



Enhancing the Use of WordPress to Optimise Guidance and Counselling Services

Romi Fajar Tanjung*¹, Yosef Yosef¹, Sigit Dwi Sucipto¹, Fadhlina Rozzaqyah¹,
Muhammad Aldy Ferdiansyah¹, Rizky Al Akbar Irawan¹

¹Universitas Sriwijaya, Indonesia

Corresponding Author: romifajar@fkip.unsri.ac.id*

ARTICLE INFO:

Received
November 23, 2025

Revised
March 07, 2026

Accepted
March 17, 2026

KEYWORDS:

guidance and counseling, counselor, digital applications, wordpress

How to Cite:

Tanjung, R. F., Yosef, Y., Sucipto, S. D., Rozzaqyah, F., Ferdiansyah, M. A., & Irawan, R. A. A. (n.d.). Enhancing the Use of WordPress to Optimise Guidance and Counselling Services. *Ghaidan: Jurnal Bimbingan Konseling Islam Dan Kemasyarakatan*, 45-53.
<https://doi.org/10.19109/mg30dh54>

Published by:

UIN Raden Fatah Palembang, Indonesia
<https://creativecommons.org/licenses/by/4.0/>

ABSTRACT

WordPress is a website-based platform that can be used to manage, store, and distribute various types of content with a simple, appealing, and easily accessible interface, as long as the location has an internet connection. With the convenience offered by WordPress, it is necessary to have skills in using this platform to optimise guidance and counselling services that can be accessed by counselees anywhere. Through this platform, counselees can access various guidance and counselling services as well as educational content that can enhance individual potential. The purpose of this training is to improve counsellors' competence in utilising WordPress for guidance and counselling services. A total of 19 counsellors participated in the activity. To measure the effectiveness of the training, an instrument titled "Evaluation of Counselors' Competency Improvement in the Use of WordPress" was used. Data analysis was conducted using Excel, Google Forms, and SPSS. The results of the training showed that counsellors' competence increased, with a pretest–posttest difference of 47.053 and a significance value of 0.000.

INTRODUCTION

The internet, as an information delivery medium, has transformed the way data is produced and distributed, shifting from physical forms to digital formats. This transformation is also evident in blogs and various websites that provide thousands of pieces of information every second to users (Hulu & Handoko, 2025). The development of an educational institution cannot be separated from various factors, one of which relates to how the institution is introduced to the public. In this context, marketing plays an important role in building a positive image of educational institutions (Anggraeni et al., 2025).

Guidance and counselling services also need to be widely introduced and integrated into digital platforms. The more innovative the service methods used, the higher the level of effectiveness and efficiency that can be achieved (Fahyuni et al., 2020; Pasmawati, 2016). To optimise guidance and counselling service strategies, educational institutions must adapt to media developments that align with the characteristics of today's society, particularly through the

utilisation of advances in information technology. One widely used application of information technology is websites. This medium serves as an effective digitalisation tool for schools to disseminate information related to teaching and learning activities, available services, educator profiles, student achievements, curriculum, and other aspects accessible to the public without spatial and temporal limitations (Aribowo et al., 2022).

Online counselling is one alternative that counsellors can employ to prevent, reduce, and increase self-awareness and assist clients in resolving problems through virtual or internet-based methods. In the era of Industry 4.0, the media used have become increasingly diverse and advanced, such as mobile phones, computers, the internet, and social media, which are easily accessible via smartphones. These various media facilitate interaction between counsellors and clients in the helping process, even when they are not in the same location or do not meet face-to-face. Online counselling also represents the implementation of technology in guidance and counselling services, requiring adaptation to the times while adhering to the ethical standards of the profession (Haryati, 2020). Therefore, online counsellors are expected to maintain professionalism by developing innovative services that meet the needs and demands of the 4.0 era.

Online counselling is an alternative service that counsellors can provide to prevent, reduce, and enhance self-awareness and assist clients in solving problems through virtual or internet-based media (Baker & Ray, 2011). In the era of Industry 4.0, the use of technology has become increasingly diverse and sophisticated, ranging from mobile phones and computers to the internet and social media, all of which can be easily accessed via smartphones. The presence of these various media facilitates interaction between counsellors and counselees, even when they are not in the same location or do not meet face-to-face. Online counselling not only reflects the application of technology in guidance and counselling services but also demands adaptation to technological developments without neglecting professional ethics (Glasheen et al., 2016). Therefore, counsellors are required to maintain professionalism by continually innovating in providing services that meet the needs and challenges of the 4.0 era.

Online information systems and services make it easier for various parties, both within the school and the general public, to access available information and public services. Currently, one of the most widely used information systems in schools is WordPress-based. This platform is a simple, flexible, and easily developed website management system that can be adapted by schools to meet their needs (Budiadi & Wibisono, 2024).

The use of the WordPress CMS in website management can save time and costs because the system is easy to operate. In addition, the platform provides flexibility and convenience in adding and updating content, ensuring that the information displayed remains current and relevant (Khaliq et al., 2023; Weripang et al., 2024).

In this context, the WordPress-based Content Management System (CMS) is utilised to enhance the quality of guidance and counselling services. Therefore, this activity aims to improve counsellors' skills in using WordPress so that guidance and counselling services can be accessed more widely and flexibly.

METHODS

This study employed a one-group pretest–posttest design to evaluate the effectiveness of a training-based community service program aimed at improving school counsellors' skills in developing WordPress-based counselling services. The activity was designed using a training model with a participatory approach. In this program, participants were involved throughout the planning, implementation, and evaluation stages to ensure the smooth execution of the activities.

The program took place at SMP Negeri 52 Palembang. The subjects of the activity were 19 junior high school counsellors from Palembang, consisting of 1 male and 18 female participants. The evaluation methods used included a pretest–posttest and observation of practical outcomes.

The pretest–posttest instrument employed a Semantic Scale ranging from 1 to 10. Data collection was conducted using a WordPress proficiency scale administered through Google Forms. Data analysis was carried out using Excel, SPSS, and Google Forms, with SPSS used to perform a paired sample t-test to examine differences before and after the training intervention.

Table 1. Evaluation Instrument for Enhancing Counsellors' Competence in the Use of WordPress

No.	Indicator	Sub-Indicator	Statement Item	Answer Options
1	Understanding of WordPress	Understanding the basic concept of WordPress as a CMS	I understand the main functions of WordPress in creating and managing websites.	Not understanding → Understanding
		Knowing the main features of WordPress	I know the WordPress features that can support guidance and counseling services.	
		Recognizing the benefits of WordPress for counseling services	I realize that WordPress can help facilitate the delivery of counseling information.	
2	Technical Skills	Ability to create and manage WordPress	I am able to create a WordPress account and manage a simple website.	Not capable → Capable
		Ability to upload and manage content	I can upload articles, images, or counseling materials through WordPress.	
		Ability to use plugins/themes	I can use WordPress plugins or themes according to the needs of counselling services.	
3	Utilization of WordPress in Counselling Services	Integration of WordPress with counselling information services	I can use WordPress to disseminate information about counselling programs at school.	Not appropriate → Appropriate
		Use of WordPress for communication	I can use WordPress as a medium of interaction with students or parents.	
		WordPress as a documentation medium	I can use WordPress to document counselling activities at school.	
4	Attitude and Sustainability	Motivation to use WordPress	I am motivated to continue using WordPress to support counselling services.	Not appropriate → Appropriate
		Readiness to develop content independently	I am ready to independently develop counselling content through WordPress.	
		Long-term commitment to utilization	I am committed to making WordPress a part of counseling services at school.	

RESULT AND DISCUSSION

Results

Table 2. Description of Counsellors' Competence in the Use of WordPress in Guidance and Counselling Services (Pretest–Posttest)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62,05	19	30,169	6,921

Posttest	109,11	19	7,644	1,754
----------	--------	----	-------	-------

The table above shows that before the training was conducted, the average score of counsellors' competence in utilising WordPress for guidance and counselling services was 62.05 out of a maximum score of 120. After participating in the training and mentoring sessions, the average competence score increased to 109.11. This indicates that following the training, there was an increase in competence scores of 47.053.

Table 3. Classification of Counselors' Competency Levels in the Use of WordPress in Guidance and Counseling Services (Pretest)

Category	Interval	Indicator I	Indicator II	Indicator III	Indicator IV
Very High	25–30	2	3	4	5
High	19–24	3	3	3	5
Medium	14–18	4	4	6	5
Low	9–13	3	3	2	2
Very Low	3–8	7	6	4	2

The pretest data show that most participants had not yet reached an optimal level in Indicators I, II, and III. This can be seen from the fact that in Indicator I, there were 5 participants who were above the medium category; in Indicator II, there were 6 participants above the medium category; and in Indicator III, there were 7 participants above the medium category. For Indicator IV, most participants were already above the medium category, with a total of 10 participants.

Table 4. Classification of Counselors' Competency Levels in the Use of WordPress in Guidance and Counseling Services (Posttest)

Category	Interval	Indicator I	Indicator II	Indicator III	Indicator IV
Very High	25–30	18	14	18	17
High	19–24	1	5	1	2
Medium	14–18	0	0	0	0
Low	9–13	0	0	0	0
Very Low	3–8	0	0	0	0

Table 4 shows that after the training on the use of WordPress in guidance and counselling services, participants generally demonstrated an improvement in their competence in utilising WordPress for these services. This condition is reflected in the number of participants who fell into the high and very high categories across all indicators. Significant improvement occurred in Indicators I and II, with 18 participants classified in the very high category. The differences in improvement for each indicator can also be clearly seen in Figure 1.

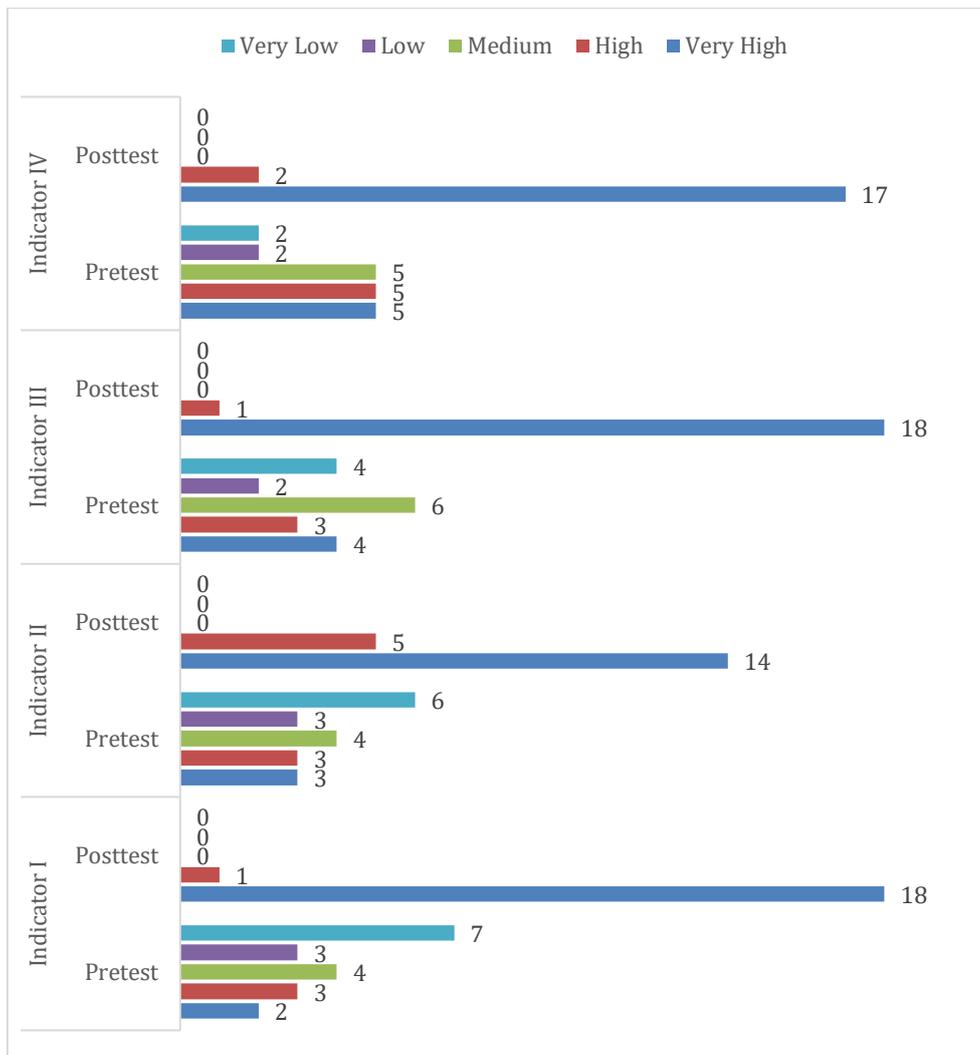


Figure 1. Differences in Counsellors' Competence in the Use of WordPress for Guidance and Counselling Services

Table 5. Paired Sample T-Test of Differences in Counsellors' Competence in the Use of WordPress for Guidance and Counselling Services

		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Pretest - Posttest	-47,053	29,712	6,817	-6,903	18	,000

The statistical test results indicate that there is a significant difference between the counsellors' competence before and after the training on the use of WordPress in guidance and counselling services. The average increase in scores was 47.053, with a significance value of 0.000 and a t-value of 6.903.

Discussion

Along with the progress of time, technology in education continues to advance. To this day, technological development has entered the digital era worldwide, including in Indonesia, which can be seen from the use of technology in the workforce as well as in the field of education. The rapid development of technology has also driven improvements in various educational media. Therefore, the world of education can utilise technology as a supporting tool in the implementation of educational processes (Pajrianor et al., 2024). Literature on online counselling shows that the quality and effectiveness of online counselling are closely related to the methods used and the experiences gained during counselling sessions. Online counselling is regarded as a practical

alternative to face-to-face meetings, and in Europe, this idea has become increasingly widespread. However, the understanding and application of online counselling may vary among counsellors.

Research findings indicate that there are four orientations in viewing online counselling, namely technical orientation, organisational orientation, ethics-based orientation, and developmental orientation (Paterson et al., 2019). Therefore, improving counsellors' competence is essential to enable them to adapt to technological developments, especially considering that most activities today are internet-based and can be accessed anytime and anywhere. The training conducted has successfully improved counsellors' ability to utilise WordPress in optimising guidance and counselling services. It is hoped that this will further enhance web-based counselling services, providing counsees with a flexible and easily accessible platform to support self-development and address challenges they encounter in their life journey.

In an era of rapid technological advancement, it is ironic that some individuals still prefer traditional methods. These traditional approaches should be integrated with internet-based technology to maintain engagement with counsees. When counsees consider online access as their primary choice for establishing therapeutic contact, counsellors are required to make decisions regarding the need for additional training in online counselling (Wright, 2002). The wise use of information and communication technology, supported by appropriate methods, can improve educational quality while expanding access (Anggraeni et al., 2025; Haq & Setyowati, 2021). Today, the internet has developed into one of the educational media utilised by almost all educational institutions worldwide because it provides educational information more quickly, with higher quality, and greater accuracy.

The use of technology in various forms has long triggered diverse reactions in many human-oriented professions. Several observers emphasise that although new technologies are often introduced with enthusiasm, the evidence base for their use in the field of guidance and counselling remains limited (Richards & Viganó, 2013). However, evidence of technology adoption has grown significantly, and the use of communication technologies is increasingly becoming part of everyday practice in various expanding forms (Goss & Hooley, 2015).

The successful integration of technology and social media in career services is not only determined by the technical skills or facilities available but also by practitioners' readiness to accept changes brought about by new technologies. An individual's understanding and experience of a phenomenon are strongly linked to their capacity to act, as people generally act based on how they understand, feel, or interpret something (Kettunen et al., 2013). Zain et al. (2023) explain that with a website-based service system, counsellors are expected to find it easier to provide guidance and counselling services. Additionally, such a system allows students to obtain guidance and counselling support more quickly and easily. Therefore, ongoing training in digital skills is essential so that counsellors develop the necessary understanding and experience in utilising technology within counselling services.

School counsellors around the world continue to seek effective ways to provide professional support to all students (Glasheen et al., 2016). Counsellors in school-based guidance and counselling services play an important role in assisting the development of students' personalities and guiding them to develop their academic abilities (Susilo, 2022). This role becomes more effective when guidance and counselling services are supported by a well-organised computerised system at school, enabling more structured and efficient data processing and storage (Fahyuni et al., 2020; Kurniawan et al., 2020; Setiawan et al., 2022).

Today's adolescents increasingly integrate online technology into their daily lives, both for seeking information and communicating with peers. Therefore, educators must also be active in utilising technology and producing educational content on various platforms so that such content remains competitive in quantity within the social media spaces widely used by adolescents. According to Pratiwi & Putri (2021), by utilising technology, counsellors are expected to gain

convenience in data collection, administration, and management of school guidance and counselling services. Based on this, the present study aims to develop a website-based guidance and counselling service that can improve accountability in service management and enhance the overall quality of guidance and counselling services. Moreover, this product is expected to serve as a foundation for counsellors in delivering more optimal guidance and counselling services.

CONCLUSION

The counsellors' competency levels before the implementation of the training and mentoring activities on the use of WordPress for optimising guidance and counselling services were mostly in the medium, low, and very low categories. After the program to enhance the use of WordPress for optimising guidance and counselling services, the counsellors' competencies generally improved and shifted into the high and very high categories. It is hoped that this improvement will help optimise digital or website-based guidance and counselling services, allowing counselees to access materials that support their personal development flexibly, anytime and anywhere. Furthermore, counselees will be able to consult easily and quickly through the WordPress platform that has been developed.

ACKNOWLEDGMENTS

The author expresses sincere gratitude to the Rector of Universitas Sriwijaya for the support, assistance, and contribution provided in the implementation of this community service activity, based on Rector's Decree No. 0014/UN9/SK.LPPM.PM/2025 under the Community-Based Service Scheme for the year 2025. Appreciation is also extended to the Dean of the Faculty of Teacher Training and Education, Universitas Sriwijaya, for supporting the administrative requirements related to the implementation permit of this activity. Furthermore, the author conveys gratitude to SMP 52 Palembang and the Musyawarah Guru Bimbingan dan Konseling (MGBK) Group of Palembang City for participating in this program, as well as to all parties involved who contributed to the success of this activity.

REFERENCES

- Anggraeni, W., Purnama, I. P. A. P. M., Risqiwati, D., Sugiyanto, S., Sidharta, H. A., Budiyanita, N. E., Djunaidy, A., Vinarti, R. A., Rikasakomara, E., Mahananto, F., Kusumawardhani, R. P., & Meilani, M. (2025). Implementasi CMS wordpress dalam pengembangan website sekolah SLB ABCD bakti sosial. *Sewagati*, 9(1), 2639–2651. <https://doi.org/10.12962/j26139960.v9i1.2321>
- Aribowo, D., Desmira, D., & Ramadhon, M. R. (2022). Sistem informasi berbasis website sekolah menggunakan WordPress. *Vocational Education National Seminar (VENS)*, 1(1), 30–34. [Google scholar](#)
- Baker, K. D., & Ray, M. (2011). Online counseling: The good, the bad, and the possibilities. *Counselling Psychology Quarterly*, 24(4), 341–346. <https://doi.org/10.1080/09515070.2011.632875>
- Budiadi, H., & Wibisono, H. (2024). Website profil sebagai media informasi sekolah dengan wordpress di SDN 03 Wirogunan Kartasura Sukoharjo. *MANTAP: Jurnal Pengabdian Masyarakat Teknologi dan Pendidikan*, 1(1), 30–34. [Google scholar](#)
- Fahyuni, E. F., Romadlon, D. A., Hadi, N., Haris, M. I., & Kholifah, N. (2020). Model aplikasi cybercounseling Islami berbasis website meningkatkan self-regulated learning. *Jurnal Inovasi Teknologi Pendidikan*, 7(1), 93–104. <https://doi.org/10.21831/jitp.v7i1.34225>
- Glasheen, K. J., Shochet, I., & Campbell, M. A. (2016). Online counselling in secondary schools: Would students seek help by this medium? *British Journal of Guidance & Counselling*, 44(1), 108–122. <https://doi.org/10.1080/03069885.2015.1017805>

- Goss, S., & Hooley, T. (2015). Symposium on online practice in counselling and guidance. *British Journal of Guidance & Counselling*, 43(1), 1–7. <https://doi.org/10.1080/03069885.2015.995471>
- Haq, M. S., & Setyowati, N. A. D. (2021). Pengembangan website sekolah berbasis wordpress pada Yayasan Al Aziz Jatisawahan Nganjuk. *Jurnal Administrasi, Kebijakan, dan Kepemimpinan Pendidikan (JAK2P)*, 2(2), 214. <https://doi.org/10.26858/jak2p.v2i2.30885>
- Haryati, A. (2020). Online counseling sebagai alternatif strategi konselor dalam melaksanakan pelayanan e-counseling di era industri 4.0. *Bulletin of Counseling and Psychotherapy*, 2(2), 27–38. <https://doi.org/10.51214/bocp.v2i2.33>
- Hulu, N. K., & Handoko, D. (2025). Optimalisasi kinerja CMS wordpress melalui penerapan replikasi database MYSQL. *Judis: Jurnal Multidisiplin Dan Sains*, 1(2), 160–172. [Google scholar](https://scholar.google.com/)
- Kettunen, J., Vuorinen, R., & Sampson, J. P. (2013). Career practitioners' conceptions of social media in career services. *British Journal of Guidance & Counselling*, 41(3), 302–317. <https://doi.org/10.1080/03069885.2013.781572>
- Khaliq, A., Arianti, C., Simanjuntak, C. A., & Harahap, D. A. P. (2023). Perancangan website profil program studi menggunakan content management system wordpress. *Jurnal Nasional Teknologi Komputer*, 3(3), 196–201. <https://doi.org/10.61306/jnastek.v3i3.93>
- Kurniawan, D., Wahyuningsih, T., & Aru, H. (2020). Pembuatan web dalam layanan bimbingan dan konseling jenjang SMP/MT.s. *International Journal of Community Service Learning*, 4(1), 52–58. [Google scholar](https://scholar.google.com/)
- Pajrianor, P., Supriatin, A., Syar, N. I., & Annovasho, J. (2024). Developing web based learning media using wordpress in light material at SMP/MTS. *JIPF (Jurnal Ilmu Pendidikan Fisika)*, 9(3), 318. <https://doi.org/10.26737/jipf.v9i3.5342>
- Pasmawati, H. (2016). Cyber counseling sebagai metode pengembangan layanan konseling di era global. *Syi'ar*, 16(1), 43–54. <https://doi.org/10.29300/syr.v16i2.1269>
- Paterson, S. M., Laajala, T., & Lehtelä, P.-L. (2019). Counsellor students' conceptions of online counselling in Scotland and Finland. *British Journal of Guidance & Counselling*, 47(3), 292–303. <https://doi.org/10.1080/03069885.2017.1383357>
- Pratiwi, M. P., & Putri, V. Q. (2021). E-Konseling berbasis website dengan menggunakan metode prototype sekolah menengah pertama negeri 24 Palembang. *Journal of Technopreneurship and Information System*, 4(2), 1–2. <https://doi.org/10.36085/jtis.v4i2.1766>
- Richards, D., & Viganó, N. (2013). Online counseling: A narrative and critical review of the literature. *Journal of Clinical Psychology*, 69(9), 994–1011. <https://doi.org/10.1002/jclp.21974>
- Setiawan, W. A. W., Nabyla, F., & Fathulloh, F. (2022). Sistem informasi bimbingan konseling berbasis web menggunakan PHP dan MYSQL di SMK Nurul Huda NU Paguyangan. *Jurnal Sistem Informasi dan Teknologi Peradaban*, 3(1), 23–30. [Google scholar](https://scholar.google.com/)
- Susilo, A. T. (2022). Smart media: Alternatif pelayanan bimbingan dan konseling berbasis online. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 11(1), 99–112. <https://doi.org/10.15294/ijgc.v11i1.58081>
- Weripang, M. M., Rahmadhani, I. A., & Matahari, M. (2024). Rancang bangun website berbasis CMS wordpress versi 6.3 di kampung Kalamanutik Distrik Fakfak Timur Tengah. *Neptunus: Jurnal Ilmu Komputer Dan Teknologi Informasi*, 2(2), 102–113. <https://doi.org/10.61132/neptunus.v2i2.113>
- Wright, J. (2002). Online counselling: Learning from writing therapy. *British Journal of Guidance & Counselling*, 30(3), 285–298. <https://doi.org/10.1080/030698802100002326>
- Zain, F., Sugiyarta, A., & Harsiti. (2023). Rancang bangun sistem informasi bimbingan konseling berbasis web. *ProTekInfo: Pengembangan Riset dan Observasi Teknik Informatika*, 10(1), 15–21. <https://doi.org/10.30656/protekinf.v10i1.6578>

Copyright Holder:
© Authors. (2026)

First Publication Right:
© Ghaidan Jurnal Konseling & Masyarakat

This article is under:

