

Si-Nobul: Student No Bullying Online System As a Support for the Implementation Guidance and Counseling Services At SMPN 18 Semarang

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Abstract.

In education, Guidance and Counseling services play an important role in helping students deal with personal, academic, and social problems. However, students often face obstacles in conveying their concerns directly to teachers, due to various reasons, such as embarrassment and time constraints. To overcome this challenge, technology-based innovations are needed by the times. This research discusses the Anti-Bullying Online System: This system was introduced by SMPN 18 Semarang, Si-Nobul is believed to be a solution to facilitate anonymous and efficient reporting of student problems through technological media. The purpose of this research is to find out how Si-Nobul acts as a support system for guidance and counseling services at school. This research focuses on implementing Si-Nobul to improve accessibility to counseling services by prospective students, improving response time to student problems, and maintaining confidentiality in the reporting process. In addition, this study also aims to describe the impact of using Si-Nobul through the perspective of counseling teachers. This research uses a qualitative study methodology. The informants of this study include school counselors, students, documents, and observations. Data analysis using Miles and Huberman, data were examined, with special emphasis on themes related to the use of Si-Nobul to assist counseling services. The results of this study show how important Si-Nobul is to maximize the provision of guidance and counseling services in school. The system guarantees the privacy of student reports, improves communication between counselors and students, and offers flexible access to counselling services.

Key Words: *Guidance and Counseling, Bullying, innovation technology, Si-Nobul*

INTRODUCTION

Guidance and Counselling (BK) is essential to support students' overall growth. It focuses on providing assistance to students to overcome social, academic and personal problems, which may hinder their academic progress and development. With this, the role of guidance and counselling in schools aims to help students become what they can be (being) and how they should be (wanting to be). (Bereiter: 1973) (Gysbers & Henderson: 2006). According to Blocher: 1974, he says guidance and counselling focuses on the process of facilitating the development of individuals within their environment. Such development occurs through healthy interactions between individuals and their environment.

Speaking of environment and development, we are currently in the era of information technology characterised by rapid advances in digital technology that almost affect all aspects of life. To create an environment that keeps up with the times, schools must also use the latest technology in the process of developing guidance and counselling media, so that these services can help students more efficiently. (Miasari et al: 2022) (Yulianti et al: 2023).

The problem that is often encountered is that some students feel worried if their friends know that they go to the counselling teacher. They will think they have a problem, which can make students feel embarrassed and reluctant to be seen as someone who has a problem. (B. A., personal communication, May 2024). Some students also find it difficult to find the right place to talk about personal issues outside of school, hence not all students have easy and quick access to counselling services. In addition, there are concerns regarding the confidentiality of data. Students who report cases of bullying also do not want their data to be known. So that often students feel embarrassed or afraid to express problems directly to the counselling teacher at school. (B. N.A, personal communication, May: 2024).

The previous study explained that implementing an online reporting system in schools showed an increase in reporting of bullying incidents. (Evans: 2014) So that the use of technology can improve counseling services, such as mobile to access schedules and make appointments with counseling teachers. (Pulat: 2022) Similarly, from the results of student interviews, privacy and security of personal data are important factors that affect student trust in online-based services. (Jones, K. M., et al: 2020).

Counselling teachers should understand these feelings and try to raise students' awareness that guidance and counselling are important to improve their quality of life. From these problems, it is important to remember that guidance and counselling is a process that requires accuracy and speed in dealing with

students' problems. Guidance and counselling teachers must have appropriate and quick counselling skills to help students share their problems and provide effective solutions, so that students can get appropriate and quick help.

To help students overcome these problems, a solution that can be applied is to provide innovations to support BK reporting by providing technology-based media. Students can easily report their problems through technological media such as applications, barcodes, or websites provided by BK teachers, one of which is the Si-Nobul program that has been carried out by SMPN 18 Semarang for 1 year. So that counselling teachers can respond to student problems quickly and efficiently through a technology-based system without students feeling worried about the confidentiality of data that reveals personal problems or bullying.

While there have been several studies on online counselling service systems, research specifically examining anti-bullying reporting systems such as Si-Nobul is limited. Further research is needed to understand how this system can be adapted and implemented effectively in various schools in Indonesia. This research is therefore important in order to improve counselling services in schools, help address bullying issues, and improve students' mental well-being through the implementation of online reporting systems such as Si-Nobul. The main objective is to assess the role of Si-Nobul in supporting counselling services, improving accessibility and responsiveness, and maintaining the confidentiality of reporting.

METHODS

The type of research used in this study is qualitative research. Qualitative research is a research method with the main purpose of this research as material to describe or describe a situation or event where some students find it difficult to convey personal problems or other people's problems that occur outside of school, so this research was conducted to find out the implementation of Si-Nobul as a student reporting support system by taking data through interviews, observation and documentation and from various literature related to the study to be discussed (Sugiyono: 2013). The sources of information in this study are 3 Guidance and Counselling Teachers and 3 students so that the total sources of information in this study are 6 people.

The data analysis technique in this study uses the Miles and Huberman data analysis model, the questionnaire relates to the online system of students no bullying as a support for the implementation of guidance and counselling services. Meanwhile, data collection techniques were carried out using interview techniques, observation and documentary studies. Then the data was analysed by means of data reduction, data presentation, conclusion drawing and verification.

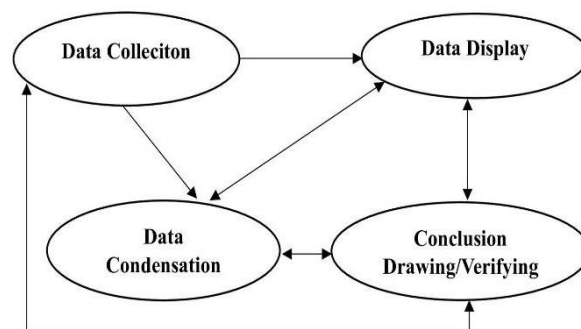


Figure 1. Miles and Huberman Data Analysis

RESULTS AND DISCUSSION

Si-Nobul plays a role in supporting the optimisation of counselling implementation in schools. The presence of Si-Nobul can help counselling teachers to provide counselling services with flexible requests and not limited by place and time. Based on the results of verbatim coding that has been categorised from the code set. Then the major themes were found which will be discussed as follows:

1. History

At SMPN 18 Semarang, Si-Nobul is used as a means of collecting information or data about problems or questions from students. This is an utilisation of the development of the times that has been very advanced, especially in the field of technology and information. Before the innovation of Si-Nobul, there was a media known as the problem box which aimed to accommodate problems that came from students or subject teachers, and homeroom teachers (B. Z.A, personal communication, May: 2024). (Sugiarto: 2021) The problem box is an activity to collect problems experienced by students and provide feedback. (Almawijaya: 2015) However, the facts in the field according to research (Triyanto: 2012) this problem box is less effective, even within one year there is not a single problem that is entered. Problem boxes are less attractive to students because they are uncomfortable with the connotation of "problem" which is considered negative. (Azhar: 2022)

The complexity of globalization also affects guidance and counselling services. The need to keep up with the times and replace conventional models with modern ones through innovation. Innovation is the process of designing ideas with practice and can be considered as a new thing and can provide added value to users. (Sunarto, 2020) Innovation can be realised with high creativity. (Wiyono: 2020) The development of the globalisation era, it forces a counsellor to innovate using information technology media. (Handika: 2022) Optimizing guidance and counselling services can use media. (Kettunen: 2015) Media is an ease of communication. (Prasetiawan: 2018) The principle of using media is effective and efficient, helping to reveal time. (Budiyo: 2020).

2. Si-Nobul Overview

Si-Nobul is a tool initiated and developed by teachers as a means of collecting information or complaints about problems from students. Si-Nobul emerged from the development of a problem box that was ineffective because it was still conventional and limited in space and time. This was expressed by one of the counselling teachers:

"We are following the times. then everything is digitised, everywhere uses barcodes, we then look there. What if the reporting is digitised to make it easier for them. They are not lazy to report. There are no time and space restrictions. They can report anytime by using the barcode" (B. Z.A, personal communication: May 2024).

The statement above indicates that the impact of technological advances is massive and has entered all domains including guidance and counselling. Guidance and counselling teachers must be smart to utilise these technological advances to improve their services. It is not enough for counselling teachers to rely on their knowledge and personality traits alone. But it is required to have skills and creativity in order to become an inspiring role model and be able to empower the potential of their students. (Basri: 2018)

There are students who have difficulty conveying personal problems to counseling teachers and there is a tendency to use the media to convey complaints and problems. (Siradjuddin: 2017) This problem has an impact on individuals who find it difficult to convey their problems. When conveying their desire to do counselling with the teacher, it is difficult to do and causes the problem to settle and has not been resolved. The presence of Si-Nobul innovation presents a solution to students who are reluctant to report due to embarrassment, nervousness and lack of confidence to report problems experienced or witnessed by others. By attaching barcode images to all central places and activity centres at school, it seems to facilitate every learner to report problems experienced or seen from others. The application process is also considered simple, because students only need to scan with a smartphone then input personal data such as name, class, what the problem is and who wants to do counselling with the BK Teacher. After that, the next step is submitting. The data that has been submitted will automatically enter the Si-Nobul admin and immediately be given a response. By using Si-Nobul media, it can overcome the problems of conventional media that are hampered by space and time and increase the speed and responsiveness of student problems.

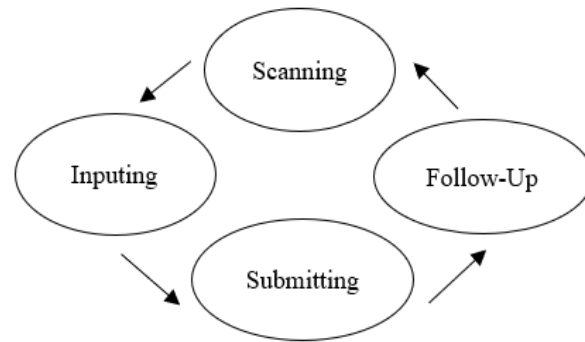


Figure 2. Si-Nobul Flow

3. Follow Up and Optimisation of BK Service Using the Si-Nobul Program.

Following the development of existing technology, guidance and counselling services have also developed. Students who want to do counselling but cannot meet or are afraid to express directly with the BK teacher can use this Si-Nobul service to do counselling. BK teachers consider that not all students have the courage to come directly to the counselling service at school. Si-Nobul service can be accessed for 24 hours which will make it easier for students to do counselling without being limited by time.

The reason for implementing the service is students who do not take advantage of counselling services at school and limited time and make it easier for students to report what they feel or see that will become a problem in the environment. Perhaps later this Si-Nobul service can be developed with features such as those in cyber counselling services, where counselling teachers can overcome the problems faced by students. Apart from using google forms, Si-Nobul services can also utilise whatsapp to be used in optimising reporting services.

The success of the counselling process is the achievement of a better condition, meaning that with counselling, the counselee gets a new understanding through Si-Nobul about the perspective of his focus on reporting problems, so that there is a change in seeing something that has been heavy, can be light, something that has been impossible can be possible. Furthermore, for points related to feelings, the counselling process is cathartic, meaning that the counselee pours out all his problems to the counsellor, so that nothing is covered up, thus there is a feeling of relief after reporting his problem to the counsellor. Furthermore, there is a plan that will be carried out after counselling, actually the problem must have a way out.

4. Limitations and Challenges of The Si-Nobul System.

There are several challenges that come with using the Si-Nobul system, including the first (1) Not all students have access to smartphones or the internet, which may limit their ability to use the Si-Nobul system. With this, schools need to consider partnerships with local organisations to provide internet access for students who need it. In addition, for students who have limited access to mobile phones, schools can provide alternative reporting methods, such as a physical suggestion box or a dedicated computer in the counselling office where students can report problems anonymously, as was done before Si-Nobul.

(2) Technical issues, such as system outages or software bugs, may hinder the functionality of the Si-Nobul system, causing frustration among users. With this Regular system maintenance and updates should be scheduled to minimise downtime. Training sessions for students and counselling staff on how to use the system effectively can also help reduce issues. In addition, having a technical support team available to address issues quickly can improve students' experience with Si-Nobul. (3) Although the system aims to maintain confidentiality, students still have concerns about the security and privacy of their data. Clear communication on how data is handled, stored and protected can help build student trust. With this, schools should implement strong data protection measures and ensure that students are informed of their rights regarding their personal information.

CONCLUSION

Si-Nobul is an acronym for "student no bullying". Si-Nobul is an example of how to make positive use of the times, Si-Nobul was created as an alternative to the traditional BK reporting system, which is confined to time, based on the innovative work of BK instructors in Semarang City schools. Si-Nobul can be used at any time and from any location, which can assist pupils with a variety of issues, not just bullying. Students who want to get counselling because there is a problem or seek understanding about career paths can access Si-Nobul in an easy and practical way. Barcode sheets have been affixed throughout the school, students can easily scan the barcode, after that inputting the data listed, then after the complete data is filled in, just do the submission. The data that has been entered will be immediately processed by the BK teacher admin, after which it is a follow-up by scheduling counselling services between students who have submitted data with the BK teacher he chose during data inputting. In terms of usefulness, besides being easy to access, Si-Nobul can also help students who have difficulty because they are embarrassed to report or meet with counseling teachers because of very private problems. This innovation makes Si-Nobul useful in supporting guidance and counselling services in schools.

However, there are some limitations and challenges associated with the Si-Nobul system. Firstly, not all students have access to smartphones or the internet, which may limit their ability to use the Si-Nobul system. Schools need to consider partnerships with local organizations to provide internet access for students in need. For students who have limited access to mobile phones, schools can provide alternative reporting methods, such as physical suggestion boxes where students can report issues anonymously. Secondly, technical issues, such as system outages or software bugs, may hinder the functionality of the Si-Nobul system. Regular system maintenance and updates should be scheduled to minimize downtime. Training sessions for students on how to use the system effectively can also help mitigate issues. Third, although the system aims to maintain confidentiality, students may still have concerns about the security and privacy of their data. Clear communication on how data is handled, stored, and protected can help build student trust.

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Hopefully, this research can provide benefits to readers and be filled with blessings. However, it is undeniable that there are weaknesses in it. Departing from this, the author suggests that further research can thoroughly explore how the effectiveness of using Si-Nobul in schools. Furthermore, it can also explore the impact of fast and responsive counseling services in schools with Si-Nobul, or it can also be how the role of counseling teachers on whistleblower anxiety.

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