



Development of a Student Handling Book Based on AppSheet Platform for the Effectiveness of Responsive Services by Guidance and Counseling Teachers

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Abstract

Innovation in education is always necessary in every era to meet the needs and developments of society. Guidance and counseling teachers are an important part that must continue to innovate, especially in providing services to students. However, with a limited number of teachers not proportional to the number of students, media or platforms are needed to assist teachers in providing responsive, effective, and efficient services. To address this challenge, the development of student-handling books based on the AppSheet platform is the right solution. AppSheet is an efficient and innovative platform in developing counseling services, especially responsive ones. This research uses the Research and Development (R&D) method with the ADDIE model, focusing on the development of student handling books based on the AppSheet platform to improve the effectiveness of guidance and counseling teachers' responsive services. The development results show that the AppSheet platform is feasible and can be used based on validation tests by media experts scoring 88% and subject matter experts scoring 95%. Its effectiveness is also evidenced by the positive response from guidance and counseling teachers, reaching 86% in pre-test results and achieving 75% in post-test results, reflecting the effectiveness of the AppSheet platform in counseling service activities. Thus, the development of student-handling books based on the AppSheet platform can be effectively used in responsive guidance and counseling services.

INTRODUCTION

Technology has significantly simplified life in various sectors such as household, work, and education. The use of the internet in Indonesia, especially among teenagers and students, has seen rapid growth. According to APJII research, the majority of internet users in Indonesia are teenagers, most of whom are students. This highlights the importance of integrating technology

into the learning process in schools (Faradiba et al., 2021). The education sector is no exception in facing the advancements in science and technology, particularly in the utilization of the internet (Kusnadi, 2024). The goal of National Education is to create quality individuals through the development of skills, character formation, and the enhancement of national civilization (Nurihsan, J., & Yusuf, 2010). This is regulated under Law No. 20 of 2003 on the National Education System, with a focus on enhancing the nation's intelligence and producing individuals who are faithful, noble in character, healthy, knowledgeable, skilled, creative, independent, democratic, and responsible (Depdiknas RI No.20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). Guidance and counseling, also known as "guidance and counseling" is one of the initiatives in the effort to reform national education (Nursalim, 2022). Therefore, the goal of implementing guidance and counseling becomes an integral part of achieving the overall educational objectives.

In line with the advancements in science and technology, particularly the internet, Guidance and Counseling teachers must pay attention to this phenomenon when providing services to clients. As supporters of personal, social, academic, and career development, guidance and counseling teachers need technology to facilitate their tasks (Hermawan et al., 2019). Therefore, guidance and counseling teachers need to be competent in using technology, not only to ease their work but also to stay relevant with the times (Meithy Intan, 2015:3).

The role of guidance and counseling in education is crucial as guidance and counseling form an essential part of the school education system, supporting students' development according to their potential. guidance and counseling teachers must utilize technology for the effectiveness and efficiency of their services, in line with contemporary demands and educational regulations (Azmatul Khairiah Sari, et., 2021).

The success of school counseling programs relies on collaboration among school counselors, parents, and other educational staff to create an environment that supports students' academic achievements (Fauziah et al., 2022). According to the Minister of Education and Culture Regulation (Permendikbud) nomor 111 tahun 2014, guidance and counseling services in educational institutions consist of four aspects: Basic Guidance Services, Responsive Services, Career Guidance, Individual Planning, and System Support (Permendikbud RI No. 111, 2014). Given the current realities, guidance and counseling teachers face many challenges, such as an unfavorable student-to-teacher ratio and the use of manual administrative systems. These factors affect the quality and effectiveness of guidance and counseling services in schools, particularly in responsive services.

Responsive services are part of a comprehensive guidance and counseling program that is effective in addressing individual issues. This service provides immediate assistance to those facing problems, helping them achieve their developmental tasks (Matappa et al., 2022). Implementing responsive services involves administrative activities and record management, which requires guidance and counseling teachers' expertise in planning, execution, evaluation, and documentation (Habiba et al., 2020). To address administrative challenges, the use of technology applications like AppSheet is proposed as a solution. AppSheet allows the creation of web and mobile applications without deep coding experience and can be tailored to the administrative needs of guidance and counseling teachers.

This study explores guidance and counseling teachers' ability to use the AppSheet platform to develop student handling books, thus improving the effectiveness of guidance and counseling services for senior high schools, particularly in Cilegon. By appropriately implementing technology, it is hoped that guidance and counseling services, especially responsive services

through the development of student handling books based on the AppSheet platform, can be optimized and support the achievement of national education goals in shaping a quality generation (Petrović et al., 2020).

LITERATURE REVIEW

Guidance and Counseling

Professional educators provide guidance and counseling as a professional service in educational institutions, namely Counselors or Guidance and Counseling Teachers. A Counselor is an individual who holds an academic qualification of a Bachelor's Degree in Education (S-1) in the field of guidance and counseling and has completed the Professional Education of Guidance and Counseling or Counselor.

A guidance and counseling teacher is someone who provides information, turning knowledge into actionable insights to assist in decision-making and offering advice toward better outcomes (Hastuti & Marheni, 2017:93-109). Guidance and counseling are processes of assistance provided by a counselor to an individual (client) through face-to-face meetings or reciprocal interactions between the two so that the client can develop the ability to identify and solve their problems (Tohirin, 2008:12). A guidance and counseling teacher is a school personnel fully tasked with providing guidance and counseling services. In this context, a guidance and counseling teacher refers to an educator who provides these services to help students avoid various issues they may encounter (Sutirna & Karawang, 2019:18).

Generally, guidance can be understood as assistance and direction. However, it is important to note that not every form of assistance or direction qualifies as guidance. Etymologically, the term "guidance" is a translation from the English word "guidance," which is derived from the verb "to guide," meaning to show, direct, or lead someone along the right path (Azmatul Khairiah Sari, et., 2021:36-49). Therefore, "guidance" implies providing direction or support to someone in need. Counseling, etymologically derived from the Latin word "counselium," meaning "together" or "talk together," refers to discussions between a counselor and one or several individuals (clients), either individually or in groups, conducted face-to-face. This interaction occurs between guidance and counseling teachers and students in schools

A school counselor or guidance and counseling teacher is a professional who receives specialized education at a higher education institution and dedicates their entire time to providing guidance and counseling services (Hastuti & Marheni, 2017:93-109). Based on the above definitions, it can be concluded that a guidance and counseling teacher is a professional who has received specialized education and has full rights and responsibilities in implementing guidance and counseling services for students in schools. They guide students or groups of students to discover their potential and solve their own problems by providing direction and guidance, helping them choose the best path according to their abilities, including in their academic achievement, further studies, and career choices.

Guidance and counseling teachers also carry out their duties by providing instruction, from planning learning activities to evaluating learning outcomes. They are educators responsible for designing, implementing, and assessing programs. The essence of guidance and counseling services is to provide guidance to students so that they can develop into independent individuals and help them become useful members of society with a broad perspective, insights, choices, and appropriate skills related to themselves and their environment (Nasution, 2019:15). Thus, the general objective of guidance and counseling is to empower students to become self-reliant.

According to the Minister of Education and Culture's Decree on Technical Guidelines for the Implementation of Functional Teacher Positions and Their Credit Points, the duties of a guidance teacher are as follows (PP No. 74 Tahun 2008 Tentang Guru, 2008)(Ditjen GTIK Kemendikbud RI, 2016):

- a. Each guidance teacher is assigned a minimum of 150 students.
- b. For schools that do not have teachers with a background in guidance and counseling, teachers who have attended at least 180 hours of guidance and counseling training may be assigned as guidance teachers. This assignment is temporary until a teacher with at least a diploma in guidance and counseling is available, or until a teacher with a background in guidance and counseling is appointed at the school.
- c. Guidance and counseling activities can be conducted either during or outside of school hours. Guidance and counseling activities outside of school hours are permitted up to the extent allowed by the school, with approval from the school principal.

The duties of a guidance and counseling teacher include providing guidance and counseling services, which involve developing guidance programs, implementing these programs, evaluating the delivery of guidance services, analyzing results, and following up on the guidance program for students under their responsibility, with a minimum of 150 students.

Responsif Services

The structure of a comprehensive guidance and counseling program is classified into four types of services: responsive services, basic services, individual planning services, and system support services. The following explains the components of a comprehensive guidance and counseling program (Matappa et al., 2022:1-6)

Responsive services involve providing immediate assistance to clients/students who have problems and require urgent help. Responsive services are designed to address students who need relevant solutions quickly, as failure to assist them may hinder their ability to achieve developmental tasks. These services may include individual counseling, consultations with parents, teachers, case experts, and other forms of consultation that can be carried out as part of responsive services (Habiba et al., 2020:305-322). Responsive services are specifically targeted at students who have urgent problems that need immediate intervention, as failing to provide timely help may disrupt their progress in developmental tasks that each individual must navigate. Responsive services aim to assist clients/students experiencing specific issues related to personal, social, academic, and career development. The assistance provided is immediate to prevent potential hindrances to their development and to avoid escalating the problem to a more serious level. Counselors or guidance and counseling teachers should help students understand the nature and scope of the problems, explore, and determine the best solutions through interactive processes. The outcome of these services is that students are expected to experience changes in their thoughts, feelings, will, or behaviors related to personal, academic, career, and social development (Sardila, 2020:19).

The focus of responsive services depends on the problems or needs of the client. Problems or counseling needs are related to a desire to understand issues that are perceived as important for personal development. Needs may include obtaining information about narcotics, career choices, dangers of illicit drugs, and social issues. The problems faced by clients/students are generally not easily identified directly but can be understood through their symptoms or exhibited behaviors (Habiba et al., 2020:305-322).

Based on the above explanation, it can be concluded that the focus of responsive services depends on the issues or needs of the clients/students that must be addressed promptly by guidance

and counseling teachers. To understand the issues faced by students, guidance and counseling teachers can apply various techniques to detect the problems faced by students at school using tools such as Problem Disclosure Tools (AUM), interviews, problem checklists, client attendance records, counseling issue lists, or student handling books.

Student Handling Book

The administrative activities of guidance and counseling teachers involve the process of data collection, also known as data banking, with one method being the use of a student management book, which serves as an important document containing records of student issues and the treatments provided by guidance counselors (Agung, 2020:75-82). Therefore, the student management book is essential and important, particularly as a basis for reporting to the principal or other parties if needed. It can also be used as a foundation for evaluating responsive services, such as individual counseling, group counseling, or classroom services (Nasution, 2019).

The Student Management Book, also known as the Student Case Record or Counseling Book, is a document that records issues or events related to students in a school or educational institution. It includes notes on student behavior, rule violations, academic achievements, and other relevant aspects of student development and educational management. Typically used by educational staff such as teachers, counselors, or school administrators, this book helps track student progress, provide appropriate interventions, and record the outcomes of these interventions. It also serves as a communication tool among staff involved in the student's education. Ensuring the confidentiality of the information in this book and using the data responsibly to support the development and well-being of students is crucial (Bahri et al., 2020:176-183).

The book functions as a record of rule violations and norms committed by students. Additionally, the Student Case Record is also an implementation of the guidance and counseling services provided by guidance teachers at various educational levels (elementary, middle, high school) as well as by classroom or homeroom teachers. Its purpose is to assist educational institutions in addressing student issues and obstacles, enabling them to achieve independence, self-control, and optimal development. The book also serves as a physical document that can be used by school staff, such as guidance counselors, classroom teachers, or school principals, when dealing with situations or parties related to a case involving students. According (Himawan et al., 2016:336-343) the format of the student management book should minimally include the following elements:

- a. Sequential number of handling
- b. Student biodata, including the student's name, class, student identification number (NISN), and gender
- c. Incident time, including the day, date, month, and year of the occurrence
- d. Description of the case or issue
- e. Follow-up and resolution actions taken by the guidance counselor regarding the handled case

For example, the student case book format can be presented in a manual or hard copy form, which is commonly used by many guidance counselors. This format is now being developed to facilitate administration and make guidance services more effective, as illustrated in the following image. Of course, this format can be adjusted to meet the specific conditions and needs of each school. The student management administration program includes the use of a student handling book. It is hoped that with this book, various student behaviors can be monitored, leading to positive character changes and serving as a basic data source for handling and referrals. Based on the above explanation, the researcher has determined the format of the student handling book to be implemented on the AppSheet platform, which includes the following structure:

- a. Student Biodata: Contains the student's name, class, student identification number, gender, parent's name, and phone number.
- b. Handling Time: Includes the day, date, month, year, and time if necessary.
- c. Case Description: Provides an overview of the student's issue, the handling methods, and follow-up actions taken by the guidance counselor, including the involvement of other parties such as the homeroom teacher, student affairs representative, or principal, and experts.
- d. Documents: Contains files or extra documents needed during handling, such as parent invitation letters, student statements, or disciplinary letters (SP 1, 2, or 3) from the student affairs

Effectiveness

The term "effective" comes from the English word "effective," which indicates success or achievement. The concept of effectiveness, also derived from the English term "effectiveness," refers to the ability to achieve desired outcomes, efficiency, and effectiveness. This term is rooted in the base word "effect." According to the Indonesian Dictionary (Kamus Besar Bahasa Indonesia), "effective" means impact, influence, consequence, or the ability to produce results. Thus, effectiveness denotes the degree of alignment between an individual's actions and the goals to be achieved (Faradiba et al., 2021:277-286).

Effectiveness is usually associated with the success of achieving goals, although it differs from efficiency. Effectiveness emphasizes achieving results, while efficiency focuses on the methods of achieving results by comparing inputs and outputs. Therefore, effectiveness reflects how well plans are realized. The more plans that are successfully achieved, the more effective the activity is, making effectiveness also interpretable as the level of success in achieving specific goals (Aprilia et al., 2014:126-135).

A production process is considered effective when it can deliver the desired impact, change, or results. When formulating instructional goals, effectiveness can be assessed based on how well those goals are achieved. The more goals achieved, the more effective the production process is. Effectiveness involves the utilization of predetermined resources, facilities, and infrastructure to complete tasks within the specified time, fulfilling main duties, achieving goals, timeliness, active participation from all members, and the relationship between goals and achieved results. Effectiveness refers to the ability to set or achieve desired goals. It also relates to the methods of achieving goals or results, the benefits obtained, the functionality level of components, and user satisfaction. Organizational effectiveness encompasses the success in achieving organizational goals from two perspectives: first, from the results achieved, and second, from the efforts made by the set goals.

Effectiveness in task completion is viewed not only from the achievement of goals but also from the timeliness in achieving those goals. Based on the above opinions, it can be concluded

that effectiveness is related to time issues. An activity is considered effective if it is completed within the set time frame. Muasaroh in La Tarifu et al., (2022:643-660) states that there are several aspects of effectiveness to consider:

- a. **Task or Function Execution:** The effectiveness of an organization can be measured by its ability to perform the tasks or functions that have been set.
- b. **Plan or Program Execution:** When all plans have been successfully implemented, the plan or program is considered effective.
- c. **Compliance with Regulations:** The effectiveness of a program can also be assessed by how well the established rules can be applied to ensure smooth operations.
- d. **Achievement of Goals or Ideal Conditions:** The success of a program can be considered effective if the goals or ideal conditions of the program are achieved. This aspect can be 0

Platform AppSheet

AppSheet is a no-code development platform that enables users to create web and mobile applications without needing extensive coding experience. According to (Petrović et al., 2020) AppSheet is an online application development platform that allows for the easy creation and distribution of mobile and web applications from cloud data sources, such as spreadsheets and databases, without requiring any coding. AppSheet applications can use various data sources, including Google Sheets, Excel, Cloud SQL, Salesforce, and other similar connectors. The app will synchronize with the data source connected to the AppSheet cloud, reflecting data from Google Sheets or other sources (Gisni, 2021:367-372).

The development of applications using the AppSheet platform is dynamic and can be used across all gadget devices or web browsers. The app interface design utilizes UX templates to create maps, calendars, dashboards, and more. Automated workflows can also be included in the application to perform tasks such as sending notifications, creating emails, generating custom reports, and modifying data across all connected sources (Wiratmaka et al., 2023:159-167). The function of the AppSheet platform for educational institutions, according to (based: <https://kelasjuara.id/post-event-appsheet-workshop-with-dikti/>)

- a. **Custom Application Creation:** AppSheet enables educational institutions to create custom applications tailored to their needs. These applications can be used for various purposes, such as managing student information, schedules, attendance, or even online learning.
- b. **Data Integration:** AppSheet can connect to various data sources, such as spreadsheets, databases, or cloud services like Google Drive, Dropbox, and others. This allows institutions to easily integrate their data into the application.
- c. **Business Process Automation:** With AppSheet, educational institutions can automate many of their business processes. For example, they can create digital forms for student registration that automatically store data in their database.
- d. **Mobile Access:** Applications created with AppSheet can be accessed via mobile devices such as smartphones and tablets. This enables educational staff to work efficiently on the go and monitor data in real time.
- e. **Monitoring and Analysis:** AppSheet provides tools to monitor application performance and analyze collected data. This helps educational institutions identify trends and make data-driven decisions. **Security and Permissions:** AppSheet offers robust security controls, allowing educational institutions to set access permissions for their applications. This ensures that sensitive data can only be accessed by authorized individuals.

- f. **Reducing Human Resource Costs:** Compared to traditional application development, AppSheet is often more cost-effective as it does not require a large development team.
- g. **Flexibility:** AppSheet offers a variety of templates and components that can be customized to fit the needs of educational institutions. This allows them to create applications quickly with just a few clicks. AppSheet can be used by educational institutions of all sizes, from small schools to large universities. The platform can adapt to growth and changing needs.

There are several information systems available for data entry, but most of these applications require knowledge of programming languages (coding). Therefore, for beginners, using programming languages can be quite challenging when creating new information systems (Nugroho, 2021:16-18). The information system built using AppSheet is created from Microsoft Excel. The AppSheet application works very simply: after creating the database in Microsoft Excel, connecting it with a Spreadsheet will turn it into a basic application. AppSheet can be used for free, allowing up to 10 users; however, if more than 10 users are needed, the system can be upgraded.

To use this application, you first need to register and then log in with the registered account. For creating a Responsive Service Application, I use data from a Spreadsheet stored in Google Drive, so prepare the data you want to create first. Here is how to use the AppSheet application. To start creating an application with AppSheet, you need to prepare the following:

- a. Input Spreadsheet Table
- b. Google Account
- c. Chrome Browser
- d. Android Device
- e. Internet Access

METHODS

This research uses the Research and Development (R&D) method, which aims to develop new products or refine existing products (Sugiyono, 2019). This research aims to observe, examine, analyze, and describe data regarding the creation of a student handling book based on the AppSheet platform to enhance the effectiveness of responsive services provided by guidance and counseling teachers. This research and development is expected to produce a viable and effective product for guidance and counseling teachers, which can be used as a responsive service platform after being validated by subject matter experts, media experts, and receiving feasibility assessments from guidance and counseling teachers.

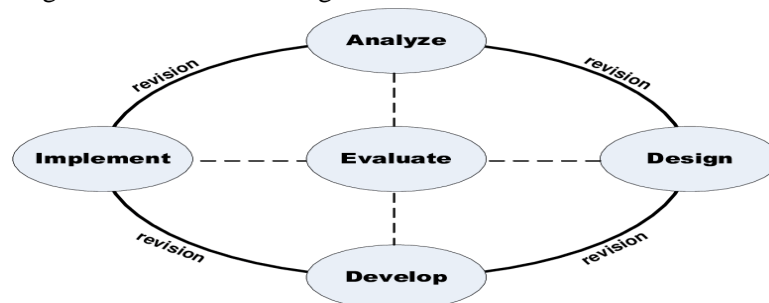


Figure 1. The ADDIE Development Model

Source: Research Gate

The Research & Development (R&D) method used in this study employs the ADDIE development model, which was developed by Dick and Carey (1996), aimed at designing learning systems. This model includes five stages: Analysis, Design, Development, Implementation, and

Evaluate (Nurlela, 2024). In the ADDIE concept, product development must be centered on the learners, as well as being innovative, authentic, and inspirational (Branch, 2009). This research was conducted with guidance counselors who are members of the MGBK SMA Kota Cilegon organization, with a total of 20 high school guidance counselors as respondents. The research took place in the Audio Visual room of SMA Negeri 3 Cilegon, located at Jl. Lebakayang Kampung Bulakan, Cibeber District, Cilegon City, Banten. The study was conducted during the even semester of the 2023/2024 academic year. The activities spanned six months, from the interview stage on January 15, 2024, to the completion of respondent questionnaires on June 6, 2024.

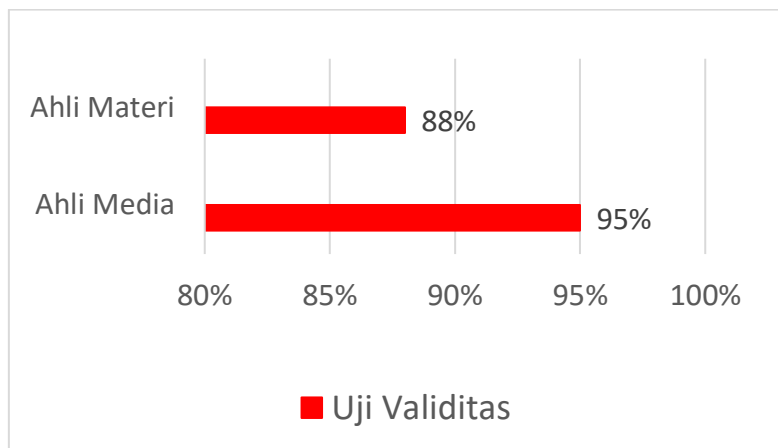
To obtain the necessary data for this study, the researcher employed several data collection techniques, including literature review, observation, interviews, questionnaires, tests, and documentation (Khairunnisa, 2024). The literature review was conducted to deepen the researcher's understanding of the process of developing a student management book based on the AppSheet platform, as well as to find concepts and theoretical foundations that support the product. Observation involved systematically observing and recording elements within the research object, specifically the activities of guidance counselors in utilizing time and the effectiveness of filling out reports on the AppSheet-based student management book after responsive services, with the researcher passively involved without direct interaction. Interviews aimed to collect data on the problems and potential faced by guidance counselors during the use of the book, as well as to obtain suggestions and feedback. In the initial phase, interviews were conducted using a structured guide with a table of specifications as a reference. Questionnaires were used to evaluate the quality of the developed product with validation sheets from content and media experts, the results of which were used as input for product revisions and feasibility assessment. Questionnaires were also distributed to guidance counselors to gather their responses to the product. Essay tests were used to train the BK teachers' skills in using the AppSheet-based student management book. Finally, documentation was carried out to collect data in the form of photos and video recordings as physical evidence of the research conducted in the field.

RESULTS AND DISCUSSION

Result

Feasibility testing was conducted through media and material validation. The media validation was assisted by Dr. Lukman Nulhakim, M.Pd., a lecturer in Educational Technology at the Graduate Program of Sultan Ageng Tirtayasa University. The validation results were presented in quantitative data in the form of media feasibility assessment scores, as well as qualitative data consisting of critiques and suggestions for product improvement. The media expert validation results showed that the AppSheet-based student management book received an 88% rating in terms of media design, appearance, and language. This indicates that the product falls into the "Very Good" qualification (81-100%) and is very suitable for trials with students.

This stage involved validation by Dr. Ibrahim Alhakim, M.Pd., a lecturer in the Guidance and Counseling Study Program at UNTIRTA. The validation results were presented in quantitative data as product feasibility assessment scores and qualitative data consisting of critiques and suggestions. The material expert validation results showed a 95% rating, which is within the "Very Good" qualification (61-80%). The book was rated as very good and can be used in responsive guidance counseling services with minor revisions. The overall results of the media and material expert testing are displayed in the following graph:



Graph 1. Expert Validation Percentage Graph.

Discussion

The development of the AppSheet-based student management book follows the ADDIE model (Analyze, Design, Development, Implementation, Evaluation), which helps create an authentic, complex, and relevant learning system (Rahman et al., 2020). This model is designed to streamline time, space, and communication, thereby facilitating the effective and efficient use of the platform by guidance counselors. The feasibility tests conducted by content and media experts showed that the product was rated as "good/feasible" with a 95% rating in terms of content, and "very good" with an 88% rating in terms of appearance, technique, and language. This indicates that the product is suitable and highly recommended for use by guidance counselors.

In terms of effectiveness, the AppSheet-based student management book demonstrated significant results through pre-tests and post-tests with an average N-Gain Score of 0.75, categorized as "high." This suggests that the book is effective in assisting with responsive service data administration, making it easier for guidance counselors to manage student management data digitally compared to manual methods. Feedback from guidance counselors on using the book was also very positive, with a total percentage of 86% in the "very good" category, indicating that the platform received favorable responses and is ready for use. These results are consistent with previous research (Wiratmaka et al., 2023) on the implementation of Android-based applications in supporting the learning process. Overall, the AppSheet-based student management book has proven to be practical and can serve as a media application for student management data administration by guidance counselors in Cilegon City.

CONCLUSION

Based on the analysis of the research and development data for the AppSheet-based student management book regarding the effectiveness of responsive services for high school guidance counselors in Cilegon City, it can be concluded that the AppSheet-based student management book is a new platform that offers greater ease and flexibility for guidance counselors compared to previous manual books. The development of this platform was carried out using the Research and Development (R&D) method with the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. During each stage, the product's needs and design were analyzed, expert validation was conducted, and the implementation and evaluation of the product involved guidance counselors.

In terms of product feasibility, the AppSheet-based student management book was rated as highly feasible in terms of media aspects and feasible in terms of content by experts, making it suitable for use in responsive counseling services. Additionally, the pre-test and post-test results of the students showed an average N-Gain score of 0.75, categorized as "high," indicating that the book is effective for use in responsive counseling services. The feedback from guidance counselors on the use of the book was also very positive, with an average rating of 86% in the "very good" category, suggesting that the platform is engaging and supportive in responsive service activities.

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