



Development of A Website-Based Guidance and Counseling Orientation Management Model

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Abstract: The objective of the research is to develop a website-based Guidance and Counseling orientation management model. This research method uses *Research and Development* (R&D) with the Borg & Gall model. The subjects of the study are school principals, guidance and counseling teachers and students. The data collection techniques used are interviews, observations and document studies. The data from the research results were analyzed using a mixture of quantitative and qualitative methods. This research produced a guidance and counseling management model with the name Mission Biking Bae which is an acronym for Mission–Orientation Management, Biking–Counseling Guidance, Bae–Website-Based. Based on the results of expert validation and field trials, it shows that the Biking Bae Mission model is in the good category and is worth using. The results of the validation of IT experts were 77% and guidance and counseling experts were 76%. The results of the field trial on 30 students, 2 guidance and counseling teachers and the principal were 87%, 82% and 85% respectively. Thus, the Biking Bae Mission model can be used by guidance and counseling teachers and students to increase the effectiveness of guidance and counseling services in schools.

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Introduction

Guidance and Counseling plays an important role in achieving the educational targets mentioned in the Permendikbud (2014) in particular, creating a learning environment that helps students develop their potential positively, including spiritual aspects, personality, independence, intelligence, good ethics, and skills necessary for personal interests, society, and the progress of the country. In the guidance and counseling guidelines, it is explained that guidance and counseling are part of professional services in educational units carried out by guidance and counseling teachers or counselors (Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture of the Republic of Indonesia, 2016). Definition of guidance and counseling according to Prayitno & Amti (2013) services provided by humans, human-oriented, and involving special understanding. Guidance is a process of consultation by a professional to individuals using certain methods, steps and materials so that the person being assisted can have their ability to solve the problems they face. Counseling is a form of support provided to individuals through interviews led by a professional (counselor) to help individuals (counselors) overcome the problems they face.

Guidance and counseling services in schools are very necessary to help every student. According to Prayitno & Amti (2013), overall guidance and counseling services are aimed at a person to help develop their talents, interests, abilities, and values optimally, as well as help them overcome the challenges they face. In addition, guidance and counseling services help individuals increase their understanding and acceptance of themselves and their surroundings,



be realistic in making decisions and making plans, and direct themselves towards these decisions and plans so that they can achieve their optimal potential. Furthermore, Hartatik et al (2021) stated that guidance and counseling services in schools can overcome learning difficulties and social interaction, physical health challenges, obstacles to continuing education, and difficulties in career planning and selection.

In the implementation of guidance and counseling in schools, students' perceptions affect their interest in utilizing guidance and counseling services. This is supported by the results of research by Salim & Wulandari (2019) which shows that there is an influence between how students view counseling services and the extent of their interest in utilizing these services among grade VIII students at SMP Negeri 18 Makassar, as well as how much influence it has is 39%. Robbins (in Sabarini et al., 2021) defines perception as the steps that individuals take to manage and decode or interpret the sensations they experience to understand their environment. An individual's attitude can be influenced by perception and that attitude will affect his behavior. Thus, the behavior of students who are reluctant to use guidance and counseling services is influenced by wrong perceptions. Students' misperceptions can be caused by their lack of understanding of guidance and counseling services. This is supported by the opinion of Fajar (2016) who states that an individual's lack of understanding of the existing context supports the emergence of misperceptions. Therefore, efforts are needed to overcome this. One of the efforts that can be made is to provide understanding to students related to guidance and counseling orientation management.

Guidance and counseling management, according to Gibson and Mitchell (2011), is a process that allows and complements the daily tasks of management consultants, namely related to making reports and recordings, making plans and managing financing, management facilities, and management resources. In essence, guidance and counseling management is inseparable from the management function in general. The principles in guidance and counseling management according to Octavia (2019) start from planning, organizing, implementing, supervising and evaluating. Orientation services are activities that facilitate students' understanding and adaptation to a new environment, especially in the school environment (Afni et al., 2018). Orientation services include the introduction of guidance and counseling services in schools. He further explained that guidance and counseling orientation services, can help students to have an understanding of themselves, such as their potential and environment, such as education, work, and religious norms.

However, in reality, guidance and counseling services in schools have not been utilized optimally by students. Most of them were afraid to go to the guidance and counseling room. Based on the results of interviews with guidance and counseling teachers, it was stated that students did not know much about guidance and counseling. Moreover, the guidance and counseling recognition management system is still lacking. Providing information about guidance and counseling is only done at the beginning of the admission of new students during the Student Orientation Period (MOPD) and is done conventionally. Guidance and counseling teachers do not have an allocation of class hours, so they are limited to informing students about guidance and counseling. The reality that happened, guidance and counseling teachers only called students who had problems to the guidance and counseling room to be fostered. This may be the cause of students avoiding going to the guidance and counseling room. Most students who come to the guidance and counseling room are not based on their initiative but because they are forced to be called by the guidance and counseling teacher. Furthermore, based on the results of interviews with students, they think that guidance and counseling services are only intended for students who have problems, guidance and



counseling teachers are considered evil or like school police because they often deal with naughty children. This result is supported by the research of Kartiko et al (2014) which shows that students' assumptions towards guidance and counseling teachers are as unfriendly individuals, often give punishments for those who violate school rules and it is better to avoid guidance and counseling teachers so as not to tell personal problems. Furthermore, according to Kartiko et al (2014), the role of guidance and counseling teachers in schools is not known and clearly understood by both students, teachers, and parents/guardians.

Information technology according to Williams and Sawyer (in Kessi, 2019) refers to a combination of computers and high-capacity communication channels for data, voice, and video transmission. Most aspects of human life have utilized technology, including in the field of education. Yanto (2021) stated that information technology is always present in schools, offices, homes and in other public places. Rapid technological advances have contributed to educational activities. The results of Budiman's (2017) research show that students are assisted in learning with information technology which provide convenience for teachers in enriching teaching skills by utilizing available facilities. According to Lubis (in Nendissa et al., 2022) technology has many benefits in education, it is very helpful in the education system, the process becomes flexible without limitations in place and time, can be applied in small to large groups even individually and makes it easier to convey information both verbally and non-verbally. guidance and counseling, which is part of an important component of education, can also utilize information technology. One of the information technology media that can be used for guidance and counseling services is the website. According to Abdullah (in (Susilawati et al., 2020) a website is a collection of pages that contain information related to digital data that can be accessed through an internet connection. The information is in the form of writing, images, animations, audio, video, and a combination of all of them. Thus, through the website, it is hoped that guidance and counseling information can reach students and the community in general.

Based on research conducted by Hendrawan & Herdi (2023), shows that the implementation of guidance and counseling services based on the counseling website application is very effective and good to be applied for students and provides convenience for guidance and counseling teachers in schools. The purpose of this research is to develop a website-based guidance and counseling orientation model by paying attention to management principles that include the existence of guidance and counseling in schools, the benefits of guidance and counseling services, the types of guidance and counseling services, the role of guidance and counseling teachers and how to obtain guidance and counseling services.

Research Method

This research method uses research and development with the Borg and Gall model. Borg & Gall (2007) stated that development research consists of two main objectives, namely developing products as a function of developers and testing the effectiveness of products as validation in achieving goals. The first objective is referred to as the development function, while the second objective is referred to as validity. The steps used in this study consist of five steps (Sugiyono, 2019), namely: (1) *Research and Information collecting*, (2) *Planning*, (3) *Develop a Preliminary form of Product*, (4) *Preliminary Field Testing*, (5) *Main Product Revision*. At the *research and information gathering stage*, research and information collection are carried out through observation and interviews with guidance and counseling teachers, principals and students related to the implementation of guidance and counseling services, especially guidance and counseling orientation management in schools so far, students' perception of guidance and counseling services, students' enthusiasm for guidance



and counseling services, obstacles in implementing guidance and counseling services in schools. The researcher conducted a literature study to find information about information technology-based guidance and counseling orientation management. At the *planning* stage, the researcher analyzes the needs of information services and designs an information technology-based guidance and counseling service guidance management model, including how to plan, organize, implement, and evaluate. Furthermore, in the *Develop Preliminary form of the Product* stage, the researcher develops a product based on the planning that has existed in the previous stage. The researcher determines the topic of service based on needs analysis, makes a Service Implementation Plan (RPL), prepares the media to be used and prepares Human Resources in the implementation of guidance and counseling orientation. At the implementation stage, it is explained about the orientation service. In the final stage, namely the evaluation stage, instruments are prepared to evaluate related guidance and counseling orientation services. In the development of guidance and counseling orientation management, the researcher uses website-based information technology. The product developed by the researcher is an initial model where the design refers to the results of a preliminary study. Then at the *preliminary field testing* stage, the results of the initial product development are followed by a validity test involving the participation of two experienced experts consisting of guidance and counseling experts and media experts. The data from the expert validation is used as a consideration to revise the information technology-based guidance and counseling orientation management model. Furthermore, product trials were carried out on a limited scale. Then at the *main product revision* stage after the design of the information technology-based guidance and counseling orientation management model is assessed by experts through discussions, some of the advantages and disadvantages can be known.

The subjects who participated in the website-based guidance and counseling orientation management model test were 30 students, 2 guidance and counseling teachers, and school principals in West Halmahera Regency. In this development research, data collection was carried out through observation, interviews, questionnaires and literature/document studies. The data analysis technique of this study uses qualitative and quantitative descriptive analysis. Furthermore, quantitative descriptive data analysis techniques use average, percentage, and categorization.

Results and Discussion

The result of the development of this study is a website-based guidance and counseling orientation management model equipped with a model book and a guidebook for users. This guidance and counseling orientation management model is aimed at guidance and counseling teachers to help students to gain a positive understanding and perception of guidance and counseling services in schools so that they can use these services effectively. The development of this product is based on a model developed by Borg and Gall with the following procedures:

1) Research and information collecting

Based on the preliminary study conducted, it is known that the problems behind the ineffective implementation of guidance and counseling management in schools are: (1) Weak guidance and counseling orientation management system in schools; (2) the implementation of guidance and counseling orientation services is still carried out conventionally; (3) Information technology has not been utilized optimally for guidance and counseling orientation management. This is the basis for the development of a website-based guidance and counseling orientation management model to make it easier



for guidance and counseling teachers to provide guidance and counseling orientation services in schools for students so that they can increase the effectiveness of guidance and counseling services. The advantage of the website-based guidance and counseling orientation management model which is a development product in this study is that it is more systematic, the availability of guidance and counseling information that is presented in an attractively in an easy-to-understand language, can be easily accessed.

2) Planning

The development of a Website-Based Guidance and Counseling Orientation Management Model is based on management measures developed by Terry (2010). The steps taken are Planning, Organization, Implementation, and Evaluation. These steps are carried out through the platforms provided by the website so that they can be carried out systematically. Based on the results of the analysis that has been described above, a design (blueprint) was made that includes a website-based guidance and counseling orientation management model chart with its explanation.

3) Develop preliminary form of product

The website-based Guidance and Counseling Orientation Management Model abbreviated as Mission Biking Bae is a process of managing orientation activities or introduction of guidance and counseling services carried out by guidance and counseling teachers in schools by utilizing website-based technology to provide information related to guidance and counseling services to students. At this stage, the researcher develops a website-based initial product form, creates a model book and a user manual, then the website-based initial product will be validated by an expert validator.

4) Preliminary Field Testing

The guidance and counseling orientation management model that has been assessed by IT experts and guidance and counseling experts which has then been revised, is then carried out field tests or limited trials. The field test was carried out in May 2024 to 30 students of SMP X West Halmahera, 2 guidance and counseling teachers, and the principal. The purpose of the field test is to determine the feasibility of the product being developed. The measurement of the feasibility test assessment uses instruments by containing four aspects of assessment, namely display quality, engineering quality, material quality, and quality of usefulness. The assessment for students amounted to 21 statements and for guidance and counseling teachers and school principals, there were 20 statements.

5) Main product revision

The revision of the main product was carried out after the field test stage was limited to respondents, namely guidance and counseling students and teachers through a questionnaire to test the guidance and counseling orientation management model. The questionnaire used contains four aspects, namely display quality, engineering quality, material quality and quality of usefulness. From the results of the assessment of the guidance and counseling orientation management model through a questionnaire by the respondents, shows that the model developed is good and can help in the introduction of guidance and counseling services in schools

In the implementation of guidance and counseling orientation management in schools, there are obstacles faced by guidance and counseling teachers in West Halmahera Regency. At the planning stage, not all students filled out the needs questionnaire that was distributed due to the absence of students during the distribution of the questionnaire. In the processing process, it is done manually so it takes a long time but must be tried to be completed immediately because guidance and counseling teachers are required to make programs. This causes the program to be made referring to the previous program with a slight adjustment. At



the implementation stage, there is a weakness, namely that orientation services are only carried out when providing material for new students. guidance and counseling teachers do not have an allocation of class hours, so they are limited in providing orientation services for students. At the evaluation stage, there is also a weakness, namely that guidance and counseling teachers do not understand too much related to the preparation of evaluations so that guidance and counseling teachers do not evaluate as they should. However, the advantage in the implementation of guidance and counseling activities in this school is the efforts of guidance and counseling teachers to manage guidance and counseling activities as best as possible even though it has not been optimal.

At the planning stage, guidance and counseling teachers prepare the Student Needs Questionnaire (AKPD) which is the main part of the process of collecting information related to the needs of students and in the process of making guidance and counseling programs. The results of the Student Needs Questionnaire (AKPD) analysis are a reference in making annual and semester programs for one school year and in planning the services that will be provided for students according to their needs. guidance and counseling teachers prepare annual programs and semester programs and prepare service implementation plans and then upload them as content in the Website application. The next step is to create a model book and a website manual.

At the organizing stage, the division of tasks is carried out based on a person's ability and expertise in planning the work that has been done. Some people will be involved in the implementation of guidance and counseling orientation services using the Website application. The organization in the guidance and counseling orientation service involves the Principal, Subject Teachers, guidance and counseling Teachers as implementers, and students as service recipients.

In the implementation stage, each service that has been previously designed is implemented. Guidance and counseling teachers provide services to students according to the type of guidance and counseling orientation service made in the Service Implementation Plan. At this stage, guidance and counseling teachers and students can access *Google Chrome* or *mozilla fire fox* then log in to the URL address of the Website application related to the guidance and counseling orientation service. Guidance and counseling teachers as admins upload guidance and counseling orientation service materials in the content section in the form of text, images, videos , and photos provided for students. The material can be accessed by students anytime and anywhere. Students can provide questions related to guidance and counseling material through the comment column and do not rule out the possibility of creating a discussion. Guidance and counseling teachers can monitor the comment column to respond if there are questions from students.

At the evaluation stage, guidance and counseling teachers evaluate the implementation of orientation services. This is an effort to determine the effectiveness of the services provided through the website application and the obstacles encountered during the implementation of the service.

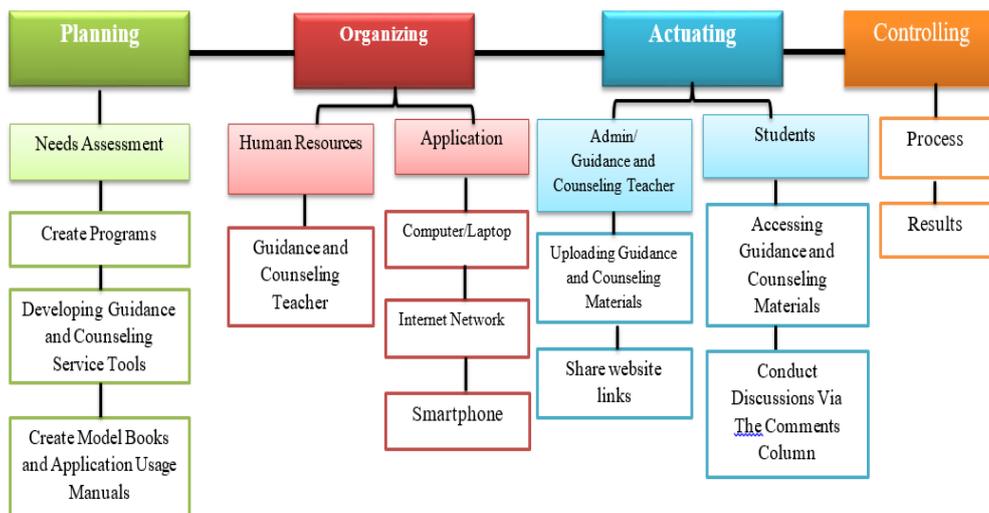


Figure 1. Website-Based Guidance and Counseling Orientation Management Model

The model book and guidebook for the use of the Biking Bae Mission website are equipped with guidance and counseling materials and pictures accompanied by explanations of use to clarify the written guidelines. The website display is shown in Figure 2.



Figure 2. Home page

Table 1. IT Expert Assessment for the Biking Bae Mission Model

No	Assessment Aspects	IT Expert Validator			
		IT Expert 1		IT Expert 2	
		Average Score	Percentage	Average Score	Percentage
1	Functionality	4,20	84%	4,40	88%
2	Usability	3,80	77%	4,00	80%
3	Reliability	3,00	60%	4,00	80%
4	Performance	3,60	73%	3,30	67%
5	Supportability	4,00	80%	4,00	80%
Average		3,72	75%	3,94	79%
Average Score of 2 Validators		3,83			
Average Percentage of 2 Validators		77%			
Category		GOOD			

Table 1 shows that the average and percentage of IT experts' assessment of the media used by two experts with five aspects of assessment is 3.83 with a percentage of 77%. Based on the category, the average and percentage data show that the results of the assessment of IT experts are in the good category.



Table 2. Guidance and Counseling Expert Assessment for the Biking Bae Mission Model

No	Assessment Aspects	Guidance and Counseling Expert Validator			
		Guidance and Counseling Expert 1		Guidance and Counseling Expert 1	
		Average Score	Percentage	Average Score	Percentage
1	<i>Planning</i>	3,70	75%	3,70	75%
2	<i>Organizing</i>	4,00	80%	4,00	80%
3	<i>Actuating</i>	3,60	73%	3,60	73%
4	<i>Controlling</i>	3,60	73%	4,00	80%
Average		3,72	75%	3,82	77%
Average Score of 2 Validators		3,77			
Average Percentage of 2 Validators		76%			
Category		GOOD			

Table 2 shows that the average and percentage of guidance and counseling experts' assessment of the material on the website from two experts with four assessment aspects, namely 3.77 with a percentage of 76%. Based on the category, the average and percentage data show that the results of the guidance and counseling expert assessment are in a good category. The results of the analysis using percentages show that the Biking Bae Mission model is based on the IT expert test of 77% and the guidance and counseling expert test of 76%, which means that the model is in a good category and suitable for use in guidance and counseling activities.

Table 3. Results of Product Trials on Students

Aspects	Average Score	Percentage
Display Quality	4,44	89%
Engineering Quality	4,25	85%
Material Quality	4,44	89%
Useful Quality	4,33	87%
Average Score of 30 Students	4,36	
Average Percentage 30 students	87%	
Category	VERY GOOD	

Table 4. Product Trial Results for Guidance and Counseling Teachers

Aspects	Average Score	Percentage
Display Quality	4,20	84%
Engineering Quality	4,33	87%
Material Quality	4,10	82%
Useful Quality	4,00	80%
Average Score of 2 Guidance and Counseling Teachers	4,12	
Average Percentage of 2 Guidance and Counseling Teachers	82%	
Category	GOOD	

Table 5. Results of Product Trials on School Principals

Aspects	Average Score	Percentage
Display Quality	4,60	92%
Engineering Quality	4,33	87%
Material Quality	4,00	80%
Useful Quality	4,00	80%
Average Score	4,22	
Average Percentage	85%	
Category	VERY GOOD	

Table 3, table 4 and table 5 show that the average and percentage of assessment by users consisting of 30 students, 2 guidance and counseling teachers, and school principals related to



the Biking Bae Mission are as follows 4.36 with a percentage of 87%, 4.12 with a percentage of 82%, 4.22 with a percentage of 85%.

The results of the analysis using percentages show that the Biking Bae Mission model is based on the IT expert test of 77%, the guidance and counseling expert test of 76% and the trial on students 87%, guidance and counseling teachers 82% and school principals 85%. Based on these results, it shows that the Biking Bae Mission model is in the good category and is suitable for use in supporting the implementation of guidance and counseling activities.

Management is the most important part in the world of education, including in the implementation of guidance and counseling services in schools. The presence of the right management will have a positive influence on the effectiveness of guidance and counseling's service quality. This is in line with Isra's statement (2020) that management is needed in the implementation of guidance and counseling services to achieve efficiency, effectiveness and goals that have been determined. Furthermore, according to Fatah, a guidance and counseling service program cannot be implemented and successful if it does not implement a quality management system (Mulyana et al., 2024). The implementation of guidance and counseling management in schools can be realized by paying attention to management functions such as those developed by Terry, namely POAC (*Planning, organizing, Actuating & controlling*).

In reality, guidance and counseling management guided by POAC is not an easy thing to implement so it has not been fully implemented at SMP X West Halmahera. This is a weakness in the implementation of guidance and counseling services in schools. At the *Planning* (planning) needs assessment is carried out through filling out questionnaires by students. However, not all students filled out the needs questionnaire because they were not present during the distribution of the questionnaire. Furthermore, in the process of processing the needs assessment, it is still done manually, so it takes a long time. This causes the program to be made referring to the previous program with a slight adjustment. Needs assessment has an important role in the continuation of the guidance and counseling implementation strategy. This is supported by Gregory's opinion which states that the initial activity in the implementation of guidance and counseling is to conduct an assessment because it has an important role and function for the provision of guidance and counseling services for students (Asmita & Fitriani, 2022). Therefore, before providing services to students, guidance and counseling teachers must first conduct an assessment to get data and information from various aspects in depth so that guidance and counseling services can run effectively. However, based on a preliminary study conducted by Rahmat et al. (2019) In one of the schools in the Banda Aceh City area, it was found that the performance of guidance and counseling teachers tended to be not optimal. Because guidance and counseling services are not carried out according to the program, they still use data collection tools that do not meet the set standards and the preparation of the program is not based on the analysis of student needs. In addition, Asmita & Fitrianni (2022) stated that in the management of assessment questionnaires is still carried out manually, so it takes a long time. At the *organizing* (organization) has been divided by guidance and counseling teachers in the implementation of guidance and counseling services in schools. However, students do not know the class level that each guidance and counseling teacher is effective in because they are not socialized. A well-formed organization can contribute to the effectiveness of an organization's achievements. Rohma (2019) states that organizing is the process of dividing work tasks to each individual according to their abilities in certain fields. In guidance and counseling services, of course, guidance and counseling teachers are the main implementers related to activities that have been designed previously. One of the manifestations of organizing or dividing tasks is the organizational structure of guidance and counseling. A



study conducted by Khasanah (2019) shows the importance of socializing organizing and guidance and counseling activities both to students, fellow teachers, and parents. This aims to *Stakeholders* can understand guidance and counseling services at school and can coordinate and establish cooperation.

At the *Actuating* (implementation) time for providing material classically about guidance and counseling to students is very limited, namely only during the orientation period of new students and when replacing teachers of other subjects who are unable to attend or absent. Most guidance and counseling teachers only provide individual counseling services for students with problems. This is because guidance and counseling teachers do not get class hours. The same problem was also expressed by Rahmat et al (2019) in their research which stated that the main reason for classical services has not been carried out properly is due to the unavailability of special hours for guidance and counseling teachers. The focus of guidance and counseling teachers is only to deal with students who are experiencing problems.

At the *controlling* (evaluation) guidance and counseling teachers do not conduct evaluations as they should because they do not understand much related to the preparation of evaluation questionnaires. in guidance and counseling services, monitoring and evaluation can be interpreted as a supervisory process by the guidance and counseling coordinator together with the principal to evaluate the implementation of the planned program (Rahmadani et al., 2021). However, in its implementation, there are several obstacles so the guidance and counseling evaluation does not run effectively. Putri (2019) In his research, he explained several factors that cause the infrequent guidance and counseling evaluation, namely the number of guidance and counseling teachers is not ideal, the knowledge of guidance and counseling teachers about the evaluation method is still minimal and time and cost limitations, there is no valid, reliable and objective evaluation instrument related to the implementation of guidance and counseling in schools and there is no formulation of standard criteria related to the success of guidance and counseling evaluation.

Based on the identification of weaknesses in the implementation of guidance and counseling management in schools so far, the guidance and counseling orientation management model was developed by utilizing information technology that refers to the Borg & Gall development model. According to Aini and Mudjiran (2020) in their journal entitled *Cybercounseling as one of the skills in the guidance and counseling service in the 21st century* the development of information and communication technology in the 21st century has affected guidance and counseling services. Therefore, as a professional counselor, you need to adapt well to mastering information and communication technology to carry out guidance and counseling services. Several studies have proven the effectiveness of guidance and counseling services by utilizing information technology. Gozali (2020) in his research stated that if guidance and counseling services are associated with information technology both in terms of infrastructure and processes, it can increase the effectiveness of services. Results of research conducted by Sodiq & Herdi (2021) show that information technology can be useful to improve career planning and maturity in students. In line with that, the results of Putu et al's research (2021) demonstrate the effectiveness of the development of cognitive behavioral counseling guidelines for website-based systematic desensitization techniques in overcoming stress in adolescent victims of violence. In addition, information technology can also have another positive impact on the implementation of guidance and counseling services. Based on the results of research conducted by Alonzo (2019) shows that the guidance and counseling service support system that integrates data and reports to the guidance and counseling center through a website-based application is proven to provide



convenience, timeliness, consistency and accuracy in recording and storing data, retrieving data and/or information as well as in producing information, both basic reports and summaries because there are significant differences with manual methods. Thus, it can be stated that the development of the Biking Bae Mission model that utilizes website-based information technology is one of the solutions to help improve the effectiveness of guidance and counseling services in schools, especially related to guidance and counseling orientation management.

Conclusion

The conclusion obtained from the results of this study is that the development of a website-based guidance and counseling orientation management model obtained validation results of 3.82 IT experts with a percentage of 77% and guidance and counseling experts of 3.77 with a percentage of 76%. Furthermore, the results of product trials on students, guidance and counseling teachers and principals were 4.36 with a percentage of 87%, 4.12 with a percentage of 82% and 4.22 with a percentage of 85%. These results show that the quality of the Biking Bae Mission model developed is included in the good category and is suitable for use to support the implementation of guidance and counseling service activities related to guidance and counseling orientation management in schools.

Recommendation

Guidance and counseling teachers need to get a special hour allocation to carry out guidance and counseling service activities. In addition, to maximize the use of the website, schools need to facilitate the needs of facilities and infrastructure in the implementation of guidance and counseling services at school. Students must be actively involved in guidance and counseling service activities. For other schools that want to use the Biking Bae Mission website, some adjustments are needed.

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