

# *Development of Guidance and Counseling Information Service Toolkit to Anticipate the Spread of Covid-19 at School*

Asni Mardin<sup>1</sup>, Daharnis<sup>2</sup>, Afdal<sup>3</sup>

<sup>1</sup>Guidance and Counseling Student, Universitas Negeri Padang, Indonesia

<sup>2</sup>Guidance and Counseling Lecturer, Universitas Negeri Padang, Indonesia

<sup>3</sup>Guidance and Counseling Lecturer, Universitas Negeri Padang, Indonesia



**Abstract** – The world is currently on alert for the spread of a virus known as covid-19. Every individual is at risk of experiencing anxiety about the Covid-19 pandemic. The variety of news about Covid-19 spread in various media, resulting in high levels of anxiety experienced by students. The importance of providing the correct information about covid-19 to students. So it is necessary to develop an information service device in the form of student worksheets along with guidelines for using student worksheets that contain material about anticipating Covid-19. The products developed were subjected to validation tests for content and media by experts, practical tests by counseling teachers/counselors and students. The assessment instrumentation is in the form of a questionnaire for validation and practical testing. The results of the analysis show that the student worksheets and user manuals developed are valid in terms of content and design and are practically used in the implementation of services by counselors and students. So it can be concluded that the service tools used to anticipate the spread of Covid-19 have fulfilled the elements of making a guidance and counseling service kit.

**Keywords** – COVID-19, guidance and counseling, student worksheets

## I. INTRODUCTION

The pandemic situation raises a variety of psychological problems experienced by humans, including racism, panic buying, the anxiety of contracting to post-pandemic anxiety (Taylor, 2020; Duan and Zhu, 2020). Students also experience high levels of anxiety (Fitria & Ildil, 2020). Fear and anxiety are triggered by the news. Besides, the lack of information or incorrect information, which is often conveyed excessively, has been shown to trigger anxiety and fear (Taylor & Asmundson, 2004; Purwanto et al., 2020; Zaharah, Kirilova, & Windarti, 2020). Individual behavior comes from thoughts and information that is understood (Daulay, Daharnis, & Afdal, 2018). Every individual is at risk of experiencing anxiety about the Covid-19 pandemic. Various information can be obtained through social media (Aulia, 2018). In addition to increasing understanding, some of the information that is spread creates negative perceptions, such as excessive anxiety and fear.

Covid-19 is currently a major topic of discussion around the world, causing thousands of writings and news about Covid-19 to appear on the internet every day. However, not all of the information is correct, there is a lot of confusing news that can increase the worries and anxiety of teenagers who read and hear it (Nurislaminingsih, 2020). Uncertainty about new and unknown infections increases anxiety, which is exacerbated by isolation and exclusion (Banerjee & Rai, 2020). This means that the criticism caused by unclear information about Covid-19 is also exacerbated by mistreatment of people suspected of being infected with the virus, such as isolation.

70% of the 177 students thought that confusing, confusing, and convoluted information was widely spread on TV, YouTube,

and other social media reports. 76.3% of students are looking for information using YouTube. Individuals use social media both in their interactions and in seeking information (Afdal et al., 2019; Putra, Ifdil, & Afdal, 2019). So it is important to provide correct information about covid-19 to understand the weak psychological condition of Covid-19 news, such as excessive fear or lack of vigilance and caution in interactions (Asmundson & Taylor, 2020). This information is expected to reduce student anxiety as a form of anticipation for the spread of Covid-19.

As a form of anticipation, information is needed related to anticipating the spread of covid-19 according to student needs (Nurislamingsih, 2020). The knowledge given to adolescents must be ensured to be the right information because inaccurate information can cause anxiety and stress (Setiawan et al., 2018). The information must be conveyed properly according to the content or material needed by students. Besides, it informs things that can be done in anticipation of stress (Banerjee, 2020). Lack of knowledge but supported by a conducive environment can affect adolescent anxiety (Suwandi & Malinti, 2020). This condition is the responsibility of all components of education. Teachers/counselors and related parties must work together in improving conducive educational conditions (Afdal, 2015; Putra, Daharnis, & Syahniar, 2013). Teachers/counselors should foster students' understanding of increasing their ability to adapt to changing situations, namely through creative and innovative counseling (Karneli, Syukur, & Pratiwi, 2020). Teachers/ counselors are required to be able to communicate the content needed by students in technological communication such as providing the information needed through social media, teleconference applications, videos, and others (Sampurno, Kusumandyoko, & Islam, 2020). It means teachers/counselors have creativity in designing and developing learning.

The use of media in the learning process and services is also an effective tool to engage and make it easier for students to understand information which ultimately improves student quality (Smaldino, Lowther, & Russell, 2011; Asyhar, 2011; Natalia, Firman, & Daharnis, 2015). Media is anything that can be used to transmit messages from sender to recipient which can stimulate students' thinking, feelings, attention, and interest so that an effective communication process occurs (Sadiman et al., 2012). So it is important to develop guidance and counseling service tools so that students have the understanding to react according to the situation at hand. These tools can be implemented through guidance and counseling information services.

Information services aim to equip individuals with various knowledge and understanding of various things that are useful for knowing themselves, planning, and developing patterns of life as students, family members, and communities (Sukardi, 2010). Furthermore, the service kit is in the form of student worksheets and their user guide with a discussion of material on anticipating the spread of Covid-19. This article aims to explain the development of a research product, namely student worksheets and guidance for using student guidance and counseling worksheets to anticipate the spread of Covid-19 in schools.

## **II. METHOD**

This research is one of the development studies using the ADDIE model (Branch, 2009). This article specifically explains the third stage of the ADDIE model, namely the development stage. The data used are quantitative and qualitative, namely the results of the assessment by the validator (Sugiyono, 2016). The instrument used was a service device assessment questionnaire which included an assessment of student worksheets along with guidelines for their use. The validator assesses the device's suggestions or input. The service device developed is used as a student worksheet which is arranged based on the analysis and design stages. Data validation results were obtained from 3 content experts and 3 media experts. Data analysis using descriptive analysis techniques.

## **III. RESULTS AND DISCUSSION**

The application of health protocols has been shown to improve the quality of life for those who are isolated (Duan & Zhu, 2020). The application of health protocols is an initial activity to anticipate the spread of disease (Taylor, 2020). The need for information was developed into a topic to anticipate the spread of covid-19.

The information service device developed is in the form of a student activity sheet along with guidelines for its use with the topic of anticipating the spread of covid-19 which consists of three parts of the material, namely: 1) the covid-19 pandemic, 2) the psychological impact of the covid-19 pandemic, 3) wisely facing the Covid-19 pandemic. Student worksheets consist of several components, namely activity objectives, activity procedures, time allocation, reading material which is also equipped with video service links, summaries, student activity sheets which are divided into practice rooms and discussion rooms, and the final section is equipped with self-evaluation. Guidelines for using student worksheets consist of an overview, activity guides, closings, and

service implementation plans (RPL) along with an assessment rubric. The information service kit is arranged in the form of a book consisting of student activity sheets along with guidelines for their use. The tools developed for the implementation of guidance and counseling carry many functions to be fulfilled through the implementation of guidance and counseling activities, namely the function of understanding, prevention function, alleviation function, maintenance, and development function (Sukardi, 2010; Prayitno & Amti, 2004). Therefore, the development of guidance and counseling information service tools to anticipate the spread of Covid-19 is guided by the guidance and counseling function.

The following is the result of the validation of service tools by content expert validators and media experts.

Table 1. Expert validation results regarding the contents of service equipment

| No           | Aspect                                   | $\Sigma$<br>Score<br>Expert | $\Sigma$<br>Skor<br>Ideal | %    |
|--------------|------------------------------------------|-----------------------------|---------------------------|------|
| 1            | The framework of thinking <sup>(4)</sup> | 56                          | 60                        | 93.3 |
| 2            | Use of service kits <sup>(3)</sup>       | 38                          | 45                        | 84.4 |
| 3            | Contents <sup>(10)</sup>                 | 120                         | 150                       | 80.0 |
| 4            | Use of language <sup>(9)</sup>           | 124                         | 135                       | 91.9 |
| 5            | Service plan <sup>(4)</sup>              | 48                          | 60                        | 80.0 |
| 6            | Evaluation <sup>(4)</sup>                | 48                          | 60                        | 80.0 |
| <b>Total</b> |                                          | 143                         | 510                       | 85.1 |

The validity value of the information service equipment in terms of content is 85.1%. This means that the design of student worksheets and the guidelines for their use from the aspects assessed has been tested according to the very valid category. Making information service tools, namely student worksheets, several conditions must be met; didactic requirements, constructive requirements, technical requirements (Widjajanti, 2008). The developed student worksheets should describe effective learning by paying attention to individual differences, encourage students to seek information instead of informational tools, have various stimuli such as writing, discussing, and also paying attention to students' personal development goals. The developed student worksheet must pay attention to the use of language appropriate to the level of student development, clear sentence structure, use simple and short sentences, provide sufficient space to give students the flexibility to write and describe what students want to convey by providing a frame for writing answer

Tabel 2. The results of the expert display validation regarding the service equipment

| No           | Aspect                                                | $\Sigma$<br>Score<br>Expert | $\Sigma$<br>Skor<br>Ideal | %    |
|--------------|-------------------------------------------------------|-----------------------------|---------------------------|------|
| 1            | Cover desain <sup>(4)</sup>                           | 57                          | 60                        | 95.0 |
| 2            | letter type and sizeJenis <sup>(3)</sup>              | 42                          | 45                        | 93.3 |
| 3            | The colors used on the material <sup>(3)</sup>        | 45                          | 45                        | 100  |
| 4            | Punctuation used on the material <sup>(3)</sup>       | 45                          | 45                        | 100  |
| 5            | Image used on the material <sup>(5)</sup>             | 69                          | 75                        | 92.0 |
| 6            | Space and blank spaces in the material <sup>(4)</sup> | 57                          | 60                        | 95.0 |
| 7            | Consistent <sup>(3)</sup>                             | 45                          | 45                        | 100  |
| 8            | Device quality <sup>(1)</sup>                         | 15                          | 15                        | 100  |
| <b>Total</b> |                                                       | 375                         | 390                       | 96.2 |

The validity value of the student worksheet and ints user guide in terms of appearance is 96.2%. The validity in terms of

appearance as a whole has a good quality because the fulfillment of all aspects determined by the category is very valid. as explained by Widjajanti (2008) technical considerations in making students worksheets such as the use of letters, image selection, appearance including the size and appearance design of both the content and the skin of the book which includes layout and illustrations.

Service equipment has valid criteria if the device reflects between the parts of the device that are arranged consistently and the suitability between service objectives, service materials, and the assessment that will be provided (Rajabi, Ekohariadi & Buditjahjanto, 2015). One of the development principles is centered on the potential, development, and needs of students and their environment (Indaryanti, Hartono, & Aisyah, 2008). The results of the needs analysis describe the condition of students in the face of a pandemic. Besides that, it helps teachers in the learning process and also makes it easier for students in understanding the material being studied (Pratowo, 2012). Therefore, the contents and materials of the guidance and counseling information service tools developed are under the needs of students regarding information about Covid-19.

The input provided by the validator becomes a consideration in improving the service tools being developed. The validator provides input on the improvement of the developed service tools including:

1. Improvements to the cover of service devices related to font type and image suitability
2. Improvements to images and colors due to images and colors that are too striking
3. Complete table of contents
4. The clarity for image sources
5. Consistent with the letter format
6. The selection of images must be of good quality

The completeness of the components contained in the student worksheets along with the guidelines for their use helps students and teachers use the product. After making improvements following the input or suggestions given by the validator, practical tests are then carried out on teachers and students. Teachers/counselors and students carry out an assessment of the practicality of student worksheets and guidelines for their use.

The assessment of teachers/counselors and students on the use of student worksheets and the guidelines for their use is in the very practical category of 94.4%. This means that overall the student worksheets and manuals for use are practically used by teachers/counselors in information service activities seen from the aspects of planning, implementation, evaluation, and follow-up. And students' assessment of the practicality of student worksheets is in the practical category with 82.8%. This means that overall that the student worksheet is practically used by students in terms of content, ease of use, usefulness. This means that teachers/counselors do not experience significant problems in operating this service device. Likewise, students do not experience difficulties in participating in service activities following these service devices. Research conducted by Chairunnisa & Hasibuan (2018) states that the development of guidance and counseling service tools to optimize student social development will make it easier for teachers in learning activities. Also, Senja & Purwoko (2020) developed a classic guidance and counseling service that is HOTS-oriented. Overall, the student worksheets along with the usage guidelines developed to anticipate the spread of Covid-19 in schools have reached an adequate level of use both from the assessment of teachers/counselors and students.

#### **IV. CONCLUSIONS AND IMPLICATIONS**

Guidance and counseling information service tools to anticipate the spread of covid-19 in schools developed in the form of student worksheets and guidelines for using student worksheets. This product was developed based on students' needs for information about the spread of Covid-19. This product has gone through a validation process from content experts and media experts, with the finding that the student worksheets and usage guidelines developed are valid and very suitable for use as a medium in the learning process in guidance and counseling activities. On the product, practicality tests were also carried out by teachers and students with the acquisition that student worksheets along with guidelines for their practical use were used in the learning process in guidance and counseling activities. This means that the student worksheets and usage guidelines developed can describe and convey information and are considered appropriate to be used in anticipation of the spread of Covid-19 in schools.

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