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Developing of The Web Sharing as a Media of Cathartic Stress for Students in School: an Initial Assessments by Prospective Users

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Abstract: This is an initial study tried to develop student sharing websites and integrated by guidelines that have justified their acceptability by authorities and potential users of the device. The research adapted from Borg and Gall's research and development stages. The results of the initial assessment by prospective users (counselors and students) indicate that the web student sharing site and this guidebook reach the acceptance criteria on aspects of accuracy, usability, and attractiveness. However, several features related to improving the website peripherals are the main aspects that are considered for promoting the conclusion of this study in the future. The web student sharing sites as academic stress catharsis media for high school students is fit to be checked more extensively.

Key Words: Web Sharing; Cathartic Stress for Students; Initial Assessments; Counseling Product; Prospective Users

INTRODUCTION

School counselor play an essential role in educational practices (Prasetiawan, 2016), because school counselor stimulate the students to reach their optimum performance by considering their family background and different learning experiences. By counseling services, the school counselor has the purpose of maintaining the students (as Counselee) to become autonomous in personal, learning, social, and career aspects (Arifyanto et al., 2020; Pamungkas, 2013). That means the students will be expected to develop optimally corresponding to their developmental stages. The presence of school counselors has greatly promoted the progress of schools in advancing psychological health in the school status (Kamaluddin, 2011; Putra, 2017; Zamroni & Rahardjo, 2015). In an effort to enforce excellent services, school counselors require working out targeted programs based on a needs assessment. Planning of service priorities is possible if the necessary tools are accessible. This becomes important in order to prevent conditions that are fewer appropriate for students in specific cases. (Mauluddiana & Albaar, 2014; Yandri et al., 2013).

The prevention function, which is the function that relates to the counselor's efforts for any issues that might be arise and undertake to avoid students from a problem in their developmental process (Kamaluddin, 2011; Mustila et al., 2012). Through this function, a counselor provides direction to students on how to avoid actions as well as activities that can damage themselves. As for the techniques that can be used are orientation services, information,

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and group guidance. Some problems that require to be informed to students in order to prevent unpredictable behavior. The average high school student's primary priority, aged 15-17, is to channel the desire to be able to develop their potential, by self-actualizing, expanding social relationship, and gaining recognition from others. They create a variety of ways to achive that desire. The standard practice is to increase academic performance, to achieve a dynamic character in school and outside school.

The student will be responsible to develop his potential in class and gained respect from others. There will be a conflict between self-interest and environmental demands, leading to conflict with oneself and with others. If their lack of ability to solve their own problems would potentially be a source of failure in quality (Papalia et al., 2008). Failure to such an accomplishment may lead students to become even more pressured so that they will have a bearing on the learning process. The pressures and inhibitions on students, according to Misra and McKean (2000) children are affected by personal desires that are incompatible with school conditions, such as a rigorous school curriculum, poor decision-making, advanced studies, teachers and friends with various characters, demands of parents who want the maximum achievement, and so on. Heavy academic requirements can make students become saturated, unconfident, lazy, and subject to decreased learning quality, by the large, unequal requirements of students often make them feel psychologically depressed. Those pressures by Lazarus and Folkman (1984) are referred to as stress, which is a condition where expectations and desires are not conformed well.

Stress often experienced by students is related to as academic stress (Taufik et al., 2013). Academic stress is clearer in high school students because it is often confronting higher academic expectations (Azmy et al., 2017; Barseli et al., 2018; Ishola et al., 2019; Rahmadani, 2014). One illustration of an academic resource for high school students is preparing for a National Selection for both a Private and Public College; where students have high expectations for entrance a prestige college (Kinantie, 2012; Wardana & Dinata, 2016). Previous studies have emerged about stress and intention to suicide related to academic issues for students (Indriani, 2020; Putri & Tobing, 2020), and since 2007 as many as 11 teenagers due to national trials, the most common cause of depression in suicide according to (Azizah, 2018). In her research, Yusuf (2019) reported at approximately 941 students at Jakarta's school, demonstrates that over 30 percent were depressed and 18.6 percent wanted their unsuicidal tendencies. One of the things that teeagers really need is the ability to express themselves. This ability will help them to be more easy to share their thoughts and feelings to the counselors, especially in solving their problems (Anas et al., 2018; Setianingsih, 2015).

Adapting to the school counselor roles and counseling programs to provide a student's services in terms of preventing unexpected conduct and developing positive reaction, then counselors can use web media to support the student be adequate to express what he or she is thinking and feeling. On the other hand, studies related to media or tools in counseling have been carried out since the early 2000s. Some attempts to promote counseling media include the development of blog media (Efendi, 2013), ice-breaking video (Bakhtiar, 2015; Rahman et al., 2019), Hi2-CounseLink (Riansyah et al., 2017), and comic (Pranowo et al., 2014). The issue of media development related to catharsis due to psychological stress (stress, depression, anxiety, and hopelessness) has not been specifically cultivated.

Catharsis means a way to express the emotions that a person feels. Catharsis also means pouring out all your heart's content freely. In brief, catharsis is an effort that can be made to express the emotions that are being felt without the slightest fear, so that there is a release of tension or anxiety that has been disturbing. Different people, of course, have different ways of putting it. Of course, the expression of the emotions that are being felt is not just a verbal or written expression. There are many ways to express emotions and each person can choose, in a

way that suits their needs. On counseling perspective and services in schools, the presence of web-based catharsis special media is needed as an alternative that can be run by students. For that reason, we propose to initiate the presence of The Web Sharing Site as a Media of Cathartic Stress for Students in School. This is a preliminary study to assess the feasibility of the design we have started.

METHOD

This study used a Research and Development method by Gall et al. (1996). The research procedures are arranged into five stages, 1) collecting of research and information, 2) planning, 3) developing preliminary form of the product (4) preliminary field testing (5) main product modification (Creswell & Creswell, 2017). In this study we point out the aspects of assessing the feasibility of product design by counseling authorities and students in schools. Their engagement is called discussion related to the improvements needed to perform the idea of The Web Sharing Site as a Media of Cathartic Stress. In the future, the final result of this research is a web of student sharing site as a catharsis media of academic stress of high school students with guide book.

RESULT

The research and development process that has moved through trials produces a product in the construct of a web student sharing site as a cathartic media of academic stress for high school students (Figure 1) and supplied with a Manual Book (Figure 2). The student sharing website is intended for counselors and students, while the user manual book is only for counselors. To get the decisive device, a series of trial stages is carried out to evaluate the acceptability and legibility of the product development both theoretically and practically.

Assessment by Counselor

The results of the judgment of prospective product users (counselors) on student sharing site web products in the aspect of accuracy obtained an average value of 3.5 in the range 0-4. The prospective product users (counselors) state that the web student sharing site is remarkably useful. In the aspect of usability an average value of 3.6 is obtained in the range of 0-4, the counselors state that the web student sharing site is highly useful. In the aspect of convenience an average value of 3.3 is obtained in the range of 0-4, the results of the assessment of counselors state that the web student sharing site is very easy. In the aspect of attractiveness obtained an average value of 3.2 in the range 0-4, which means that the web student sharing site is highly interesting.

We made the interface of the Web as simple as possible. This is based on so that students do not encounter significant difficulties in using this site. The Web Sharing Site interface as a Media of Cathartic Stress for Students in School as shown in Figure 1.

Figure 1 The Interface of Student Sharing Site Web

For Manual Book (Figure 2), the counselors stated if usability had an average value of 4 in the range 0-4, which means the user guide book is very practical. In the aspect of accuracy obtained an average value of 3.7 in the range 0-4 (very appropriate), and in the aspect of simplicity, a value of 3.6 is obtained in the range of 0-4, thus the results of the assessment of counselors state that the manual for using a student sharing site is very easy. In the aspect of attractiveness, an average value of 3.2 is obtained in the range of 0-4, thus the results of the assessment bycounselors state that the guidebook on the use of student sharing sites is very impressive.
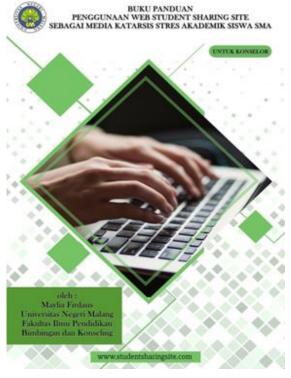

Figure 2 Users Manual of The Web Sharing Site as a Media of Cathartic Stress

Assessment by Students

The assessment by another prospective product user (students) based on the web readibility and usability received an average value of 3,475 in the range of 0-4. Thus the results of the students to the product expresses that the device feasible to use.

Technical Issues: an Important Consideration

We recognize that in the world of the internet, quite a number of websites are in trouble because their security is insufficient to withstand attacks from the various dangers that lurk. For this reason, we strive to add security and database protection features such as (1) SSL (Secure Sockets Layer) installation, (2) choosing a credible hosting service, (3) controlling Network Intensive, and (4) managing user personnel / usage authority.

DISCUSSION

Through the process of the web feasibility test phase and instructions, we notice there are some revisions to the initial product formed. In the first stage an expert assessment is conducted, by seeking for support from professionals on counseling work. The second stage, the device assessed by students. Based on the assessment evidence, the web is declared worthy of use because it meets the criteria of accuracy, usability, convenience, attractiveness.

After going through several assessment processes, the form of the web was developed as follows: has a design and animation such as the display used on each web browser, web logo, and has three main menus on the left (Fernandez et al., 2012). The first menu is home, which contains development product descriptions. The second menu is the login for user and the third menu is the registration containing the name, e-mail, password that will be used by students.

In the account there is a Paper Sharing feature for students to address opinions and feelings that are being perceived, and there is also a chat feature for students to connect personally with the counselor. Designing a guidebook is indivisible from the process of determining the type and typeface used. The letters must be arranged and designed accordingly. In contrast, the appropriate form of notes, and an impressive letter file. In addition to the title, new supporting text or printing in the elements must likewise be treated (Prasetiawan, 2017). So, in this case, the type of letters chosen also repay consideration to the design of the text carefully.

Another element that demands to be dealt with in the preparation of a student sharing site web as a catharsis media for academic stress for students is equipped with a reference book is the color option. Besides being one of the elements in the aspect of attractiveness, color has an association with a person, has a power that is able to influence the individual who sees it, and is able to respond psychologically. Therefore, the student web sharing site and implementation guide book are designed using color sequences that can help individuals who are in a strained situation to become more able to stabilize emotions and promote openness in conversation. Another feature to remark is the picture. The student web sharing site and developed user manual are also equipped with images that function to clarify the features illustrated.

The Student Web Sharing Site was developed with the intention that students are prepared to express stress appropriately by telling it in written form, and students know how to handle with stress according to the situation they are experiencing at the time. Student web sharing site can be run with Windows 7, Windows 8, and Windows 10, Android, and IOS operating systems. Student web sharing site can be accessed through the Firefox browser, Google Crome, Opera Mini, and this website can be used with a PC, Laptop or Mobile.

CONCLUSION

The conclusion is the students sharing website is accepted based on the aspect of usability, accuracy, convenience and attractiveness by the professional of guidance and counseling and the students. Both of the acceptability and legibility of this initial product is considered very good. However, this web site is not proven to be able to help students in catharsis to their stress, because these devices have not been tested in experimental settings. Several aspects of security reason need to be addressed in order to guarantee the ethical issues for counseling services.

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