

PROSES SUBMIT ARTIKEL JURNAL INTERNASIONAL PADA BULAN 28 DESEMBER 2022

The screenshot shows the author dashboard for Pegem Journal of Education and Instruction. The page title is "Pegem Journal of Education and Instruction" and the URL is "https://www.pegegog.net/index.php/pegegog/authorDashboard/submission/2572". The dashboard has a navigation bar with "Submission", "Review", "Copyediting", and "Production" tabs. The "Submission" tab is active. Below the navigation bar, there are two main sections: "Submission Files" and "Pre-Review Discussions".

Submission Files

ID	File Name	Date	Status
11309	Combination of Chat Counseling and Face-to-Face Counseling with Web E-Counseling Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Mixed Individual Counseling (1).docx	February 7, 2023	Blinded manuscript

Pre-Review Discussions

Name	From	Last Reply	Replies	Closed
Reminder	pegegogeditor 2022-12-29 07:01 PM	agussupriyanto3 2022-12-30 03:10 AM	1	<input type="checkbox"/>

The screenshot shows an email from Prof. Dr. Ismail Hakki Mirici, Hacettepe University, Turkey, to Agus Supriyanto. The email subject is "[PEGEGOG] Submission Acknowledgement". The email content is as follows:

Dear Agus Supriyanto:

Thank you for submitting the manuscript, "Chat and Face-to-Face Counselling with Web E-Counselling: Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Individual Blended Counselling" to Pegem Journal of Education and Instruction. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Submission URL: <https://mail.pegegog.net/index.php/pegegog/authorDashboard/submission/2572>
Username: agussupriyanto3

For your questions, please read the [Author Information Package](#) and the <http://www.pegegog.net/index.php/pegegog/faq> Frequently Asked Questions Section on the web page of our journal.

If you have any questions, please contact me.

Prof. Dr. Ismail Hakki Mirici, Hacettepe University, Turkey

1 **Chat and Face-to-Face Counselling with Web E-Counselling: Increasing**
2 **Student Discipline Responsibilities Post-Covid-19 Pandemic Through**
3 **Individual Blended Counselling**

4
5 **Abstract**

6 Students at school need to develop the character of responsibility in learning discipline (Re-
7 LeaD) after the Covid-19 pandemic (CV-19P) or face-to-face (FTF) discovering at school. The
8 character of Re-Lead as a form of student success in the future. This study goals to find and
9 test the effectiveness of the individual blended model of behavioristic counselling approach
10 to increase Re-Leads based on model effectiveness tests and expert tests. Individual
11 counselling with a behavioristic process combines chat and FTF counselling with the e-
12 counselling website. This study with research and development is limited to steps (1) helping
13 problems; (2) hypothetical draft model; (3) model feasibility test by guidance and counselling
14 reviews; (4) revising models; (5) testing the effectiveness of the model. The instruments used
15 were the Re-LeaD scales and expert reviews about model feasibility. The results of the
16 research concluded that the individual behaviouristic blended counselling approach is
17 appropriate to be applied by school counsellors to increase responsibility in student learning
18 discipline based on judgment by guidance and counselling reviews. A personal blended
19 behaviouristic counselling approach can also effectively improve student learning
20 responsibilities. Counsellors can use individual blended counselling with behaviouristic
21 methods as one of the counselling strategies to increase responsibility in student learning
22 disciplines at school.

23 **Keywords:** *Website, Blended Counselling, Responsible Learning Discipline, Chat*
24 *Counselling, Face to Face Counselling*

Introduction

The condition of the CV-19P presents excellent educational opportunities with digital and physical learning (Rapanta et al., 2021). Still, character changes in Indonesian children are challenging due to studying at home. The habit of online learning shows limitations for education (Ashour et al., 2021), especially the implementation of character education (Aziz et al., 2021). The big challenge in education after the CV-19P is education centred on academic, cultural and social success (Ladson-Billings, 2021). In Indonesia, the big challenge for students after the CV-19P in education is the growth of character based on local wisdom (Sulistiyani et al., 2022) for students' academic success.

One of the studies in Indonesia shows that teachers feel dissatisfied with online learning because students need to have awareness and habits to be responsible for assignments (Nurazizah, 2021). Responsibility for learning is a big challenge for education in Indonesia, especially for students after the CV-19P (Saperstein, 2022). After entering school face to face in post-pandemic conditions, Covid-19 needs to increase their responsibility. Besides that, student discipline in learning is also a big challenge. Students need more discipline in academic activities such as timely absences, hair styling, clothing, and school assignments that need to be habituated after the CV-19P, online learning, or blended learning. As time changed during the post-CV-19, students began to lose their responsibility for learning discipline with various academic and non-academic violations. This condition is to research in Indonesia regarding the decline in student discipline character (Zulela et al., 2022) and student academic problems (Supriyanto et al., 2022), requiring counselling interventions (Syapal et al., 2022).

Responsibility is an attitude and behaviour in properly reflecting their duties and obligations (Ardila et al., 2017), and responsibility is the key to individual success. Meanwhile, discipline is a character for professional success with future versatility (Zapata & Leihy, 2022).

1 Students who have a disciplined character have two indicators in the learning process
2 (attention, attendance, participation, and timeliness in assignments) as well as learning
3 behaviour (orderliness, obedience to rules, and courtesy) (Sari & Hadijah, 2017). Meanwhile,
4 students' academic responsibilities include doing homework and homework well, and every
5 action is carried out with full responsibility, carrying out pickets at school with a sense of
6 responsibility, and collecting assignments on time (Syafitri, 2017). Of all these indicators,
7 schools have a role in shaping the character of discipline (Sugai & Horner, 2014). Through
8 counselling, school counsellors must improve the character of Re-LeaD in students
9 (Mulyaningsih et al., 2022).

10 To improve Re-Leads' character, counselling services in schools can be done FTF and
11 chat or called blended counselling (Kretschmer & Brunner, 2015). Blended counselling is a
12 strategy that combines chat counselling services and FTF counselling (Supriyanto et al., 2021).
13 Blended counselling combines FTF sessions with internet and website interventions (Titzler et
14 al., 2018). Individual counselling is a relevant strategy to cultivate the character of
15 responsibility in student learning discipline. The literature review results show that blended
16 counselling with the facilitation of FTF individual counselling combined with individual
17 counselling with text-based applications and video calls is a relevant strategy (Ekawati et al.,
18 2022). Blended counselling application as a form of flexibility in personal counselling services
19 according to student conditions.

20 Accommodation in the implementation of blended counselling to improve the
21 character of Re-Lead through individual blended counselling. Individual blended counselling
22 as a positive innovation (Van der Vaart et al., 2014) in counselling services combined with
23 website counselling can be adjusted to the desired goals (Melchart et al., 2016). Individual
24 counselling teaches students to change their mindsets, attention, and behaviour (Dryden &
25 Palmer, 1997). Individual counselling that is carried out online and offline has the same goal,

1 namely to make students independent so that they can form a responsible character in the
2 discipline of learning through three stages of individual counselling the initial stage, the
3 working stage, and the final stage (Amalia & Pahrul, 2019).

4 The application of blended and FTF and online counselling has the same results. The
5 research results with 37 clients with FTF counselling and 13 clinics with online counselling
6 showed no significant variation between the online and FTF counselling groups related to the
7 general social presence (Holmes & Foster, 2012). In addition, the implementation of online
8 and offline counselling has a similar level of satisfaction (Zeren, 2015). Even though
9 counsellors can be measured to be better at FTF counselling than online counselling (Rochlen
10 et al., 2004), online counselling has cost savings (Wong et al., 2018), one of which is chat
11 counselling. Chat counselling is used to meet client needs, proven effective through chat
12 (Dowling & Rickwood, 2013), while FTF counselling utilises counselling rooms.

13 The use of individual blended counselling can take advantage of online media (Holmes
14 & Foster, 2012) or websites that support it. One website that promotes counselling in
15 Indonesia is Guidance and Counselling, Universitas Ahmad Dahlan, E-Counseling
16 (<https://bimawa.uad.ac.id/e-counseling/>). Using e-counselling websites helps counsellors and
17 clients in FTF and online counselling meetings and early interactions (Jonas et al., 2020). Using
18 e-counselling websites helps clients find the right counsellor, and counsellors can assist in
19 implementing FTF and online counselling, especially in increasing the character of Re-Lead
20 through individual blended counselling through the e-counselling website. This study aimed
21 to determine the effectiveness of individual blended counselling through e-counselling
22 websites to improve the character of Re-Lead.

23
24
25

Method

Research Design

This research aims to develop an e-counselling website as a counsellor strategy for implementing individual blended counselling to improve the character of responsibility in student learning discipline. R7D adapt Borg and Gall (1983), which is finite to five steps: (1) identification of the character level of responsibility in student learning disciplines which forms the basis for developing e-counselling websites and individual blended counselling models; (2) drafting individual blended counselling hypotheses for the character of responsibility in student learning disciplines and e-counselling websites; (3) evaluation by guidance and counselling reviews to measure the feasibility of the model and website; (4) model revision from the assessment of two experts; (5) individual blended counselling for the character of responsibility in student learning discipline using the e-counselling website media (Brog and Gall, 1983). Test the model's effectiveness with an initial experiment involving four experiment participants. Experiment participants were assigned randomly to the experimental group using individual blended counselling interventions. Table 1 displays the pre-experimental designs.

Table 1. Pre-experimental Design with Four Experimental Subjects

Subject Experiments	Pre-Test	Treatment	Pos Test
Experiment Participants 1	Q1	X	Q1
Experiment Participants 2	Q2	X	Q2
Experiment Participants 3	Q3	X	Q3
Experiment Participants 4	Q4	X	Q4

Where: O1, O2, O3, O4: Pre-Test and Post-Test Group Design

X: Individual Blended Counselling with Behaviour

1 Data Collection Tools

2 The instruments use two forms. The first instrument is a scale of Re-Leads composed of 30
3 items declared valid with a coefficient of 0.292 to 0.665. The reliability assessed using the
4 Cronbach alpha shows a value of 0.912 or is classified as very high category reliability.
5 Responsibility scale instruments in learning disciplines are designed by themselves. Re-Lead
6 involves eight aspects: attention while studying, attendance, punctuality, homework,
7 responsible actions, collecting assignments, creating learning outcomes, and self-control in
8 learning. The responsibility in learning discipline the scale measures the Re-Lead level pre and
9 post-students who are given individual blended counselling. Table 2 shows the instrument
10 grille, the responsibility instrument in the learning disciplines scale.

11 **Table 2. The scale of Responsibility Instrument in Learning Discipline**

Number	Variable	Indicators
1	Responsibility in Learning Discipline	Attention while studying
		Student Attendance
		Stick to schedules/times
		School work
		Responsible behaviour
		Accumulate assignments appropriately
		Designing Learning Outcomes
		Control yourself in learning

12
13 The second instrument to an assessment by experts to assess model feasibility from individual
14 blended counselling. The expert evaluation sheet consists of 3 aspects: model overview,
15 usability, and accuracy.

16

1 **Research Subject**

2 In the identification stage of the profile of responsibilities in learning disciplines, the
3 population involved was 30 students from Tebuireng Science Middle School, Indonesia,
4 especially class VIII. Using stratified random sampling, the study population consisted of 149
5 students in class VIII. The model feasibility test involves two reviews of guidance and
6 counselling from scholars in the field of guidance and counselling, has a counselling innovation
7 research map, and has experts in the field of responsibility in learning disciplines. At the
8 testing stage of the model's effectiveness, students as research subjects had a Re-Lead level
9 with shallow criteria with four experimental participants.

10 **Research Procedure**

11 The steps in research application with seven steps. They first analysed the level of
12 responsibility in student learning disciplines by distributing the Re-Lead level scale instrument
13 to 149 students as the research population and 30 students as the research sample. Second,
14 the initial draft of individual blended counselling to increase student Re-Lead with this design
15 contains the characteristics of responsibility issues in student learning disciplines and the basic
16 concept of implementing individual blended counselling. Third, reviews the feasibility of the
17 model by involving two reviewers. Fourth, responses, criticisms, and suggestions from the
18 reviewers so the model can be improved and perfected, namely individual blended counselling
19 to increase responsibility in student learning disciplines. Sixth, researchers conducted model
20 trials to test the effectiveness of individual blended counselling in increasing student Re-Lead.
21 Seventh, the researchers identified the effectiveness of individual blended counselling in
22 increasing student Re-Lead.

23 **Data Analysis Techniques**

24 The data analysis technique is in the form of quantitative percentages to determine the level
25 of responsibility in the learning discipline of SMP Science Tebuireng Indonesia students so that

1 it can be seen the percentage of students who have obligations in the level of student learning
2 discipline. In addition, the reliability coefficient analysis between reviewers and Cohens Kappa
3 analysed the level of feasibility of the individual blended counselling model to increase
4 responsibility in student learning disciplines. Furthermore, the t-test is an analytical technique
5 to test the model's effectiveness, so a significant difference appears between the average
6 conditions before and after counselling services.

7

8

Results

9 The finding of the R&D can be broken down into five main sections, namely (1) the
10 level of responsibility in student learning disciplines; (2) a hypothetical draft model; (3) the
11 feasibility models, namely individual blended counselling to increase responsibility in student
12 learning discipline; (4) model revisions; (5) test the effectiveness of the model, namely
13 individual blended counselling to increase responsibility in student learning discipline.

14

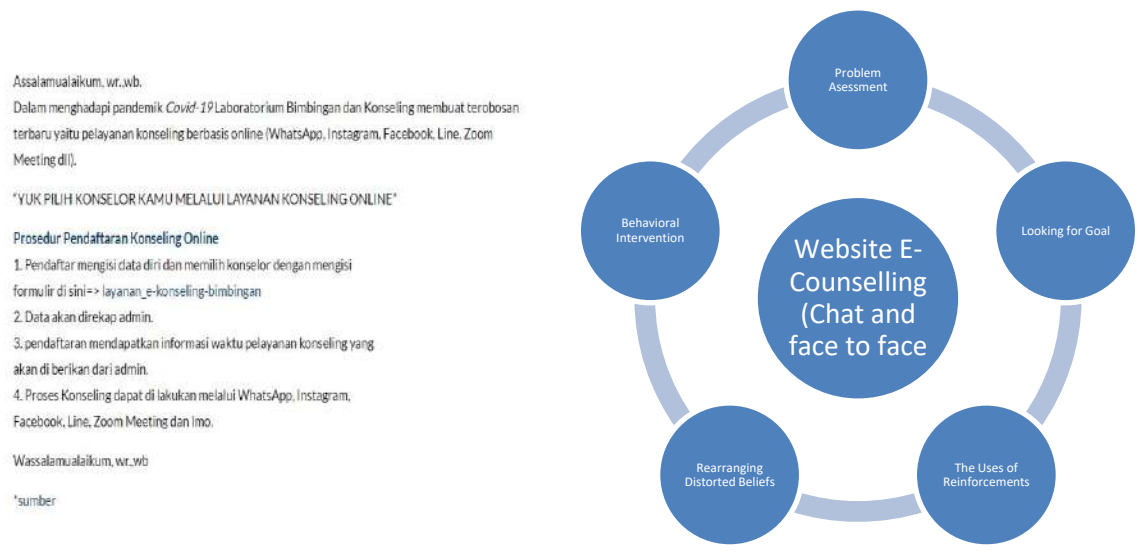
15 **Level of Responsibility in Student Learning Discipline**

16 From the recapitulation of the level of responsibility in student learning disciplines, the
17 average responsibility in student learning disciplines is in a low category or 28.33%. This
18 condition occurs because student responsibilities in learning discipline after the CV-19P are
19 still influenced by the distance learning model or at home with all its limitations. Changes in
20 mindset need help from school counsellors.

21 **A hypothetical draft of Individual Blended Counseling to increase Responsibility in Student 22 Learning Discipline and E-Counseling Website**

23 A hypothetical draft of individual blended counselling was prepared as the initial research
24 model. Individual blended counselling designed with a behavioristic approach includes some

- 1 stages, (a) problem assessment; (b) goals; (c) the use of reinforcement; (d) rearranging
2 distorted beliefs; (e) behavioural intervention; and Website E-Counseling.



3
4 **Figure 1. Website E-Counseling (<https://bimawa.uad.ac.id/e-counseling/>) and Individual**
5 **Stages of Blended Counseling with a Behavioristic Approach**

6
7 **Feasibility of Research Models**

8 Individual blended counselling with a behavioristic approach with five stages. In this stage, the
9 counsellor applies individual blended counselling with a behavioristic system in the
10 counsellor's efforts to help clients with problems; in this problem, the emphasis is on
11 increasing responsibility in student learning discipline. The focus of implementing individual
12 blended counselling with a behavioristic approach is to change the counselee's behaviour to
13 be more positive. Reinforce changes in the counselee's behaviour for the better. The
14 assumption underlying individual blended counselling is FTF and chat counselling (online)
15 (Supriyanto et al., 2021). Model feasibility is tested by conducting an assessment by guidance

1 and counselling reviews—the model feasibility assessments by guidance and counselling
2 review (Table 3).

3 **Table 3. Review Assessment of Models**

Number	Indicators	Average Value
1	Model Overview	3.09
2	The model for increasing responsibilities in student learning disciplines	3.16
3	The usefulness model for counsellors to increase responsibility in students' learning discipline	3.12

4
5 The average of the model appraisal reviews is 3.12. The resulting feasibility of the
6 model using interpreter reliability analysis of the Kappa Cohens coefficient by two reviewers
7 in table 4.

8 **Table 4. Cohens' Kappa Coefficient Analysis**

	Asymptotic Value	standard Error	Approximation T ^b	Approximation Significance
The measure of Agreement Kappa	.621	.062	7.818	.000
N of Valid Cases				

9 The results of the feasibility of the individual blended counselling model to increase
10 student Re-Lead with the Kappa Cohen inter-rater reliability coefficient is $K = 0.621$ or strong
11 criteria. The results also show that a significance value of 0.000 is less than 0.05 with a
12 significance level of 5%, so it is feasible to apply.

13 **Model Revision**

14 The initial model received several criticisms and suggestions from experts who
15 assessed the hypothetical draft individual blended counselling behavioristic approach using

1 FTF and chat counselling (online counselling) to increase responsibility in student learning
2 discipline. Ideas and reviews for improvements from experts, in general, are as follows (1)
3 stages need to be operationally regulated in individual services with FTF counselling combined
4 with online counselling (chat counselling) with a behavioristic approach, (2) stages of
5 individual counselling with a behavioristic approach need details for chat counselling and FTF
6 counselling, (3) it is necessary to bring up behavioristic counselling techniques, (4)
7 operationalising the transfer of chat counselling and FTF counselling, or vice versa.

8 **Test the Effectiveness of Individual Blended Counseling**

9 The next stage is to test the effectiveness of the model. Test the effectiveness of effects
10 on individual blended counselling behavioristic approaches in increasing responsibility in
11 student learning disciplines empirically. Before treatment, a pretest was conducted to
12 measure the effectiveness of the individual blended counselling behavioristic approach to
13 measure the level of increased responsibility in student learning discipline before being given
14 treatment at Tebuireng Science Middle School.

15 Model trials tested the effectiveness of individual blended counselling behavioristic
16 approaches to increasing responsibility in student learning disciplines. Four students with the
17 lowest level of responsibility in the learning discipline participated in the experiment to test
18 the model's effectiveness.

19 **Table 5. Changes in Pre-test and Post-test Results Scores**

Number	Initial	Pre Test	Post Test	Change
1	Je	10	20	10
2	Sa	10	21	11
3	As	10	22	12
4	Eb	13	23	10

Average	10,75	21,5	10,75
---------	-------	------	-------

1

2 Based on table 5, it can be analysed by t-test. The results of the analysis are as follows.

Table 6. Average Changes in Level of Responsibility in Learning Discipline

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	10.7500	4	1.50000	.75000
	Post Tetst	21.5000	4	1.29099	.64550

3

4 Table 6 shows that the behavioristic approach to individual blended counselling
5 interventions gives an average rating of responsibility in student learning disciplines higher
6 than before getting counselling. That is, the level of responsibility in student learning discipline
7 after receiving individual blended counselling interventions with a behavioristic approach is
8 higher (21.5) than before the intervention (10.75). This difference can be significant if the t-
9 test is small, with an alpha level of 0.05.

10

Table 7. Significance Value of T-Test Results

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post Test	-10.750	.95743	.47871	-12.27348	-9.22652	-22.456	3	.000

11

12 In table 7, the significance value is 0.000 or littler than 0.05, so it can be concluded that
13 there is a difference before and after the intervention. Individual blended counselling

1 interventions with a behavioristic approach effectively increase the level of responsibility in
2 student learning disciplines carried out by school counsellors.

3

4 **Discussion**

5 **The Urgency of Developing Responsibility in Learning Discipline by School Counselors**

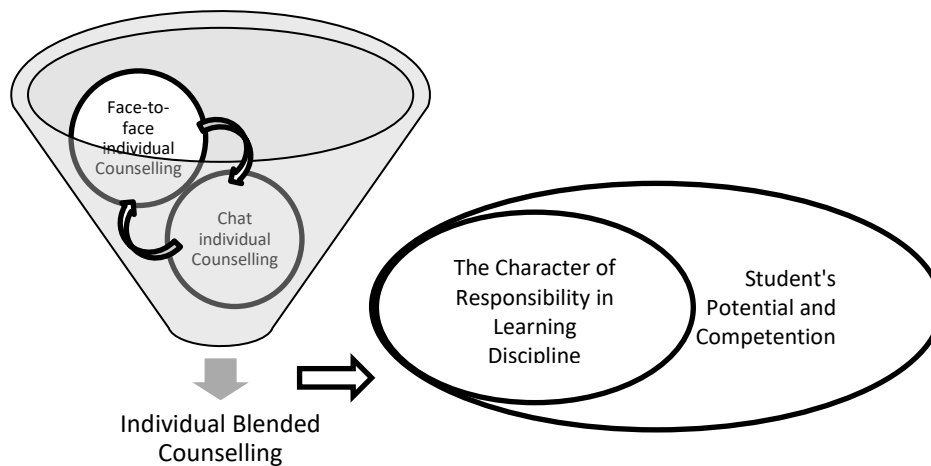
6 Responsibility in student learning disciplines as character and skills needed in the 21st Century
7 (Saavedra & Opfer, 2012). An academic discipline is an individual or student strategy towards
8 success (Agnew, 2013). This condition is to research results that individuals who have learning
9 responsibility and learning discipline will increase student learning motivation (Abdullah,
10 2021). So responsibility will bring up adaptive actions and impact individual success.
11 Responsibility is fundamental for students' social interaction in formal education, learning, or
12 work.

13 In addition to helping the character of responsibility in student learning discipline, the
14 teacher acts as a role model. The teacher must also be able to provide discipline. Teachers or
15 counsellors who can provide examples of discipline impact students who are more responsible
16 for their own and behaviour peers' behaviour (Romi et al., 2009). Teachers who set an
17 example will impact children's learning abilities to be disciplined and responsible throughout
18 life (Ingerman & Wickman, 2015). This condition allows school counsellors to provide
19 examples of discipline so that students imitate and form responsible behaviour in lifelong
20 learning.

21 **Combination of Chat Counseling and Face to Face Counseling**

22 Individual blended counselling services can implement flexibly. The combination of individual
23 counselling processes with FTF and chat by school counsellors as an alternative to personal
24 counselling services to develop student disciplinary responsibility. In addition, it can also
25 integrate the counselling approach, namely the behavioural counselling approach, the

1 technique of forming new behaviours and positive reinforcement. The formation of new
2 behaviour from low disciplinary responsibility is changed to having increased disciplinary
3 responsibility. They give positive support where the technique is used by providing as soon as
4 the expected behaviour appears, such as a smile, approval, praise, gold stars, medals, money
5 and other prizes. Giving positive reinforcement is done so that the client can maintain new
6 behaviour that is responsible for learning discipline is formed.



7

8

Figure 2. Desain Individual Blended Counselling to increase student Re-Lead

9

10 In this study, chat counselling is an online strategy to increase student Re-Lead. Chat
11 counselling facilitates students as counselees to maintain anonymity and delay time between
12 them (Richards & Viganó, 2013). This research enables the use of WhatsApp in online chat,
13 which is contextually the same as web chat, to explore problems and solutions with WhatsApp
14 chat and chat interactions (Midkiff et al., 2018). The use of chat counselling is the same as FTF
15 counselling because it creates social interaction and therapeutics and builds student
16 intersubjectivity (Stommel & Van der Houwen, 2013). The therapeutic relationship in chat
17 counselling with WhatsApp continues to show good relations in chat, self-organisation,
reinforcement of the text in the chat, development of text relationships, and termination of

1 the counselling process via text (Salleh et al., 2015). Chat counselling as part of online
2 counselling has the potential (Ersahin & Hanley, 2017) to be implemented and combined with
3 FTF counselling. The combination of online counselling is FTF counselling. FTF counselling is in
4 person and meets FTF.

5

6

Conclusion

7

8 The character of Re-Lead is an indicator that can optimally support success in both
9 academic and non-academic fields. The problem of Re-Lead is a factor that is detrimental to
10 student success if it isn't taken seriously. One effort the counsellor can make is the individual
11 blended counselling behaviouristic approach. This unique blended counselling behaviouristic
12 approaches help counselees form more academically responsible behaviour and discipline in
13 learning. This study concluded that individual blended counselling behaviouristic approaches
14 are appropriate for school counsellors and counsellors outside of school to help counselees
15 increase their Re-Lead. In addition, individual blended counselling behaviouristic approaches
16 can also effectively increase Re-Leads. Counsellors can adapt the practice of individual
17 blended counselling to a behaviouristic approach as a school counsellor strategy to increase
18 responsibility in student learning discipline at school. The limitations of this study lie in model
19 trials that have yet to implicate research subjects on a large scale with this problem. The
20 generalisation of study results needs to be more comprehensive. The findings of this study
21 can be used as a reference for future research to combine FTF and online counselling with
22 improving each component of Re-Leads.

22

23

24

25

Suggestion

The following recommendations are for conducting extensive empirical and practical research with a control group with a variety of other approaches—a combination of FTF and online counselling as a form of flexibility in implementing post-CV-19P counselling.

References

Abdullah, H. (2021). Analysis of Critical Thinking Skills Based on Learning Motivation, Responsibility, and Physics Learning Discipline of Senior High School Students in Takalar. *Journal of Physics: Conference Series*, 1805(1), 012004. <https://doi.org/10.1088/1742-6596/1805/1/012004>

Agnew, M. (2013). Strategic planning: An examination of the role of disciplines in sustaining internationalization of the university. *Journal of Studies in International Education*, 17(2), 183–202. <https://doi.org/10.1177/1028315312464655>

Amalia, R., & Pahrul, Y. (2019). Intervensi Konselor Sekolah Untuk Meningkatkan Self Esteem Bagi Anak Keluarga Broken Home. *Jurnal Pendidikan Tambusai*, 3(1), 632–640. <https://doi.org/10.31004/jptam.v3i1.253>

Ardila, R. M., Nurhasanah, N., & Salimi, M. (2017). Pendidikan Karakter Tanggung Jawab dan Pembelajarannya di Sekolah. *Prosiding Seminar Nasional Inovasi Pendidikan*.

Ashour, S., El-Refae, G. A., & Zaitoun, E. A. (2021). Post-pandemic higher education: Perspectives from university leaders and educational experts in the United Arab

- 1 Emirates. *Higher Education for the Future*, 8(2), 219–238.
2 <https://doi.org/10.1177/23476311211007261>
- 3 Aziz, A., Suprayitno, I. J., Prahmana, R. C. I., & Prasetyo, P. W. (2021). Maintaining Character
4 Education During and After Pandemic. *Proceeding International Conference on*
5 *Mathematics and Learning Research*, 53–61.
- 6 Brog and Gall, B. (1983). Educational research, an introduction. *New York and London:*
7 *Longman Inc.*
- 8 Dowling, M., & Rickwood, D. (2013). Online counseling and therapy for mental health
9 problems: A systematic review of individual synchronous interventions using chat.
10 *Journal of Technology in Human Services*, 31(1), 1–21.
11 <https://doi.org/10.1080/15228835.2012.728508>
- 12 Dryden, W., & Palmer, S. (1997). Individual counselling. *Handbook of Counselling*, 39–57.
- 13 Ekawati, J. I., Supriyanto, A., Suprihatin, B., Hendiani, N., & Mulawarman, M. (2022). Individual
14 Blended Counseling Design for Disciplinary Responsibilities. *Jurnal Pendidikan*
15 *Tambusai*, 6(1), 3694–3705. <https://orcid.org/0000-0001-8590-9341>
- 16 Ersahin, Z., & Hanley, T. (2017). Using text-based synchronous chat to offer therapeutic
17 support to students: A systematic review of the research literature. *Health Education*
18 *Journal*, 76(5), 531–543. <https://doi.org/10.1177/0017896917704675>

- 1 Holmes, C., & Foster, V. (2012). A preliminary comparison study of online and face-to-face
2 counseling: Client perceptions of three factors. *Journal of Technology in Human*
3 *Services*, 30(1), 14–31. <https://doi.org/10.1080/15228835.2012.662848>
- 4 Ingerman, Å., & Wickman, P.-O. (2015). Towards a teachers' professional discipline: Shared
5 responsibility for didactic models in research and practice. In *Transformative teacher*
6 *research* (pp. 167–179). Brill. https://doi.org/10.1163/9789463002233_014
- 7 Jonas, B., Leuschner, F., Eiling, A., Schoelen, C., Soellner, R., & Tossmann, P. (2020). Web-based
8 intervention and email-counseling for problem gamblers: Results of a randomized
9 controlled trial. *Journal of Gambling Studies*, 36(4), 1341–1358.
10 <https://doi.org/10.1007/s10899-019-09883-8>
- 11 Kretschmer, S., & Brunner, S. (2015). Blended Counselling. *Herausforderung Heterogenität*
12 *Beim Übergang in Die Hochschule*, 97. ISBN 978-3-8309-3100-3
- 13 Ladson-Billings, G. (2021). I'm here for the hard re-set: Post pandemic pedagogy to preserve
14 our culture. *Equity & Excellence in Education*, 54(1), 68–78.
15 <https://doi.org/10.1080/10665684.2020.1863883>
- 16 Melchart, D., Eustachi, A., Wellenhofer-Li, Y., Doerfler, W., & Bohnes, E. (2016). Individual
17 health management-a comprehensive lifestyle counselling programme for health
18 promotion, disease prevention and patient education. *Complementary Medicine*
19 *Research*, 23(1), 30–35. <https://doi.org/10.1159/000443544>

- 1 Midkiff, M. F., Lindsey, C. R., & Meadows, E. A. (2018). The role of coping self-efficacy in
2 emotion regulation and frequency of NSSI in young adult college students. *Cogent*
3 *Psychology*, 5(1), 1520437. <https://doi.org/10.1080/23311908.2018.1520437>
- 4 Mulyaningsih, I., Ananda, R., Fauziddin, M., Pattiasina, P. J., & Anwar, M. (2022). Developing
5 student characters to have independent, responsible, creative, innovative and
6 adaptive competencies towards the dynamics of the internal and external world.
7 *World*, 6, 9332–9345. <https://doi.org/10.53730/ijhs.v6nS2.7438>
- 8 Nurazizah, R. (2021). An independent character of students in learning during the pandemic.
9 *ETUDE: Journal of Educational Research*, 1(2), 51–60.
10 <https://doi.org/10.56724/etude.v1i2.17>
- 11 Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Balancing technology,
12 pedagogy and the new normal: Post-pandemic challenges for higher education.
13 *Postdigital Science and Education*, 3(3), 715–742. [https://doi.org/10.1007/s42438-](https://doi.org/10.1007/s42438-021-00249-1)
14 [021-00249-1](https://doi.org/10.1007/s42438-021-00249-1)
- 15 Richards, D., & Viganó, N. (2013). Online counseling: A narrative and critical review of the
16 literature. *Journal of Clinical Psychology*, 69(9), 994–1011.
17 <https://doi.org/10.1002/jclp.21974>

- 1 Rochlen, A. B., Beretvas, S. N., & Zack, J. S. (2004). The online and face-to-face counseling
2 attitudes scales: A validation study. *Measurement and Evaluation in Counseling and*
3 *Development, 37(2)*, 95–111. <https://doi.org/10.1080/07481756.2004.11909753>
- 4 Romi, S., Lewis, R., & Katz, Y. J. (2009). Student responsibility and classroom discipline in
5 Australia, China, and Israel. *Compare, 39(4)*, 439–453.
6 <https://doi.org/10.1080/03057920802315916>
- 7 Saavedra, A. R., & Opfer, V. D. (2012). Teaching and learning 21st century skills: Lessons from
8 the learning sciences. *A Global Cities Education Network Report. New York, Asia*
9 *Society, 10*.
- 10 Salleh, A., Hamzah, R., Nordin, N., Ghavifekr, S., & Joorabchi, T. N. (2015). Online counseling
11 using email: A qualitative study. *Asia Pacific Education Review, 16(4)*, 549–563.
12 <https://doi.org/10.1007/s12564-015-9393-6>
- 13 Saperstein, E. (2022). Post-pandemic citizenship: The next phase of global citizenship
14 education. *Prospects, 1–15*. <https://doi.org/10.1007/s11125-021-09594-2>
- 15 Sari, B. P., & Hadijah, H. S. (2017). Meningkatkan disiplin belajar siswa melalui manajemen
16 kelas. *Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2)*, 233–241.
- 17 Stommel, W., & Van der Houwen, F. (2013). Formulations in ‘trouble’chat sessions.
18 *Language@ Internet, 10(3)*.

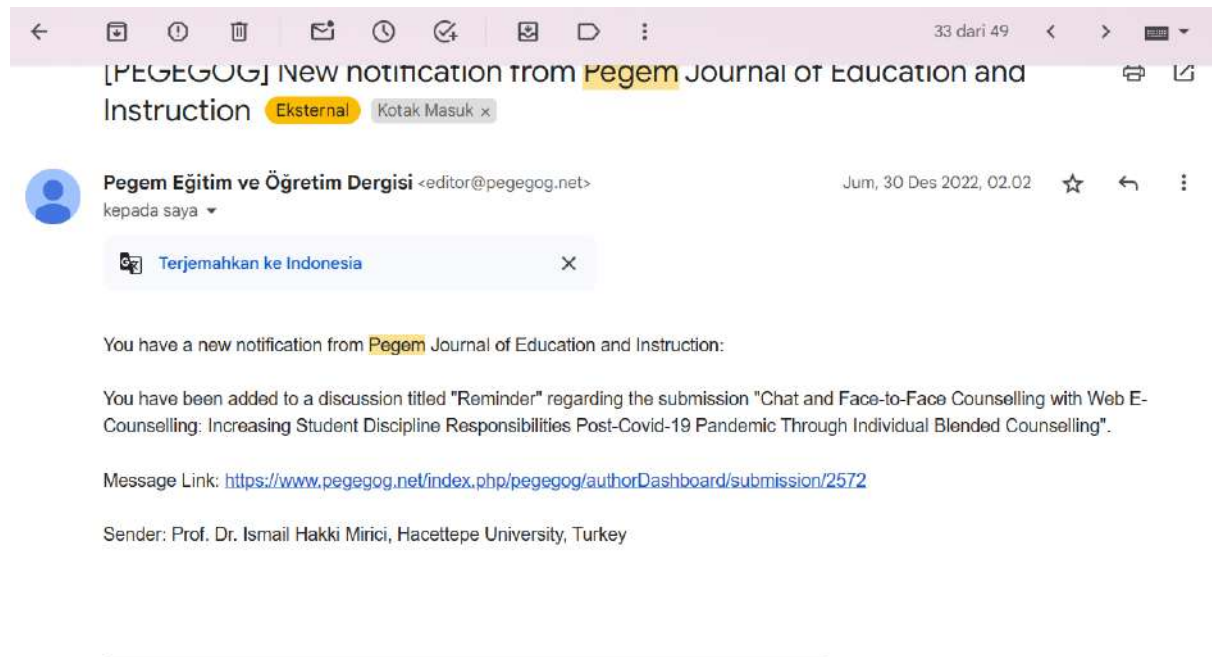
- 1 Sugai, G., & Horner, R. (2014). The evolution of discipline practices: School-wide positive
2 behavior supports. In *Behavior psychology in the schools* (pp. 23–50). Routledge.
3 ISBN.9781315784274
- 4 Sulistyani, A. M., Prasetyo, Z. K., Hanum, F., & Rizki, N. P. (2022). Development and Validation
5 of e-Books during the Post-Pandemic to Improve Attitude towards Environmental Care
6 in Case of Indonesia. *International Journal of Advanced Computer Science and
7 Applications*, 13(4). <https://doi.org/14569/IJACSA.2022.0130479>
- 8 Supriyanto, A., Mulawarman, M., Soesanto, S., Sugiharto, D. P. Y., & Hartini, S. (2021). Blended
9 Counselling as a Solution for the Development of Mental Health and Understanding
10 Herd immunity for Society. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 8(2),
11 169–180. <https://doi.org/10.24042/kons.v8i2.10127>
- 12 Supriyanto, A., Saputra, W. N., Handaka, I. B., Barida, M., Widyastuti, D. A., Muyana, S.,
13 Wahyudi, A., & Sari, M. D. (2022). Student Problem Assessment (SPA) in the COVID-19
14 Condition in Terms of 10 Sub Areas of Life Problems (10-ALP). *Pegem Journal of
15 Education and Instruction*, 12(1), 199–206.
16 <https://doi.org/10.47750/pegegog.12.01.20>
- 17 Syafitri, R. (2017). Meningkatkan tanggung jawab belajar melalui strategi giving questions and
18 getting answers pada siswa. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 1(2).
19 <https://doi.org/10.23887/jppp.v1i2.12623>

- 1 Syapal, Z., Amin, A., Alimni, A., Citra, Y. D., & Rivani, P. A. (2022). A Study of Hard Work and
2 Discipline Character Education in Junior High Schools. *Eurasian Journal of Educational*
3 *Research*, 99(99), 127–142.
- 4 Titzler, I., Saruhanjan, K., Berking, M., Riper, H., & Ebert, D. D. (2018). Barriers and facilitators
5 for the implementation of blended psychotherapy for depression: A qualitative pilot
6 study of therapists' perspective. *Internet Interventions*, 12, 150–164.
7 <https://doi.org/10.1016/j.invent.2018.01.002>
- 8 Van der Vaart, R., Witting, M., Riper, H., Kooistra, L., Bohlmeijer, E. T., & van Gemert-Pijnen,
9 L. J. (2014). Blending online therapy into regular face-to-face therapy for depression:
10 Content, ratio and preconditions according to patients and therapists using a Delphi
11 study. *BMC Psychiatry*, 14(1), 1–10. <https://doi.org/10.1186/s12888-014-0355-z>
- 12 Wong, K. P., Bonn, G., Tam, C. L., & Wong, C. P. (2018). Preferences for online and/or face-to-
13 face counseling among university students in Malaysia. *Frontiers in Psychology*, 9, 64.
14 <https://doi.org/10.3389/fpsyg.2018.00064>
- 15 Zapata, G., & Leihy, P. S. (2022). J., & Espinoza, D. (2022). Disciplinary diversity in Chilean
16 undergraduate student engagement. *Education Policy Analysis Archives*, 30, 64.
- 17 Zeren, Ş. G. (2015). Face-to-Face and Online Counseling: Client Problems and Satisfaction.
18 *Education & Science/Egitim Ve Bilim*, 40(182). <https://doi.org/10.15390/EB.2015.4696>

- 1 Zulela, M. S., Neolaka, A., Isha, V., & Setiawan, B. (2022). How is the Education Character
- 2 Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational*
- 3 *and Social Research*, 12(1), 371–371. <https://doi.org/10.36941/jesr-2022-0029>
- 4

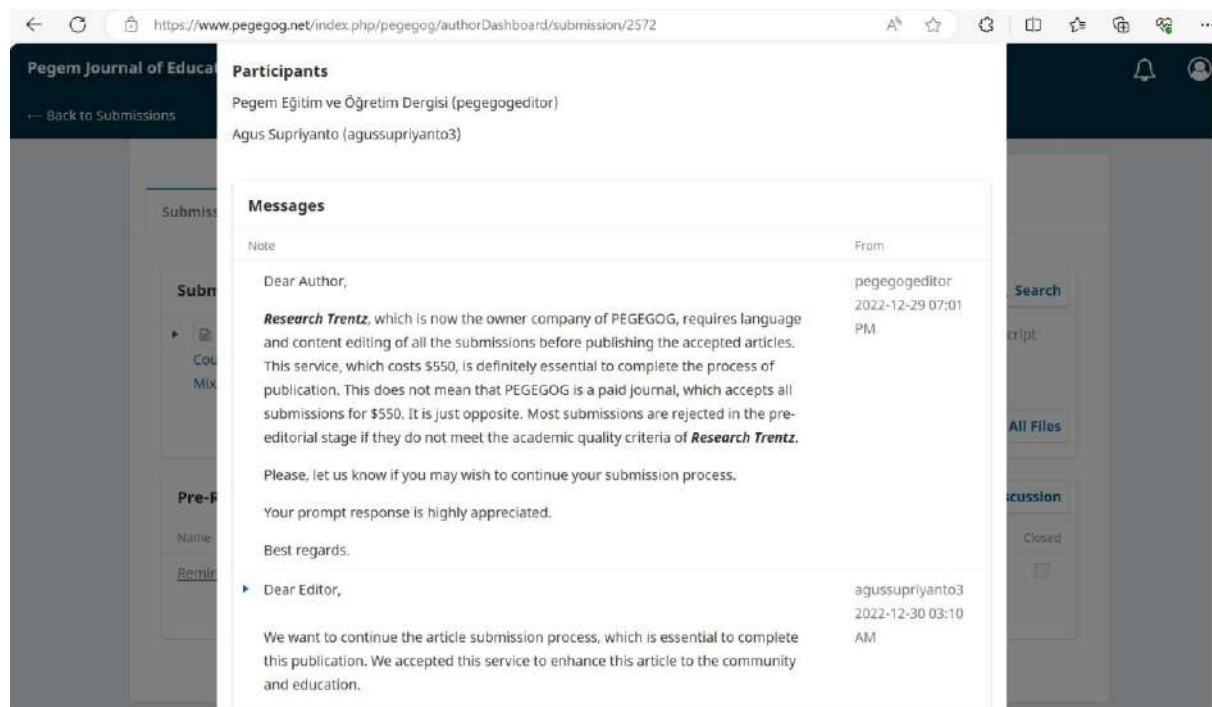
MENDAPATKAN BALASAN DARI PROSES UNGGAH JURNAL INTERNASIONAL

29 DESEMBER 2022 MENDAPATKAN PEMBERITAHUAN INFORMASI DISKUSI TENTANG PROSES PEMBIAYAAN



[For Frequently Asked Questions](#)

Pegem Eğitim ve Öğretim Dergisi



29 JANUARI 2023 MENDAPATKAN BALASAN HASIL REVIEW DARI 2 REVIEWER DAN EDITOR

[PEGEGOG] Editor Decision Ekasornal Kotak Masuk

Pegegog Eğitim ve Öğretim Dergisi editor@pegegog.net
Kepada snya, Anwar, Mulawarman, Amien

Min, 29 Jan 2023, 14:48

Terjemahkan ke Indonesia

Dear Agus Supriyanto, Anwar Sutoyo, Mulawarman Mulawarman, Amien Wahyudi (Author):

We have reached a decision regarding your submission to **Pegegog** Journal of Education and Instruction, "Chat and Face-to-Face Counseling with Web E-Counseling: Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Individual Blended Counseling".

Our decision is: **Revisions Required**

Reviewer A:

Articles need to be revised according to suggestions, specifically the systematics of preparing research and development articles

Recommendation: Revisions Required

www.pegegog.net/index.php/pegegog/authorDashboard/submission/2572

[PEGEGOG] Editor Decision
2023-01-29 07:48 AM

Dear Agus Supriyanto, Anwar Sutoyo, Mulawarman Mulawarman, Amien Wahyudi (Author):

We have reached a decision regarding your submission to **Pegegog** Journal of Education and Instruction, "Chat and Face-to-Face Counseling with Web E-Counseling: Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Individual Blended Counseling".

Our decision is: **Revisions Required**

Reviewer A:

Articles need to be revised according to suggestions, specifically the systematics of preparing research and development articles

Recommendation: Revisions Required

Reviewer's Attachments		Search
11715	pegegog-review-assignment-2572-Blinded+manuscript-11365_Review Result.docx	January 24, 2023
11761	pegegog-review-ok.docx	January 28, 2023

Dear author,

Your manuscript has been sent to the redaction service.

Note that applications that cannot be edited will be returned to you for correction. If you with this condition, we ask you to report it immediately.

Yours truly,

[For Frequently Asked Questions](#)

Pegegog Eğitim ve Öğretim Dergisi

2 Lampiran • Dipindai dengan Gmail



1 **Chat and Face-to-Face Counselling with Web E-Counselling: Increasing**
2 **Student Discipline Responsibilities Post-Covid-19 Pandemic Through**
3 **Individual Blended Counselling**

4
5 **Abstract**

6 Students at school need to develop the character of responsibility in learning discipline (Re-
7 LeaD) after the Covid-19 pandemic (CV-19P) or face-to-face (FTF) discovering at school. The
8 character of Re-Lead as a form of student success in the future. This study goals to find and
9 test the effectiveness of the individual blended model of behavioristic counselling approach
10 to increase Re-Leads based on model effectiveness tests and expert tests. Individual
11 counselling with a behavioristic process combines chat and FTF counselling with the e-
12 counselling website. This study with research and development is limited to steps (1) helping
13 problems; (2) hypothetical draft model; (3) model feasibility test by guidance and counselling
14 reviews; (4) revising models; (5) testing the effectiveness of the model. The instruments used
15 were the Re-LeaD scales and expert reviews about model feasibility. The results of the
16 research concluded that the individual behaviouristic blended counselling approach is
17 appropriate to be applied by school counsellors to increase responsibility in student learning
18 discipline based on judgment by guidance and counselling reviews. A personal blended
19 behaviouristic counselling approach can also effectively improve student learning
20 responsibilities. Counsellors can use individual blended counselling with behaviouristic
21 methods as one of the counselling strategies to increase responsibility in student learning
22 disciplines at school.

23 **Keywords:** *Website, Blended Counselling, Responsible Learning Discipline, Chat*
24 *Counselling, Face to Face Counselling*

Commented [Ma1]: Put forward the background of the need for students to develop a character of responsibility in the discipline of learning

What model is used?

What analytical tools are used?

Introduction

The condition of the CV-19P presents excellent educational opportunities with digital and physical learning (Rapanta et al., 2021). Still, character changes in Indonesian children are challenging due to studying at home. The habit of online learning shows limitations for education (Ashour et al., 2021), especially the implementation of character education (Aziz et al., 2021). The big challenge in education after the CV-19P is education centred on academic, cultural and social success (Ladson-Billings, 2021). In Indonesia, the big challenge for students after the CV-19P in education is the growth of character based on local wisdom (Sulistiyani et al., 2022) for students' academic success.

One of the studies in Indonesia shows that teachers feel dissatisfied with online learning because students need to have awareness and habits to be responsible for assignments (Nurazizah, 2021). Responsibility for learning is a big challenge for education in Indonesia, especially for students after the CV-19P (Saperstein, 2022). After entering school face to face in post-pandemic conditions, Covid-19 needs to increase their responsibility. Besides that, student discipline in learning is also a big challenge. Students need more discipline in academic activities such as timely absences, hair styling, clothing, and school assignments that need to be habituated after the CV-19P, online learning, or blended learning. As time changed during the post-CV-19, students began to lose their responsibility for learning discipline with various academic and non-academic violations. This condition is to research in Indonesia regarding the decline in student discipline character (Zulela et al., 2022) and student academic problems (Supriyanto et al., 2022), requiring counselling interventions (Syapal et al., 2022).

Responsibility is an attitude and behaviour in properly reflecting their duties and obligations (Ardila et al., 2017), and responsibility is the key to individual success. Meanwhile, discipline is a character for professional success with future versatility (Zapata & Leihy, 2022).

Commented [Ma2]: Expose the problems in general that occur in other countries that support the importance of this being researched, so that it is of concern to all educators in the world

What is unique about your research when compared to other studies?

1 Students who have a disciplined character have two indicators in the learning process
2 (attention, attendance, participation, and timeliness in assignments) as well as learning
3 behaviour (orderliness, obedience to rules, and courtesy) (Sari & Hadijah, 2017). Meanwhile,
4 students' academic responsibilities include doing homework and homework well, and every
5 action is carried out with full responsibility, carrying out pickets at school with a sense of
6 responsibility, and collecting assignments on time (Syafitri, 2017). Of all these indicators,
7 schools have a role in shaping the character of discipline (Sugai & Horner, 2014). Through
8 counselling, school counsellors must improve the character of Re-LeaD in students
9 (Mulyaningsih et al., 2022).

10 To improve Re-Leads' character, counselling services in schools can be done FTF and
11 chat or called blended counselling (Kretschmer & Brunner, 2015). Blended counselling is a
12 strategy that combines chat counselling services and FTF counselling (Supriyanto et al., 2021).
13 Blended counselling combines FTF sessions with internet and website interventions (Titzler et
14 al., 2018). Individual counselling is a relevant strategy to cultivate the character of
15 responsibility in student learning discipline. The literature review results show that blended
16 counselling with the facilitation of FTF individual counselling combined with individual
17 counselling with text-based applications and video calls is a relevant strategy (Ekawati et al.,
18 2022). Blended counselling application as a form of flexibility in personal counselling services
19 according to student conditions.

20 Accommodation in the implementation of blended counselling to improve the
21 character of Re-Lead through individual blended counselling. Individual blended counselling
22 as a positive innovation (Van der Vaart et al., 2014) in counselling services combined with
23 website counselling can be adjusted to the desired goals (Melchart et al., 2016). Individual
24 counselling teaches students to change their mindsets, attention, and behaviour (Dryden &
25 Palmer, 1997). Individual counselling that is carried out online and offline has the same goal,

1 namely to make students independent so that they can form a responsible character in the
2 discipline of learning through three stages of individual counselling the initial stage, the
3 working stage, and the final stage (Amalia & Pahrul, 2019).

4 The application of blended and FTF and online counselling has the same results. The
5 research results with 37 clients with FTF counselling and 13 clinics with online counselling
6 showed no significant variation between the online and FTF counselling groups related to the
7 general social presence (Holmes & Foster, 2012). In addition, the implementation of online
8 and offline counselling has a similar level of satisfaction (Zeren, 2015). Even though
9 counsellors can be measured to be better at FTF counselling than online counselling (Rochlen
10 et al., 2004), online counselling has cost savings (Wong et al., 2018), one of which is chat
11 counselling. Chat counselling is used to meet client needs, proven effective through chat
12 (Dowling & Rickwood, 2013), while FTF counselling utilises counselling rooms.

13 The use of individual blended counselling can take advantage of online media (Holmes
14 & Foster, 2012) or websites that support it. One website that promotes counselling in
15 Indonesia is Guidance and Counselling, Universitas Ahmad Dahlan, E-Counseling
16 (<https://bimawa.uad.ac.id/e-counseling/>). Using e-counselling websites helps counsellors and
17 clients in FTF and online counselling meetings and early interactions (Jonas et al., 2020). Using
18 e-counselling websites helps clients find the right counsellor, and counsellors can assist in
19 implementing FTF and online counselling, especially in increasing the character of Re-Lead
20 through individual blended counselling through the e-counselling website. This study aimed
21 to determine the effectiveness of individual blended counselling through e-counselling
22 websites to improve the character of Re-Lead.

23
24
25

Commented [Ma3]: Has the e-counseling developed been tested? So you deserve to state that e-counseling can improve the character of student Re-Lead?

If applicable, expose supporting data

Method

Research Design

This research aims to develop an e-counselling website as a counsellor strategy for implementing individual blended counselling to improve the character of responsibility in student learning discipline. R7D adapt Borg and Gall (1983), which is finite to five steps: (1) identification of the character level of responsibility in student learning disciplines which forms the basis for developing e-counselling websites and individual blended counselling models; (2) drafting individual blended counselling hypotheses for the character of responsibility in student learning disciplines and e-counselling websites; (3) evaluation by guidance and counselling reviews to measure the feasibility of the model and website; (4) model revision from the assessment of two experts; (5) individual blended counselling for the character of responsibility in student learning discipline using the e-counselling website media (Brog and Gall, 1983). Test the model's effectiveness with an initial experiment involving four experiment participants. Experiment participants were assigned randomly to the experimental group using individual blended counselling interventions. Table 1 displays the pre-experimental designs.

Table 1. Pre-experimental Design with Four Experimental Subjects

Subject Experiments	Pre-Test	Treatment	Pos Test
Experiment Participants 1	Q1	X	Q1
Experiment Participants 2	Q2	X	Q2
Experiment Participants 3	Q3	X	Q3
Experiment Participants 4	Q4	X	Q4

Where: O1, O2, O3, O4: Pre-Test and Post-Test Group Design

X: Individual Blended Counselling with Behaviour

1 **Data Collection Tools**

2 The instruments use two forms. The first instrument is a scale of Re-Leads composed of 30
3 items declared valid with a coefficient of 0.292 to 0.665. The reliability assessed using the
4 Cronbach alpha shows a value of 0.912 or is classified as very high category reliability.
5 Responsibility scale instruments in learning disciplines are designed by themselves. Re-Lead
6 involves eight aspects: attention while studying, attendance, punctuality, homework,
7 responsible actions, collecting assignments, creating learning outcomes, and self-control in
8 learning. The responsibility in learning discipline the scale measures the Re-Lead level pre and
9 post-students who are given individual blended counselling. Table 2 shows the instrument
10 grille, the responsibility instrument in the learning disciplines scale.

11 **Table 2. The scale of Responsibility Instrument in Learning Discipline**

Number	Variable	Indicators
1	Responsibility in Learning Discipline	Attention while studying
		Student Attendance
		Stick to schedules/times
		School work
		Responsible behaviour
		Accumulate assignments appropriately
		Designing Learning Outcomes
		Control yourself in learning

12
13 The second instrument to an assessment by experts to assess model feasibility from individual
14 blended counselling. The expert evaluation sheet consists of 3 aspects: model overview,
15 usability, and accuracy.

16

1 Research Subject

2 In the identification stage of the profile of responsibilities in learning disciplines, the
3 population involved was 30 students from Tebuireng Science Middle School, Indonesia,
4 especially class VIII. Using stratified random sampling, the study population consisted of 149
5 students in class VIII. The model feasibility test involves two reviews of guidance and
6 counselling from scholars in the field of guidance and counselling, has a counselling innovation
7 research map, and has experts in the field of responsibility in learning disciplines. At the
8 testing stage of the model's effectiveness, students as research subjects had a Re-Lead level
9 with shallow criteria with four experimental participants.

10 Research Procedure

11 The steps in research application with seven steps. They first analysed the level of
12 responsibility in student learning disciplines by distributing the Re-Lead level scale instrument
13 to 149 students as the research population and 30 students as the research sample. Second,
14 the initial draft of individual blended counselling to increase student Re-Lead with this design
15 contains the characteristics of responsibility issues in student learning disciplines and the basic
16 concept of implementing individual blended counselling. Third, reviews the feasibility of the
17 model by involving two reviewers. Fourth, responses, criticisms, and suggestions from the
18 reviewers so the model can be improved and perfected, namely individual blended counselling
19 to increase responsibility in student learning disciplines. Sixth, researchers conducted model
20 trials to test the effectiveness of individual blended counselling in increasing student Re-Lead.
21 Seventh, the researchers identified the effectiveness of individual blended counselling in
22 increasing student Re-Lead.

23 Data Analysis Techniques

24 The data analysis technique is in the form of quantitative percentages to determine the level
25 of responsibility in the learning discipline of SMP Science Tebuireng Indonesia students so that

Commented [Ma4]: Explain why these 30 students you chose out of 149 students

Commented [Ma5]: Are you sure Science Middle School?

1 it can be seen the percentage of students who have obligations in the level of student learning
2 discipline. In addition, the reliability coefficient analysis between reviewers and Cohens Kappa
3 analysed the level of feasibility of the individual blended counselling model to increase
4 responsibility in student learning disciplines. Furthermore, the t-test is an analytical technique
5 to test the model's effectiveness, so a significant difference appears between the average
6 conditions before and after counselling services.

7

8

Results

9

10 The finding of the R&D can be broken down into five main sections, namely (1) the
11 level of responsibility in student learning disciplines; (2) a hypothetical draft model; (3) the
12 feasibility models, namely individual blended counselling to increase responsibility in student
13 learning discipline; (4) model revisions; (5) test the effectiveness of the model, namely
14 individual blended counselling to increase responsibility in student learning discipline.

14

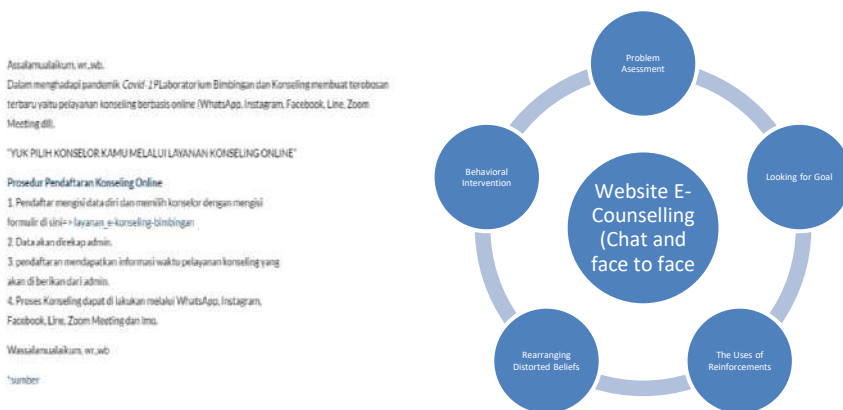
Level of Responsibility in Student Learning Discipline

16 From the recapitulation of the level of responsibility in student learning disciplines, the
17 average responsibility in student learning disciplines is in a low category or 28.33%. This
18 condition occurs because student responsibilities in learning discipline after the CV-19P are
19 still influenced by the distance learning model or at home with all its limitations. Changes in
20 mindset need help from school counsellors.

A hypothetical draft of Individual Blended Counseling to increase Responsibility in Student Learning Discipline and E-Counseling Website

23 A hypothetical draft of individual blended counselling was prepared as the initial research
24 model. Individual blended counselling designed with a behavioristic approach includes some

- 1 stages, (a) problem assessment; (b) goals; (c) the use of reinforcement; (d) rearranging
2 distorted beliefs; (e) behavioural intervention; and Website E-Counseling.



3
4 **Figure 1. Website E-Counseling (<https://bimawa.uad.ac.id/e-counseling/>) and Individual**
5 **Stages of Blended Counseling with a Behavioristic Approach**

6
7 **Feasibility of Research Models**

8 Individual blended counselling with a behavioristic approach with five stages. In this stage, the
9 counsellor applies individual blended counselling with a behavioristic system in the
10 counsellor's efforts to help clients with problems; in this problem, the emphasis is on
11 increasing responsibility in student learning discipline. The focus of implementing individual
12 blended counselling with a behavioristic approach is to change the counselee's behaviour to
13 be more positive. Reinforce changes in the counselee's behaviour for the better. The
14 assumption underlying individual blended counselling is FTF and chat counselling (online)
15 (Supriyanto et al., 2021). Model feasibility is tested by conducting an assessment by guidance

1 and counselling reviews—the model feasibility assessments by guidance and counselling
2 review (Table 3).

3 **Table 3. Review Assessment of Models**

Number	Indicators	Average Value
1	Model Overview	3.09
2	The model for increasing responsibilities in student learning disciplines	3.16
3	The usefulness model for counsellors to increase responsibility in students' learning discipline	3.12

4
5 The average of the model appraisal reviews is 3.12. The resulting feasibility of the
6 model using interpreter reliability analysis of the Kappa Cohens coefficient by two reviewers
7 in table 4.

8 **Table 4. Cohens' Kappa Coefficient Analysis**

	Value	Asymptotic standard Error	Approximation T ^p	Approximation Significance
The measure of Agreement Kappa	.621	.062	7.818	.000
N of Valid Cases				

9 The results of the feasibility of the individual blended counselling model to increase
10 student Re-Lead with the Kappa Cohen inter-rater reliability coefficient is $K = 0.621$ or strong
11 criteria. The results also show that a significance value of 0.000 is less than 0.05 with a
12 significance level of 5%, so it is feasible to apply.

13 **Model Revision**

14 The initial model received several criticisms and suggestions from experts who
15 assessed the hypothetical draft individual blended counselling behavioristic approach using

1 FTF and chat counselling (online counselling) to increase responsibility in student learning
2 discipline. Ideas and reviews for improvements from experts, in general, are as follows (1)
3 stages need to be operationally regulated in individual services with FTF counselling combined
4 with online counselling (chat counselling) with a behavioristic approach, (2) stages of
5 individual counselling with a behavioristic approach need details for chat counselling and FTF
6 counselling, (3) it is necessary to bring up behavioristic counselling techniques, (4)
7 operationalising the transfer of chat counselling and FTF counselling, or vice versa.

8 **Test the Effectiveness of Individual Blended Counseling**

9 The next stage is to test the effectiveness of the model. Test the effectiveness of effects
10 on individual blended counselling behavioristic approaches in increasing responsibility in
11 student learning disciplines empirically. Before treatment, a pretest was conducted to
12 measure the effectiveness of the individual blended counselling behavioristic approach to
13 measure the level of increased responsibility in student learning discipline before being given
14 treatment at Tebuireng Science Middle School.

15 Model trials tested the effectiveness of individual blended counselling behavioristic
16 approaches to increasing responsibility in student learning disciplines. Four students with the
17 lowest level of responsibility in the learning discipline participated in the experiment to test
18 the model's effectiveness.

19 **Table 5. Changes in Pre-test and Post-test Results Scores**

Number	Initial	Pre Test	Post Test	Change
1	Je	10	20	10
2	Sa	10	21	11
3	As	10	22	12
4	Eb	13	23	10

Average	10,75	21,5	10,75
---------	-------	------	-------

1
2 Based on table 5, it can be analysed by t-test. The results of the analysis are as follows.

Table 6. Average Changes in Level of Responsibility in Learning Discipline

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	10.7500	4	1.50000	.75000
	Post Tetst	21.5000	4	1.29099	.64550

3
4 Table 6 shows that the behavioristic approach to individual blended counselling
5 interventions gives an average rating of responsibility in student learning disciplines higher
6 than before getting counselling. That is, the level of responsibility in student learning discipline
7 after receiving individual blended counselling interventions with a behavioristic approach is
8 higher (21.5) than before the intervention (10.75). This difference can be significant if the t-
9 test is small, with an alpha level of 0.05.

Table 7. Significance Value of T-Test Results

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post Test	-10.750	.95743	.47871	-12.27348	-9.22652	-22.456	3	.000

11
12 In table 7, the significance value is 0.000 or littler than 0.05, so it can be concluded that
13 there is a difference before and after the intervention. Individual blended counselling

1 interventions with a behavioristic approach effectively increase the level of responsibility in
2 student learning disciplines carried out by school counsellors.

3

4 **Discussion**

5 **The Urgency of Developing Responsibility in Learning Discipline by School Counselors**

6 Responsibility in student learning disciplines as character and skills needed in the 21st Century
7 (Saavedra & Opfer, 2012). An academic discipline is an individual or student strategy towards
8 success (Agnew, 2013). This condition is to research results that individuals who have learning
9 responsibility and learning discipline will increase student learning motivation (Abdullah,
10 2021). So responsibility will bring up adaptive actions and impact individual success.
11 Responsibility is fundamental for students' social interaction in formal education, learning, or
12 work.

13 In addition to helping the character of responsibility in student learning discipline, the
14 teacher acts as a role model. The teacher must also be able to provide discipline. Teachers or
15 counsellors who can provide examples of discipline impact students who are more responsible
16 for their own and behaviour peers' behaviour (Romi et al., 2009). Teachers who set an
17 example will impact children's learning abilities to be disciplined and responsible throughout
18 life (Ingerman & Wickman, 2015). This condition allows school counsellors to provide
19 examples of discipline so that students imitate and form responsible behaviour in lifelong
20 learning.

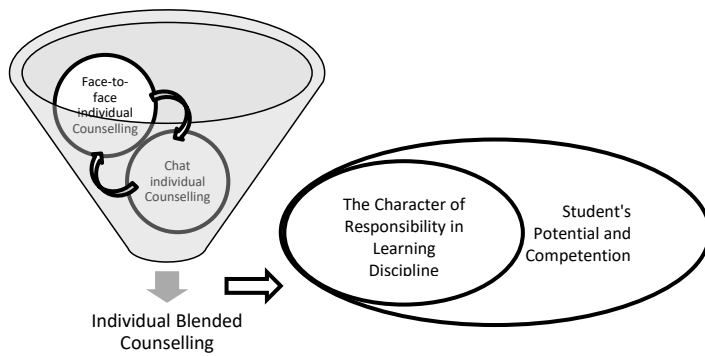
21 **Combination of Chat Counseling and Face to Face Counseling**

22 Individual blended counselling services can implement flexibly. The combination of individual
23 counselling processes with FTF and chat by school counsellors as an alternative to personal
24 counselling services to develop student disciplinary responsibility. In addition, it can also
25 integrate the counselling approach, namely the behavioural counselling approach, the

Commented [Ma6]: Add previous research results that support your research results.

Explain how the results of your research can change client behavior by means of online counseling

1 technique of forming new behaviours and positive reinforcement. The formation of new
2 behaviour from low disciplinary responsibility is changed to having increased disciplinary
3 responsibility. They give positive support where the technique is used by providing as soon as
4 the expected behaviour appears, such as a smile, approval, praise, gold stars, medals, money
5 and other prizes. Giving positive reinforcement is done so that the client can maintain new
6 behaviour that is responsible for learning discipline is formed.



7
8 **Figure 2. Desain Individual Blended Counselling to increase student Re-Lead**

9 In this study, chat counselling is an online strategy to increase student Re-Lead. Chat
10 counselling facilitates students as counselees to maintain anonymity and delay time between
11 them (Richards & Viganó, 2013). This research enables the use of WhatsApp in online chat,
12 which is contextually the same as web chat, to explore problems and solutions with WhatsApp
13 chat and chat interactions (Midkiff et al., 2018). The use of chat counselling is the same as FTF
14 counselling because it creates social interaction and therapeutics and builds student
15 intersubjectivity (Stommel & Van der Houwen, 2013). The therapeutic relationship in chat
16 counselling with WhatsApp continues to show good relations in chat, self-organisation,
17 reinforcement of the text in the chat, development of text relationships, and termination of

1 the counselling process via text (Salleh et al., 2015). Chat counselling as part of online
2 counselling has the potential (Ersahin & Hanley, 2017) to be implemented and combined with
3 FTF counselling. The combination of online counselling is FTF counselling. FTF counselling is in
4 person and meets FTF.

5

6

Conclusion

7

8 The character of Re-Lead is an indicator that can optimally support success in both
9 academic and non-academic fields. The problem of Re-Lead is a factor that is detrimental to
10 student success if it isn't taken seriously. One effort the counsellor can make is the individual
11 blended counselling behaviouristic approach. This unique blended counselling behaviouristic
12 approaches help counselees form more academically responsible behaviour and discipline in
13 learning. This study concluded that individual blended counselling behaviouristic approaches
14 are appropriate for school counsellors and counsellors outside of school to help counselees
15 increase their Re-Lead. In addition, individual blended counselling behaviouristic approaches
16 can also effectively increase Re-Leads. Counsellors can adapt the practice of individual
17 blended counselling to a behaviouristic approach as a school counsellor strategy to increase
18 responsibility in student learning discipline at school. The limitations of this study lie in model
19 trials that have yet to implicate research subjects on a large scale with this problem. The
20 generalisation of study results needs to be more comprehensive. The findings of this study
21 can be used as a reference for future research to combine FTF and online counselling with
22 improving each component of Re-Leads.

22

23

24

25

Suggestion

The following recommendations are for conducting extensive empirical and practical research with a control group with a variety of other approaches—a combination of FTF and online counselling as a form of flexibility in implementing post-CV-19P counselling.

References

- Abdullah, H. (2021). Analysis of Critical Thinking Skills Based on Learning Motivation, Responsibility, and Physics Learning Discipline of Senior High School Students in Takalar. *Journal of Physics: Conference Series*, 1805(1), 012004. <https://doi.org/10.1088/1742-6596/1805/1/012004>
- Agnew, M. (2013). Strategic planning: An examination of the role of disciplines in sustaining internationalization of the university. *Journal of Studies in International Education*, 17(2), 183–202. <https://doi.org/10.1177/1028315312464655>
- Amalia, R., & Pahul, Y. (2019). Intervensi Konselor Sekolah Untuk Meningkatkan Self Esteem Bagi Anak Keluarga Broken Home. *Jurnal Pendidikan Tambusai*, 3(1), 632–640. <https://doi.org/10.31004/jptam.v3i1.253>
- Ardila, R. M., Nurhasanah, N., & Salimi, M. (2017). Pendidikan Karakter Tanggung Jawab dan Pembelajarannya di Sekolah. *Prosiding Seminar Nasional Inovasi Pendidikan*.
- Ashour, S., El-Refae, G. A., & Zaitoun, E. A. (2021). Post-pandemic higher education: Perspectives from university leaders and educational experts in the United Arab

- 1 Emirates. *Higher Education for the Future*, 8(2), 219–238.
2 <https://doi.org/10.1177/23476311211007261>
- 3 Aziz, A., Suprayitno, I. J., Prahmana, R. C. I., & Prasetyo, P. W. (2021). Maintaining Character
4 Education During and After Pandemic. *Proceeding International Conference on*
5 *Mathematics and Learning Research*, 53–61.
- 6 Brog and Gall, B. (1983). Educational research, an introduction. *New York and London:*
7 *Longman Inc.*
- 8 Dowling, M., & Rickwood, D. (2013). Online counseling and therapy for mental health
9 problems: A systematic review of individual synchronous interventions using chat.
10 *Journal of Technology in Human Services*, 31(1), 1–21.
11 <https://doi.org/10.1080/15228835.2012.728508>
- 12 Dryden, W., & Palmer, S. (1997). Individual counselling. *Handbook of Counselling*, 39–57.
- 13 Ekawati, J. I., Supriyanto, A., Suprihatin, B., Hendiani, N., & Mulawarman, M. (2022). Individual
14 Blended Counseling Design for Disciplinary Responsibilities. *Jurnal Pendidikan*
15 *Tambusai*, 6(1), 3694–3705. <https://orcid.org/0000-0001-8590-9341>
- 16 Ersahin, Z., & Hanley, T. (2017). Using text-based synchronous chat to offer therapeutic
17 support to students: A systematic review of the research literature. *Health Education*
18 *Journal*, 76(5), 531–543. <https://doi.org/10.1177/0017896917704675>

- 1 Holmes, C., & Foster, V. (2012). A preliminary comparison study of online and face-to-face
2 counseling: Client perceptions of three factors. *Journal of Technology in Human*
3 *Services*, 30(1), 14–31. <https://doi.org/10.1080/15228835.2012.662848>
- 4 Ingerman, Å., & Wickman, P.-O. (2015). Towards a teachers' professional discipline: Shared
5 responsibility for didactic models in research and practice. In *Transformative teacher*
6 *research* (pp. 167–179). Brill. https://doi.org/10.1163/9789463002233_014
- 7 Jonas, B., Leuschner, F., Eiling, A., Schoelen, C., Soellner, R., & Tossmann, P. (2020). Web-based
8 intervention and email-counseling for problem gamblers: Results of a randomized
9 controlled trial. *Journal of Gambling Studies*, 36(4), 1341–1358.
10 <https://doi.org/10.1007/s10899-019-09883-8>
- 11 Kretschmer, S., & Brunner, S. (2015). Blended Counselling. *Herausforderung Heterogenität*
12 *Beim Übergang in Die Hochschule*, 97. ISBN 978-3-8309-3100-3
- 13 Ladson-Billings, G. (2021). I'm here for the hard re-set: Post pandemic pedagogy to preserve
14 our culture. *Equity & Excellence in Education*, 54(1), 68–78.
15 <https://doi.org/10.1080/10665684.2020.1863883>
- 16 Melchart, D., Eustachi, A., Wellenhofer-Li, Y., Doerfler, W., & Bohnes, E. (2016). Individual
17 health management-a comprehensive lifestyle counselling programme for health
18 promotion, disease prevention and patient education. *Complementary Medicine*
19 *Research*, 23(1), 30–35. <https://doi.org/10.1159/000443544>

- 1 Midkiff, M. F., Lindsey, C. R., & Meadows, E. A. (2018). The role of coping self-efficacy in
2 emotion regulation and frequency of NSSI in young adult college students. *Cogent*
3 *Psychology*, 5(1), 1520437. <https://doi.org/10.1080/23311908.2018.1520437>
- 4 Mulyaningsih, I., Ananda, R., Fauziddin, M., Pattiasina, P. J., & Anwar, M. (2022). Developing
5 student characters to have independent, responsible, creative, innovative and
6 adaptive competencies towards the dynamics of the internal and external world.
7 *World*, 6, 9332–9345. <https://doi.org/10.53730/ijhs.v6nS2.7438>
- 8 Nurazizah, R. (2021). An independent character of students in learning during the pandemic.
9 *ETUDE: Journal of Educational Research*, 1(2), 51–60.
10 <https://doi.org/10.56724/etude.v1i2.17>
- 11 Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Balancing technology,
12 pedagogy and the new normal: Post-pandemic challenges for higher education.
13 *Postdigital Science and Education*, 3(3), 715–742. [https://doi.org/10.1007/s42438-](https://doi.org/10.1007/s42438-021-00249-1)
14 [021-00249-1](https://doi.org/10.1007/s42438-021-00249-1)
- 15 Richards, D., & Viganó, N. (2013). Online counseling: A narrative and critical review of the
16 literature. *Journal of Clinical Psychology*, 69(9), 994–1011.
17 <https://doi.org/10.1002/jclp.21974>

- 1 Rochlen, A. B., Beretvas, S. N., & Zack, J. S. (2004). The online and face-to-face counseling
2 attitudes scales: A validation study. *Measurement and Evaluation in Counseling and*
3 *Development, 37*(2), 95–111. <https://doi.org/10.1080/07481756.2004.11909753>
- 4 Romi, S., Lewis, R., & Katz, Y. J. (2009). Student responsibility and classroom discipline in
5 Australia, China, and Israel. *Compare, 39*(4), 439–453.
6 <https://doi.org/10.1080/03057920802315916>
- 7 Saavedra, A. R., & Opfer, V. D. (2012). Teaching and learning 21st century skills: Lessons from
8 the learning sciences. *A Global Cities Education Network Report. New York, Asia*
9 *Society, 10*.
- 10 Salleh, A., Hamzah, R., Nordin, N., Ghavifekr, S., & Joorabchi, T. N. (2015). Online counseling
11 using email: A qualitative study. *Asia Pacific Education Review, 16*(4), 549–563.
12 <https://doi.org/10.1007/s12564-015-9393-6>
- 13 Saperstein, E. (2022). Post-pandemic citizenship: The next phase of global citizenship
14 education. *Prospects, 1*–15. <https://doi.org/10.1007/s11125-021-09594-2>
- 15 Sari, B. P., & Hadijah, H. S. (2017). Meningkatkan disiplin belajar siswa melalui manajemen
16 kelas. *Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2*(2), 233–241.
- 17 Stommel, W., & Van der Houwen, F. (2013). Formulations in ‘trouble’chat sessions.
18 *Language@ Internet, 10*(3).

- 1 Sugai, G., & Horner, R. (2014). The evolution of discipline practices: School-wide positive
2 behavior supports. In *Behavior psychology in the schools* (pp. 23–50). Routledge.
3 ISBN.9781315784274
- 4 Sulistyani, A. M., Prasetyo, Z. K., Hanum, F., & Rizki, N. P. (2022). Development and Validation
5 of e-Books during the Post-Pandemic to Improve Attitude towards Environmental Care
6 in Case of Indonesia. *International Journal of Advanced Computer Science and
7 Applications*, 13(4). <https://doi.org/14569/IJACSA.2022.0130479>
- 8 Supriyanto, A., Mulawarman, M., Soesanto, S., Sugiharto, D. P. Y., & Hartini, S. (2021). Blended
9 Counselling as a Solution for the Development of Mental Health and Understanding
10 Herd immunity for Society. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 8(2),
11 169–180. <https://doi.org/10.24042/kons.v8i2.10127>
- 12 Supriyanto, A., Saputra, W. N., Handaka, I. B., Barida, M., Widyastuti, D. A., Muyana, S.,
13 Wahyudi, A., & Sari, M. D. (2022). Student Problem Assessment (SPA) in the COVID-19
14 Condition in Terms of 10 Sub Areas of Life Problems (10-ALP). *Pegem Journal of
15 Education and Instruction*, 12(1), 199–206.
16 <https://doi.org/10.47750/pegegog.12.01.20>
- 17 Syafitri, R. (2017). Meningkatkan tanggung jawab belajar melalui strategi giving questions and
18 getting answers pada siswa. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 1(2).
19 <https://doi.org/10.23887/jppp.v1i2.12623>

- 1 Syapal, Z., Amin, A., Alimni, A., Citra, Y. D., & Rivani, P. A. (2022). A Study of Hard Work and
2 Discipline Character Education in Junior High Schools. *Eurasian Journal of Educational*
3 *Research*, 99(99), 127–142.
- 4 Titzler, I., Saruhanjan, K., Berking, M., Riper, H., & Ebert, D. D. (2018). Barriers and facilitators
5 for the implementation of blended psychotherapy for depression: A qualitative pilot
6 study of therapists' perspective. *Internet Interventions*, 12, 150–164.
7 <https://doi.org/10.1016/j.invent.2018.01.002>
- 8 Van der Vaart, R., Witting, M., Riper, H., Kooistra, L., Bohlmeijer, E. T., & van Gemert-Pijnen,
9 L. J. (2014). Blending online therapy into regular face-to-face therapy for depression:
10 Content, ratio and preconditions according to patients and therapists using a Delphi
11 study. *BMC Psychiatry*, 14(1), 1–10. <https://doi.org/10.1186/s12888-014-0355-z>
- 12 Wong, K. P., Bonn, G., Tam, C. L., & Wong, C. P. (2018). Preferences for online and/or face-to-
13 face counseling among university students in Malaysia. *Frontiers in Psychology*, 9, 64.
14 <https://doi.org/10.3389/fpsyg.2018.00064>
- 15 Zapata, G., & Leihy, P. S. (2022). J., & Espinoza, D. (2022). Disciplinary diversity in Chilean
16 undergraduate student engagement. *Education Policy Analysis Archives*, 30, 64.
- 17 Zeren, Ş. G. (2015). Face-to-Face and Online Counseling: Client Problems and Satisfaction.
18 *Education & Science/Egitim Ve Bilim*, 40(182). <https://doi.org/10.15390/EB.2015.4696>

- 1 Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character
- 2 Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational*
- 3 *and Social Research*, 12(1), 371–371. <https://doi.org/10.36941/jesr-2022-0029>
- 4

1 **Chat and Face-to-Face Counselling with Web E-Counselling: Increasing**
2 **Student Discipline Responsibilities Post-Covid-19 Pandemic Through**
3 **Individual Blended Counselling**

4
5 **Abstract**

6 Students at school need to develop the character of responsibility in learning discipline (Re-
7 LeaD) after the Covid-19 pandemic (CV-19P) or face-to-face (FTF) discovering at school. The
8 character of Re-Lead as a form of student success in the future. This study goals to find and
9 test the effectiveness of the individual blended model of behavioristic counselling approach
10 to increase Re-Leads based on model effectiveness tests and expert tests. Individual
11 counselling with a behavioristic process combines chat and FTF counselling with the e-
12 counselling website. This study with research and development is limited to steps (1) helping
13 problems; (2) hypothetical draft model; (3) model feasibility test by guidance and counselling
14 reviews; (4) revising models; (5) testing the effectiveness of the model. The instruments used
15 were the Re-LeaD scales and expert reviews about model feasibility. The results of the
16 research concluded that the individual behaviouristic blended counselling approach is
17 appropriate to be applied by school counsellors to increase responsibility in student learning
18 discipline based on judgment by guidance and counselling reviews. A personal blended
19 behaviouristic counselling approach can also effectively improve student learning
20 responsibilities. Counsellors can use individual blended counselling with behaviouristic
21 methods as one of the counselling strategies to increase responsibility in student learning
22 disciplines at school.

23 **Keywords:** *Website, Blended Counselling, Responsible Learning Discipline, Chat*
24 *Counselling, Face to Face Counselling*

Commented [R1]: Research objectives need to be clearly defined

Commented [R2]: The research results tend to be experimental research formulations, not the characteristics of development research

Introduction

The condition of the CV-19P presents excellent educational opportunities with digital and physical learning (Rapanta et al., 2021). Still, character changes in Indonesian children are challenging due to studying at home. The habit of online learning shows limitations for education (Ashour et al., 2021), especially the implementation of character education (Aziz et al., 2021). The big challenge in education after the CV-19P is education centred on academic, cultural and social success (Ladson-Billings, 2021). In Indonesia, the big challenge for students after the CV-19P in education is the growth of character based on local wisdom (Sulistiyani et al., 2022) for students' academic success.

One of the studies in Indonesia shows that teachers feel dissatisfied with online learning because students need to have awareness and habits to be responsible for assignments (Nurazizah, 2021). Responsibility for learning is a big challenge for education in Indonesia, especially for students after the CV-19P (Saperstein, 2022). After entering school face to face in post-pandemic conditions, Covid-19 needs to increase their responsibility. Besides that, student discipline in learning is also a big challenge. Students need more discipline in academic activities such as timely absences, hair styling, clothing, and school assignments that need to be habituated after the CV-19P, online learning, or blended learning. As time changed during the post-CV-19, students began to lose their responsibility for learning discipline with various academic and non-academic violations. This condition is to research in Indonesia regarding the decline in student discipline character (Zulela et al., 2022) and student academic problems (Supriyanto et al., 2022), requiring counselling interventions (Syapal et al., 2022).

Responsibility is an attitude and behaviour in properly reflecting their duties and obligations (Ardila et al., 2017), and responsibility is the key to individual success. Meanwhile, discipline is a character for professional success with future versatility (Zapata & Leihy, 2022).

1 Students who have a disciplined character have two indicators in the learning process
2 (attention, attendance, participation, and timeliness in assignments) as well as learning
3 behaviour (orderliness, obedience to rules, and courtesy) (Sari & Hadijah, 2017). Meanwhile,
4 students' academic responsibilities include doing homework and homework well, and every
5 action is carried out with full responsibility, carrying out pickets at school with a sense of
6 responsibility, and collecting assignments on time (Syafitri, 2017). Of all these indicators,
7 schools have a role in shaping the character of discipline (Sugai & Horner, 2014). Through
8 counselling, school counsellors must improve the character of Re-LeaD in students
9 (Mulyaningsih et al., 2022).

10 To improve Re-Leads' character, counselling services in schools can be done FTF and
11 chat or called blended counselling (Kretschmer & Brunner, 2015). Blended counselling is a
12 strategy that combines chat counselling services and FTF counselling (Supriyanto et al., 2021).
13 Blended counselling combines FTF sessions with internet and website interventions (Titzler et
14 al., 2018). Individual counselling is a relevant strategy to cultivate the character of
15 responsibility in student learning discipline. The literature review results show that blended
16 counselling with the facilitation of FTF individual counselling combined with individual
17 counselling with text-based applications and video calls is a relevant strategy (Ekawati et al.,
18 2022). Blended counselling application as a form of flexibility in personal counselling services
19 according to student conditions.

20 Accommodation in the implementation of blended counselling to improve the
21 character of Re-Lead through individual blended counselling. Individual blended counselling
22 as a positive innovation (Van der Vaart et al., 2014) in counselling services combined with
23 website counselling can be adjusted to the desired goals (Melchart et al., 2016). Individual
24 counselling teaches students to change their mindsets, attention, and behaviour (Dryden &
25 Palmer, 1997). Individual counselling that is carried out online and offline has the same goal,

Commented [R3]: It needs to be explained how the problem has been handled so far by the counselor so that there needs to be an alternative solution

Commented [R4]: Development research also requires data on the needs of potential users for the products produced, especially online counseling services

1 namely to make students independent so that they can form a responsible character in the
2 discipline of learning through three stages of individual counselling the initial stage, the
3 working stage, and the final stage (Amalia & Pahrul, 2019).

4 The application of blended and FTF and online counselling has the same results. The
5 research results with 37 clients with FTF counselling and 13 clinics with online counselling
6 showed no significant variation between the online and FTF counselling groups related to the
7 general social presence (Holmes & Foster, 2012). In addition, the implementation of online
8 and offline counselling has a similar level of satisfaction (Zeren, 2015). Even though
9 counsellors can be measured to be better at FTF counselling than online counselling (Rochlen
10 et al., 2004), online counselling has cost savings (Wong et al., 2018), one of which is chat
11 counselling. Chat counselling is used to meet client needs, proven effective through chat
12 (Dowling & Rickwood, 2013), while FTF counselling utilises counselling rooms.

13 The use of individual blended counselling can take advantage of online media (Holmes
14 & Foster, 2012) or websites that support it. One website that promotes counselling in
15 Indonesia is Guidance and Counselling, Universitas Ahmad Dahlan, E-Counseling
16 (<https://bimawa.uad.ac.id/e-counseling/>). Using e-counselling websites helps counsellors and
17 clients in FTF and online counselling meetings and early interactions (Jonas et al., 2020). Using
18 e-counselling websites helps clients find the right counsellor, and counsellors can assist in
19 implementing FTF and online counselling, especially in increasing the character of Re-Lead
20 through individual blended counselling through the e-counselling website. This study aimed
21 to determine the effectiveness of individual blended counselling through e-counselling
22 websites to improve the character of Re-Lead.

Commented [R5]: Research objectives must be consistent:
produce a product or test effectiveness?
Development research needs to be completed with product
specifications

Method

Research Design

This research aims to develop an e-counselling website as a counsellor strategy for implementing individual blended counselling to improve the character of responsibility in student learning discipline. R7D adapt Borg and Gall (1983), which is finite to five steps: (1) identification of the character level of responsibility in student learning disciplines which forms the basis for developing e-counselling websites and individual blended counselling models; (2) drafting individual blended counselling hypotheses for the character of responsibility in student learning disciplines and e-counselling websites; (3) evaluation by guidance and counselling reviews to measure the feasibility of the model and website; (4) model revision from the assessment of two experts; (5) individual blended counselling for the character of responsibility in student learning discipline using the e-counselling website media (Brog and Gall, 1983). Test the model's effectiveness with an initial experiment involving four experiment participants. Experiment participants were assigned randomly to the experimental group using individual blended counselling interventions. Table 1 displays the pre-experimental designs.

Table 1. Pre-experimental Design with Four Experimental Subjects

Subject Experiments	Pre-Test	Treatment	Pos Test
Experiment Participants 1	Q1	X	Q1
Experiment Participants 2	Q2	X	Q2
Experiment Participants 3	Q3	X	Q3
Experiment Participants 4	Q4	X	Q4

Where: O1, O2, O3, O4: Pre-Test and Post-Test Group Design

X: Individual Blended Counselling with Behaviour

Commented [R6]: It is necessary to explain the reason why the researcher did not use the 10 stages of development of Borg and Gall

Commented [R7]: Researchers need to explain the stages of the model feasibility test first so as not to cause confusion with experimental research

1 Data Collection Tools

2 The instruments use two forms. The first instrument is a scale of Re-Leads composed of 30
3 items declared valid with a coefficient of 0.292 to 0.665. The reliability assessed using the
4 Cronbach alpha shows a value of 0.912 or is classified as very high category reliability.
5 Responsibility scale instruments in learning disciplines are designed by themselves. Re-Lead
6 involves eight aspects: attention while studying, attendance, punctuality, homework,
7 responsible actions, collecting assignments, creating learning outcomes, and self-control in
8 learning. The responsibility in learning discipline the scale measures the Re-Lead level pre and
9 post-students who are given individual blended counselling. Table 2 shows the instrument
10 grille, the responsibility instrument in the learning disciplines scale.

11 **Table 2. The scale of Responsibility Instrument in Learning Discipline**

Number	Variable	Indicators
1	Responsibility in Learning Discipline	Attention while studying
		Student Attendance
		Stick to schedules/times
		School work
		Responsible behaviour
		Accumulate assignments appropriately
		Designing Learning Outcomes
		Control yourself in learning

12
13 The second instrument to an assessment by experts to assess model feasibility from individual
14 blended counselling. The expert evaluation sheet consists of 3 aspects: model overview,
15 usability, and accuracy.

16

Commented [R8]: Researchers need to include the theory used to develop the scale

Commented [R9]: Researchers need to include the theory used for the feasibility scale of the model

1 **Research Subject**

2 In the identification stage of the profile of responsibilities in learning disciplines, the
3 population involved was 30 students from Tebuireng Science Middle School, Indonesia,
4 especially class VIII. Using stratified random sampling, the study population consisted of 149
5 students in class VIII. The model feasibility test involves two reviews of guidance and
6 counselling from scholars in the field of guidance and counselling, has a counselling innovation
7 research map, and has experts in the field of responsibility in learning disciplines. At the
8 testing stage of the model's effectiveness, students as research subjects had a Re-Lead level
9 with shallow criteria with four experimental participants.

10 **Research Procedure**

11 The steps in research application with seven steps. They first analysed the level of
12 responsibility in student learning disciplines by distributing the Re-Lead level scale instrument
13 to 149 students as the research population and 30 students as the research sample. Second,
14 the initial draft of individual blended counselling to increase student Re-Lead with this design
15 contains the characteristics of responsibility issues in student learning disciplines and the basic
16 concept of implementing individual blended counselling. Third, reviews the feasibility of the
17 model by involving two reviewers. Fourth, responses, criticisms, and suggestions from the
18 reviewers so the model can be improved and perfected, namely individual blended counselling
19 to increase responsibility in student learning disciplines. Sixth, researchers conducted model
20 trials to test the effectiveness of individual blended counselling in increasing student Re-Lead.
21 Seventh, the researchers identified the effectiveness of individual blended counselling in
22 increasing student Re-Lead.

23 **Data Analysis Techniques**

24 The data analysis technique is in the form of quantitative percentages to determine the level
25 of responsibility in the learning discipline of SMP Science Tebuireng Indonesia students so that

1 it can be seen the percentage of students who have obligations in the level of student learning
2 discipline. In addition, the reliability coefficient analysis between reviewers and Cohens Kappa
3 analysed the level of feasibility of the individual blended counselling model to increase
4 responsibility in student learning disciplines. Furthermore, the t-test is an analytical technique
5 to test the model's effectiveness, so a significant difference appears between the average
6 conditions before and after counselling services.

Commented [R10]: Don't use non-parametric statistics (Wilcoxon) for small subjects?

8 Results

9 The finding of the R&D can be broken down into five main sections, namely (1) the
10 level of responsibility in student learning disciplines; (2) a hypothetical draft model; (3) the
11 feasibility models, namely individual blended counselling to increase responsibility in student
12 learning discipline; (4) model revisions; (5) test the effectiveness of the model, namely
13 individual blended counselling to increase responsibility in student learning discipline.

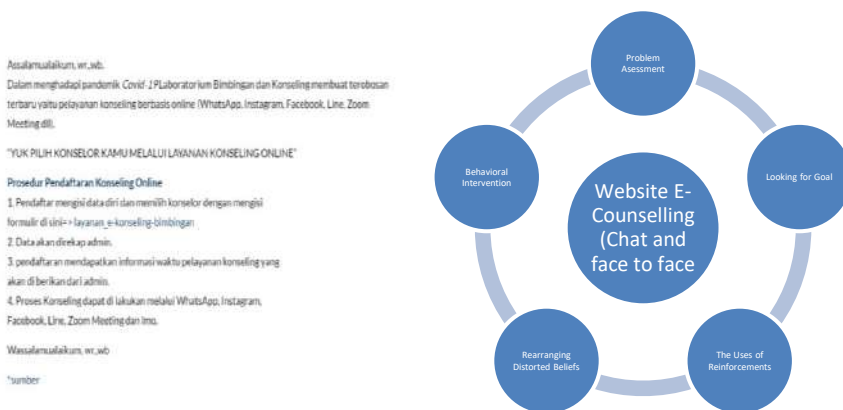
14 Level of Responsibility in Student Learning Discipline

15 From the recapitulation of the level of responsibility in student learning disciplines, the
16 average responsibility in student learning disciplines is in a low category or 28.33%. This
17 condition occurs because student responsibilities in learning discipline after the CV-19P are
18 still influenced by the distance learning model or at home with all its limitations. Changes in
19 mindset need help from school counsellors.

20 A hypothetical draft of Individual Blended Counseling to increase Responsibility in Student 21 Learning Discipline and E-Counseling Website

22 A hypothetical draft of individual blended counselling was prepared as the initial research
23 model. Individual blended counselling designed with a behavioristic approach includes some
24

- 1 stages, (a) problem assessment; (b) goals; (c) the use of reinforcement; (d) rearranging
2 distorted beliefs; (e) behavioural intervention; and Website E-Counseling.



3
4 **Figure 1. Website E-Counseling (<https://bimawa.uad.ac.id/e-counseling/>) and Individual**
5 **Stages of Blended Counseling with a Behavioristic Approach**

6
7 **Feasibility of Research Models**

8 Individual blended counselling with a behavioristic approach with five stages. In this stage, the
9 counsellor applies individual blended counselling with a behavioristic system in the
10 counsellor's efforts to help clients with problems; in this problem, the emphasis is on
11 increasing responsibility in student learning discipline. The focus of implementing individual
12 blended counselling with a behavioristic approach is to change the counselee's behaviour to
13 be more positive. Reinforce changes in the counselee's behaviour for the better. The
14 assumption underlying individual blended counselling is FTF and chat counselling (online)
15 (Supriyanto et al., 2021). Model feasibility is tested by conducting an assessment by guidance

1 and counselling reviews—the model feasibility assessments by guidance and counselling
2 review (Table 3).

3 **Table 3. Review Assessment of Models**

Number	Indicators	Average Value
1	Model Overview	3.09
2	The model for increasing responsibilities in student learning disciplines	3.16
3	The usefulness model for counsellors to increase responsibility in students' learning discipline	3.12

4
5 The average of the model appraisal reviews is 3.12. The resulting feasibility of the
6 model using interpreter reliability analysis of the Kappa Cohens coefficient by two reviewers
7 in table 4.

8 **Table 4. Cohens' Kappa Coefficient Analysis**

	Value	Asymptotic standard Error	Approximation T ^p	Approximation Significance
The measure of Agreement Kappa	.621	.062	7.818	.000
N of Valid Cases				

9 The results of the feasibility of the individual blended counselling model to increase
10 student Re-Lead with the Kappa Cohen inter-rater reliability coefficient is $K = 0.621$ or strong
11 criteria. The results also show that a significance value of 0.000 is less than 0.05 with a
12 significance level of 5%, so it is feasible to apply.

13 **Model Revision**

14 The initial model received several criticisms and suggestions from experts who
15 assessed the hypothetical draft individual blended counselling behavioristic approach using

1 FTF and chat counselling (online counselling) to increase responsibility in student learning
2 discipline. Ideas and reviews for improvements from experts, in general, are as follows (1)
3 stages need to be operationally regulated in individual services with FTF counselling combined
4 with online counselling (chat counselling) with a behavioristic approach, (2) stages of
5 individual counselling with a behavioristic approach need details for chat counselling and FTF
6 counselling, (3) it is necessary to bring up behavioristic counselling techniques, (4)
7 operationalising the transfer of chat counselling and FTF counselling, or vice versa.

8 **Test the Effectiveness of Individual Blended Counseling**

9 The next stage is to test the effectiveness of the model. Test the effectiveness of effects
10 on individual blended counselling behavioristic approaches in increasing responsibility in
11 student learning disciplines empirically. Before treatment, a pretest was conducted to
12 measure the effectiveness of the individual blended counselling behavioristic approach to
13 measure the level of increased responsibility in student learning discipline before being given
14 treatment at Tebuireng Science Middle School.

15 Model trials tested the effectiveness of individual blended counselling behavioristic
16 approaches to increasing responsibility in student learning disciplines. Four students with the
17 lowest level of responsibility in the learning discipline participated in the experiment to test
18 the model's effectiveness.

19 **Table 5. Changes in Pre-test and Post-test Results Scores**

Number	Initial	Pre Test	Post Test	Change
1	Je	10	20	10
2	Sa	10	21	11
3	As	10	22	12
4	Eb	13	23	10

Average	10,75	21,5	10,75
---------	-------	------	-------

1
2 Based on table 5, it can be analysed by t-test. The results of the analysis are as follows.

Table 6. Average Changes in Level of Responsibility in Learning Discipline

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	10.7500	4	1.50000	.75000
	Post Tetst	21.5000	4	1.29099	.64550

3
4 Table 6 shows that the behavioristic approach to individual blended counselling
5 interventions gives an average rating of responsibility in student learning disciplines higher
6 than before getting counselling. That is, the level of responsibility in student learning discipline
7 after receiving individual blended counselling interventions with a behavioristic approach is
8 higher (21.5) than before the intervention (10.75). This difference can be significant if the t-
9 test is small, with an alpha level of 0.05.

Table 7. Significance Value of T-Test Results

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post Test	-10.750	.95743	.47871	-12.27348	-9.22652	-22.456	3	.000

11
12 In table 7, the significance value is 0.000 or littler than 0.05, so it can be concluded that
13 there is a difference before and after the intervention. Individual blended counselling

1 interventions with a behavioristic approach effectively increase the level of responsibility in
2 student learning disciplines carried out by school counsellors.

3

4 **Discussion**

5 **The Urgency of Developing Responsibility in Learning Discipline by School Counselors**

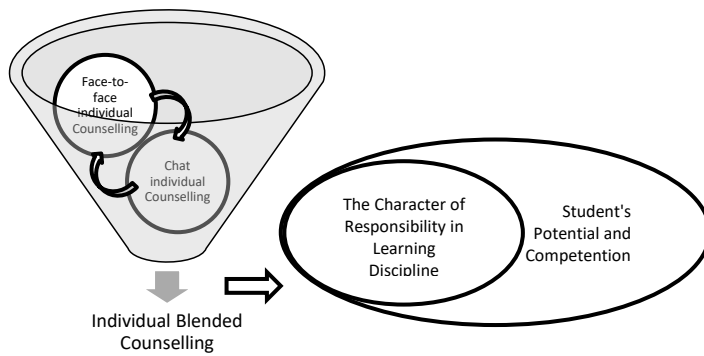
6 Responsibility in student learning disciplines as character and skills needed in the 21st Century
7 (Saavedra & Opfer, 2012). An academic discipline is an individual or student strategy towards
8 success (Agnew, 2013). This condition is to research results that individuals who have learning
9 responsibility and learning discipline will increase student learning motivation (Abdullah,
10 2021). So responsibility will bring up adaptive actions and impact individual success.
11 Responsibility is fundamental for students' social interaction in formal education, learning, or
12 work.

13 In addition to helping the character of responsibility in student learning discipline, the
14 teacher acts as a role model. The teacher must also be able to provide discipline. Teachers or
15 counsellors who can provide examples of discipline impact students who are more responsible
16 for their own and behaviour peers' behaviour (Romi et al., 2009). Teachers who set an
17 example will impact children's learning abilities to be disciplined and responsible throughout
18 life (Ingerman & Wickman, 2015). This condition allows school counsellors to provide
19 examples of discipline so that students imitate and form responsible behaviour in lifelong
20 learning.

21 **Combination of Chat Counseling and Face to Face Counseling**

22 Individual blended counselling services can implement flexibly. The combination of individual
23 counselling processes with FTF and chat by school counsellors as an alternative to personal
24 counselling services to develop student disciplinary responsibility. In addition, it can also
25 integrate the counselling approach, namely the behavioural counselling approach, the

1 technique of forming new behaviours and positive reinforcement. The formation of new
2 behaviour from low disciplinary responsibility is changed to having increased disciplinary
3 responsibility. They give positive support where the technique is used by providing as soon as
4 the expected behaviour appears, such as a smile, approval, praise, gold stars, medals, money
5 and other prizes. Giving positive reinforcement is done so that the client can maintain new
6 behaviour that is responsible for learning discipline is formed.



7
8 **Figure 2. Desain Individual Blended Counselling to increase student Re-Lead**

9 In this study, chat counselling is an online strategy to increase student Re-Lead. Chat
10 counselling facilitates students as counselees to maintain anonymity and delay time between
11 them (Richards & Viganó, 2013). This research enables the use of WhatsApp in online chat,
12 which is contextually the same as web chat, to explore problems and solutions with WhatsApp
13 chat and chat interactions (Midkiff et al., 2018). The use of chat counselling is the same as FTF
14 counselling because it creates social interaction and therapeutics and builds student
15 intersubjectivity (Stommel & Van der Houwen, 2013). The therapeutic relationship in chat
16 counselling with WhatsApp continues to show good relations in chat, self-organisation,
17 reinforcement of the text in the chat, development of text relationships, and termination of

1 the counselling process via text (Salleh et al., 2015). Chat counselling as part of online
2 counselling has the potential (Ersahin & Hanley, 2017) to be implemented and combined with
3 FTF counselling. The combination of online counselling is FTF counselling. FTF counselling is in
4 person and meets FTF.

5

6

Conclusion

7

8 The character of Re-Lead is an indicator that can optimally support success in both
9 academic and non-academic fields. The problem of Re-Lead is a factor that is detrimental to
10 student success if it isn't taken seriously. One effort the counsellor can make is the individual
11 blended counselling behaviouristic approach. This unique blended counselling behaviouristic
12 approaches help counselees form more academically responsible behaviour and discipline in
13 learning. This study concluded that individual blended counselling behaviouristic approaches
14 are appropriate for school counsellors and counsellors outside of school to help counselees
15 increase their Re-Lead. In addition, individual blended counselling behaviouristic approaches
16 can also effectively increase Re-Leads. Counsellors can adapt the practice of individual
17 blended counselling to a behaviouristic approach as a school counsellor strategy to increase
18 responsibility in student learning discipline at school. The limitations of this study lie in model
19 trials that have yet to implicate research subjects on a large scale with this problem. The
20 generalisation of study results needs to be more comprehensive. The findings of this study
21 can be used as a reference for future research to combine FTF and online counselling with
22 improving each component of Re-Leads.

22

23

24

25

Suggestion

The following recommendations are for conducting extensive empirical and practical research with a control group with a variety of other approaches—a combination of FTF and online counselling as a form of flexibility in implementing post-CV-19P counselling.

References

- Abdullah, H. (2021). Analysis of Critical Thinking Skills Based on Learning Motivation, Responsibility, and Physics Learning Discipline of Senior High School Students in Takalar. *Journal of Physics: Conference Series*, 1805(1), 012004. <https://doi.org/10.1088/1742-6596/1805/1/012004>
- Agnew, M. (2013). Strategic planning: An examination of the role of disciplines in sustaining internationalization of the university. *Journal of Studies in International Education*, 17(2), 183–202. <https://doi.org/10.1177/1028315312464655>
- Amalia, R., & Pahul, Y. (2019). Intervensi Konselor Sekolah Untuk Meningkatkan Self Esteem Bagi Anak Keluarga Broken Home. *Jurnal Pendidikan Tambusai*, 3(1), 632–640. <https://doi.org/10.31004/jptam.v3i1.253>
- Ardila, R. M., Nurhasanah, N., & Salimi, M. (2017). Pendidikan Karakter Tanggung Jawab dan Pembelajarannya di Sekolah. *Prosiding Seminar Nasional Inovasi Pendidikan*.
- Ashour, S., El-Refae, G. A., & Zaitoun, E. A. (2021). Post-pandemic higher education: Perspectives from university leaders and educational experts in the United Arab

- 1 Emirates. *Higher Education for the Future*, 8(2), 219–238.
2 <https://doi.org/10.1177/23476311211007261>
- 3 Aziz, A., Suprayitno, I. J., Prahmana, R. C. I., & Prasetyo, P. W. (2021). Maintaining Character
4 Education During and After Pandemic. *Proceeding International Conference on*
5 *Mathematics and Learning Research*, 53–61.
- 6 Brog and Gall, B. (1983). Educational research, an introduction. *New York and London:*
7 *Longman Inc.*
- 8 Dowling, M., & Rickwood, D. (2013). Online counseling and therapy for mental health
9 problems: A systematic review of individual synchronous interventions using chat.
10 *Journal of Technology in Human Services*, 31(1), 1–21.
11 <https://doi.org/10.1080/15228835.2012.728508>
- 12 Dryden, W., & Palmer, S. (1997). Individual counselling. *Handbook of Counselling*, 39–57.
- 13 Ekawati, J. I., Supriyanto, A., Suprihatin, B., Hendiani, N., & Mulawarman, M. (2022). Individual
14 Blended Counseling Design for Disciplinary Responsibilities. *Jurnal Pendidikan*
15 *Tambusai*, 6(1), 3694–3705. <https://orcid.org/0000-0001-8590-9341>
- 16 Ersahin, Z., & Hanley, T. (2017). Using text-based synchronous chat to offer therapeutic
17 support to students: A systematic review of the research literature. *Health Education*
18 *Journal*, 76(5), 531–543. <https://doi.org/10.1177/0017896917704675>

- 1 Holmes, C., & Foster, V. (2012). A preliminary comparison study of online and face-to-face
2 counseling: Client perceptions of three factors. *Journal of Technology in Human*
3 *Services*, 30(1), 14–31. <https://doi.org/10.1080/15228835.2012.662848>
- 4 Ingerman, Å., & Wickman, P.-O. (2015). Towards a teachers' professional discipline: Shared
5 responsibility for didactic models in research and practice. In *Transformative teacher*
6 *research* (pp. 167–179). Brill. https://doi.org/10.1163/9789463002233_014
- 7 Jonas, B., Leuschner, F., Eiling, A., Schoelen, C., Soellner, R., & Tossmann, P. (2020). Web-based
8 intervention and email-counseling for problem gamblers: Results of a randomized
9 controlled trial. *Journal of Gambling Studies*, 36(4), 1341–1358.
10 <https://doi.org/10.1007/s10899-019-09883-8>
- 11 Kretschmer, S., & Brunner, S. (2015). Blended Counselling. *Herausforderung Heterogenität*
12 *Beim Übergang in Die Hochschule*, 97. ISBN 978-3-8309-3100-3
- 13 Ladson-Billings, G. (2021). I'm here for the hard re-set: Post pandemic pedagogy to preserve
14 our culture. *Equity & Excellence in Education*, 54(1), 68–78.
15 <https://doi.org/10.1080/10665684.2020.1863883>
- 16 Melchart, D., Eustachi, A., Wellenhofer-Li, Y., Doerfler, W., & Bohnes, E. (2016). Individual
17 health management-a comprehensive lifestyle counselling programme for health
18 promotion, disease prevention and patient education. *Complementary Medicine*
19 *Research*, 23(1), 30–35. <https://doi.org/10.1159/000443544>

- 1 Midkiff, M. F., Lindsey, C. R., & Meadows, E. A. (2018). The role of coping self-efficacy in
2 emotion regulation and frequency of NSSI in young adult college students. *Cogent*
3 *Psychology*, 5(1), 1520437. <https://doi.org/10.1080/23311908.2018.1520437>
- 4 Mulyaningsih, I., Ananda, R., Fauziddin, M., Pattiasina, P. J., & Anwar, M. (2022). Developing
5 student characters to have independent, responsible, creative, innovative and
6 adaptive competencies towards the dynamics of the internal and external world.
7 *World*, 6, 9332–9345. <https://doi.org/10.53730/ijhs.v6nS2.7438>
- 8 Nurazizah, R. (2021). An independent character of students in learning during the pandemic.
9 *ETUDE: Journal of Educational Research*, 1(2), 51–60.
10 <https://doi.org/10.56724/etude.v1i2.17>
- 11 Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Balancing technology,
12 pedagogy and the new normal: Post-pandemic challenges for higher education.
13 *Postdigital Science and Education*, 3(3), 715–742. [https://doi.org/10.1007/s42438-](https://doi.org/10.1007/s42438-021-00249-1)
14 [021-00249-1](https://doi.org/10.1007/s42438-021-00249-1)
- 15 Richards, D., & Viganó, N. (2013). Online counseling: A narrative and critical review of the
16 literature. *Journal of Clinical Psychology*, 69(9), 994–1011.
17 <https://doi.org/10.1002/jclp.21974>

- 1 Rochlen, A. B., Beretvas, S. N., & Zack, J. S. (2004). The online and face-to-face counseling
2 attitudes scales: A validation study. *Measurement and Evaluation in Counseling and*
3 *Development, 37*(2), 95–111. <https://doi.org/10.1080/07481756.2004.11909753>
- 4 Romi, S., Lewis, R., & Katz, Y. J. (2009). Student responsibility and classroom discipline in
5 Australia, China, and Israel. *Compare, 39*(4), 439–453.
6 <https://doi.org/10.1080/03057920802315916>
- 7 Saavedra, A. R., & Opfer, V. D. (2012). Teaching and learning 21st century skills: Lessons from
8 the learning sciences. *A Global Cities Education Network Report. New York, Asia*
9 *Society, 10*.
- 10 Salleh, A., Hamzah, R., Nordin, N., Ghavifekr, S., & Joorabchi, T. N. (2015). Online counseling
11 using email: A qualitative study. *Asia Pacific Education Review, 16*(4), 549–563.
12 <https://doi.org/10.1007/s12564-015-9393-6>
- 13 Saperstein, E. (2022). Post-pandemic citizenship: The next phase of global citizenship
14 education. *Prospects, 1*–15. <https://doi.org/10.1007/s11125-021-09594-2>
- 15 Sari, B. P., & Hadijah, H. S. (2017). Meningkatkan disiplin belajar siswa melalui manajemen
16 kelas. *Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2*(2), 233–241.
- 17 Stommel, W., & Van der Houwen, F. (2013). Formulations in ‘trouble’chat sessions.
18 *Language@ Internet, 10*(3).

- 1 Sugai, G., & Horner, R. (2014). The evolution of discipline practices: School-wide positive
2 behavior supports. In *Behavior psychology in the schools* (pp. 23–50). Routledge.
3 ISBN.9781315784274
- 4 Sulistyani, A. M., Prasetyo, Z. K., Hanum, F., & Rizki, N. P. (2022). Development and Validation
5 of e-Books during the Post-Pandemic to Improve Attitude towards Environmental Care
6 in Case of Indonesia. *International Journal of Advanced Computer Science and
7 Applications*, 13(4). <https://doi.org/14569/IJACSA.2022.0130479>
- 8 Supriyanto, A., Mulawarman, M., Soesanto, S., Sugiharto, D. P. Y., & Hartini, S. (2021). Blended
9 Counselling as a Solution for the Development of Mental Health and Understanding
10 Herd immunity for Society. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 8(2),
11 169–180. <https://doi.org/10.24042/kons.v8i2.10127>
- 12 Supriyanto, A., Saputra, W. N., Handaka, I. B., Barida, M., Widyastuti, D. A., Muyana, S.,
13 Wahyudi, A., & Sari, M. D. (2022). Student Problem Assessment (SPA) in the COVID-19
14 Condition in Terms of 10 Sub Areas of Life Problems (10-ALP). *Pegem Journal of
15 Education and Instruction*, 12(1), 199–206.
16 <https://doi.org/10.47750/pegegog.12.01.20>
- 17 Syafitri, R. (2017). Meningkatkan tanggung jawab belajar melalui strategi giving questions and
18 getting answers pada siswa. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 1(2).
19 <https://doi.org/10.23887/jppp.v1i2.12623>

- 1 Syapal, Z., Amin, A., Alimni, A., Citra, Y. D., & Rivani, P. A. (2022). A Study of Hard Work and
2 Discipline Character Education in Junior High Schools. *Eurasian Journal of Educational*
3 *Research*, 99(99), 127–142.
- 4 Titzler, I., Saruhanjan, K., Berking, M., Riper, H., & Ebert, D. D. (2018). Barriers and facilitators
5 for the implementation of blended psychotherapy for depression: A qualitative pilot
6 study of therapists' perspective. *Internet Interventions*, 12, 150–164.
7 <https://doi.org/10.1016/j.invent.2018.01.002>
- 8 Van der Vaart, R., Witting, M., Riper, H., Kooistra, L., Bohlmeijer, E. T., & van Gemert-Pijnen,
9 L. J. (2014). Blending online therapy into regular face-to-face therapy for depression:
10 Content, ratio and preconditions according to patients and therapists using a Delphi
11 study. *BMC Psychiatry*, 14(1), 1–10. <https://doi.org/10.1186/s12888-014-0355-z>
- 12 Wong, K. P., Bonn, G., Tam, C. L., & Wong, C. P. (2018). Preferences for online and/or face-to-
13 face counseling among university students in Malaysia. *Frontiers in Psychology*, 9, 64.
14 <https://doi.org/10.3389/fpsyg.2018.00064>
- 15 Zapata, G., & Leihy, P. S. (2022). J., & Espinoza, D. (2022). Disciplinary diversity in Chilean
16 undergraduate student engagement. *Education Policy Analysis Archives*, 30, 64.
- 17 Zeren, Ş. G. (2015). Face-to-Face and Online Counseling: Client Problems and Satisfaction.
18 *Education & Science/Egitim Ve Bilim*, 40(182). <https://doi.org/10.15390/EB.2015.4696>

- 1 Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character
- 2 Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational*
- 3 *and Social Research*, 12(1), 371–371. <https://doi.org/10.36941/jesr-2022-0029>
- 4

5 FEBRUARI 2023 MELAKUKAN REVISI HASIL REVIEW DAN DIKIRIMKAN KE LAMAN

Revisions		Q Search	Upload File
▶  11916	Combination of Chat Counseling and Face-to-Face Counseling with Web E-Counseling Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Mixed Individual Counseling (1) (1).docx	February 5, 2023	Revised Article

Review Discussions					Add discussion
Name	From	Last Reply	Replies	Closed	
<i>No Items</i>					

[PEGEGOG] Editor Decision

2023-02-05 09:14 PM

Dear author,

Your manuscript has been sent to the redaction service.

Note that applications that cannot be edited will be returned to you for correction. If you with this condition, we ask you to report it immediately.

Yours truly,

[For Frequently Asked Questions](#)

[Pegem Eğitim ve Öğretim Dergisi](#)

1 **Chat and Face-to-Face Counselling with Web E-Counselling: Increasing**
2 **Student Discipline Responsibilities Post-Covid-19 Pandemic Through**
3 **Individual Blended Counselling**

4
5 Agus Supriyanto¹, Anwar Sutoyo², Mulawarman³, Amien Wahyudi⁴

6
7 ¹ <https://orcid.org/0000-0002-6430-6805>, agus.supriyanto@bk.uad.ac.id, Universitas Ahmad
8 Dahlan, +62 812 2682 2047, Jalan Kolektor Ring Road Selatan, Tamanan Banguntapan Bantul
9 Yogyakarta, Indonesia,

10 ² <https://orcid.org/0000-0002-8071-4243>, anwarsutoyo@mail.unnes.ac.id, Semarang State
11 University, +62 815 710 9082, Kampus Sekaran Gunungpati Semarang, Jawa Tengah,
12 Indonesia,

13 ³ <https://orcid.org/0000-0002-6150-6027>, mulawarman@mail.unnes.ac.id, Semarang State
14 University, +62 822-2134-2662, Kampus Sekaran Gunungpati Semarang, Jawa Tengah,
15 Indonesia,

16 ⁴ <https://orcid.org/0000-0001-5411-3957>, amien.wahyudi@bk.uad.ac.id, Universitas Ahmad
17 Dahlan, +62 813 2801 3378, Jalan Kolektor Ring Road Selatan, Tamanan Banguntapan Bantul
18 Yogyakarta, Indonesia,

19
20 **ABSTRACT**

21 Students at school need to develop a character of responsibility in learning discipline (Re-
22 Lead) after the Covid-19 pandemic (CV-19P), or face-to-face meetings (FTF) are a concern. The
23 character of Re-Lead as a form of student success in the future. Aims to research determine
24 the individual blended counselling model of the behaviouristic counselling approach to

1 increase Re-Leads and the effectiveness of the individual blended counselling model of the
2 behaviouristic counselling approach to increase Re-Leads. Individual counselling with a
3 behaviouristic process combines FTF chat and counselling with an e-counseling website.
4 Research and development are limited to five steps (1) study problem; (2) hypothetical draft
5 model; (3) model feasibility test through guidance and counselling reviews; (4) revising model;
6 (5) testing effectiveness model. The instrument used is the Re-LeaD scale and expert review
7 on the feasibility model. Data analysis with the reliability coefficient between reviewers and
8 Cohens Kappa, then t-test to test the model's effectiveness. The results of the study concluded
9 that the blended counselling model with a behaviouristic counselling approach is feasible to
10 be applied by school counsellors to increase Re-Leads students based on an average rating of
11 more than 3.09 (scale 4) from reviews by experts and guidance and counselling practitioners
12 (0.621 with sig. 0.000 < 0.05). The individual blended counselling with behaviouristic
13 counselling approach can also effectively increase Re-Leads students in the higher category
14 (21.5) than before the intervention (10.75) and sig.0.000 <0.05. Counsellors can use individual
15 blended counselling with behaviouristic methods as one of the counselling strategies to
16 increase Re-Leads.

17

18 **Keywords:** *Website, Blended Counselling, Responsible Learning Discipline, Chat Counselling,*
19 *Face to Face Counselling*

20

21

Introduction

22 The condition of the CV-19P presents excellent educational opportunities with digital
23 and physical learning (Rapanta et al., 2021). Still, character changes in Indonesian children are
24 challenging due to studying at home. The habit of online learning shows limitations for
25 education (Ashour et al., 2021), especially the implementation of character education (Aziz

1 et al., 2021). The big challenge in education after the CV-19P is education centered on
2 academic, cultural and social success (Ladson-Billings, 2021). In Indonesia, the big challenge
3 for students after the CV-19P in education is the growth of character based on local wisdom
4 (Sulistyani et al., 2022) for students' academic success. The big challenge in the world is the
5 crisis in student responsibility in post-CV-19P self-discipline, so teachers are worried about
6 students' futures (Atweh et al., 2022).

7 One of the studies in Indonesia shows that teachers feel dissatisfied with online
8 learning because students need to have awareness and habits to be responsible for
9 assignments (Nurazizah, 2021). Responsibility for learning is a big challenge for education in
10 Indonesia, especially for students after the CV-19P (Saperstein, 2022). After entering school
11 face to face in post-pandemic conditions, Covid-19 needs to increase their responsibility.
12 Besides that, student discipline in learning is also a big challenge. Students need more
13 discipline in academic activities such as timely absences, hair styling, clothing, and school
14 assignments that need to be habituated after the CV-19P, online learning, or blended learning.
15 As time changed during the post-CV-19, students began to lose their responsibility for learning
16 discipline with various academic and non-academic violations. This condition is to research in
17 Indonesia regarding the decline in student discipline character (Zulela et al., 2022) and student
18 academic problems (Supriyanto et al., 2022), requiring counselling interventions (Syapal et al.,
19 2022).

20 Responsibility is an attitude and behavior in properly reflecting their duties and
21 obligations (Ardila et al., 2017), and responsibility is the key to individual success. Meanwhile,
22 discipline is a character for professional success with future versatility (Zapata & Leihy, 2022).
23 Students who have a disciplined character have two indicators in the learning process
24 (attention, attendance, participation, and timeliness in assignments) as well as learning
25 behavior (orderliness, obedience to rules, and courtesy) (Sari & Hadijah, 2017). Meanwhile,

1 students' academic responsibilities include doing homework and homework well, and every
2 action is carried out with full responsibility, carrying out pickets at school with a sense of
3 responsibility, and collecting assignments on time (Syafitri, 2017). Of all these indicators,
4 schools have a role in shaping the character of discipline (Sugai & Horner, 2014). Through
5 counselling, school counsellors must improve the character of Re-LeaD in students
6 (Mulyaningsih et al., 2022).

7 Re-Leads' character in post-CV-19P students is quite concerning because they are
8 carried away by CV-19P's inactive condition, late for school, late for assignments, and messy
9 hair in male students. This condition affected the post-CV-19P FTF meeting. To improve Re-
10 Leads' character, counselling services in schools can be done FTF and chat or called blended
11 counselling (Kretschmer & Brunner, 2015). Blended counselling is a strategy that combines
12 chat counselling services and FTF counselling (Supriyanto et al., 2021). Blended counselling
13 combines FTF sessions with internet and website interventions (Titzler et al., 2018). Individual
14 counselling is a relevant strategy to cultivate the character of responsibility in student learning
15 discipline. The literature review results show that blended counselling with the facilitation of
16 FTF individual counselling combined with individual counselling with text-based applications
17 and video calls is a relevant strategy (Ekawati et al., 2022). Blended counselling application as
18 a form of flexibility in personal counselling services according to student conditions.

19 Accommodation in the implementation of blended counselling to improve the
20 character of Re-Lead through individual blended counselling. The resulting interview, school
21 counsellors need a counselling model in FTF conditions and remote counselling. Individual
22 blended counselling as a positive innovation (Van der Vaart et al., 2014) in counselling services
23 combined with website counselling can be adjusted to the desired goals (Melchart et al.,
24 2016). Individual counselling teaches students to change their mindsets, attention, and
25 behavior (Dryden & Palmer, 1997). Individual counselling that is carried out online and offline

1 has the same goal, namely to make students independent so that they can form a responsible
2 character in the discipline of learning through three stages of individual counselling the initial
3 stage, the working stage, and the final stage (Amalia & Pahrul, 2019).

4 The application of blended and FTF and online counselling has the same results. The
5 research results with 37 clients with FTF counselling and 13 clinics with online counselling
6 showed no significant variation between the online and FTF counselling groups related to the
7 general social presence (Holmes & Foster, 2012). In addition, the implementation of online
8 and offline counselling has a similar level of satisfaction (Zeren, 2015). Even though
9 counsellors can be measured to be better at FTF counselling than online counselling (Rochlen
10 et al., 2004), online counselling has cost savings (Wong et al., 2018), one of which is chat
11 counselling. Chat counselling is used to meet client needs, proven effective through chat
12 (Dowling & Rickwood, 2013), while FTF counselling utilizes counselling rooms. These unique
13 blended counselling behavioristic approaches help counselees form more academically
14 responsible behavior and discipline in learning.

15 The use of individual blended counselling can take advantage of online media (Holmes
16 & Foster, 2012) or websites that support it. One website that promotes counselling in
17 Indonesia is Guidance and Counselling, Universitas Ahmad Dahlan, E-Counseling
18 (<https://bimawa.uad.ac.id/e-counseling/>). Using e-counselling websites helps counsellors and
19 clients in FTF and online counselling meetings and early interactions (Jonas et al., 2020). Using
20 e-counselling websites helps clients find the right counsellor, and counsellors can assist in
21 implementing FTF and online counselling, especially in increasing the character of Re-Lead
22 through individual blended counselling through the e-counselling website. Meanwhile, the
23 world also needs digital reforms that impact learning in life, one of which is counselling which
24 is used digitally. The challenge for teachers, one of which is school counsellors, is the use of
25 digital-based media, especially counselling services, to attract and facilitate students

1 (Rahmatullah et al., 2022). This study aimed to determine the individual blended counselling
2 model of the behaviouristic counselling approach to increase Re-Leads and the effectiveness
3 of the individual blended counselling model of the behaviouristic counselling approach to
4 increase Re-Leads.

5

6

Method

7

Research Design

8 This research aims to develop an e-counselling website as a counsellor strategy for
9 implementing individual blended counselling to improve the character of responsibility in
10 student learning discipline. R&D adapt (Borg and Gall, 1983), which is finite to five steps due
11 to limited time at school: (1) identification of the character level of Re-Leads students, which
12 forms the basis for developing e-counselling websites and individual blended counselling
13 models; (2) drafting model individual blended counselling for Re-Leads students character and
14 e-counselling websites; (3) feasibility test by guidance and counselling reviews to measure the
15 feasibility of the model and website; (4) model revision from the assessment of two experts;
16 (5) test the model's effectiveness individual blended counselling for Re-leads student using
17 the e-counselling website media (Borg and Gall, 1983). Test the model's effectiveness with an
18 initial experiment involving four experiment participants. Experiment participants were
19 assigned randomly to the experimental group using individual blended counselling
20 interventions. Table 1 displays the pre-experimental designs.

21

22

23

24

25

1 **Table 1. Pre-experimental Design with Four Experimental Subjects**

Subject Experiments	Pre-Test	Treatment	Pos Test
Experiment Participants 1	Q1	X	Q1
Experiment Participants 2	Q2	X	Q2
Experiment Participants 3	Q3	X	Q3
Experiment Participants 4	Q4	X	Q4

2 Information: O1, O2, O3, O4: Pre-Test and Post-Test Group Design

3 X: Individual Blended Counselling with Behaviour

4 **Data Collection Tools**

5 The instruments use two forms. The first instrument is a scale of Re-Leads composed of 30
6 items declared valid with a coefficient of 0.292 to 0.665. The reliability assessed using the
7 Cronbach alpha shows a value of 0.912 or is classified as very high category reliability.
8 Responsibility scale instruments in learning disciplines are designed by themselves. Re-Lead
9 involves eight aspects: attention while studying, attendance, punctuality, homework,
10 responsible actions, collecting assignments, creating learning outcomes, and self-control in
11 learning. The responsibility in learning discipline the scale measures the Re-Lead level pre and
12 post-students who are given individual blended counselling. Table 2 shows the instrument
13 grille, the responsibility instrument in the learning disciplines scale.

14
15
16
17
18
19
20

1 **Table 2. The scale of Responsibility Instrument in Learning Discipline (Sari & Hadijah, 2017)**

Number	Variable	Indicators
1	Responsibility in Learning Discipline	Attention while studying Student Attendance Stick to schedules/times. School work Responsible behaviour Accumulate assignments appropriately Designing Learning Outcomes Control yourself in learning.

2

3 The second instrument to an assessment by experts to assess model feasibility from individual
 4 blended counselling. The expert evaluation sheet consists of 3 aspects: model overview,
 5 usability, and accuracy (Stufflebeam et al., 2000).

6 **Research Subject**

7 In the identification stage of the profile of responsibilities in learning disciplines, the
 8 population involved was 30 Junior High School Tebuireng Science, Indonesia students,
 9 especially class VIII as a limited test. Using stratified random sampling, the study population
 10 consisted of 149 students in class VIII. The model feasibility test involves two reviews of
 11 guidance and counselling from scholars in the field of guidance and counselling, has a
 12 counselling innovation research map, and has experts in the field of responsibility in learning
 13 disciplines. At the testing stage of the model's effectiveness, students as research subjects had
 14 a Re-Lead level with shallow criteria with four experimental participants.

15

16

1 **Research Procedure**

2 The steps in research application with seven steps. They first analysed the level of
3 responsibility in student learning disciplines by distributing the Re-Lead level scale instrument
4 to 149 students as the research population and 30 students as the research sample. Second,
5 the initial draft of individual blended counselling to increase student Re-Lead with this design
6 contains the characteristics of responsibility issues in student learning disciplines and the basic
7 concept of implementing individual blended counselling. Third, reviews the feasibility of the
8 model by involving two reviewers. Fourth, responses, criticisms, and suggestions from the
9 reviewers so the model can be improved and perfected, namely individual blended counselling
10 to increase responsibility in student learning disciplines. Sixth, researchers conducted model
11 trials to test the effectiveness of individual blended counselling in increasing student Re-Lead.
12 Seventh, the researchers identified the effectiveness of individual blended counselling in
13 increasing student Re-Lead.

14 **Data Analysis Techniques**

15 The data analysis technique is in the form of quantitative percentages to determine the level
16 of responsibility in the learning discipline of Junior High School Science Tebuireng Indonesia
17 students so that it can be seen the percentage of students who have obligations in the level
18 of student learning discipline. In addition, the reliability coefficient analysis between reviewers
19 and Cohens Kappa analysed the level of feasibility of the individual blended counselling model
20 to increase responsibility in student learning disciplines. Furthermore, the t-test is an
21 analytical technique to test the model's effectiveness, so a significant difference appears
22 between the average conditions before and after counselling services.

23

24

25

1

Results

2

The finding of the R&D can be broken down into five main sections, namely (1) the level of responsibility in student learning disciplines; (2) a hypothetical draft model; (3) the feasibility models, namely individual blended counselling to increase responsibility in student learning discipline; (4) model revisions; (5) test the effectiveness of the model, namely individual blended counselling to increase responsibility in student learning discipline.

7

Level of Responsibility in Student Learning Discipline

8

From the recapitulation of the level of responsibility in student learning disciplines, the average responsibility in student learning disciplines is in a low category or 28.33%. This condition occurs because student responsibilities in learning discipline after the CV-19P are still influenced by the distance learning model or at home with all its limitations. Changes in mindset need help from school counsellors.

13

A hypothetical draft of Individual Blended Counseling to increase Responsibility in Student Learning Discipline and E-Counseling Website

15

A hypothetical draft of individual blended counselling was prepared as the initial research model. Individual blended counselling designed with a behavioristic approach includes some stages, (a) problem assessment; (b) goals; (c) the use of reinforcement; (d) rearranging distorted beliefs; (e) behavioural intervention; and Website E-Counseling.

18

Assalamualaikum, wr.,wb.

Dalam menghadapi pandemik Covid-19 Laboratorium Bimbingan dan Konseling membuat terobosan terbaru yaitu pelayanan konseling berbasis online (WhatsApp, Instagram, Facebook, Line, Zoom Meeting dll).

"YUK PILIH KONSELOR KAMU MELALUI LAYANAN KONSELING ONLINE"

Prosedur Pendaftaran Konseling Online

1. Pendaftar mengisi data diri dan memilih konselor dengan mengisi formulir di sini => layanan_e-konseling-bimbingan
2. Data akan direkap admin.
3. pendaftaran mendapatkan informasi waktu pelayanan konseling yang akan di berikan dari admin.
4. Proses Konseling dapat di lakukan melalui WhatsApp, Instagram, Facebook, Line, Zoom Meeting dan imo.

Wassalamualaikum, wr.,wb

*sumber



1
2 **Figure 1. Website E-Counseling (<https://bimawa.uad.ac.id/e-counseling/>) and Individual**
3 **Stages of Blended Counseling with a Behavioristic Approach**

5 Feasibility of Research Models

6 Individual blended counselling with a behavioristic approach with five stages. In this stage, the
7 counsellor applies individual blended counselling with a behavioristic system in the
8 counsellor's efforts to help clients with problems; in this problem, the emphasis is on
9 increasing responsibility in student learning discipline. The focus of implementing individual
10 blended counselling with a behavioristic approach is to change the counselee's behaviour to
11 be more positive. Reinforce changes in the counselee's behaviour for the better. The
12 assumption underlying individual blended counselling is FTF and chat counselling (online)
13 (Supriyanto et al., 2021). Model feasibility is tested by conducting an assessment by guidance
14 and counselling reviews—the model feasibility assessments by guidance and counselling
15 review (Table 3).

16

1 **Table 3. Review Assessment of Models**

Number	Indicators	Average Value
1	Model Overview	3.09
2	The model for increasing responsibilities in student learning disciplines	3.16
3	The usefulness model for counsellors to increase responsibility in students' learning discipline	3.12

2
3 The average of the model appraisal reviews is 3.12. The resulting feasibility of the
4 model using interpreter reliability analysis of the Kappa Cohens coefficient by two reviewers
5 in table 4.

6 **Table 4. Cohens' Kappa Coefficient Analysis**

	Value	Asymptotic standard Error	Approximation T ^b	Approximation Significance
The measure of Agreement Kappa	.621	.062	7.818	.000
N of Valid Cases				

7 The results of the feasibility of the individual blended counselling model to increase
8 student Re-Lead with the Kappa Cohen inter-rater reliability coefficient is $K = 0.621$ or strong
9 criteria. The results also show that a significance value of 0.000 is less than 0.05 with a
10 significance level of 5%, so it is feasible to apply.

11 **Model Revision**

12 The initial model received several criticisms and suggestions from experts who
13 assessed the hypothetical draft individual blended counselling behavioristic approach using
14 FTF and chat counselling (online counselling) to increase responsibility in student learning
15 discipline. Ideas and reviews for improvements from experts, in general, are as follows (1)

1 stages need to be operationally regulated in individual services with FTF counselling combined
2 with online counselling (chat counselling) with a behavioristic approach, (2) stages of
3 individual counselling with a behavioristic approach need details for chat counselling and FTF
4 counselling, (3) it is necessary to bring up behavioristic counselling techniques, (4)
5 operationalising the transfer of chat counselling and FTF counselling, or vice versa.

6 **Test the Effectiveness of Individual Blended Counseling**

7 The next stage is to test the effectiveness of the model. Test the effectiveness of effects
8 on individual blended counselling behavioristic approaches in increasing responsibility in
9 student learning disciplines empirically. Before treatment, a pretest was conducted to
10 measure the effectiveness of the individual blended counselling behavioristic approach to
11 measure the level of increased responsibility in student learning discipline before being given
12 treatment at Tebuireng Science Middle School.

13 Model trials tested the effectiveness of individual blended counselling behavioristic
14 approaches to increasing responsibility in student learning disciplines. Four students with the
15 lowest level of responsibility in the learning discipline participated in the experiment to test
16 the model's effectiveness.

17 **Table 5. Changes in Pre-test and Post-test Results Scores**

Number	Initial	Pre Test	Post Test	Change
1	Je	10	20	10
2	Sa	10	21	11
3	As	10	22	12
4	Eb	13	23	10
	Average	10,75	21,5	10,75

18

19 Based on table 5, it can be analysed by t-test. The results of the analysis are as follows.

Table 6. Average Changes in Level of Responsibility in Learning Discipline

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	10.7500	4	1.50000	.75000
	Post Tetst	21.5000	4	1.29099	.64550

1

2 Table 6 shows that the behavioristic approach to individual blended counselling
3 interventions gives an average rating of responsibility in student learning disciplines higher
4 than before getting counselling. That is, the level of responsibility in student learning discipline
5 after receiving individual blended counselling interventions with a behavioristic approach is
6 higher (21.5) than before the intervention (10.75). This difference can be significant if the t-
7 test is small, with an alpha level of 0.05.

Table 7. Significance Value of T-Test Results

		Paired Differences					t	Df	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post Test	-10.750	.95743	.47871	-12.27348	-9.22652	-22.456	3	.000

8

9 In table 7, the significance value is 0.000 or littler than 0.05, so it can be concluded that
10 there is a difference before and after the intervention. Individual blended counselling
11 interventions with a behavioristic approach effectively increase the level of responsibility in
12 student learning disciplines carried out by school counsellors.

13

14

1 Discussion

2 **The Urgency of Developing Responsibility in Learning Discipline by School Counselors**

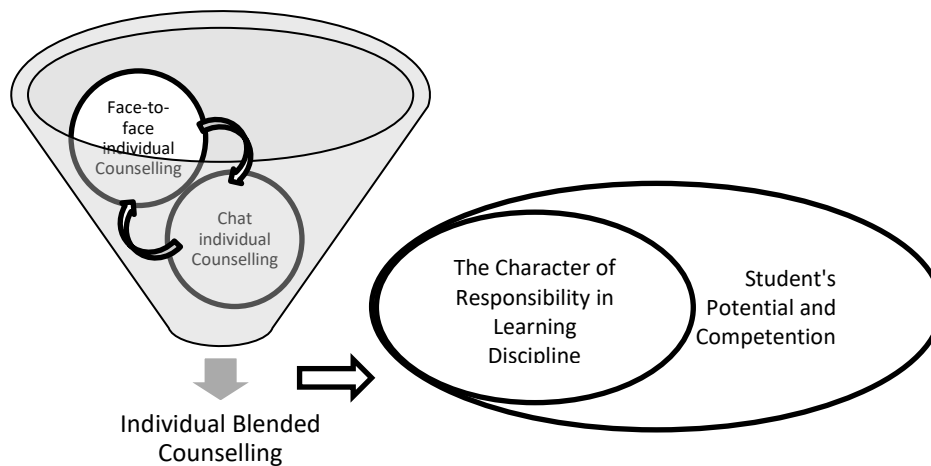
3 Responsibility in student learning disciplines as character and skills needed in the 21st Century
4 (Saavedra & Opfer, 2012). Indonesia also needs character instilled in schools by teachers,
5 especially discipline and responsibility (Zulela et al., 2022). An academic discipline is an
6 individual or student strategy towards success (Agnew, 2013). This condition is to research
7 results that individuals who have learning responsibility and learning discipline will increase
8 student learning motivation (Abdullah, 2021). So responsibility will bring up adaptive actions
9 and impact individual success. Responsibility is fundamental for students' social interaction in
10 formal education, learning, or work.

11 In addition to helping the character of responsibility in student learning discipline, the
12 teacher acts as a role model. The teacher must also be able to provide discipline. Teachers or
13 counsellors who can provide examples of discipline impact students who are more responsible
14 for their own and behaviour peers' behaviour (Romi et al., 2009). Teachers who set an
15 example will impact children's learning abilities to be disciplined and responsible throughout
16 life (Ingerman & Wickman, 2015). This condition allows school counsellors to provide
17 examples of discipline so that students imitate and form responsible behaviour in lifelong
18 learning.

19 **Combination of Chat Counseling and Face to Face Counseling**

20 The challenge for teachers, one of which is school counsellors, is the use of digital-based
21 media, especially counselling services, to attract and facilitate students (Rahmatullah et al.,
22 2022). Individual blended counselling services can implement flexible and innovative media.
23 The combination of individual counselling processes with FTF and chat by school counsellors
24 as an alternative to personal counselling services to develop student disciplinary
25 responsibility. In addition, it can also integrate the counselling approach, namely the

1 behavioural counselling approach, the technique of forming new behaviours and positive
2 reinforcement. The formation of new behaviour from low disciplinary responsibility is changed
3 to having increased disciplinary responsibility. They give positive support where the technique
4 is used by providing as soon as the expected behaviour appears, such as a smile, approval,
5 praise, gold stars, medals, money and other prizes. Giving positive reinforcement is done so
6 that the client can maintain new behaviour that is responsible for learning discipline is formed.



7

8

Picture 1. Desain Individual Blended Counselling to increase student Re-Lead

9

10 In this study, chat counselling is an online strategy to increase student Re-Lead. Chat
11 counselling facilitates students as counselees to maintain anonymity and delay time between
12 them (Richards & Viganó, 2013). This research enables the use of WhatsApp in online chat,
13 which is contextually the same as web chat, to explore problems and solutions with WhatsApp
14 chat and talk interactions (Midkiff et al., 2018). The use of chat counselling is the same as FTF
15 counselling because it creates social interaction and therapeutics and builds student
16 intersubjectivity (Stommel & Van der Houwen, 2013). The therapeutic relationship in chat
17 counselling with WhatsApp continues to show good relations in chat, self-organisation,
reinforcement of the text in the chat, development of text relationships, and termination of

1 the counselling process via text (Salleh et al., 2015). Chat counselling as part of online
2 counselling has the potential (Ersahin & Hanley, 2017) to be implemented and combined with
3 FTF counselling. The combination of online counselling is FTF counselling. FTF counselling is in
4 person and meets FTF.

5

6

Conclusion

7

8 The character of Re-Lead is an indicator that can optimally support success in both
9 academic and non-academic fields. The problem of Re-Lead is a factor that is detrimental to
10 student success if it isn't taken seriously. One effort the counsellor can make is the individual
11 blended counselling behavioristic approach. These unique blended counselling behavioristic
12 approaches help counselees form more academically responsible behavior and discipline in
13 learning. This study concluded that individual blended counselling behavioristic approaches
14 are appropriate for school counsellors and counsellors outside of school to help counselees
15 increase their Re-Lead. In addition, individual blended counselling behavioristic approaches
16 can also effectively increase Re-Leads. Counsellors can adapt the practice of individual
17 blended counselling to a behavioristic approach as a school counsellor strategy to increase Re-
18 Leads students at school. The limitations of this study lie in model trials that have yet to
19 implicate research subjects on a large scale with this problem. The generalization of study
20 results needs to be more comprehensive. The findings of this study can be used as a reference
21 for future research to combine FTF and online counselling with improving each component of
22 Re-Leads.

22

23

24

25

Suggestion

The following recommendations are for conducting extensive empirical and practical research with a control group with a variety of other approaches—a combination of FTF and online counselling as a form of flexibility in implementing post-CV-19P counselling.

References

Abdullah, H. (2021). Analysis of Critical Thinking Skills Based on Learning Motivation, Responsibility, and Physics Learning Discipline of Senior High School Students in Takalar. *Journal of Physics: Conference Series*, 1805(1), 012004. <https://doi.org/10.1088/1742-6596/1805/1/012004>

Agnew, M. (2013). Strategic planning: An examination of the role of disciplines in sustaining internationalization of the university. *Journal of Studies in International Education*, 17(2), 183–202. <https://doi.org/10.1177/1028315312464655>

Amalia, R., & Pahrul, Y. (2019). Intervensi Konselor Sekolah Untuk Meningkatkan Self Esteem Bagi Anak Keluarga Broken Home. *Jurnal Pendidikan Tambusai*, 3(1), 632–640. <https://doi.org/10.31004/jptam.v3i1.253>

Ardila, R. M., Nurhasanah, N., & Salimi, M. (2017). Pendidikan Karakter Tanggung Jawab dan Pembelajarannya di Sekolah. *Prosiding Seminar Nasional Inovasi Pendidikan*.

Ashour, S., El-Refae, G. A., & Zaitoun, E. A. (2021). Post-pandemic higher education: Perspectives from university leaders and educational experts in the United Arab

- 1 Emirates. *Higher Education for the Future*, 8(2), 219–238.
2 <https://doi.org/10.1177/23476311211007261>
- 3 Atweh, B., Kaur, B., Nivera, G., Abadi, A., & Thinwiangthong, S. (2022). Futures for Post-
4 Pandemic Mathematics Teacher Education: Responsiveness and responsibility in the
5 Face of a Crisis. *ZDM–Mathematics Education*, 1–13.
- 6 Aziz, A., Suprayitno, I. J., Prahmana, R. C. I., & Prasetyo, P. W. (2021). Maintaining Character
7 Education During and After Pandemic. *Proceeding International Conference on*
8 *Mathematics and Learning Research*, 53–61.
- 9 Borg and Gall, B. (1983). Educational research, an introduction. *New York and London:*
10 *Longman Inc.*
- 11 Dowling, M., & Rickwood, D. (2013). Online counseling and therapy for mental health
12 problems: A systematic review of individual synchronous interventions using chat.
13 *Journal of Technology in Human Services*, 31(1), 1–21.
14 <https://doi.org/10.1080/15228835.2012.728508>
- 15 Dryden, W., & Palmer, S. (1997). Individual counselling. *Handbook of Counselling*, 39–57.
- 16 Ekawati, J. I., Supriyanto, A., Suprihatin, B., Hendiani, N., & Mulawarman, M. (2022). Individual
17 Blended Counseling Design for Disciplinary Responsibilities. *Jurnal Pendidikan*
18 *Tambusai*, 6(1), 3694–3705. <https://orcid.org/0000-0001-8590-9341>
- 19

- 1 Ersahin, Z., & Hanley, T. (2017). Using text-based synchronous chat to offer therapeutic
2 support to students: A systematic review of the research literature. *Health Education*
3 *Journal*, 76(5), 531–543. <https://doi.org/10.1177/0017896917704675>
- 4 Holmes, C., & Foster, V. (2012). A preliminary comparison study of online and face-to-face
5 counseling: Client perceptions of three factors. *Journal of Technology in Human*
6 *Services*, 30(1), 14–31. <https://doi.org/10.1080/15228835.2012.662848>
- 7 Ingerman, Å., & Wickman, P.-O. (2015). Towards a teachers' professional discipline: Shared
8 responsibility for didactic models in research and practice. In *Transformative teacher*
9 *research* (pp. 167–179). Brill. https://doi.org/10.1163/9789463002233_014
- 10 Jonas, B., Leuschner, F., Eiling, A., Schoelen, C., Soellner, R., & Tossmann, P. (2020). Web-based
11 intervention and email-counseling for problem gamblers: Results of a randomized
12 controlled trial. *Journal of Gambling Studies*, 36(4), 1341–1358.
13 <https://doi.org/10.1007/s10899-019-09883-8>
- 14 Kretschmer, S., & Brunner, S. (2015). Blended Counselling. *Herausforderung Heterogenität*
15 *Beim Übergang in Die Hochschule*, 97. ISBN 978-3-8309-3100-3
- 16 Ladson-Billings, G. (2021). I'm here for the hard re-set: Post pandemic pedagogy to preserve
17 our culture. *Equity & Excellence in Education*, 54(1), 68–78.
18 <https://doi.org/10.1080/10665684.2020.1863883>

- 1 Melchart, D., Eustachi, A., Wellenhofer-Li, Y., Doerfler, W., & Bohnes, E. (2016). Individual
2 health management-a comprehensive lifestyle counselling programme for health
3 promotion, disease prevention and patient education. *Complementary Medicine*
4 *Research, 23*(1), 30–35. <https://doi.org/10.1159/000443544>
- 5 Midkiff, M. F., Lindsey, C. R., & Meadows, E. A. (2018). The role of coping self-efficacy in
6 emotion regulation and frequency of NSSI in young adult college students. *Cogent*
7 *Psychology, 5*(1), 1520437. <https://doi.org/10.1080/23311908.2018.1520437>
- 8 Mulyaningsih, I., Ananda, R., Fauziddin, M., Pattiasina, P. J., & Anwar, M. (2022). Developing
9 student characters to have independent, responsible, creative, innovative and
10 adaptive competencies towards the dynamics of the internal and external world.
11 *World, 6*, 9332–9345. <https://doi.org/10.53730/ijhs.v6nS2.7438>
- 12 Nurazizah, R. (2021). An independent character of students in learning during the pandemic.
13 *ETUDE: Journal of Educational Research, 1*(2), 51–60.
14 <https://doi.org/10.56724/etude.v1i2.17>
- 15 Rahmatullah, A. S., Mulyasa, E., Syahrani, S., Pongpalilu, F., & Putri, R. E. (2022). Digital era 4.0:
16 The contribution to education and student psychology. *Linguistics and Culture Review,*
17 *6*(S3), 89–107. <https://doi.org/10.21744/lingcure.v6nS3.2064>
- 18 Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Balancing technology,
19 pedagogy and the new normal: Post-pandemic challenges for higher education.

- 1 *Postdigital Science and Education*, 3(3), 715–742. [https://doi.org/10.1007/s42438-](https://doi.org/10.1007/s42438-021-00249-1)
2 021-00249-1
- 3 Richards, D., & Viganó, N. (2013). Online counseling: A narrative and critical review of the
4 literature. *Journal of Clinical Psychology*, 69(9), 994–1011.
5 <https://doi.org/10.1002/jclp.21974>
- 6 Rochlen, A. B., Beretvas, S. N., & Zack, J. S. (2004). The online and face-to-face counseling
7 attitudes scales: A validation study. *Measurement and Evaluation in Counseling and*
8 *Development*, 37(2), 95–111. <https://doi.org/10.1080/07481756.2004.11909753>
- 9 Romi, S., Lewis, R., & Katz, Y. J. (2009). Student responsibility and classroom discipline in
10 Australia, China, and Israel. *Compare*, 39(4), 439–453.
11 <https://doi.org/10.1080/03057920802315916>
- 12 Saavedra, A. R., & Opfer, V. D. (2012). Teaching and learning 21st century skills: Lessons from
13 the learning sciences. *A Global Cities Education Network Report. New York, Asia*
14 *Society*, 10.
- 15 Salleh, A., Hamzah, R., Nordin, N., Ghavifekr, S., & Joorabchi, T. N. (2015). Online counseling
16 using email: A qualitative study. *Asia Pacific Education Review*, 16(4), 549–563.
17 <https://doi.org/10.1007/s12564-015-9393-6>
- 18 Saperstein, E. (2022). Post-pandemic citizenship: The next phase of global citizenship
19 education. *Prospects*, 1–15. <https://doi.org/10.1007/s11125-021-09594-2>

- 1 Sari, B. P., & Hadijah, H. S. (2017). Meningkatkan disiplin belajar siswa melalui manajemen
2 kelas. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 233–241.
- 3 Stommel, W., & Van der Houwen, F. (2013). Formulations in ‘trouble’chat sessions.
4 *Language@ Internet*, 10(3).
- 5 Stufflebeam, D. L., Madaus, G. F., & Kellaghan, T. (2000). *Evaluation models: Viewpoints on*
6 *educational and human services evaluation* (Vol. 49). Springer Science & Business
7 Media.
- 8 Sugai, G., & Horner, R. (2014). The evolution of discipline practices: School-wide positive
9 behavior supports. In *Behavior psychology in the schools* (pp. 23–50). Routledge.
10 ISBN.9781315784274
- 11 Sulistyani, A. M., Prasetyo, Z. K., Hanum, F., & Rizki, N. P. (2022). Development and Validation
12 of e-Books during the Post-Pandemic to Improve Attitude towards Environmental Care
13 in Case of Indonesia. *International Journal of Advanced Computer Science and*
14 *Applications*, 13(4). <https://doi.org/14569/IJACSA.2022.0130479>
- 15 Supriyanto, A., Mulawarman, M., Soesanto, S., Sugiharto, D. P. Y., & Hartini, S. (2021). Blended
16 Counselling as a Solution for the Development of Mental Health and Understanding
17 Herd immunity for Society. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 8(2),
18 169–180. <https://doi.org/10.24042/kons.v8i2.10127>

- 1 Supriyanto, A., Saputra, W. N., Handaka, I. B., Barida, M., Widyastuti, D. A., Muyana, S.,
2 Wahyudi, A., & Sari, M. D. (2022). Student Problem Assessment (SPA) in the COVID-19
3 Condition in Terms of 10 Sub Areas of Life Problems (10-ALP). *Pegem Journal of*
4 *Education and Instruction*, 12(1), 199–206.
5 <https://doi.org/10.47750/pegegog.12.01.20>
- 6 Syafitri, R. (2017). Meningkatkan tanggung jawab belajar melalui strategi giving questions and
7 getting answers pada siswa. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 1(2).
8 <https://doi.org/10.23887/jppp.v1i2.12623>
- 9 Syapal, Z., Amin, A., Alimni, A., Citra, Y. D., & Rivani, P. A. (2022). A Study of Hard Work and
10 Discipline Character Education in Junior High Schools. *Eurasian Journal of Educational*
11 *Research*, 99(99), 127–142.
- 12 Titzler, I., Saruhanjan, K., Berking, M., Riper, H., & Ebert, D. D. (2018). Barriers and facilitators
13 for the implementation of blended psychotherapy for depression: A qualitative pilot
14 study of therapists' perspective. *Internet Interventions*, 12, 150–164.
15 <https://doi.org/10.1016/j.invent.2018.01.002>
- 16 Van der Vaart, R., Witting, M., Riper, H., Kooistra, L., Bohlmeijer, E. T., & van Gemert-Pijnen,
17 L. J. (2014). Blending online therapy into regular face-to-face therapy for depression:
18 Content, ratio and preconditions according to patients and therapists using a Delphi
19 study. *BMC Psychiatry*, 14(1), 1–10. <https://doi.org/10.1186/s12888-014-0355-z>

- 1 Wong, K. P., Bonn, G., Tam, C. L., & Wong, C. P. (2018). Preferences for online and/or face-to-
2 face counseling among university students in Malaysia. *Frontiers in Psychology, 9*, 64.
3 <https://doi.org/10.3389/fpsyg.2018.00064>
- 4 Zapata, G., & Leihy, P. S. (2022). J., & Espinoza, D. (2022). Disciplinary diversity in Chilean
5 undergraduate student engagement. *Education Policy Analysis Archives, 30*, 64.
- 6 Zeren, Ş. G. (2015). Face-to-Face and Online Counseling: Client Problems and Satisfaction.
7 *Education & Science/Egitim Ve Bilim, 40*(182). <https://doi.org/10.15390/EB.2015.4696>
- 8 Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character
9 Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational*
10 *and Social Research, 12*(1), 371–371. <https://doi.org/10.36941/jesr-2022-0029>

11

6 FEBRUARI 2023 MENDAPATKAN INFORMASI TERKAIT DENGAN MASUKAN DAN BUKTI PEMBAYARAN



Pegem Eğitim ve Öğretim Dergisi <editor@pegegog.net>

Sen, 6 Feb 2023, 04.15



kepada saya ▾



Terjemahkan ke Indonesia



You have a new notification from **Pegem** Journal of Education and Instruction:

You have been added to a discussion titled "Reminder 2" regarding the submission "Chat and Face-to-Face Counselling with Web E-Counselling: Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Individual Blended Counselling".

Message Link: <https://www.pegegog.net/index.php/pegegog/authorDashboard/submission/2572>

Sender: Prof. Dr. Ismail Hakki Mirici, Hacettepe University, Turkey

[For Frequently Asked Questions](#)

[Pegem Eğitim ve Öğretim Dergisi](#)



Agus Supriyanto <agus.supriyanto@bk.uad.ac.id>

Sel, 21 Feb 2023, 11.50



kepada Hacettepe ▾

Dear Editors,

Thank you for trusting **Pegem** Eğitim ve Öğretim Dergisi (pegegogeditor) to publish the results of this study. Here we send proof of payment of 550 USD and final revisions.

Regards,



Agus Supriyanto, M.Pd.
Bimbingan dan Konseling
Universitas Ahmad Dahlan
Drugs Prevention through Guidance and Counseling

2 Lampiran • Dipindai dengan Gmail ⓘ





PT. BANK NEGARA INDONESIA (Persero), Tbk
CABANG : UGM YOGYA

IBOC - Maintenance (Sit

Caller ID : 09148
Date : 08/02/2023
Time : 12:19:25

Sender's Reference:
:20:SI0UGM00015023
Bank Operation Code:
:23B:CRKD
Value Date/Currency/Interbank Settled Amount:
:32A:230208USD550,
Ordering Customer:
:50K:/1317842374
AGUS SUPRIYANTO
PERUMAHAN DIRGANTARA ASRI 014
RT 9 RW 3 JOKOTIRTO KERRAH SLEMAN
YOGYAKARTA INDONESIA
Ordering Institution:
:52A:BNININDJAXXX
Account With Institution:
:57A:HDFCINHHXXX
Beneficiary Customer:
:59:/5020004/01/808
ADVANCED SCIENTIFIC RESEARCH
8 21 THAMOTHARAN STRKKT
SALEM INDIA
Remittance Information:
:70:/PURP/P110//EDUCATIONAL SERVICES/
JOURNAL PAYMENT PEGEM EGITIM VE
OGRETIM DERGISI
Details Of Charges:
:71A:OUR



REFERENCE : S10UGM00015023 /



NO. TRX. : 89148 949778 96963 TRAN 08/02/2023 12:08:52
NO. RKK. : 000001317842374 AGUS SUPRIYANTO
JUMLAH : IDR 35,000 1568
228 - UGM YOGYA

NO. TRX. : 89148 949778 96963 TRAN 08/02/2023 12:08:52
NO. RKK. : 228360420801001 PENDAPATAN PROPINSI KU
JUMLAH : IDR 35,000 1568
228 - UGM YOGYA

NO. TRX. : 89148 949778 96963 TRAN 08/02/2023 12:08:52
NO. RKK. : 000001317842374 AGUS SUPRIYANTO
JUMLAH : IDR 8,415,000 1568
228 - UGM YOGYA

NO. TRX. : 89148 949778 96963 TRAN 08/02/2023 12:08:52
NO. RKK. : 228840200101001 KU YAKIR
JUMLAH : USD 550 1568
228 - UGM YOGYA





PERMOHONAN PENGIRIMAN UANG REMITTANCE APPLICATION

BERLAKU KETENTUAN DI BALIK INI
SUBJECT TO CONDITION REVERSE

Tgl. / Date : 8 Feb 2023

Nama & Alamat Pengirim : Agus Supriyanto
Remitter's Name & Address :
Prumaha Doyotono Aji
Jl. Joger Raya Barabali
Sleman D.I.Y Indonesia

Ac No. 1217042374

Kepada / To
PT. Bank Negara Indonesia (Persero) Tbk
Cabang / Branch
BNI-KLU-UGM

1. Harap kirimkan uang dengan
Please remit by Telex / Swift Pos / Mail *)

2. Harap terbitkan draft
Please issue draft

3. Penerima / Beneficiary : ADVANCED SCIENTIFIC DEFENSE
 ● Nama/Name ** :
 ● Alamat/Address : 8/21 Atharatharam Street, Gurgaon
 India
 (Kota/City) (Negara/Country)
 ● Rekening/Account No. : 50200047017008
 ● Pada/With Bank : HDFC Bank - HDFC NBBCHAE
 CALPA & COAP SEANCH
 (Kota/City) (Negara/Country)

4. Ongkos Bank Koresponden (OKB) atas beban
Correspondent Bank Charger (CBC) for account +) Penerima Beneficiary Pengirim Remitter *)

5. Keterangan pembayaran : General Payment Program Egit-mare
Payment detail : Program Gergaji

6. Jumlah VA / CCY : 500 USD
Amount :
dengan huruf/in words :

7. Sumber dana *** :
8. Penggunaan dana *** :

DIISI OLEH BANK / FILLED BY BANK

	Valas	Rupiah
Nominal	500 USD	Rp 8.415.000
Komisi / Comm	2,78 USD	Rp 35.000
Ongkos / Charges		
OBK / CBC +)	25 USD	Rp 382.500
Kurs / Rate		
Total	517,78 USD	Rp 8.832.500
Dng. Huruf / In Word		

Setoran / Cover *) : Tunai Cash Debit rekening kami Debit my/our account Lain-lain Others

Disetujui / Accepted
PT Bank Negara Indonesia (Persero) Tbk
Ref. No. (Agus Supriyanto)
Pengirim / Remitter



*) Pilihan ben... choice marked
 **) Bagi Non nasabah untuk transaksi di atas Rp. 100.000.000,- agar menyerahkan fotocopy identitas
 ***) Untuk transaksi diatas Rp. 100.000.000,-

609

Kurs USD
15.300

081226322097

BUKTI ACCEPTED DAN DITERIMA ARTIKEL JURNAL, SERTA SIAP PRODUKSI

[PEGEGOG] Production is started Eksternal Kotak Masuk x



Pegem Eğitim ve Öğretim Dergisi <editor@pegegog.net>
kepada saya, Anwar, Mulawarman, Amien ▾

Min, 5 Mar 2023, 17.41 ☆ ↶ ⋮

[Terjemahkan ke Indonesia](#) ×

Dear Agus Supriyanto, Anwar Sutoyo, Mulawarman Mulawarman, Amien Wahyudi (Author),

The editing of your submission, "Chat and Face-to-Face Counselling with Web E-Counselling: Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Individual Blended Counselling," is complete. We are now sending it to production.

Submission URL: <https://www.pegegog.net/index.php/pegegog/authorDashboard/submission/2572>

[For Frequently Asked Questions](#)

Pegem Eğitim ve Öğretim Dergisi

Workflow **Publication**

Submission Review Copyediting **Production**

Copyediting Discussions Add discussion

Name	From	Last Reply	Replies	Closed
Reminder 2	pegegogeditor 2023-02-05 09:15 PM	agussupriyanto3 2023-02-09 01:39 AM	1	<input type="checkbox"/>

Copyedited Search

No Files

BUKTI DITERIMA DAN TERBIT DI JANUARI 2024



Submissions

My Queue 2 Archives 4 Help

Archived Submissions

Search Filters New Submission

2924	Review Assignment Evaluating Tertiary Institutions' Readiness to Embrace Blended Learning in the Post-Pandemic Era in a...	Review Submitted	View
2709	Review Assignment The role of reality counseling to improve students' responsibility in thesis completion procrastination	Review Submitted	View
2572	Supriyanto et al. Chat and Face-to-Face Counselling with Web E-Counselling: Increasing Student Discipline Resp...	Published	View
2520	Review Assignment English as Medium of Instruction (EMI): What training is needed by the faculty members? :	Review Submitted	View

Home / Archives / Vol. 14 No. 1 (2024): CURRENT ISSUE / Article

Chat and Face-to-Face Counselling with Web E-Counselling: Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Individual Blended Counselling

Agus Supriyanto
Universitas Ahmad Dahlan
<https://orcid.org/0000-0002-9430-9803>

Anwar Sutoyo
Semarang State University
<https://orcid.org/0000-0002-9611-6840>

Mulawarman Mulawarman
Semarang State University
<https://orcid.org/0000-0002-9150-8207>

Amien Wahyudi
Universitas Ahmad Dahlan
<https://orcid.org/0000-0001-5611-3907>

DOI: <https://doi.org/10.47750/pegegog.14.01.37>

Keywords: website, blended, counselling, cyber counselling, internet, competences, Responsibility, Discipline character education, Limited Face-to-Face

Published: 2023-08-08

How to Cite
Supriyanto, A., Sutoyo, A., Mulawarman, M., & Wahyudi, A. (2023). Chat and Face-to-Face Counselling with Web E-Counselling Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Individual Blended Counselling. *Pegem Journal of Education and Instruction*, 14(1), 331-338. <https://doi.org/10.47750/pegegog.14.01.37>

More Citation Formats

Issue
Vol. 14 No. 1 (2024): CURRENT ISSUE

Pegem Eğitim ve Öğretim Dergisi
Education
Q4
SJR 2022 0.18
best quartile
powered by scimagojr.com

JURITAK ULAKBİM

TOPTIM OAKTİM UNİVERSİTESİ

Chat and Face-to-Face Counselling with Web E-Counselling: Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Individual Blended Counselling

Agus Supriyanto^{1*}, Anwar Sutoyo², Mulawarman³, Amien Wahyudi⁴

^{1,4}Universitas Ahmad Dahlan, +62 812 2682 2047, Jalan Kolektor Ring Road Selatan, Tamanan Banguntapan Bantul Yogyakarta, Indonesia,

^{2,3}Semarang State University, Kampus Sekaran Gunungpati Semarang, Jawa Tengah, Indonesia,

ABSTRACT

Students at school need to develop a character of responsibility in learning discipline (Re-LeaD) after the Covid-19 pandemic (CV-19P), or face-to-face meetings (FTF) are a concern. The character of Re-Lead as a form of student success in the future. Aims to research determine the individual blended counselling model of the behaviouristic counselling approach to increase Re-Leads and the effectiveness of the individual blended counselling model of the behaviouristic counselling approach to increase Re-Leads. Individual counselling with a behaviouristic process combines FTF chat and counselling with an e-counseling website. Research and development are limited to five steps (1) study problem; (2) hypothetical draft model; (3) model feasibility test through guidance and counselling reviews; (4) revising model; (5) testing effectiveness model. The instrument used is the Re-LeaD scale and expert review on the feasibility model. Data analysis with the reliability coefficient between reviewers and Cohens Kappa, then t-test to test the model's effectiveness. The results of the study concluded that the blended counselling model with a behaviouristic counselling approach is feasible to be applied by school counsellors to increase Re-Leads students based on an average rating of more than 3.09 (scale 4) from reviews by experts and guidance and counselling practitioners (0.621 with sig. 0.000 < 0.05). The individual blended counselling with behaviouristic counselling approach can also effectively increase Re-Leads students in the higher category (21.5) than before the intervention (10.75) and sig. 0.000 < 0.05. Counsellors can use individual blended counselling with behaviouristic methods as one of the counselling strategies to increase Re-Leads.

Keywords: Website, Blended Counselling, Responsible Learning Discipline, Chat Counselling, Face to Face Counselling

INTRODUCTION

The condition of the CV-19P presents excellent educational opportunities with digital and physical learning (Rapanta et al., 2021). Still, character changes in Indonesian children are challenging due to studying at home. The habit of online learning shows limitations for education (Ashour et al., 2021), especially the implementation of character education (Aziz et al., 2021). The big challenge in education after the CV-19P is education centered on academic, cultural and social success (Ladson-Billings, 2021). In Indonesia, the big challenge for students after the CV-19P in education is the growth of character based on local wisdom (Sulistiyani et al., 2022) for students' academic success. The big challenge in the world is the crisis in student responsibility in post-CV-19P self-discipline, so teachers are worried about students' futures (Atweh et al., 2022).

One of the studies in Indonesia shows that teachers feel dissatisfied with online learning because students need to have awareness and habits to be responsible for assignments (Nurazizah, 2021). Responsibility for learning is a big challenge for education in Indonesia, especially for students after the CV-19P (Saperstein, 2022). After entering school face to face in post-pandemic conditions, Covid-19 needs to increase their responsibility. Besides that, student discipline in learning is

also a big challenge. Students need more discipline in academic activities such as timely absences, hair styling, clothing, and school assignments that need to be habituated after the CV-19P, online learning, or blended learning. As time changed during the post-CV-19, students began to lose their responsibility for learning discipline with various academic and non-academic violations. This condition is to research in Indonesia regarding the decline in student discipline character (Zulela et al., 2022) and student academic problems (Supriyanto et al., 2022), requiring counselling interventions (Syapal et al., 2022).

Corresponding Author e-mail: agus.supriyanto@bk.uad.ac.id
<https://orcid.org/0000-0002-6430-6805>

How to cite this article: Supriyanto A, Sutoyo A, Mulawarman, Wahyudi A (2024). Chat and Face-to-Face Counselling with Web E-Counselling: Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Individual Blended Counselling. Pegem Journal of Education and Instruction, Vol. 14, No. 1, 2024, 331-338

Source of support: Nil

Conflict of interest: None.

DOI: 10.47 750/pegegog.14.01.37

Received: 28.12.2022

Accepted: 05.03.2023

Publication: 01.01.2024

Responsibility is an attitude and behavior in properly reflecting their duties and obligations (Ardila et al., 2017), and responsibility is the key to individual success. Meanwhile, discipline is a character for professional success with future versatility (Zapata & Leihy, 2022). Students who have a disciplined character have two indicators in the learning process (attention, attendance, participation, and timeliness in assignments) as well as learning behavior (orderliness, obedience to rules, and courtesy) (Sari & Hadijah, 2017). Meanwhile, students' academic responsibilities include doing homework and homework well, and every action is carried out with full responsibility, carrying out pickets at school with a sense of responsibility, and collecting assignments on time (Syafitri, 2017). Of all these indicators, schools have a role in shaping the character of discipline (Sugai & Horner, 2014). Through counselling, school counsellors must improve the character of Re-Leads in students (Mulyaningsih et al., 2022).

Re-Leads' character in post-CV-19P students is quite concerning because they are carried away by CV-19P's inactive condition, late for school, late for assignments, and messy hair in male students. This condition affected the post-CV-19P FTF meeting. To improve Re-Leads' character, counselling services in schools can be done FTF and chat or called blended counselling (Kretschmer & Brunner, 2015). Blended counselling is a strategy that combines chat counselling services and FTF counselling (Supriyanto et al., 2021). Blended counselling combines FTF sessions with internet and website interventions (Titzler et al., 2018). Individual counselling is a relevant strategy to cultivate the character of responsibility in student learning discipline. The literature review results show that blended counselling with the facilitation of FTF individual counselling combined with individual counselling with text-based applications and video calls is a relevant strategy (Ekawati et al., 2022). Blended counselling application as a form of flexibility in personal counselling services according to student conditions.

Accommodation in the implementation of blended counselling to improve the character of Re-Leads through individual blended counselling. The resulting interview, school counsellors need a counselling model in FTF conditions and remote counselling. Individual blended counselling as a positive innovation (Van der Vaart et al., 2014) in counselling services combined with website counselling can be adjusted to the desired goals (Melchart et al., 2016). Individual counselling teaches students to change their mindsets, attention, and behavior (Dryden & Palmer, 1997). Individual counselling that is carried out online and offline has the same goal, namely to make students independent so that they can form a responsible character in the discipline of learning through three stages of individual counselling the initial stage, the working stage, and the final stage (Amalia & Pahrul, 2019).

The application of blended and FTF and online counselling has the same results. The research results with 37 clients with FTF counselling and 13 clinics with online counselling showed no significant variation between the online and FTF counselling groups related to the general social presence (Holmes & Foster, 2012). In addition, the implementation of online and offline counselling has a similar level of satisfaction (Zeren, 2015). Even though counsellors can be measured to be better at FTF counselling than online counselling (Rochlen et al., 2004), online counselling has cost saving (1). Using e-counselling websites helps counsellors and clients in FTF and online counselling meetings and early interactions (Jonas et al., 2020). Using e-counselling websites helps clients find the right counsellor, and counsellors can assist in implementing FTF and online counselling, especially in increasing the character of Re-Leads through individual blended counselling through the e-counselling website. Meanwhile, the world also needs digital reforms that impact learning in life, one of which is counselling which is used digitally. The challenge for teachers, one of which is school counsellors, is the use of digital-based media, especially counselling services, to attract and facilitate students (Rahmatullah et al., 2022). This study aimed to determine the individual blended counselling model of the behaviouristic counselling approach to increase Re-Leads and the effectiveness of the individual blended counselling model of the behaviouristic counselling approach to increase Re-Leads.

METHOD

Research Design

This research aims to develop an e-counselling website as a counsellor strategy for implementing individual blended counselling to improve the character of responsibility in student learning discipline. R&D adapt (Borg and Gall, 1983), which is finite to five steps due to limited time at school: (1) identification of the character level of Re-Leads students, which forms the basis for developing e-counselling websites and individual blended counselling models; (2) drafting model individual blended counselling for Re-Leads students character and e-counselling websites; (3) feasibility test by guidance and counselling reviews to measure the feasibility of the model and website; (4) model revision from the assessment of two experts; (5) test the model's effectiveness individual blended counselling for Re-leads student using the e-counselling website media (Borg and Gall, 1983). Test the model's effectiveness with an initial experiment involving four experiment participants. Experiment participants were assigned randomly to the experimental group using individual blended counselling interventions. Table 1 displays the pre-experimental designs.

Data Collection Tools

The instruments use two forms. The first instrument is a scale of Re-Leads composed of 30 items declared valid with a

Table 1: Pre-experimental Design with Four Experimental Subjects

<i>Subject Experiments</i>	<i>Pre-Test</i>	<i>Treatment</i>	<i>Pos Test</i>
Experiment Participants 1	Q1	X	Q1
Experiment Participants 2	Q2	X	Q2
Experiment Participants 3	Q3	X	Q3
Experiment Participants 4	Q4	X	Q4

Information: O1, O2, O3, O4: Pre-Test and Post-Test Group Design

X: Individual Blended Counselling with Behaviour

coefficient of 0.292 to 0.665. The reliability assessed using the Cronbach alpha shows a value of 0.912 or is classified as very high category reliability. Responsibility scale instruments in learning disciplines are designed by themselves. Re-Lead involves eight aspects: attention while studying, attendance, punctuality, homework, responsible actions, collecting assignments, creating learning outcomes, and self-control in learning. The responsibility in learning discipline the scale measures the Re-Lead level pre and post-students who are given individual blended counselling. Table 2 shows the instrument grille, the responsibility instrument in the learning disciplines scale.

The second instrument to an assessment by experts to assess model feasibility from individual blended counselling. The expert evaluation sheet consists of 3 aspects: model overview, usability, and accuracy (Stufflebeam et al., 2000).

Research Subject

In the identification stage of the profile of responsibilities in learning disciplines, the population involved was 30 Junior High School Tebuireng Science, Indonesia students, especially class VIII as a limited test. Using stratified random sampling, the study population consisted of 149 students in class VIII. The model feasibility test involves two reviews of guidance and counselling from scholars in the field of guidance and counselling, has a counselling innovation research map, and has experts in the field of responsibility in learning disciplines. At the testing stage of the model's effectiveness, students as research subjects had a Re-Lead level with shallow criteria with four experimental participants.

Research Procedure

The steps in research application with seven steps. They first analysed the level of responsibility in student learning disciplines by distributing the Re-Lead level scale instrument to 149 students as the research population and 30 students as the research sample. Second, the initial draft of individual blended counselling to increase student Re-Lead with this design contains the characteristics of responsibility issues in student learning disciplines and the basic concept of implementing individual blended counselling. Third, reviews the feasibility of the model by involving two reviewers. Fourth, responses, criticisms, and suggestions from the reviewers so

Table 2: The scale of Responsibility Instrument in Learning Discipline (Sari & Hadijah, 2017)

<i>Number</i>	<i>Variable</i>	<i>Indicators</i>
1	Responsibility in Learning Discipline	Attention while studying Student Attendance Stick to schedules/times. School work Responsible behaviour Accumulate assignments appropriately Designing Learning Outcomes Control yourself in learning.

the model can be improved and perfected, namely individual blended counselling to increase responsibility in student learning disciplines. Sixth, researchers conducted model trials to test the effectiveness of individual blended counselling in increasing student Re-Lead. Seventh, the researchers identified the effectiveness of individual blended counselling in increasing student Re-Lead.

Data Analysis Techniques

The data analysis technique is in the form of quantitative percentages to determine the level of responsibility in the learning discipline of Junior High School Science Tebuireng Indonesia students so that it can be seen the percentage of students who have obligations in the level of student learning discipline. In addition, the reliability coefficient analysis between reviewers and Cohens Kappa analysed the level of feasibility of the individual blended counselling model to increase responsibility in student learning disciplines. Furthermore, the t-test is an analytical technique to test the model's effectiveness, so a significant difference appears between the average conditions before and after counselling services.

RESULTS

The finding of the R&D can be broken down into five main sections, namely (1) the level of responsibility in student learning disciplines; (2) a hypothetical draft model; (3) the

feasibility models, namely individual blended counselling to increase responsibility in student learning discipline; (4) model revisions; (5) test the effectiveness of the model, namely individual blended counselling to increase responsibility in student learning discipline.

Level of Responsibility in Student Learning Discipline

From the recapitulation of the level of responsibility in student learning disciplines, the average responsibility in student learning disciplines is in a low category or 28.33%. This condition occurs because student responsibilities in learning discipline after the CV-19P are still influenced by the distance learning model or at home with all its limitations. Changes in mindset need help from school counsellors.

A hypothetical draft of Individual Blended Counseling to increase Responsibility in Student Learning Discipline and E-Counseling Website

A hypothetical draft of individual blended counselling was prepared as the initial research model. Individual blended counselling designed with a behavioristic approach includes some stages, (a) problem assessment; (b) goals; (c) the use of reinforcement; (d) rearranging distorted beliefs; (e) behavioural intervention; and Website E-Counseling.

Feasibility of Research Models

Individual blended counselling with a behavioristic approach with five stages. In this stage, the counsellor applies individual blended counselling with a behavioristic system in the counsellor's efforts to help clients with problems; in

this problem, the emphasis is on increasing responsibility in student learning discipline. The focus of implementing individual blended counselling with a behavioristic approach is to change the counselee's behaviour to be more positive. Reinforce changes in the counselee's behaviour for the better. The assumption underlying individual blended counselling is FTF and chat counselling (online) (Supriyanto et al., 2021). Model feasibility is tested by conducting an assessment by guidance and counselling reviews—the model feasibility assessments by guidance and counselling review (Table 3).

The average of the model appraisal reviews is 3.12. The resulting feasibility of the model using interpreter reliability analysis of the Kappa Cohens coefficient by two reviewers in table 4.

The results of the feasibility of the individual blended counselling model to increase student Re-Lead with the Kappa Cohen inter-rater reliability coefficient is $K = 0.621$ or strong criteria. The results also show that a significance value of 0.000 is less than 0.05 with a significance level of 5%, so it is feasible to apply.

Model Revision

The initial model received several criticisms and suggestions from experts who assessed the hypothetical draft individual blended counselling behavioristic approach using FTF and chat counselling (online counselling) to increase responsibility in student learning discipline. Ideas and reviews for improvements from experts, in general, are as follows (1) stages need to be operationally regulated in individual services with FTF counselling combined with online counselling (chat counselling) with a behavioristic approach, (2) stages



Fig. 1: Website E-Counseling (<https://bimawa.uad.ac.id/e-counseling/>) and Individual Stages of Blended Counseling with a Behavioristic Approach

of individual counselling with a behavioristic approach need details for chat counselling and FTF counselling, (3) it is necessary to bring up behavioristic counselling techniques, (4) operationalising the transfer of chat counselling and FTF counselling, or vice versa.

Test the Effectiveness of Individual Blended Counseling

The next stage is to test the effectiveness of the model. Test the effectiveness of effects on individual blended counselling behavioristic approaches in increasing responsibility in student learning disciplines empirically. Before treatment, a pretest was conducted to measure the effectiveness of the individual blended counselling behavioristic approach to measure the

level of increased responsibility in student learning discipline before being given treatment at Tebuireng Science Middle School.

Model trials tested the effectiveness of individual blended counselling behavioristic approaches to increasing responsibility in student learning disciplines. Four students with the lowest level of responsibility in the learning discipline participated in the experiment to test the model's effectiveness.

Based on table 5, it can be analysed by t-test. The results of the analysis are as follows.

Table 6 shows that the behavioristic approach to individual blended counselling interventions gives an average rating of responsibility in student learning disciplines higher than

Table 3. Review Assessment of Models

Number	Indicators	Average Value
1	Model Overview	3.09
2	The model for increasing responsibilities in student learning disciplines	3.16
3	The usefulness model for counsellors to increase responsibility in students' learning discipline	3.12

Table 4: Cohens' Kappa Coefficient Analysis

	Value	Asymptotic standard Error	Approximation Tb	Approximation Significance
The measure of Agreement Kappa	.621	.062	7.818	.000
N of Valid Cases				

Table 5: Changes in Pre-test and Post-test Results Scores

Number	Initial	Pre Test	Post Test	Change
1	Je	10	20	10
2	Sa	10	21	11
3	As	10	22	12
4	Eb	13	23	10
	Average	10,75	21,5	10,75

Table 6: Average Changes in Level of Responsibility in Learning Discipline

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	10.7500	4	1.50000	.75000
	Post Tetst	21.5000	4	1.29099	.64550

Table 7. Significance Value of T-Test Results

Mean	Paired Differences	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)	
				Lower	Upper				
				Pair 1	Pre-Test - Post Test				-10.750

before getting counselling. That is, the level of responsibility in student learning discipline after receiving individual blended counselling interventions with a behavioristic approach is higher (21.5) than before the intervention (10.75). This difference can be significant if the t-test is small, with an alpha level of 0.05.

In table 7, the significance value is 0.000 or littler than 0.05, so it can be concluded that there is a difference before and after the intervention. Individual blended counselling interventions with a behavioristic approach effectively increase the level of responsibility in student learning disciplines carried out by school counsellors.

DISCUSSION

The Urgency of Developing Responsibility in Learning Discipline by School Counselors

Responsibility in student learning disciplines as character and skills needed in the 21st Century (Saavedra & Opfer, 2012). Indonesia also needs character instilled in schools by teachers, especially discipline and responsibility (Zulela et al., 2022). An academic discipline is an individual or student strategy towards success (Agnew, 2013). This condition is to research results that individuals who have learning responsibility and learning discipline will increase student learning motivation (Abdullah, 2021). So responsibility will bring up adaptive actions and impact individual success. Responsibility is fundamental for students' social interaction in formal education, learning, or work.

In addition to helping the character of responsibility in student learning discipline, the teacher acts as a role model. The teacher must also be able to provide discipline. Teachers or counsellors who can provide examples of discipline impact students who are more responsible for their own and

behaviour peers' behaviour (Romi et al., 2009). Teachers who set an example will impact children's learning abilities to be disciplined and responsible throughout life (Ingerman & Wickman, 2015). This condition allows school counsellors to provide examples of discipline so that students imitate and form responsible behaviour in lifelong learning.

Combination of Chat Counseling and Face to Face Counseling

The challenge for teachers, one of which is school counsellors, is the use of digital-based media, especially counselling services, to attract and facilitate students (Rahmatullah et al., 2022). Individual blended counselling services can implement flexible and innovative media. The combination of individual counselling processes with FTF and chat by school counsellors as an alternative to personal counselling services to develop student disciplinary responsibility. In addition, it can also integrate the counselling approach, namely the behavioural counselling approach, the technique of forming new behaviours and positive reinforcement. The formation of new behaviour from low disciplinary responsibility is changed to having increased disciplinary responsibility. They give positive support where the technique is used by providing as soon as the expected behaviour appears, such as a smile, approval, praise, gold stars, medals, money and other prizes. Giving positive reinforcement is done so that the client can maintain new behaviour that is responsible for learning discipline is formed.0

In this study, chat counselling is an online strategy to increase student Re-Lead. Chat counselling facilitates students as counselees to maintain anonymity and delay time between them (Richards & Viganó, 2013). This research enables the use of WhatsApp in online chat, which is contextually the same as web chat, to explore problems and solutions with WhatsApp chat and talk interactions (Midkiff et al., 2018). The use of

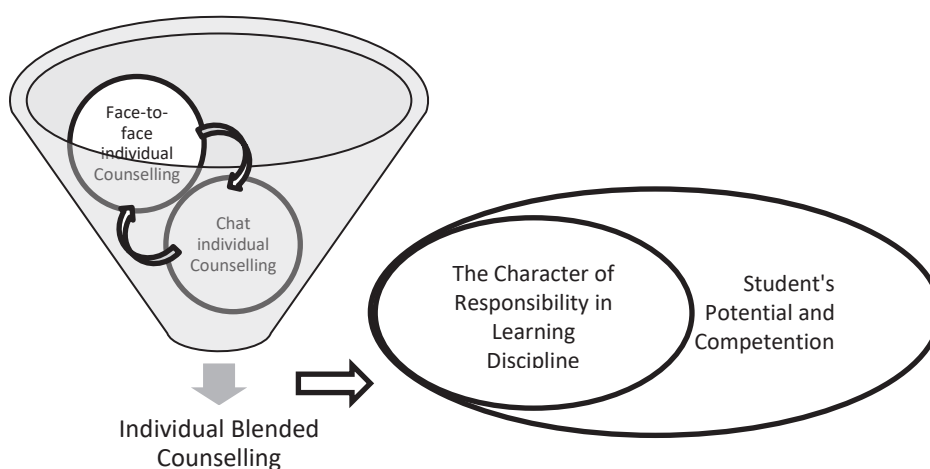


Fig. 1: Desain Individual Blended Counselling to increase student Re-Lead

chat counselling is the same as FTF counselling because it creates social interaction and therapeutics and builds student intersubjectivity (Stommel & Van der Houwen, 2013). The therapeutic relationship in chat counselling with WhatsApp continues to show good relations in chat, self-organisation, reinforcement of the text in the chat, development of text relationships, and termination of the counselling process via text (Salleh et al., 2015). Chat counselling as part of online counselling has the potential (Ersahin & Hanley, 2017) to be implemented and combined with FTF counselling. The combination of online counselling is FTF counselling. FTF counselling is in person and meets FTF.

CONCLUSION

The character of Re-Lead is an indicator that can optimally support success in both academic and non-academic fields. The problem of Re-Lead is a factor that is detrimental to student success if it isn't taken seriously. One effort the counsellor can make is the individual blended counselling behavioristic approach. These unique blended counselling behavioristic approaches help counselees form more academically responsible behavior and discipline in learning. This study concluded that individual blended counselling behavioristic approaches are appropriate for school counsellors and counsellors outside of school to help counselees increase their Re-Lead. In addition, individual blended counselling behavioristic approaches can also effectively increase Re-Leads. Counsellors can adapt the practice of individual blended counselling to a behavioristic approach as a school counsellor strategy to increase Re-Leads students at school. The limitations of this study lie in model trials that have yet to implicate research subjects on a large scale with this problem. The generalization of study results needs to be more comprehensive. The findings of this study can be used as a reference for future research to combine FTF and online counselling with improving each component of Re-Leads.

SUGGESTION

The following recommendations are for conducting extensive empirical and practical research with a control group with a variety of other approaches—a combination of FTF and online counselling as a form of flexibility in implementing post-CV-19P counselling.

REFERENCES

Abdullah, H. (2021). Analysis of Critical Thinking Skills Based on Learning Motivation, Responsibility, and Physics Learning Discipline of Senior High School Students in Takalar. *Journal of Physics: Conference Series*, 1805(1), 012004. <https://doi.org/10.1088/1742-6596/1805/1/012004>

- Agnew, M. (2013). Strategic planning: An examination of the role of disciplines in sustaining internationalization of the university. *Journal of Studies in International Education*, 17(2), 183–202. <https://doi.org/10.1177/1028315312464655>
- Amalia, R., & Pahrul, Y. (2019). Intervensi Konselor Sekolah Untuk Meningkatkan Self Esteem Bagi Anak Keluarga Broken Home. *Jurnal Pendidikan Tambusai*, 3(1), 632–640. <https://doi.org/10.31004/jptam.v3i1.253>
- Ardila, R. M., Nurhasanah, N., & Salimi, M. (2017). Pendidikan Karakter Tanggung Jawab dan Pembelajarannya di Sekolah. *Prosiding Seminar Nasional Inovasi Pendidikan*.
- Ashour, S., El-Refae, G. A., & Zaitoun, E. A. (2021). Post-pandemic higher education: Perspectives from university leaders and educational experts in the United Arab Emirates. *Higher Education for the Future*, 8(2), 219–238. <https://doi.org/10.1177/23476311211007261>
- Atweh, B., Kaur, B., Nivera, G., Abadi, A., & Thinwiangthong, S. (2022). Futures for Post-Pandemic Mathematics Teacher Education: Responsiveness and responsibility in the Face of a Crisis. *ZDM—Mathematics Education*, 1–13.
- Aziz, A., Suprayitno, I. J., Prahmana, R. C. I., & Prasetyo, P. W. (2021). Maintaining Character Education During and After Pandemic. *Proceeding International Conference on Mathematics and Learning Research*, 53–61.
- Borg and Gall, B. (1983). Educational research, an introduction. *New York and London: Longman Inc.*
- Dowling, M., & Rickwood, D. (2013). Online counseling and therapy for mental health problems: A systematic review of individual synchronous interventions using chat. *Journal of Technology in Human Services*, 31(1), 1–21. <https://doi.org/10.1080/15228835.2012.728508>
- Dryden, W., & Palmer, S. (1997). Individual counselling. *Handbook of Counselling*, 39–57.
- Ekawati, J. I., Supriyanto, A., Suprihatin, B., Hendiani, N., & Mulawarman, M. (2022). Individual Blended Counseling Design for Disciplinary Responsibilities. *Jurnal Pendidikan Tambusai*, 6(1), 3694–3705. <https://orcid.org/0000-0001-8590-9341>
- Ersahin, Z., & Hanley, T. (2017). Using text-based synchronous chat to offer therapeutic support to students: A systematic review of the research literature. *Health Education Journal*, 76(5), 531–543. <https://doi.org/10.1177/0017896917704675>
- Holmes, C., & Foster, V. (2012). A preliminary comparison study of online and face-to-face counseling: Client perceptions of three factors. *Journal of Technology in Human Services*, 30(1), 14–31. <https://doi.org/10.1080/15228835.2012.662848>
- Ingerman, Å., & Wickman, P.-O. (2015). Towards a teachers' professional discipline: Shared responsibility for didactic models in research and practice. In *Transformative teacher research* (pp. 167–179). Brill. https://doi.org/10.1163/9789463002233_014
- Jonas, B., Leuschner, F., Eiling, A., Schoelen, C., Soellner, R., & Tossman, P. (2020). Web-based intervention and email-counseling for problem gamblers: Results of a randomized controlled trial. *Journal of Gambling Studies*, 36(4), 1341–1358. <https://doi.org/10.1007/s10899-019-09883-8>
- Kretschmer, S., & Brunner, S. (2015). Blended Counselling. *Herausforderung Heterogenität Beim Übergang in Die Hochschule*, 97. ISBN 978-3-8309-3100-3

- Ladson-Billings, G. (2021). I'm here for the hard re-set: Post pandemic pedagogy to preserve our culture. *Equity & Excellence in Education*, 54(1), 68–78. <https://doi.org/10.1080/10665684.2020.1863883>
- Melchart, D., Eustachi, A., Wellenhofer-Li, Y., Doerfler, W., & Bohnes, E. (2016). Individual health management-a comprehensive lifestyle counselling programme for health promotion, disease prevention and patient education. *Complementary Medicine Research*, 23(1), 30–35. <https://doi.org/10.1159/000443544>
- Midkiff, M. F., Lindsey, C. R., & Meadows, E. A. (2018). The role of coping self-efficacy in emotion regulation and frequency of NSSI in young adult college students. *Cogent Psychology*, 5(1), 1520437. <https://doi.org/10.1080/23311908.2018.1520437>
- Mulyaningsih, I., Ananda, R., Fauziddin, M., Pattiasina, P. J., & Anwar, M. (2022). Developing student characters to have independent, responsible, creative, innovative and adaptive competencies towards the dynamics of the internal and external world. *World*, 6, 9332–9345. <https://doi.org/10.53730/ijhs.v6nS2.7438>
- Nurazizah, R. (2021). An independent character of students in learning during the pandemic. *ETUDE: Journal of Educational Research*, 1(2), 51–60. <https://doi.org/10.56724/etude.v1i2.17>
- Rahmatullah, A. S., Mulyasa, E., Syahrani, S., Pongpalilu, F., & Putri, R. E. (2022). Digital era 4.0: The contribution to education and student psychology. *Linguistics and Culture Review*, 6(S3), 89–107. <https://doi.org/10.21744/lingcure.v6nS3.2064>
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Balancing technology, pedagogy and the new normal: Post-pandemic challenges for higher education. *Postdigital Science and Education*, 3(3), 715–742. <https://doi.org/10.1007/s42438-021-00249-1>
- Richards, D., & Viganó, N. (2013). Online counseling: A narrative and critical review of the literature. *Journal of Clinical Psychology*, 69(9), 994–1011. <https://doi.org/10.1002/jclp.21974>
- Rochlen, A. B., Beretvas, S. N., & Zack, J. S. (2004). The online and face-to-face counseling attitudes scales: A validation study. *Measurement and Evaluation in Counseling and Development*, 37(2), 95–111. <https://doi.org/10.1080/07481756.2004.11909753>
- Romi, S., Lewis, R., & Katz, Y. J. (2009). Student responsibility and classroom discipline in Australia, China, and Israel. *Compare*, 39(4), 439–453. <https://doi.org/10.1080/03057920802315916>
- Saavedra, A. R., & Opfer, V. D. (2012). Teaching and learning 21st century skills: Lessons from the learning sciences. *A Global Cities Education Network Report*. New York, Asia Society, 10.
- Salleh, A., Hamzah, R., Nordin, N., Ghavifekr, S., & Joorabchi, T. N. (2015). Online counseling using email: A qualitative study. *Asia Pacific Education Review*, 16(4), 549–563. <https://doi.org/10.1007/s12564-015-9393-6>
- Saperstein, E. (2022). Post-pandemic citizenship: The next phase of global citizenship education. *Prospects*, 1–15. <https://doi.org/10.1007/s11125-021-09594-2>
- Sari, B. P., & Hadijah, H. S. (2017). Meningkatkan disiplin belajar siswa melalui manajemen kelas. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 233–241.
- Stommel, W., & Van der Houwen, F. (2013). Formulations in 'trouble'chat sessions. *Language@ Internet*, 10(3).
- Stufflebeam, D. L., Madaus, G. F., & Kellaghan, T. (2000). *Evaluation models: Viewpoints on educational and human services evaluation* (Vol. 49). Springer Science & Business Media.
- Sugai, G., & Horner, R. (2014). The evolution of discipline practices: School-wide positive behavior supports. In *Behavior psychology in the schools* (pp. 23–50). Routledge. ISBN.9781315784274
- Sulistiyani, A. M., Prasetyo, Z. K., Hanum, F., & Rizki, N. P. (2022). Development and Validation of e-Books during the Post-Pandemic to Improve Attitude towards Environmental Care in Case of Indonesia. *International Journal of Advanced Computer Science and Applications*, 13(4). <https://doi.org/14569/IJACSA.2022.0130479>
- Supriyanto, A., Mulawarman, M., Soesanto, S., Sugiharto, D. P. Y., & Hartini, S. (2021). Blended Counselling as a Solution for the Development of Mental Health and Understanding Herd immunity for Society. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 8(2), 169–180. <https://doi.org/10.24042/kons.v8i2.10127>
- Supriyanto, A., Saputra, W. N., Handaka, I. B., Barida, M., Widyastuti, D. A., Mulyana, S., Wahyudi, A., & Sari, M. D. (2022). Student Problem Assessment (SPA) in the COVID-19 Condition in Terms of 10 Sub Areas of Life Problems (10-ALP). *Pegem Journal of Education and Instruction*, 12(1), 199–206. <https://doi.org/10.47750/pegegog.12.01.20>
- Syafitri, R. (2017). Meningkatkan tanggung jawab belajar melalui strategi giving questions and getting answers pada siswa. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 1(2). <https://doi.org/10.23887/jppp.v1i2.12623>
- Syapal, Z., Amin, A., Alimni, A., Citra, Y. D., & Rivani, P. A. (2022). A Study of Hard Work and Discipline Character Education in Junior High Schools. *Eurasian Journal of Educational Research*, 9(99), 127–142.
- Titzler, I., Saruhanjan, K., Berking, M., Riper, H., & Ebert, D. D. (2018). Barriers and facilitators for the implementation of blended psychotherapy for depression: A qualitative pilot study of therapists' perspective. *Internet Interventions*, 12, 150–164. <https://doi.org/10.1016/j.invent.2018.01.002>
- Van der Vaart, R., Witting, M., Riper, H., Kooistra, L., Bohlmeijer, E. T., & van Gemert-Pijnen, L. J. (2014). Blending online therapy into regular face-to-face therapy for depression: Content, ratio and preconditions according to patients and therapists using a Delphi study. *BMC Psychiatry*, 14(1), 1–10. <https://doi.org/10.1186/s12888-014-0355-z>
- Wong, K. P., Bonn, G., Tam, C. L., & Wong, C. P. (2018). Preferences for online and/or face-to-face counseling among university students in Malaysia. *Frontiers in Psychology*, 9, 64. <https://doi.org/10.3389/fpsyg.2018.00064>
- Zapata, G., & Leihy, P. S. (2022). J., & Espinoza, D. (2022). Disciplinary diversity in Chilean undergraduate student engagement. *Education Policy Analysis Archives*, 30, 64.
- Zeren, Ş. G. (2015). Face-to-Face and Online Counseling: Client Problems and Satisfaction. *Education & Science/Egitim Ve Bilim*, 40(182). <https://doi.org/10.15390/EB.2015.4696>
- Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, 12(1), 371–371. <https://doi.org/10.36941/jesr-2022-0029>