Satisfaction Level of Using Website-Based Interactive Media for Integrated Guidance and Counseling Services

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ABSTRACT

The development of technology and information has a significant impact on various aspects of human life, one of which is the field of education. Schools are becoming more adaptive to address these technological developments, including in guidance and counseling services. Guidance and counseling teachers must strive to select more innovative media to keep up with technological progress. In guidance and counseling services, website-based interactive press serves as a solution to address these challenges. Therefore, the purpose of this study is to measure the satisfaction level of website-based interactive media for guidance and counseling services, aiming to understand the level of satisfaction with the website used. The research method employed is a descriptive quantitative approach. Based on the results of the study conducted on a total sample of 35 students, 17% (6 students) are in the low category, 57% (20 students) are in the medium category, and 26% (9 students) are in the high category. It is concluded that the majority of students have a level of satisfaction that falls in the medium category when utilizing website-based interactive media as a means of guidance and counseling.

INTRODUCTION
Background

Information and communication technology has emerged as a vital component that affects many aspects of life in the ever-changing digital era. This era represents a new civilization in human life, one that often employs conventional or manual methods to become more modern and innovative, thereby becoming more sophisticated. Humans are increasingly facilitated in fulfilling their various needs with the presence of digital technology, where everything can be accessed quickly only through the touch of a finger (Kusnandi, 2019).

People can now easily access information at any time and from any location, thanks to the development of information and communication technology (Anshori, 2018). Technological advancements also drive innovations in various fields, including healthcare, education, transportation, and business, significantly increasing efficiency and productivity in daily life. The development of information technology enables various activities to be carried out quickly, precisely, and accurately, ultimately increasing productivity (Wardiana, 2002). Therefore, most people's life activities are inseparable from the Internet (Arianti, 2017).

One of the many fields significantly affected by the rapid development of information technology is education. The advancement of digital technology today encourages various disciplines to adapt and make changes (Noerhartati & Jatiningrum, 2021). The implication is a paradigm shift in education, moving away from the traditional system and toward a knowledge-based learning approach that enables people to learn with anyone, anywhere, at any time (Sutarman et al., 2019). Technology enables the education sector to implement distance learning, utilize e-books, conduct online courses, and use other digital media to optimize learning experiences in school environments.

Schools require guidance and counseling services as a crucial role in supporting student development. Guidance and counseling help students overcome various challenges they may face, such as academic issues, social difficulties, or personal problems. Additionally, guidance and counseling teachers or school counselors must develop attractive and efficient service media.

The rapid advancement of information technology has introduced new approaches and innovations to school guidance and counseling services. According to Ifdil & Ardi (2013), this situation requires guidance and counseling teachers to master e-counseling services in general and online counseling specifically. This technological progress encourages guidance and counseling teachers to become more adaptive in formulating service strategies and developing guidance and counseling media in schools by leveraging technology. Guidance and counseling services, which were previously conducted in person, can now be delivered digitally. Counselors can use video conferencing, instant messaging applications, and specialized online counseling platforms to communicate with students or clients. This approach allows counseling to be conducted more flexibly, unconstrained by time and location, and reaching a broader audience in need of support.

One strategy that guidance and counseling teachers can implement in the digital era is selecting appropriate media for delivering guidance and counseling services. The ultimate goal of media selection is its utilization in learning activities, allowing students to engage interactively with the chosen media (Rahmatina Rahim et al., 2019). One type of media that aligns with technological advancements and can be used by students who frequently engage with internet platforms is website-based interactive media.

In web-based interactive media, there is interactive multimedia. Interactive multimedia is a collection of various components connected, including text, images, art, sound, animation, and video (N. R. D. Permatasari & Winingsih, 2017). In today's digital era, websites serve as one of the primary media for delivering information and facilitating communication (Alamsyah et al., 2024). Dissemination of information can be achieved by increasing access and transferring knowledge through the use of website media (Said, 2019). The use of website-based interactive media can provide an engaging and enjoyable experience for students while facilitating access to integrated information, guidance, and counseling services. This media can significantly support guidance and counseling activities conducted in classrooms. Presented interactively, students can more easily grasp the objectives of the material being delivered and avoid being passive recipients in counseling sessions. Interactive multimedia provides a more dynamic and engaging experience for students receiving counseling services, enabling them to interact directly with counseling materials (Sucipto et al., 2022).

Therefore, based on these concerns, researchers recognize the importance of determining the satisfaction level of users utilizing website-based interactive media for guidance and counseling services. It is also expected to assist students and guidance and counseling teachers in implementing more integrated guidance and counseling services.

METHODS
Research Design
This research uses a quantitative approach with descriptive methods. This research uses a quantitative approach with descriptive methods. The purpose of using this approach is to measure the satisfaction of using website-based interactive media. With this approach, the collected data will be analyzed numerically to provide a clear picture of user satisfaction levels. The descriptive method used aims to describe the characteristics or further analyze the level of user satisfaction.

Data Collection
The data collection method is an approach used by researchers to help them conclude from quantitative information gathered from respondents. In this study, a data collection method using a questionnaire was used. According to Syahrum and Salim (2014), a questionnaire is a data collection technique that involves a series of written questions to obtain information or data from data sources or respondents. This questionnaire contains a series of questions or statements related to the level of satisfaction with the use of interactive media, based on websites, that will be given to Class X-1 students at SMA Negeri 1 Gelumbang.

Participants and Procedure
According to Sugiyono (2017), the sample is a subset of a population that possesses certain properties. The population in this study consisted of all Class X students of SMA Negeri 1 Gelumbang in the 2024/2025 school year, totaling 10 classes with a total of 351 students. In determining the sample for this study, the researcher employed a purposive sampling technique. In line with Yusuf (2017), unlike other sampling methods, the purposive selection of information sources is based on predetermined objectives or special considerations. With special criteria, namely, students who have used interactive media services on the website https://bkkomprehensif.org/, 35 students from class X-1 were obtained as research samples.

Instruments
In this study, the questionnaire to be used is an adaptation of the research instrument developed by Nurullah (2022) based on predetermined aspects, namely appearance, content, features, material, human resources, benefits, and information. Then, researchers used a Likert scale with predetermined score criteria. After conducting validity and reliability tests, 31 statement items can be used as measuring instruments.

Data Analysis
According to Darmawati (2023), analysis is a process that involves various activities, such as parsing, distinguishing, selecting, classifying, and grouping things based on specific criteria, then tracing their relationships and interpreting their meanings. Data analysis is a crucial stage in research that significantly impacts the accuracy and validity of the research results. Data analysis in this study was carried out using descriptive statistical methods. Descriptive statistics is a data analysis method that describes the data as it is and aims to provide a representation of the data that accurately reflects the actual conditions without drawing general conclusions.

RESULT AND DISCUSSION
Result

Based on data analysis, the satisfaction level regarding the use of website-based interactive media can be seen in the following table:

Table 1. Satisfaction Level Categorization

Categorization	Interval	Frequency	%
High	X ≥= 98	9	26
Medium	78 ≤= X < 98	20	57
Low	X < 78	6	17

Based on the analysis of the data presented in the table, students' satisfaction with using website-based interactive media in guidance and counseling services can be categorized into three groups. About 17% (6 students) fall into the low category with a score below 78. Meanwhile, 57% (20 students) fall into the medium category, with scores ranging from 78 to 98, and 26% (9 students) belong to the high category, with scores of 98 or above. Thus, overall satisfaction with the use of website-based interactive media for optimizing guidance and counseling services is at a medium level, with the largest percentage, 57%, consisting of 20 students.

Table 2. Percentage of Satisfaction Aspects

Satisfaction Aspect	Average	%
Appearance	12	13
Content	20	22
Features	8	9
Material	16	18
Human Resources (HR)	3	3
Benefits	23	26
Information	8	9

According to the data presented in Table 2, the benefits aspect is the most dominant, accounting for 26%. The content aspect contributes 22%, followed by the material aspect at 18%. The appearance aspect accounts for 13%, while the information and features aspects each comprise 9%, and the human resources aspect has the lowest percentage at 3%. Therefore, benefits play the most significant role in determining the level of satisfaction with using website-based interactive media in guidance and counseling services.

Table 3. Satisfaction Categorization of Appearance Aspect

Categorization	Score	Frequency	%
High	X ≥= 14	8	23
Medium	10 ≤= X < 14	16	46
Low	X < 10	8	31

Based on Table 3, the satisfaction level regarding the appearance aspect in website-based interactive media usage can be categorized into three groups. The low category includes scores below 10, the medium category ranges from 10 to 14, and the high category includes scores of 14 or above. This categorization provides insights into users' perceptions of the visual design of interactive media used in guidance and counseling services.

Table 4. Satisfaction Categorization of Content Aspect

Categorization	Score	Frequency	%

High	X ≥= 23	3	9
Medium	18 ≤= X < 23	24	69
Low	X < 18	8	23

Based on Table 4, the satisfaction level regarding the content aspect of website-based interactive media can be categorized into three groups. The low category includes scores of 18 or below, the medium category ranges from 18 to 23, and the high category includes scores above 23. This categorization illustrates how users perceive the quality and relevance of content presented in website-based guidance and counseling services.

Table 5. Satisfaction Categorization of Features Aspect

Categorization	Score	Frequency	%
High	X ≥= 10	6	17
Medium	7 ≤= X < 10	25	71
Low	X < 7	4	11

Table 5 presents the satisfaction levels for the features aspect of website-based interactive media usage. The low category includes scores of 7 or below, the medium category covers scores between 7 and 10, and the high category includes scores above 10. This categorization provides insights into the ease of use and accessibility of available features within the interactive media for guidance and counseling services.

Table 6. Satisfaction Categorization of Material Aspect

Categorization	Score	Frequency	%
High	X ≥= 18	6	17
Medium	14 ≤= X < 18	23	66
Low	X < 14	6	17

Based on the categorization in Table 6, the material aspect of website-based interactive media is divided into three satisfaction levels. The low category includes scores below 14, the medium category ranges from 14 to 18, and the high category includes scores above 18. This categorization highlights the clarity and alignment of material with the objectives of guidance and counseling services.

Table 7. Satisfaction Categorization of Human Resources (HR) Aspect

Categorization	Score	Frequency	%
High	X ≥= 4	4	11
Medium	2 ≤= X < 4	29	83
Low	X < 2	2	6

Based on Table 7, the satisfaction level regarding the human resources (HR) aspect of website-based interactive media can be categorized into three groups. The low category includes scores below 2, the medium category ranges from 2 to 4, and the high category includes scores 4 or above. This categorization provides insights into the availability and role of human resources in supporting the effectiveness of website-based guidance and counseling services.

Table 8. Satisfaction Categorization of Benefits Aspect

Categorization	Score	Frequency	%
High	X ≥= 26	7	20
Medium	20 ≤= X < 26	24	69
Low	X < 20	4	11

Based on Table 8, the satisfaction level regarding the benefits aspect of website-based interactive media can be categorized into three groups. The low category includes scores below 20, the medium category ranges from 20 to 26, and the high category includes scores of 26 or above. This categorization provides insights into how users perceive the advantages and practical impact of website-based guidance and counseling services.

Table 9. Satisfaction Categorization of Information Aspect

Categorization	Score	Frequency	%
High	X ≥= 10	7	20
Medium	7 ≤= X < 10	26	74
Low	X < 7	2	6

Based on Table 9, the satisfaction level regarding the information aspect of website-based interactive media can be categorized into three groups. The low category includes scores below 7, the medium category ranges from 7 to 10, and the high category includes scores of 10 or above. This categorization offers insights into the clarity and usefulness of the information available within website-based interactive media, as well as its impact on the effectiveness of guidance and counseling services.

Discussion

Satisfaction in using web-based interactive media refers to a person's subjective experience after interacting with the media, which can range from being satisfied to being dissatisfied. This satisfaction measurement is significant in assessing the quality and effectiveness of the interactive media developed, as well as serving as an indicator of its success in meeting user needs.

This study was conducted to identify and describe the level of satisfaction of SMA Negeri 1 Gelumbang towards the use of website-based interactive media in integrated guidance and counseling services. To measure the level of satisfaction with the use of website-based interactive media, researchers adopted an instrument developed by Nurullah (2022). The instrument encompasses seven key aspects of assessment: appearance, content, features, materials, human resources (HR), benefits, and information. After the data processing, the results showed that of the 35 students who became the research sample, nine students, or 26% of the total, fell into the high category with a score equal to or more than 98. Meanwhile, 20 students, or 57% of the total, fell into the medium category, with scores ranging from 78 to 98. Six students, or 17% of the total, are in the low category, with a score below 78. The results of this study indicate that the level of satisfaction with the use of website-based interactive media in integrated guidance and counseling services falls into the moderate category, with the largest percentage, 57%, comprising 20 students.

The results of this study align with those of Nurullah (2022) regarding user satisfaction with website-based interactive media. The study revealed that as many as 21 out of 32 students were in the moderate category. Although the respondents are predominantly those not in the high category, this does not diminish the optimization of the guidance and counseling services provided, as the dominance of students indicates that they are highly satisfied with interactive media.

According to Yuniar research (2022), students at SMA Negeri 6 Tasikmalaya are generally satisfied with the guidance and counseling services they receive through the Hallo BK application. Specifically, class XI students have a satisfaction level of 95.7%, while class XII students have a satisfaction level of 97.2%. Grade X students have the highest satisfaction level of 98.4%. Based on these results, the Hallo BK application is successful in providing guidance and counseling services, and most users are satisfied with the services they receive.

In this study, the majority of respondents reported the highest level of satisfaction with the benefits aspect, at a percentage of 26%. This result indicates that, despite a moderate level of

satisfaction, website-based interactive media remains effective in providing benefits to guidance and counseling services. In the next position, the content aspect accounted for 22% of the result, indicating that the majority of students are satisfied with the content presented by the website development team. Furthermore, the material aspect followed at 18%. Meanwhile, the display aspect accounts for 13%. However, it has the lowest category of respondents; the dominance of learners with high satisfaction categories chose the answer "Very Satisfied" to the statement in the display aspect, indicating that the website's appearance is still well received and visually appealing. While the elements of information and features each have a percentage of 9%, this result shows that although the website has provided clear information, it still requires development in the neatness of the features available. Furthermore, the aspect of human resources (HR) shows the lowest percentage of 3%, indicating that educators or BK teachers require training to fully understand the function of the website features to be implemented in guidance and counseling services.

In the display aspect, satisfaction is measured based on two main indicators, namely, the attractiveness of the display and the suitability of the image with the background color. Based on the results of the analysis, a satisfaction level of 9% was obtained, which included three students in the low category with a score range of less than 10 obtained

that in the display aspect stated "Strongly agree" that there were several website displays that looked untidy. Meanwhile, 69% or 24 students are in the medium category, with a score range of 10 to 14, indicating that the website is easy to understand for guidance and counseling services. In comparison, 23% of children with a score range of 14 or higher are categorized as high, indicating that the combination of images and colors on the website is visually appealing. Therefore, the website-based interactive media display has a moderate level of satisfaction with the highest percentage (69%), which includes 24 students.

Satisfaction with the content aspect is measured by how simple the language is and how well the sentences are organized. The content factor is influenced by the information conveyed to users and the availability of platforms that enable easy access to the material (Anshori, 2018). Based on data analysis, it was found that as many as eight students were in the poor category with a score below 18 at a percentage of 23%; according to the researcher, this is because the website used is still in the process of being developed periodically so that the available content still does not cover all topics that users may expect. Furthermore, with scores ranging from 18 to 24, as many as 24 students, or 69% of the total included in the results of the questionnaire distributed, it was found that the majority of students felt that the language used on the website was very easy to understand. In comparison, three students, or 9% of the total included in the high category with a score of 23 or more, stated that the writing on the website was presented in an appropriate size to produce a sense of comfort for users. Therefore, with the highest percentage of 69%, consisting of 24 students, the data indicate that the level of content satisfaction with the use of web-based interfaces in media falls into the medium category.

The assessment of the features aspect in the use of website-based interactive media is based on the ease of operating the available features. According to the analysis results, 11% of the students, or four students, are in the low category, with a score below 7. This is because the presentation of features still needs to be developed to make it look more harmonious and neat. Meanwhile, the majority, 71% or 25 students, were in the medium category, with a score range of 7 to 10. It was found that the dominant respondents stated they were "Very Satisfied" with the functioning of the features contained in the website-based interactive media. As for 17% or six students included in the high category with a score equal to or more than 10, these respondents stated that the use of features is very easy to understand and can be operated very optimally. The results in this study are in line with research conducted by (Ulfa, 2021) that there are 3% of users think that there are parts of the feature that are still complicated to use, so it can be concluded that

the system is quite useful but still needs improvement to be better received by users. Therefore, the level of satisfaction with the features aspect of media use falls within the moderate category, with the largest percentage reaching 71%, which consists of 25 students who still require improvement to receive better guidance and counseling services.

The analysis of material aspects in the use of website-based interactive media involves assessing the suitability and clarity of the material presented. According to the study's results, six children, or 17%, fell into the low category with a score below 14. This indicates that there is still material that is not systematic in its presentation, which affects the assessment of the material aspect itself. Meanwhile, the majority, 66% or 23 students, fall into the medium category, with a score range of 14 to 18, stating that the material presented is easy to understand and clear to read. Of the 17% or six students classified in the high category, with a score range equal to or more than 18, 6 stated a score of "Very Satisfied" for the statement regarding the material presented as needed. This result shows that the highest percentage of 66% engagement indicates that the level of satisfaction with the material falls within the medium category.

In the aspect of human resources (HR) is measured based on the availability of human resources during the implementation of guidance and counseling. According to the analysis results, it was found that two students, or 6%, fell into the low category, scoring below 2. Meanwhile, the majority of the results obtained were scores ranging from 2 to 4, with a percentage of 83% or 29 students belonging to the medium category. Additionally, 11% or four students belonged to the high category, with scores equal to or more than 4. Based on these findings, the level of satisfaction with the HR aspect of using the media falls into the medium category, with the largest percentage reaching 83%, consisting of 29 students.

The HR aspect is measured by 1 statement item, which states that the guidance and counseling teacher is slow in responding to questions in the website features. The lack of human resources with information technology skills is the cause (Wardiana, 2002). Based on observations, researchers found that guidance and counseling teachers need development and training on the website, including all its functions. In the event of network errors or student questions, the website development team must respond swiftly to system or feature errors.

These results align with those reported by Permatasari's research (2023), which indicates that students in grades X and XI are predominantly in the medium category in terms of human resources. This indicates that human resources in schools directly involved in guidance and counseling are considered well-prepared to utilize guidance and counseling media, enabling them to collaborate and provide support by their respective authorities. They are also accustomed to using guidance and counseling media to the fullest extent possible.

Based on the results of the analysis of the benefits aspects of using website-based interactive media, satisfaction is measured in terms of interest in web media and student interest in participating in guidance and counseling services. A total of four students, or 11% of the total, have a score below 20 and are classified in the low category; this indicates that there are still users who feel unsuitable for website media. Meanwhile, the majority, with a score range of 20 to 26, namely 69% or 24 students, are included in the medium category, strongly agreeing that guidance and counseling services are interesting because of the website. The seven students, or 20% of the total, who have a score of more than 26 belong to the high category. Some users find it easier to follow guidance and counseling services through the website media. These results indicate that the level of satisfaction with the benefits aspect of using website-based interactive media falls into the moderate category, with the largest percentage reaching 69%, which includes 24 students.

In terms of information use on website-based interactive media, satisfaction is measured based on the clarity of the available information. According to the analysis results, two students, or 6% of the total, are included in the low category, with a score range below 7. This suggests that some students find the information on the website to be less than expected. Meanwhile, the

majority, with scores ranging from 7 to 10 and a percentage of 74% or 26 students included in the medium category, stated that the information contained in the website-based interactive media was clear. As for 20% or seven students classified in the high category with scores equal to or more than 10, users are very satisfied with the ease of understanding the information contained in website-based interactive media. Based on these findings, the level of satisfaction with the information aspect of using the media falls into the medium category, with the largest percentage, comprising 26 students, reaching 74%.

Implication

This study has important implications, namely that website-based interactive media can increase the effectiveness of guidance and counseling services by providing easier access for students and improving website development for the convenience and satisfaction of users in order to get maximum benefits and can be the basis for schools to develop policies related to the use of technology in counseling services, including training for teachers and developing better digital platforms.

Limitation

In the process of conducting this research, there were several obstacles in its implementation, namely the uneven use of the website in all classes at SMA Negeri 1 Gelumbang due to the limited human resources of BK teachers and hours of providing guidance and counseling services to students, so that subjects who met the sample criteria were only class X-1 students.

CONCLUSION

Based on the research results, the level of student satisfaction with the use of website-based interactive media for integrated guidance and counseling services at SMA Negeri 1 Gelumbang falls into the medium category, with a percentage of 57% or 20 students. Of the total sample of 35 students, 17% (6 students) were in the low category, 57% (20 students) were in the medium category, and 26% (9 students) were in the high category. The results of this study indicate that the majority of students have a level of satisfaction that is in the moderate category in utilizing website-based interactive media as a means of guidance and counseling.

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