with the help of technology connected by an internet network, which is known as e-counseling (Kirana, 2019).

Online counseling or what is often referred to as E-counseling is an alternative service that can be used by educational counselors that is relevant to developments in digital society 5.0 (Mulawarman et al., 2021). E-counseling is the most appropriate option to use to help students when facing mental well-being challenges. Many analyses support E-counseling services to overcome several problems related to mental health. E-counseling is a counseling service provided by counselors using internet media such as Instagram, website, and WhatsApp to provide direction and assistance to counsees in solving their problems (Ningsih et al., 2021).

Based on the results of interviews with UNJA students regarding the use of social media that is frequently accessed is Instagram with a percentage of 80%, followed by WhatsApp and Websites. They usually spend 2 – 3 hours accessing Instagram a day, and on weekends they usually spend more time than usual days accessing Instagram, they say they are more interested in Instagram because Instagram's features are more diverse. Instagram is an application that is used to share information in the form of text, images, or videos quickly. Instagram's neater appearance and various features are its main attraction. This paper analyzes that Instagram social media can be used by counselors as a supporting medium for technology-based guidance and counseling service programs. Through features such as uploading photos or videos, captions, comments, hashtags, Instagram stories, Instagram Live, direct messages, and highlights, counselors can use them to support guidance and counseling service programs (Noviyanti, 2020).

The next social media, WhatsApp, was chosen because of its convenience and flexibility so that students can carry out group guidance services anywhere without being constrained by time limits. Even though you are studying online, this service can still be provided considering that this service uses an electronic intermediary. WhatsApp was the social media chosen because it is a communication medium that is usually used by students. The last one is a website that can make it easier for students to connect with various services available in e-counseling (Agisni et al., 2020).

When this happens, it is certainly an opportunity and challenge for any counselor to help and ease the burden, especially the anxiety and fear experienced by students. One way is by opening access or providing online guidance and counseling services. There are many things counselors can do or use in implementing this online-based Counseling Guidance service. Evaluation of guidance and counseling services in the current era has a very important and determining role in the national education framework. Guidance and counseling services as an inseparable part of educational programs are required to have an evaluation of the various services provided (Transisilawati et al., 2019).

The survey was conducted among UNJA guidance and counseling students. Several short questions were distributed regarding the level of need for e-Counseling services. The results showed

that many students did not know the types of services related to mental health provided by the university, and students had difficulty arranging time for direct counseling, this was due to limited student activities in taking part in extra and intra-campus activities and nowadays many students do activities at home, some Most students who have problems have difficulty finding other people or parties who are considered capable of helping them overcome their problems. There is still stigma and discrimination against students who undergo face-to-face counseling.

From the survey results above, of course, e-counseling is the most appropriate solution to use. However, of course, there are many challenges in introducing this to students. The first step that counselors can take is to provide outreach regarding E-counseling to students. In this digital era, counselors must always create various innovations for counselees, such as access services to adequate technology which is applied to guidance and counseling services at Universitas Jambi (UNJA) so that students can access them easily, maintain anonymity, save costs, and can be accessed. anywhere. This research aims to determine the level of need for e-counseling based on Instagram, WhatsApp, and website applications among Universitas Jambi.

Method

This research aims to develop a product with validity, practicality, and effectiveness tests. Product in this research is an individual as actor model assisted by quality edutainment animation. (valid, practical, and efficient). The research took stages in developing a research design consisting of several stages, namely: 1) preliminary research; 2) prototype stage (prototyping phase); 3) assessment phase. In general, the model development design can be seen in the following diagram.

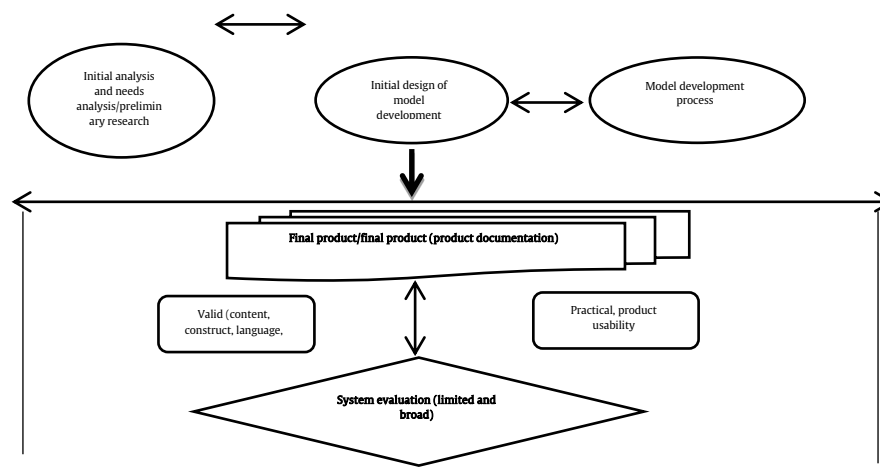


Figure 1. Model Development Plan Drawing

The research procedure for developing digital-based e-counseling applications in the form of WhatsApp, Instagram, and website applications to support counseling services can be explained as follows.

Table 1. Development Model Stages

Research Activity	Development Stage Activity	Activity Description
Preliminary research	a. Needs and context analysis. b. Literature review c. Development of a conceptual	a. Analyze what needs are needed to develop a product and analyze in what context the product will be used. b. Conduct a literature review that can be used as a guide in developing products. c. Determine the conceptual framework for

Research Activity	Development Stage Activity	Activity Description
	framework	developing products, resulting from needs and context analysis as well as the results of the literature review obtained. The aspects specified in the conceptual framework are product objectives, product characteristics in accordance with the needs of potential users, product components consisting of syntax, social systems, reaction systems, support systems and intrusive learning outcomes.
Prototyping fase	a. Design an initial prototype of the product b. Formative evaluation	a. The product prototype was designed based on the conceptual framework from the preliminary research stage. The intervention product in this research is in the form of three types of digital applications that are connected to each other in the implementation of online counseling, namely via WhatsApp, Instagram, and the e-counseling website. b. Formative evaluation used in prototype development refers to formative evaluation which consists of self-evaluation, expert review, one to one evaluation, small group evaluation and field test.
Assessment phase	Semi-summative evaluation	The product assessment stage is more directed towards testing the effectiveness of research products that are valid and fully practical in learning. This stage carried out field tests through experimental research.

Results and Discussion

Needs Analysis Stage

The results of the student questionnaire analysis show 3 main aspects and 14 questions related to E-counseling based on Instagram, WhatsApp, and Website which will be developed to student knowledge about counseling services. To obtain information on students' knowledge about counseling services, there are 5 aspects asked in the questionnaire, namely (1) Do you know what counseling is?, (2) Do you know that at universities there are counseling service units the same as at schools?, (3) Have you ever found out more about counseling services at universities?, (4) Have you ever had counseling while you were a student?, and (5) Do you want to do counseling at university. The results of the analysis of this first aspect can be listed in the following figure 2

Based on figure 2 the student knowledge about counseling services from 305 students to 5 questions, an average of 18% answered yes, while 82% answered no. The tabulation results for question 1 were 250 people or 82% of students who did not know what counseling was, then for question 2 there were 280 students, or 91.8% of students who did not know that at universities there were counseling service units the same as in schools, in question 3 as many as 200 people or 65.6% of students had never sought further information about counseling services at universities. In question 4 as many as 285 students or 93.4% had never had counseling while they were students,

and in question 5 as many as 250 people or 82% of students admitted that they wanted to do counseling at university.

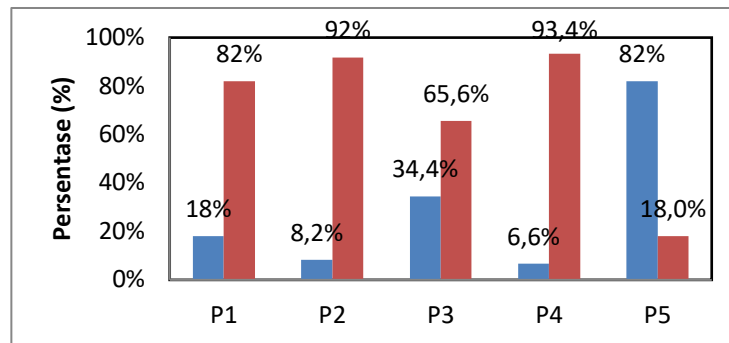


Figure 2. Percentage Diagram of Student Knowledge about counseling services

Aspects of counseling services that this second student wants, there are 5 questions about the counseling services that students want, namely (1) Service for complaints about non-academic problems (personal problems), (2) Service for complaints about academic problems (final assignment completion, lectures, etc.), (3) Career counseling services, (4) Counseling services by counselors (Guidance and Counseling Lecturers and/or Psychology Lecturers). And (5) Peer counseling services (undergraduate counseling students and/or undergraduate psychology students). The results of the analysis can be seen in the following diagram.

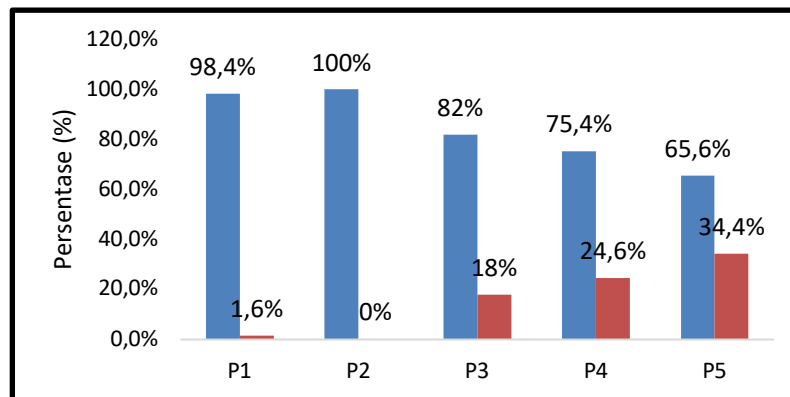


Figure 3. Service Counseling That Students Want

Based on the counseling services desired by students from 305 students to 5 questions, an average of 84% answered yes, while only 16% answered no. The tabulation results for question 1 were 300 people or 98.4% of students wanted complaint services for non-academic problems (personal problems), then for question 2 there were 305 students or 100% of students wanted complaint services for academic problems (final assignments, lectures, etc). In question 3, 250 people, or 82% of students wanted career counseling services. In question 4 as many as 230 students or 75.4% of students want counseling services by counselors (Guidance and Counseling Lecturers and/or Psychology Lecturers), and in question 5 as many as 200 people, or 65.6% of students want peer counseling services (undergraduate students BK and/or Psychology Undergraduate Students).

Aspects of effective counseling services include 4 questions, namely: (1) Do you think counseling services are effective through digital applications? (2) Do you think digital applications such as WhatsApp, Instagram, and websites are effective for conducting online counseling? (3) Are you comfortable if counseling services are provided via chat, video call and voicenote? (4) Do you agree with the development of individual counseling services based on WhatsApp, Instagram, and websites that are connected to each other? The results of the third aspect analysis can be seen in the following diagram.

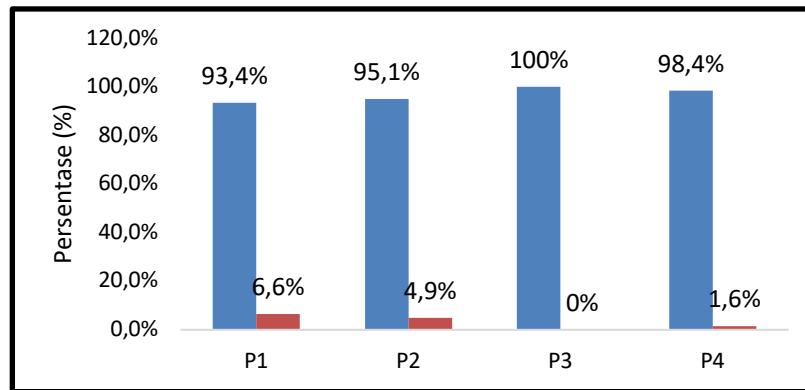


Figure 4. Service effective counseling

According to students, the most effective counseling service from 305 students to 4 questions was that an average of 97% answered yes, while only 3% answered no. The tabulation results for question 1 were 285 people or 93.4% of students thought that counseling services were effective through digital applications, then for question 2, 290 students, or 95.1% of students thought that digital applications such as WhatsApp, and Instagram and websites were effective for conducting online counseling. In question 3, 305 people, or 100% of students felt comfortable if counseling services were provided via chat, video call, and voicenote, and in question 4, 300 people, or 98.4% of students agreed with the development of individual counseling services based on WhatsApp, Instagram and connected websites. one another.

Prototype Stage

Expert Review Analysis Results (Validation)

Data from the validation test results of the counseling application prototype were obtained after analyzing the calculation of the average value and percentage achievement for each aspect assessed by the validator on the questionnaire, which in full can be seen in the Appendix. The conclusion of the validation analysis results of the counseling application product prototype can be seen in Table 2.

Table 2. Results of Validation Analysis of Prototype 2 Counseling Applications

Assessment Aspects	Indicator	Average TCR	Percentage (%)	Interpretation
Material	Counseling Material Design	4,56	91,20	Very Valid
	Language	4,17	83,40	Valid
Media	Software engineering	4,57	91,40	Very Valid
	Visual Communication	4,11	82,20	Valid
Total average		4,35	87,05	Very Valid

Based on the table 2, it can be explained that the results of the validation test for the Counseling Application prototype generally have very valid criteria with an average of 4.35 and a prototype feasibility percentage of 87.05%. The material assessment aspect of counseling material design indicators has the highest percentage, namely 91.20% with a very valid interpretation and an average of 4.56. This means that the design of the counseling materials used in the counseling application is by needs and very good by the validator. Meanwhile, the lowest aspect of material assessment is the linguistic indicator with a percentage of 83.40% which has a valid interpretation

and a mean of 4.17. This means that when creating a counseling application, the language used must be corrected according to the validator's comments.

Furthermore, the validation assessment in terms of the Software Engineering indicator media assessment aspect had the highest percentage, namely 91.40% with a very valid interpretation and an average of 4.57. This means that the software engineering used in the counseling application is to the validator's needs. Meanwhile, the lowest media assessment aspect is the Visual Communication indicator with a percentage of 82.20%, which has a valid interpretation and a mean of 4.11. This means that the visual communication in the counseling application used must be improved according to the validator's comments.

The results of further analysis of the counseling application product prototype assessment data by validators as seen in the Appendix show that each validator provided consistent assessments on every aspect of the assessment in the validation instrument. This indicates that the validation data in Table 5 can be trusted and accounted for because it has been assessed correctly and used good instruments. Comments and suggestions for improvement from the validator team regarding the counseling application product prototype are presented in Table 6. Based on these comments and suggestions, revisions were made to the prototype.

One to One Evaluation Analysis Results (Individual Practicality)

The individual practicality test for prototype 3 involved 16 students from the Universitas Jambi guidance and counseling study program for the 2022/2023 academic year. A one-to-one evaluation was carried out at Universitas Jambi. The product prototype assessed in the practicality test is a counseling application. The results of the analysis are explained in Table 3.

Table 3. Results of Practicality Analysis of Counseling Application Prototype

Total average	Frekuensi	Percentage (%)	Interpretation
$X > 4,2$	3	50	Very Practical
$X > 3,4 - 4,2$	3	50	Practical
$X > 2,6 - 3,4$	0	0	Quite Practical
$X > 1,8 - 2,6$	0	0	Less Practical
$X \leq 1,8$	0	0	Impractical
Total	6	100	

The practicality test results of the Counseling Application prototype generally have practical criteria with a holistic average of 4.17. The percentage of practicality is 50% of students rate it as Very Practical and 50% of students rate it as generally practical. This indicates that from a student's perspective, the Counseling Application is useful in making counseling activities more interesting, increasing ability, independence, and activeness.

Results of Small Group Evaluation Discussion Group Discussion (FGD) Analysis

The small group evaluation analysis stage was carried out through online and offline Discussion Group Forums (FGD), involving 14 offline and online participants. Small group evaluation was carried out at Universitas Jambi. The prototype whose practicality was tested was the use of the Counseling Application. The results of the analysis are explained in table 4.

The results of the practicality test explain that in general prototype 4 for the use of the Counseling Application has practical criteria with a holistic average of 4.02 and a practicality percentage of 50%. Referring to these results, prototype 4 for using the Counseling Application does not need to be revised any further. To find out users' views on the practicality of using the Counseling Application, a practicality questionnaire was distributed to lecturers who have used the counseling application. The results of the analysis and interpretation of lecturer response data regarding the practicality of implementing the Counseling Application are presented in Table 4.

Table 4. Results of Prototype Practicality Analysis Through FGD

Total average	Frekuensi	Percentage (%)	Interpretation
$X > 4,2$	5	36	Very Practical
$X > 3,4 - 4,2$	7	50	Practical
$X > 2,6 - 3,4$	2	14	Quite Practical
$X > 1,8 - 2,6$	0	0	Less Practical
$X \leq 1,8$	0	0	Impractical
Total	14	100	

The results of statistical data analysis of lecturers' responses to the practicality of using the Counseling Application shown in Table 4 show that in general, the Counseling Application has practical criteria, with a holistic average of 3.92 and a practicality percentage of 60%. Referring to these results, the 4 Counseling Application prototypes do not need to be revised any further. Lecturers can act as facilitators, and reflectors and provide feedback to students during ongoing counseling.

Table 5. Results of individual as actor (IAC) model practicality test based on lecturer responses.

Total average	Frekuensi	Percentage (%)	Interpretation
$X > 4,2$	1	20	Very Practical
$X > 3,4 - 4,2$	3	60	Practical
$X > 2,6 - 3,4$	1	20	Quite Practical
$X > 1,8 - 2,6$	0	0	Less Practical
$X \leq 1,8$	0	0	Impractical
Total	5	100	

Results of the Assessment Phase (Assessment Phase)

The assessment phase is a stage carried out to assess the effectiveness of the Counseling Application during field testing applied to counseling guidance courses. The Counseling Application field test was carried out at the Jambi University Counseling Guidance Study Program in 6 meetings. The comparison of the average scores achieved by students as users of counseling applications between the experimental and control classes is a benchmark in testing the effectiveness of using counseling applications. The results of the comparison of the average skill achievement scores in writing short stories for the experimental and control classes can be seen in the picture 5.

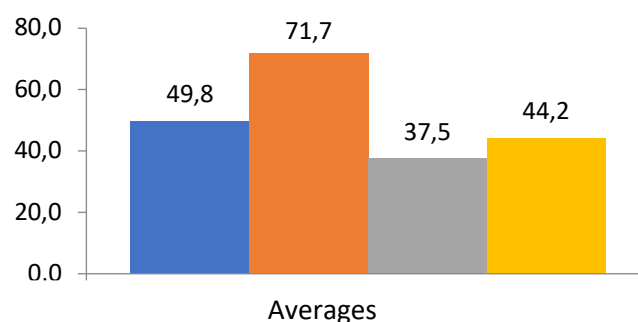


Figure 5. Comparison of the achievements of using the Counseling Application in the experiment and control

The recapitulation of the normality test results in Table 6 shows that the distribution of counseling achievement data in the experimental and control classes all have normal criteria with a significance level of 5%. The next prerequisite test in this research is the homogeneity of variance test. The results of the homogeneity of variance test on the achievement of using the counseling application in the experimental and control classes are presented in the following table.

Table 7 shows that the results of this analysis indicate that the data from all groups from the experimental and control classes have a homogeneous data distribution with a significance level of 5%. From the results of the normality and homogeneity of variance tests, hypothesis testing was then carried out using t-test analysis (one-sample-tailed test). The results of the t-test analysis of short story writing skills are presented in Table 7.

Table 6. Normality Test Results

	Class	N	Mean	Alfa (0,05)	Significant	Conclusion
Pree-test	Experiment (A1)	21	53,33	0,05	0,196	Normal
	Control (B1)	19	38,16		0,597	Normal
Post-test	Experiment (A2)	21	73,10	0,05	0,374	Normal
	Control (B2)	19	47,73		0,586	Normal

From the figure 6, it can be explained that the results of the research hypothesis test show the use of counseling applications outside the H0 reception area. This indicates that in general the implementation of the Counseling Application is better than the group that did not use the counseling application in counseling guidance. These test results prove that the Counseling Application is more effective for use by students.

Table 7. Homogeneity Test Results

No	Experiment		Control	
	Pree-test (A1)	Post-test (A2)	Pree-test (B1)	Post-test (B2)
Amount	1047	1507	713	840
Average	49,8	71,7	37,5	44,2
Min	33	60	27	27
Max	60	87	60	67
Standard Deviation	8,6	7,3	13,2	10,9
Variance	73,9	52,9	173,9	119,6
F count		0,72		1,45
F table		2,05		2,17
Conclusion	Homogen		Homogen	

This indicates that in general, the implementation of the Counseling Application is better than the group that did not use the counseling application in counseling guidance. These test results prove that the Counseling Application is more effective for use by students. The results of this research have provided strong support for the analysis of the needs for E-Counseling based on Instagram, WhatsApp, and websites for students. Research results show that students tend to seek counseling and emotional support online through these platforms because of the ease of accessibility, technological sophistication, and convenience they offer. This is also supported by the

results of research by [Prihmaningrum, \(2022\)](#) which revealed that most students consider Instagram as a platform that facilitates their self-expression and seeks sources of social support that are relevant to their experiences. Meanwhile, WhatsApp is considered an important communication tool, allowing students to interact personally with their counselors or friends in a counseling context. Thus, these studies underline the relevance of the importance of developing E-Counseling services that meet student needs in this digital era.

Table 8. t Test Results (one-tailed test)

Hypothesis	Mean	Std. Deviation	Std. Error Mean	t test (one-tailed test)		t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
				Lower	Upper			
1 Posttest Experimental Class Questions - Pretest Experimental Class Questions	19.762	4.603	1.005	17.667	21.857	19.673	20	0.000
2 Posttest Control Class Questions - Preetest Control Class Questions	9.211	8.210	1.883	5.254	13.167	4.890	18	0.000

Based on the table above, the results of the one-tailed t test analysis can be represented in the H0 acceptance graph as in the following figure 6

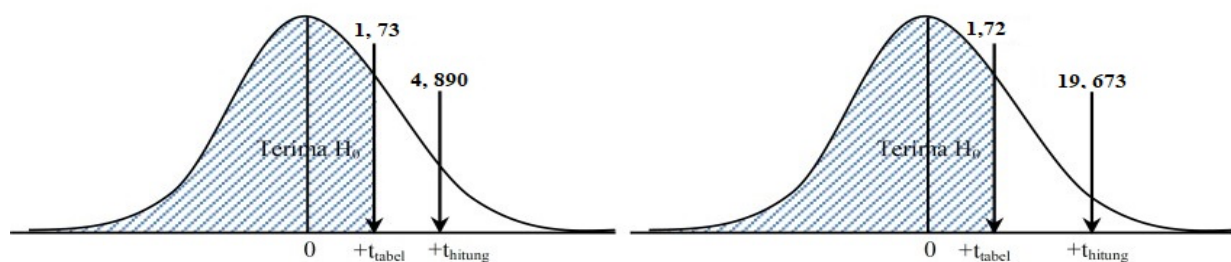


Figure 6. Graph of acceptance of H0 Control and Experiment Class

Apart from that, [Omeje et al., \(2016\)](#) stated that based on research conducted in Nigeria, it also showed a similar trend in students' preference for online platforms to seek counseling support. College students tend to use Instagram as a channel to share their experiences online and seek support in the context of their education and mental well-being. In addition, research by [Asia Hapsari et al., \(2022\)](#) highlights the important role of informative and interactive counseling websites in helping students find relevant resources and information for their problems. These findings from international studies confirm that students' preferences and needs for e-counseling based on Instagram, WhatsApp, and websites do not only apply at the national level but are also global and universal. Several studies conducted in various countries show that students tend to utilize counseling websites as a primary source of information and to seek support in various aspects of their lives.

Research conducted by [Miftah \(2022\)](#) who developed web-based counseling services in Indonesia shows that students in Indonesia are increasingly facing increasingly complex academic pressure, welfare stress, and psychosocial challenges. In this context, platform-based e-counseling such as WhatsApp, Instagram, and websites has proven effective in providing easy and fast access to

counseling, especially for students who have greater academic pressure than students. In addition, research also shows that Indonesian students want easy access to information and resources related to their well-being through informative and user-friendly websites (Astuti & Muflikah, 2019). Research related to E-Counseling for students is very relevant in today's era which is increasingly dominated by digital technology and dynamic changes in student life.

Today's students face high academic pressure, mental well-being issues, and diverse psychosocial challenges. Ameliola & Nugraha (2013) stated that students tend to be more open and comfortable in talking about their problems via digital media. They feel safer sharing their experiences online, which can increase the effectiveness of counseling. This also shows how digital technology can be used as an effective tool in supporting student welfare and development in this modern era. These results provide a strong argument for the development and improvement of better E-Counseling services in Indonesia, which are in line with the demands and needs of students in the digital era.

Conclusion

This indicates that in general, the implementation of the Counseling Application is better than the group that did not use the counseling application in counseling guidance. These test results prove that the Counseling Application is more effective for use by students. The results of this research have provided strong support for the analysis of the needs for E-Counseling based on Instagram, WhatsApp, and websites for students. Research results show that students tend to seek counseling and emotional support online through these platforms because of the ease of accessibility, technological sophistication, and convenience they offer. These results provide a strong argument for the development and improvement of better E-Counseling services in Indonesia, which are in line with the demands and needs of students in the digital era.

Acknowledgment

The author would like to express his gratitude Counseling Services Unit at Jambi University (UNJA). This research was funded by PNPB funds from the Faculty of Teacher Training and Education, Jambi University in 2022 with the applied research scheme SP DIPA-023.17.2.677565/2022 dated 17 November 2021, in this research, the author received a lot of help in the form of very useful encouragement from various parties. On this occasion, the author would like to express his highest thanks and appreciation to the honorable Head of LPPM, Dean of FKIP, Head of the Guidance and Counseling Study Program, Head of UP2M FKIP, LPTIK Jambi University and the student managers/I of FKIP Jambi University.

References

- Agisni, Elita, & Afriyati. (2020). Pengaruh bimbingan kelompok berbasis cyber guidance untuk mencegah pembelian impulsif di instagram pada mahasiswa. *Triadik*, 11–18. <https://doi.org/https://doi.org/10.33369/triadik.v19i1.16460>.
- Ameliola, S., & Nugraha, H. D. (2013). Perkembangan media informasi dan teknologi terhadap anak dalam era globalisasi. *Prosiding In International Conference On Indonesian Studies" Ethnicity And Globalization*.
- Astuti, A. D., & Muflikah, A. (2019). Pengembangan soft skill dan kompetensi konselor pada Era Society 5.0. *Prosiding Seminar Nasional Bimbingan dan Konseling*, 3(1), 35–41.
- Aziz, A. R., & Salam, P. A. (2018). Keefektifan layanan informasi berbasis instagram untuk meningkatkan kepercayaan diri siswa. *Terapeutik*, 1(3), 183–191. <https://doi.org/10.26539/terapeutik.32153>
- Habibah, U. (2019). Ekonstikultural (E-konseling multikultural di era digital). *Prosiding Seminar Nasional Strategi Pelayanan Konseling Berbasis Kearifan Lokal Di Era Revolusi Industri 4.0*, 223–232.
- Hapsari, S., Yaslim, N. P., Sarereake, E. A., & Natasya, N. (2022). Development of “AMICO” website as a media of non-judgemental expression for youth. *Education and Social Sciences Review*, 3(1),

-
48. <https://doi.org/10.29210/07essr156000>
- Kirana, D. L. (2019). Cyber counseling sebagai salah satu model perkembangan konseling bagi generasi milenial. *Al-Tazkiah*, 8(1), 51–63.
- Mulawarman, M., Antika, E. R., Hariyadi, S., Sugiharto, D. Y. P., Mulyawati, V., Wibowo, A. E., & Aisyah, I. (2021). Keterampilan E-Counseling Bagi Konselor Pendidikan Dalam Meningkatkan Layanan Bimbingan Konseling Di Sekolah Pada Era Digital 5.0. *Quanta*, 5(2), 67–78. <https://doi.org/10.22460/q.v1i1p1-10.497>
- Ningsih, D. N., Fadlillah, R., & Safitri, Y. . (2021). Layanan E-konseling di sekolah pada masa pandemi covid 19. *Al-Isyrof Jurnal Bimbingan Konseling Islam*, 3(2). <https://doi.org/E-ISSN 2721-9585>
- Noviyanti, N. . (2020). Instagram social media as guidance and counseling media based on technology. *IJAGC: International Journal of Applied Guidance Counseling*, 1(1), 16–19.
- Omeje, J. C., Eze, J. U., & Egeonu, D. C. (2016). Utilization of E-Counseling in Career Information Dissemination Among Undergraduates of Federal Universities in South East Nigeria. *SAGE Open*, 6(2). <https://doi.org/10.1177/2158244016655586>
- Prihmaningrum, V. (2022). Penguatan Layanan Cybercounseling pada Pasca Pandemi Covid-19. *Assertive: Islamic Counseling Journal*, 01(2), 43–56. <https://ejournal.uinsaizu.ac.id/index.php/assertive/article/view/7084%0Ahttps://ejournal.uinsaizu.ac.id/index.php/assertive/article/download/7084/2990>
- Putri, D. R. K., & Naqiyah, N. (2020). Pengembangan aplikasi need assessment konselor sekolah berbasis android dalam upaya pengintegrasian kebutuhan siswa di SMK Negeri Tutur. *Majority*, 9(2), 142–149.
- Transisilawati, T., Rosely, E., & Wijayanto, P. W. (2019). Aplikasi pengidentifikasian permasalahan siswa berbasis web. *J. e-Proceeding of Applied Science*, 5(3). <https://doi.org/ISSN : 2442-5826>
- Zakkiyah, N. L., & Wiryosutomo, H. W. (2020). Pengembangan layanan informasi studi lanjut berbasis instagram untuk siswa SMP Negeri 46 Surabaya. *Unesa*, 67–76.