



Implementation Of Website-Based E-Counseling KOCAS (Student Confession Box) As A Medium For Disclosing Student Problems

Magfiratul Hidayah¹, Nurhikmah H², Rina Asrini Bakri³, M. Fiqri Syahril⁴

^{1,2,3,4}Universitas Negeri Makassar, Makassar, Indonesia

Abstract : This research examines the implementation of Website-Based E-Counseling KOCAS (Student Complaint Box) as a Media for Disclosing Student Problems in Schools. Guidance and counseling teachers can use media to help provide services to students. One of them is with a problem box, both physical and digital, which can provide students with a space to express problems without fear, helping counselors understand and handle problems proactively. Guidance and counseling have a very important role in the academic, social and emotional development of students, but there are still many negative stigmas attached to BK services in schools, especially at SMAN 1 Bulukumba. This study aims to analyze the implementation of E-Counseling Student Complaint Box (KOCAS) as a digital instrument in supporting more efficient service transformation and changing negative perspectives and stigmas as well as the limited implementation of guidance and counseling services for students in schools. The type of research is development research with data collection techniques used are interviews and questionnaires. The results of the study indicate that the website-based e-counseling system KOCAS (Student Confession Box) as a medium for students to express their problems at school has shown positive responses and is acceptable. A small group trial of 10 students with a counselor showed very positive (high) responses and is therefore acceptable. These findings indicate that the e-counseling system KOCAS is effective in helping students express emotions, uncover problems, strengthen the relationship between counselors and students, and eliminate the negative stigma surrounding guidance and counseling services

Keywords : E-counseling; KOCAS; Media; Problem Disclosure.

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Corresponding Author: Magfiratul Hidayah ; hidayahmagfiratul10@gmail.com

INTRODUCTION

The rapid development of digital transformation in the current era, where almost all mainstream in various sectors of life has been technology-based including in the fields of education, companies, and government have also used the sophistication of information and communication technology because the era is increasingly sophisticated and practical, where of course work related to technology makes work faster (Kittithorn et al., 2026). In the field of education, students also get information and knowledge from the internet faster, while in the corporate sector, it can make workers complete work faster which makes a company grow rapidly, and finally in the government sector where it can make the running of the country, education, companies more focused and make the country's economic needs, other government needs are also guaranteed (Colella et al., 2026).

Technological advances can be utilized in various aspects. One example is in the field of education, where it can support guidance and counseling management activities in schools. Guidance and counseling services, as an integral part of the education system, are also required to adapt to these changes. Guidance and counseling management can be described as the activity of organizing

all guidance and counseling activities in such a way as to achieve the goals of guidance and counseling, namely helping students develop and overcome problems in achieving their developmental tasks. Guidance and counseling management refers more to the management or functioning of various resources related to guidance and counseling activities. The social, academic, and psychological challenges faced by students increasingly demand the active role of guidance and counseling teachers in providing timely and data-driven support (Faessen et al., 2026). The use of digital platforms in the implementation of guidance and counseling services is one strategic solution to address these demands. The concept of conventional guidance services is starting to be replaced by a digital approach that promises easier access and more accurate monitoring (Hasdemir & Yurtsal, 2026). The integration of technology in counseling services also enables structured, secure, and sustainable management of student data (Praekanata et al., 2024).

Schools must not only provide guidance and counseling facilities but also ensure the quality of these services and ensure that they reach all students, maximizing their potential. In terms of data organization, guidance and counseling services at SMAN 1 Bulukumba have not utilized a technology-based or specialized information system. All data organization and guidance and counseling services are conducted using manual recording and face-to-face services. This results in disorganized data, and limited guidance and counseling services are provided only during school hours. Student guidance and counseling data is crucial for analyzing student development and the problems they face. Advances in guidance and counseling services in schools can now be facilitated by technological advances. Initially, guidance and counseling services were limited to face-to-face meetings between counselors and clients, but now they can be conducted using various technological media, enabling distance counseling. The use of technology is one of the competencies of guidance and counseling teachers, as stipulated in the Minister of National Education Regulation No. 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies (Minister of National Education Regulation No. 27 of 2008).

Therefore, by utilizing this technology, it is hoped that BK teachers will be more assisted in guidance and counseling service activities such as data collection, administration and management in guidance and counseling services at school. In current guidance and counseling services at school, many students face obstacles, one of which is the negative stigma of students who are called or students who come to the BK room to consult regarding problems they are experiencing, where they sometimes feel embarrassed or not confident enough to come and express the problems they are experiencing. Where students sometimes just keep the problem to themselves or sometimes only come to the BK teacher with a brief story so that the BK teacher has difficulty in understanding the main problem being experienced by the student, which ultimately requires a long time in solving the problem. Therefore, a technology-based media is needed that can be utilized and used to express problems experienced by students without the students having to feel embarrassed or reluctant to come and meet the BK teacher in the room.

Guidance and counseling services in schools are usually conducted through face-to-face meetings or through written messages on paper that are then placed or inserted in a problem box. The counseling model using conventional problem box media in schools is carried out specifically at school and placed near the door of the BK room. It is used by inserting a letter containing various problems, complaints, or questions addressed to the counselor, then students wait for a call or reply from the counselor. After the problem box contains several problems or complaints from students, the counselor reads the contents of the letter and then identifies the types of problems that can be prioritized according to the level of problems experienced by the students, and the next action the counselor will call the students to provide counseling services as a form of treatment for students.

Empirical evaluations have shown that currently conventional problem box media are still carried out and provided in schools, although not many students use them.

Based on the information that has been successfully summarized, this is what then underlies the researcher to need to make efforts in developing the application of conventional guidance and counseling media into modern or technology-based counseling media and in accordance with the counseling needs in the personal, social, learning and career fields as a medium for expressing student problems (Shukla et al., 2026). The way to provide this media is by developing conventional media (problem boxes) into modern media in the form of special media called "E-Counseling KOCAS (Student Curhat Box)" which is website-based so that students can express their problems more easily without being hindered by distance, done anytime and anywhere so that students can direct themselves in making decisions from each problem through the e-counseling process. E-Counseling is a term derived from English, namely e-counseling (electronic counseling) which can be briefly interpreted as the process of organizing counseling electronically. E-counseling is counseling via the internet which generally refers to professions related to mental health services through internet communication technology (Seefeld et al., 2026). While what is meant by Web applications or Web-based applications is an application that is run through a browser.

However, in the implementation of this website-based media, it is not assumed that conventional problem box media can no longer be used, but rather students are given e-counseling as an alternative in expressing their problems. Therefore, counselors in schools need new innovations from problem box media that keep up with the times so that it can facilitate the work of BK teachers or counselors in schools and can help students express their problems. Through the website-based E-Counseling KOCAS (Student Curhat Box) as a medium for expressing student problems at school, students who feel embarrassed or insecure and feel afraid to meet a counselor will try to dare and trust the counselor if they really need counseling. Therefore, the website-based E-Counseling KOCAS (Student Curhat Box) as a medium for expressing student problems at school is very necessary because the triggers of students' obstacles to consulting can be overcome so that students are able to express their problems.

METHOD

The research method used is the development research method or Research and Development (R&D). According to Sugiyono (2015), Research and Development (R&D) is research used to produce certain products and test the validity and practicality of these products. Meanwhile, the definition of development research according to Borg and Gall (2003) is "research and development is a powerful strategy for improving practice. It is a process used to develop and validate educational products." It is explained that research and development is a powerful strategy for improving practice. It is a process used to develop and validate educational products to suit needs.

The research and development (R&D) approach used in this study is the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation (Judijanto et al., 2024). This approach was chosen to accommodate the need to design and develop media that can be used by students to fulfill digital-based guidance and counseling services in schools, thereby supporting the achievement of systematic and needs-based guidance and counseling services in schools. The research location was conducted at SMAN 1 Bulukumba, where it was provided to students and guidance and counseling teachers.

The analysis stage is used to identify actual problems that occur in the field and are experienced by guidance and counseling teachers and students due to the limitations of manual services that are still carried out in schools that are less efficient. The data obtained is collected through interviews, observations, and scientific reviews that are used to obtain various knowledge and in-depth understanding of the needs related to the media to be used. The design stage is carried

out after the analysis stage is carried out where the needs are formulated, then the initial design of E-counseling Kocak or a website-based student vent box is carried out as a medium for expressing problems, which includes the appearance, features, and design of appropriate evaluation instruments. After the design process, the next process or development stage, where at this stage technology experts are involved in creating a functional application prototype, in order to be appropriate, validation is needed to ensure suitability with practical needs and the principles of guidance and counseling services so that they can be valid and reliable. Furthermore, implementation is carried out in the school environment by involving students and guidance and counseling teachers as a limit test to obtain an initial picture and effectiveness of the use of website-based media. Then the evaluation stage is the effectiveness of website-based media in improving service quality, user satisfaction and usefulness.

RESULTS AND DISCUSSION

Result

This research took place at SMAN 1 Bulukumba with a focus on website-based E-counseling KOCAS (Kotak Curhat Siswa) as a medium for expressing student problems. E-counseling KOCAS (Kotak Curhat Siswa) is a website-based media developed to help students overcome personal, learning and career problems. In this website-based Kocas media, it provides online counseling services, which can make it easier for students to express their problems anywhere and anytime with new methods without fear of being known by other students. Where based on the results of interviews with guidance and counseling teachers, it was found that the counseling services carried out were still carried out manually, thus with this manual process students often feel lazy to do face-to-face counseling because of negative views or bad stigmas that when entering the BK room it is a problematic student, in addition to this still manual service, guidance and counseling teachers often experience loss of student data.

Discussion

The analysis stage in the context of Kocas (Student Complaint Box) e-counseling begins with data collection through interviews, field observations, and document analysis related to guidance and counseling services in schools. Where the results of the analysis show that all service recording processes are still carried out manually, thus causing various obstacles, including limited time in implementing services. From the results of this needs analysis, it shows that by using Kocas (Student Complaint Box) this website-based digital media, the guidance and counseling services carried out become the most relevant and strategic solution to address problems, which can simplify the counseling process, increase effectiveness, efficiency, and accountability.

The design phase is carried out after a thorough needs analysis. At this stage, the website-based media design is developed, including the login process, menu display, and dashboard. The website-based media design considers user-friendliness, allowing users to easily understand the website's flow without requiring advanced technical skills (Seefeld et al., 2026). This is crucial because application users can come from diverse backgrounds (Hanna et al., 2026).

During the development phase, the Kocas (Student Complaint Box) e-counseling system was being developed using web-based technology, enabling access from various devices. Data security was a primary concern during this process, and the system ensured that only users and guidance counselors could access the data (Dağyar et al., 2026).

The implementation phase involved deploying the application to the school environment of SMAN 1 Bulukumba. The initial implementation focused on training users, namely guidance counselors and students, to help them understand how to use the tool. Results showed that users were able to more quickly understand the website's flow, many guidance counselors felt it was helpful

because they no longer had to manually record student issues, and students felt less hesitant to communicate their concerns (Dağyar et al., 2026).

The use of website-based e-counseling Kocak (Student Curhat Box) as a medium for expressing student problems in guidance and counseling services has a very important urgency in supporting the change in the conventional system that is always carried out by BK teachers towards a more advanced system by utilizing technology, which is structured and responsive to student needs (Woldemichael et al., 2026). With this utilization of course accelerates the intervention process needed by BK teachers in dealing with critical situations, and problems that require special attention (Kamal & Rihan, 2026);(Arnout, 2026). The use of website-based e-counseling Kocak (Student Curhat Box) as a medium for expressing student problems is expected to be an internal part that can improve the quality of educational services, especially BK services in schools.

CONCLUSION

E-Counseling KOCAS (Student Complaint Box) based on the website as a media for revealing student problems is very necessary among students, especially students at SMAN 1 Bulukumba. The results of the study concluded that the implementation of guidance services carried out in schools is still carried out using manual methods or methods where students come to the guidance and counseling room to tell the obstacles and problems they are experiencing, but in reality not all students can easily express the problems they are experiencing, especially students with shy personalities, this is certainly an obstacle in the implementation of counseling services can be carried out well.

Based on the results of the research that has been conducted, it was found that the use of website-based e-counseling Kocak (Student Curhat Box) as a medium for disclosing student problems in schools is very relevant to addressing these problems. Where this media is significantly able to provide an impact on increasing the efficiency, accountability and quality of guidance and counseling services for disclosing student problems in schools as a whole so that students who tend to be unable to express their problems can seek counseling services by utilizing the E-counseling Kocas (Student Curhat Box) media. In addition, this media makes it easier for guidance and counseling teachers to carry out various guidance and counseling services, for example identifying students who have problems, and of course with this guidance and counseling teachers can make students more active, and can develop well in both academic and non-academic aspects.

Future researchers are advised to expand this website-based media to be accessible to students of all levels, add additional engaging features, and conduct longitudinal testing to assess the long-term impact of its use on students in schools. Furthermore, it is hoped that this media can be developed into an application and can serve as a reference for other researchers.

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