

# Chat and Face-to-Face Counselling with Web E-Counselling: Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Individual Blended Counselling

Agus Supriyanto<sup>1\*</sup>, Anwar Sutoyo<sup>2</sup>, Mulawarman<sup>3</sup>, Amien Wahyudi<sup>4</sup>

<sup>1,4</sup>Universitas Ahmad Dahlan, +62 812 2682 2047, Jalan Kolektor Ring Road Selatan, Tamanan Banguntapan Bantul Yogyakarta, Indonesia,

<sup>2,3</sup>Semarang State University, Kampus Sekaran Gunungpati Semarang, Jawa Tengah, Indonesia,

## ABSTRACT

Students at school need to develop a character of responsibility in learning discipline (Re-LeaD) after the Covid-19 pandemic (CV-19P), or face-to-face meetings (FTF) are a concern. The character of Re-Lead as a form of student success in the future. Aims to research determine the individual blended counselling model of the behaviouristic counselling approach to increase Re-Leads and the effectiveness of the individual blended counselling model of the behaviouristic counselling approach to increase Re-Leads. Individual counselling with a behaviouristic process combines FTF chat and counselling with an e-counseling website. Research and development are limited to five steps (1) study problem; (2) hypothetical draft model; (3) model feasibility test through guidance and counselling reviews; (4) revising model; (5) testing effectiveness model. The instrument used is the Re-LeaD scale and expert review on the feasibility model. Data analysis with the reliability coefficient between reviewers and Cohens Kappa, then t-test to test the model's effectiveness. The results of the study concluded that the blended counselling model with a behaviouristic counselling approach is feasible to be applied by school counsellors to increase Re-Leads students based on an average rating of more than 3.09 (scale 4) from reviews by experts and guidance and counselling practitioners (0.621 with sig. 0.000 < 0.05). The individual blended counselling with behaviouristic counselling approach can also effectively increase Re-Leads students in the higher category (21.5) than before the intervention (10.75) and sig. 0.000 < 0.05. Counsellors can use individual blended counselling with behaviouristic methods as one of the counselling strategies to increase Re-Leads.

**Keywords:** Website, Blended Counselling, Responsible Learning Discipline, Chat Counselling, Face to Face Counselling

## INTRODUCTION

The condition of the CV-19P presents excellent educational opportunities with digital and physical learning (Rapanta et al., 2021). Still, character changes in Indonesian children are challenging due to studying at home. The habit of online learning shows limitations for education (Ashour et al., 2021), especially the implementation of character education (Aziz et al., 2021). The big challenge in education after the CV-19P is education centered on academic, cultural and social success (Ladson-Billings, 2021). In Indonesia, the big challenge for students after the CV-19P in education is the growth of character based on local wisdom (Sulistiyani et al., 2022) for students' academic success. The big challenge in the world is the crisis in student responsibility in post-CV-19P self-discipline, so teachers are worried about students' futures (Atweh et al., 2022).

One of the studies in Indonesia shows that teachers feel dissatisfied with online learning because students need to have awareness and habits to be responsible for assignments (Nurazizah, 2021). Responsibility for learning is a big challenge for education in Indonesia, especially for students after the CV-19P (Saperstein, 2022). After entering school face to face in post-pandemic conditions, Covid-19 needs to increase their responsibility. Besides that, student discipline in learning is

also a big challenge. Students need more discipline in academic activities such as timely absences, hair styling, clothing, and school assignments that need to be habituated after the CV-19P, online learning, or blended learning. As time changed during the post-CV-19, students began to lose their responsibility for learning discipline with various academic and non-academic violations. This condition is to research in Indonesia regarding the decline in student discipline character (Zulela et al., 2022) and student academic problems (Supriyanto et al., 2022), requiring counselling interventions (Syapal et al., 2022).

**Corresponding Author e-mail:** agus.supriyanto@bk.uad.ac.id

<https://orcid.org/0000-0002-6430-6805>

**How to cite this article:** Supriyanto A, Sutoyo A, Mulawarman, Wahyudi A (2024). Chat and Face-to-Face Counselling with Web E-Counselling: Increasing Student Discipline Responsibilities Post-Covid-19 Pandemic Through Individual Blended Counselling. Pegem Journal of Education and Instruction, Vol. 14, No. 1, 2024, 331-338

**Source of support:** Nil

**Conflict of interest:** None.

**DOI:** 10.47 750/pegegog.14.01.37

**Received:** 28.12.2022

**Accepted:** 05.03.2023

**Publication:** 01.01.2024

Responsibility is an attitude and behavior in properly reflecting their duties and obligations (Ardila et al., 2017) and responsibility is the key to individual success. Meanwhile, discipline is a character for professional success with future versatility (Zapata & Leihy, 2022). Students who have a disciplined character have two indicators in the learning process (attention, attendance, participation, and timeliness in assignments) as well as learning behavior (orderliness, obedience to rules, and courtesy) (Sari & Hadijah, 2017). Meanwhile, students' academic responsibilities include doing homework and homework well, and every action is carried out with full responsibility, carrying out pickets at school with a sense of responsibility, and collecting assignments on time (Sya tri, 2017). Of all these indicators, schools have a role in shaping the character of discipline (Sugai & Horner, 2014). Through counselling, school counsellors must improve the character of Re-Leads in students (Wulyaningsih et al., 2022).

Re-Leads' character in post-CV-19P students is quite concerning because they are carried away by CV-19P's inactive condition, late for school, late for assignments, and messy hair in male students. This condition affected the post-CV-19P students (Rahmatullah et al., 2022). This study aimed to improve Re-Leads' character, counselling services in schools can be done FTF and chat or blended counselling (Kretschmer & Brunner, 2015). Blended counselling is a strategy that combines chat counselling services and FTF counselling (Supriyanto et al., 2021). Blended counselling combines FTF sessions with internet and web interventions (Titzler et al., 2018). Individual counselling is a relevant strategy to cultivate the character of responsibility in student learning discipline. The literature review results show that blended counselling with the facilitation of FTF individual counselling combined with individual counselling with text-based applications and video calls is a relevant strategy (Ekawati et al., 2022). Blended counselling application as a form of flexibility in personal counselling services according to student conditions.

Accommodation in the implementation of blended counselling to improve the character of Re-Leads through individual blended counselling. The resulting interview, school counsellors need a counselling model in FTF conditions and remote counselling. Individual blended counselling as a positive innovation (Van der Vaart et al., 2014). Individual counselling services combined with website counselling can be adjusted to the desired goal (Melchart et al., 2016). Individual counselling teaches students to change their mindsets, attention, and behavior (Dryden & Palmer, 1997). Individual counselling that is carried out online and offline has the same goal, namely to make students independent so that they can form a responsible character in the discipline of learning through three stages of individual counselling: the initial stage, the working stage, and the final stage (Amalia & Pahrul, 2019).

## METHOD

### Research Design

This research aims to develop an e-counselling website as a counsellor strategy for implementing individual blended counselling to improve the character of responsibility in student learning discipline. R&D adapt (Borg and Gall, 1983), which is finite to five steps due to limited time at school: (1) identification of the character level of Re-Leads students, which forms the basis for developing e-counselling websites and individual blended counselling models; (2) drafting model individual blended counselling for Re-Leads students character and e-counselling websites; (3) feasibility test by guidance and counselling reviews to measure the feasibility of the model and website; (4) model revision from the assessment of two experts; (5) test the model's effectiveness individual blended counselling for Re-leads student using the e-counselling website media (Borg and Gall, 1983). Test the model's effectiveness with an initial experiment involving four experiment participants. Experiment participants were assigned randomly to the experimental group using individual blended counselling interventions. Table 1 displays the pre-experimental designs.

### Data Collection Tools

The instruments use two forms. The first instrument is a scale of Re-Leads composed of 30 items declared valid with a

**Table 1:** Pre-experimental Design with Four Experimental Subjects

<i>Subject Experiments</i>	<i>Pre-Test</i>	<i>Treatment</i>	<i>Pos Test</i>
Experiment Participants 1	Q1	X	Q1
Experiment Participants 2	Q2	X	Q2
Experiment Participants 3	Q3	X	Q3
Experiment Participants 4	Q4	X	Q4

Information: O1, O2, O3, O4: Pre-Test and Post-Test Group Design

X: Individual Blended Counselling with Behaviour

coefficient of 0.292 to 0.665. The reliability assessed using the Cronbach alpha shows a value of 0.912 or is classified as very high category reliability. Responsibility scale instruments in learning disciplines are designed by themselves. Re-Lead involves eight aspects: attention while studying, attendance, punctuality, homework, responsible actions, collecting assignments, creating learning outcomes, and self-control in learning. The responsibility in learning discipline the scale measures the Re-Lead level pre and post-students who are given individual blended counselling. Table 2 shows the instrument grille, the responsibility instrument in the learning disciplines scale.

The second instrument to an assessment by experts to assess model feasibility from individual blended counselling. The expert evaluation sheet consists of 3 aspects: model overview, usability, and accuracy (Stufflebeam et al., 2000).

### Research Subject

In the identification stage of the profile of responsibilities in learning disciplines, the population involved was 30 Junior High School Tebuireng Science, Indonesia students, especially class VIII as a limited test. Using stratified random sampling, the study population consisted of 149 students in class VIII. The model feasibility test involves two reviews of guidance and counselling from scholars in the field of guidance and counselling, has a counselling innovation research map, and has experts in the field of responsibility in learning disciplines. At the testing stage of the model's effectiveness, students as research subjects had a Re-Lead level with shallow criteria with four experimental participants.

### Research Procedure

The steps in research application with seven steps. They first analysed the level of responsibility in student learning disciplines by distributing the Re-Lead level scale instrument to 149 students as the research population and 30 students as the research sample. Second, the initial draft of individual blended counselling to increase student Re-Lead with this design contains the characteristics of responsibility issues in student learning disciplines and the basic concept of implementing individual blended counselling. Third, reviews the feasibility of the model by involving two reviewers. Fourth, responses, criticisms, and suggestions from the reviewers so

**Table 2:** The scale of Responsibility Instrument in Learning Discipline (Sari & Hadijah, 2017)

<i>Number</i>	<i>Variable</i>	<i>Indicators</i>
1	Responsibility in Learning Discipline	Attention while studying Student Attendance Stick to schedules/times. School work Responsible behaviour Accumulate assignments appropriately Designing Learning Outcomes Control yourself in learning.

the model can be improved and perfected, namely individual blended counselling to increase responsibility in student learning disciplines. Sixth, researchers conducted model trials to test the effectiveness of individual blended counselling in increasing student Re-Lead. Seventh, the researchers identified the effectiveness of individual blended counselling in increasing student Re-Lead.

### Data Analysis Techniques

The data analysis technique is in the form of quantitative percentages to determine the level of responsibility in the learning discipline of Junior High School Science Tebuireng Indonesia students so that it can be seen the percentage of students who have obligations in the level of student learning discipline. In addition, the reliability coefficient analysis between reviewers and Cohens Kappa analysed the level of feasibility of the individual blended counselling model to increase responsibility in student learning disciplines. Furthermore, the t-test is an analytical technique to test the model's effectiveness, so a significant difference appears between the average conditions before and after counselling services.

### RESULTS

The finding of the R&D can be broken down into five main sections, namely (1) the level of responsibility in student learning disciplines; (2) a hypothetical draft model; (3) the

feasibility models, namely individual blended counselling to increase responsibility in student learning discipline; (4) model revisions; (5) test the effectiveness of the model, namely individual blended counselling to increase responsibility in student learning discipline.

### Level of Responsibility in Student Learning Discipline

From the recapitulation of the level of responsibility in student learning disciplines, the average responsibility in student learning disciplines is in a low category or 28.33%. This condition occurs because student responsibilities in learning discipline after the CV-19P are still influenced by the distance learning model or at home with all its limitations. Changes in mindset need help from school counsellors.

### A hypothetical draft of Individual Blended Counseling to increase Responsibility in Student Learning Discipline and E-Counseling Website

A hypothetical draft of individual blended counselling was prepared as the initial research model. Individual blended counselling designed with a behavioristic approach includes some stages, (a) problem assessment; (b) goals; (c) the use of reinforcement; (d) rearranging distorted beliefs; (e) behavioural intervention; and Website E-Counseling.

### Feasibility of Research Models

Individual blended counselling with a behavioristic approach with five stages. In this stage, the counsellor applies individual blended counselling with a behavioristic system in the counsellor's efforts to help clients with problems; in

this problem, the emphasis is on increasing responsibility in student learning discipline. The focus of implementing individual blended counselling with a behavioristic approach is to change the counselee's behaviour to be more positive. Reinforce changes in the counselee's behaviour for the better. The assumption underlying individual blended counselling is FTF and chat counselling (online) (Supriyanto et al., 2021). Model feasibility is tested by conducting an assessment by guidance and counselling reviews—the model feasibility assessments by guidance and counselling review (Table 3).

The average of the model appraisal reviews is 3.12. The resulting feasibility of the model using interpreter reliability analysis of the Kappa Cohens coefficient by two reviewers in table 4.

The results of the feasibility of the individual blended counselling model to increase student Re-Lead with the Kappa Cohen inter-rater reliability coefficient is  $K = 0.621$  or strong criteria. The results also show that a significance value of 0.000 is less than 0.05 with a significance level of 5%, so it is feasible to apply.

### Model Revision

The initial model received several criticisms and suggestions from experts who assessed the hypothetical draft individual blended counselling behavioristic approach using FTF and chat counselling (online counselling) to increase responsibility in student learning discipline. Ideas and reviews for improvements from experts, in general, are as follows (1) stages need to be operationally regulated in individual services with FTF counselling combined with online counselling (chat counselling) with a behavioristic approach, (2) stages

Assalamualaikum, wr.wb.

Dalam menghadapi pandemi Covid-19 Laboratorium Bimbingan dan Konseling membuat terobosan terbaru yaitu pelayanan konseling berbasis online (WhatsApp, Instagram, Facebook, Line, Zoom Meeting dll).

"YUK PILIH KONSELOR KAMU MELALUI LAYANAN KONSELING ONLINE"

**Prosedur Pendaftaran Konseling Online**

1. Pendaftar mengisi data diri dan memilih konselor dengan mengisi formulir di sini >> layanan\_e-konseling-bimbingan
2. Data akan direkap admin.
3. pendaftaran mendapatkan informasi waktu pelayanan konseling yang akan di berikan dari admin.
4. Proses Konseling dapat di lakukan melalui WhatsApp, Instagram, Facebook, Line, Zoom Meeting dan lms.

Wassalamualaikum, wr.wb

\*sumber



**Fig. 1:** Website E-Counseling (<https://bimawa.uad.ac.id/e-counseling/>) and Individual Stages of Blended Counseling with a Behavioristic Approach



of individual counselling with a behavioristic approach need details for chat counselling and FTF counselling, (3) it is necessary to bring up behavioristic counselling techniques, (4) operationalising the transfer of chat counselling and FTF counselling, or vice versa.

### Test the Effectiveness of Individual Blended Counselling

The next stage is to test the effectiveness of the model. Test the effectiveness of effects on individual blended counselling behavioristic approaches in increasing responsibility in student learning disciplines empirically. Before treatment, a pretest was conducted to measure the effectiveness of the individual blended counselling behavioristic approach to measure the

level of increased responsibility in student learning discipline before being given treatment at Tebuireng Science Middle School.

Model trials tested the effectiveness of individual blended counselling behavioristic approaches to increasing responsibility in student learning disciplines. Four students with the lowest level of responsibility in the learning discipline participated in the experiment to test the model's effectiveness.

Based on table 5, it can be analysed by t-test. The results of the analysis are as follows.

Table 6 shows that the behavioristic approach to individual blended counselling interventions gives an average rating of responsibility in student learning disciplines higher than

**Table 3.** Review Assessment of Models

Number	Indicators	Average Value
1	Model Overview	3.09
2	The model for increasing responsibilities in student learning disciplines	3.16
3	The usefulness model for counsellors to increase responsibility in students' learning discipline	3.12

**Table 4:** Cohens' Kappa Coefficient Analysis

	Value	Asymptotic standard Error	Approximation Tb	Approximation Significance
The measure of Agreement Kappa	.621	.062	7.818	.000
N of Valid Cases				

**Table 5:** Changes in Pre-test and Post-test Results Scores

Number	Initial	Pre Test	Post Test	Change
1	Je	10	20	10
2	Sa	10	21	11
3	As	10	22	12
4	Eb	13	23	10
	Average	10,75	21,5	10,75

**Table 6:** Average Changes in Level of Responsibility in Learning Discipline

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	10.7500	4	1.50000	.75000
	Post Tetst	21.5000	4	1.29099	.64550

**Table 7.** Signi cance Value of T-Test Results

		Paired Differences			t		Df	Sig. (2-tailed)	
Mean		S t d . Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pre-Test - Post Test	-10.750	.95743	.47871	-12.27348	-9.22652	-22.456	3	.000

before getting counselling. That is, the level of responsibility in student learning discipline after receiving individual blended counselling interventions with a behavioristic approach is higher (21.5) than before the intervention (10.75). This difference can be significant if the t-test is small, with an alpha level of 0.05.

In table 7, the significance value is 0.000 or littler than 0.05, so it can be concluded that there is a difference before and after the intervention. Individual blended counselling interventions with a behavioristic approach effectively increase the level of responsibility in student learning disciplines carried out by school counsellors.

## DISCUSSION

### The Urgency of Developing Responsibility in Learning Discipline by School Counselors

Responsibility in student learning disciplines as character and skills needed in the 21st Century (Saavedra & Opfer, 2012). Indonesia also needs character instilled in schools by teachers, especially discipline and responsibility (Zulela et al., 2022). An academic discipline is an individual or student strategy towards success (Agnew, 2013). This condition is to research results that individuals who have learning responsibility and learning discipline will increase student learning motivation (Abdullah, 2021). So responsibility will bring up adaptive actions and impact individual success. Responsibility is fundamental for students' social interaction in formal education, learning, or work.

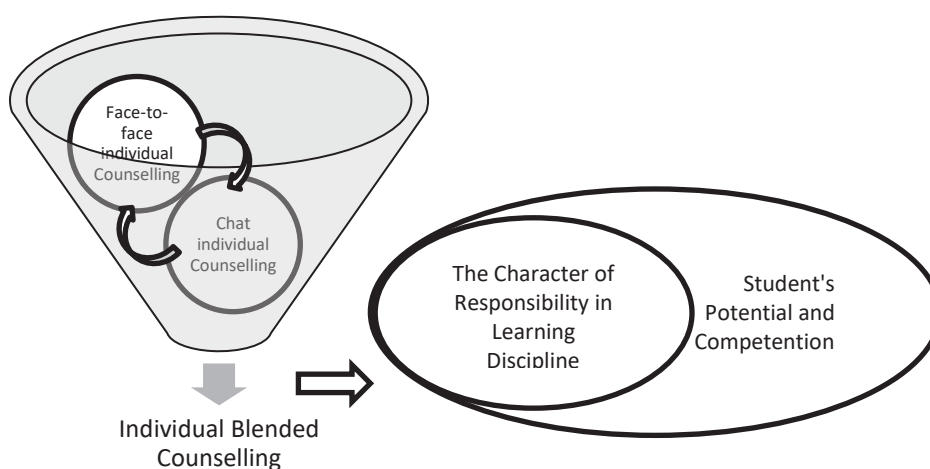
In addition to helping the character of responsibility in student learning discipline, the teacher acts as a role model. The teacher must also be able to provide discipline. Teachers or counsellors who can provide examples of discipline impact students who are more responsible for their own and

behaviour peers' behaviour (Romi et al., 2009). Teachers who set an example will impact children's learning abilities to be disciplined and responsible throughout life (Ingerman & Wickman, 2015). This condition allows school counsellors to provide examples of discipline so that students imitate and form responsible behaviour in lifelong learning.

### Combination of Chat Counseling and Face to Face Counseling

The challenge for teachers, one of which is school counsellors, is the use of digital-based media, especially counselling services, to attract and facilitate students (Rahmatullah et al., 2022). Individual blended counselling services can implement flexible and innovative media. The combination of individual counselling processes with FTF and chat by school counsellors as an alternative to personal counselling services to develop student disciplinary responsibility. In addition, it can also integrate the counselling approach, namely the behavioural counselling approach, the technique of forming new behaviours and positive reinforcement. The formation of new behaviour from low disciplinary responsibility is changed to having increased disciplinary responsibility. They give positive support where the technique is used by providing as soon as the expected behaviour appears, such as a smile, approval, praise, gold stars, medals, money and other prizes. Giving positive reinforcement is done so that the client can maintain new behaviour that is responsible for learning discipline is formed.0

In this study, chat counselling is an online strategy to increase student Re-Lead. Chat counselling facilitates students as counselees to maintain anonymity and delay time between them (Richards & Viganó, 2013). This research enables the use of WhatsApp in online chat, which is contextually the same as web chat, to explore problems and solutions with WhatsApp chat and talk interactions (Midkiff et al., 2018). The use of



**Fig. 1: Desain Individual Blended Counselling to increase student Re-Lead**

chat counselling is the same as FTF counselling because it creates social interaction and therapeutics and builds student intersubjectivity (Stommel & Van der Houwen, 2013). The therapeutic relationship in chat counselling with WhatsApp continues to show good relations in chat, self-organisation, reinforcement of the text in the chat, development of text relationships, and termination of the counselling process via text (Salleh et al., 2015). Chat counselling as part of online counselling has the potential (Ersahin & Hanley, 2017) to be implemented and combined with FTF counselling. The combination of online counselling is FTF counselling. FTF counselling is in person and meets FTF.

## CONCLUSION

The character of Re-Lead is an indicator that can optimally support success in both academic and non-academic fields. The problem of Re-Lead is a factor that is detrimental to student success if it isn't taken seriously. One effort the counsellor can make is the individual blended counselling behavioristic approach. These unique blended counselling behavioristic approaches help counselees form more academically responsible behavior and discipline in learning. This study concluded that individual blended counselling behavioristic approaches are appropriate for school counsellors and counsellors outside of school to help counselees increase their Re-Lead. In addition, individual blended counselling behavioristic approaches can also effectively increase Re-Leads. Counsellors can adapt the practice of individual blended counselling to a behavioristic approach as a school counsellor strategy to increase Re-Leads students at school. The limitations of this study lie in model trials that have yet to implicate research subjects on a large scale with this problem. The generalization of study results needs to be more comprehensive. The findings of this study can be used as a reference for future research to combine FTF and online counselling with improving each component of Re-Leads.

## SUGGESTION

The following recommendations are for conducting extensive empirical and practical research with a control group with a variety of other approaches—a combination of FTF and online counselling as a form of flexibility in implementing post-CV-19P counselling.

## REFERENCES

- Abdullah, H. (2021). Analysis of Critical Thinking Skills Based on Learning Motivation, Responsibility, and Physics Learning Discipline of Senior High School Students in Takalar. *Journal of Physics: Conference Series*, 1805(1), 012004. <https://doi.org/10.1088/1742-6596/1805/1/012004>
- Agnew, M. (2013). Strategic planning: An examination of the role of disciplines in sustaining internationalization of the university. *Journal of Studies in International Education*, 17(2), 183–202. <https://doi.org/10.1177/1028315312464655>
- Amalia, R., & Pahrul, Y. (2019). Intervensi Konselor Sekolah Untuk Meningkatkan Self Esteem Bagi Anak Keluarga Broken Home. *Jurnal Pendidikan Tambusai*, 3(1), 632–640. <https://doi.org/10.31004/jptam.v3i1.253>
- Ardila, R. M., Nurhasanah, N., & Salimi, M. (2017). Pendidikan Karakter Tanggung Jawab dan Pembelajarannya di Sekolah. *Prosiding Seminar Nasional Inovasi Pendidikan*.
- Ashour, S., El-Refae, G. A., & Zaitoun, E. A. (2021). Post-pandemic higher education: Perspectives from university leaders and educational experts in the United Arab Emirates. *Higher Education for the Future*, 8(2), 219–238. <https://doi.org/10.1177/23476311211007261>
- Atweh, B., Kaur, B., Nivera, G., Abadi, A., & Thinwiangthong, S. (2022). Futures for Post-Pandemic Mathematics Teacher Education: Responsiveness and responsibility in the Face of a Crisis. *ZDM—Mathematics Education*, 1–13.
- Aziz, A., Suprayitno, I. J., Prahmana, R. C. I., & Prasetyo, P. W. (2021). Maintaining Character Education During and After Pandemic. *Proceeding International Conference on Mathematics and Learning Research*, 53–61.
- Borg and Gall, B. (1983). Educational research, an introduction. *New York and London: Longman Inc.*
- Dowling, M., & Rickwood, D. (2013). Online counseling and therapy for mental health problems: A systematic review of individual synchronous interventions using chat. *Journal of Technology in Human Services*, 31(1), 1–21. <https://doi.org/10.1080/1522835.2012.728508>
- Dryden, W., & Palmer, S. (1997). Individual counselling. *Handbook of Counselling*, 39–57.
- Ekawati, J. I., Supriyanto, A., Suprihatin, B., Hendiani, N., & Mulawarman, M. (2022). Individual Blended Counseling Design for Disciplinary Responsibilities. *Jurnal Pendidikan Tambusai*, 6(1), 3694–3705. <https://orcid.org/0000-0001-8590-9341>
- Ersahin, Z., & Hanley, T. (2017). Using text-based synchronous chat to offer therapeutic support to students: A systematic review of the research literature. *Health Education Journal*, 76(5), 531–543. <https://doi.org/10.1177/0017896917704675>
- Holmes, C., & Foster, V. (2012). A preliminary comparison study of online and face-to-face counseling: Client perceptions of three factors. *Journal of Technology in Human Services*, 30(1), 14–31. <https://doi.org/10.1080/1522835.2012.662848>
- Ingerman, Å., & Wickman, P.-O. (2015). Towards a teachers' professional discipline: Shared responsibility for didactic models in research and practice. In *Transformative teacher research* (pp. 167–179). Brill. [https://doi.org/10.1163/9789463002233\\_014](https://doi.org/10.1163/9789463002233_014)
- Jonas, B., Leuschner, F., Eiling, A., Schoelen, C., Soellner, R., & Tossmann, P. (2020). Web-based intervention and email-counseling for problem gamblers: Results of a randomized controlled trial. *Journal of Gambling Studies*, 36(4), 1341–1358. <https://doi.org/10.1007/s10899-019-09883-8>
- Kretschmer, S., & Brunner, S. (2015). Blended Counselling. *Herausforderung Heterogenität Beim Übergang in Die Hochschule*, 97. ISBN 978-3-8309-3100-3

- Ladson-Billings, G. (2021). I'm here for the hard re-set: Post pandemic pedagogy to preserve our culture. *Equity & Excellence in Education*, 54(1), 68–78. <https://doi.org/10.1080/10665684.2020.1863883>
- Melchart, D., Eustachi, A., Wellenhofer-Li, Y., Doerfler, W., & Bohnes, E. (2016). Individual health management-a comprehensive lifestyle counselling programme for health promotion, disease prevention and patient education. *Complementary Medicine Research*, 23(1), 30–35. <https://doi.org/10.1159/000443544>
- Midkiff, M. F., Lindsey, C. R., & Meadows, E. A. (2018). The role of coping self-efficacy in emotion regulation and frequency of NSSI in young adult college students. *Cogent Psychology*, 5(1), 1520437. <https://doi.org/10.1080/23311908.2018.1520437>
- Mulyaningsih, I., Ananda, R., Fauziddin, M., Pattiasina, P. J., & Anwar, M. (2022). Developing student characters to have independent, responsible, creative, innovative and adaptive competencies towards the dynamics of the internal and external world. *World*, 6, 9332–9345. <https://doi.org/10.53730/ijhs.v6nS2.7438>
- Nurazizah, R. (2021). An independent character of students in learning during the pandemic. *ETUDE: Journal of Educational Research*, 1(2), 51–60. <https://doi.org/10.56724/etude.v1i2.17>
- Rahmatullah, A. S., Mulyasa, E., Syahrani, S., Pongpalilu, F., & Putri, R. E. (2022). Digital era 4.0: The contribution to education and student psychology. *Linguistics and Culture Review*, 6(S3), 89–107. <https://doi.org/10.21744/lingcure.v6nS3.2064>
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Balancing technology, pedagogy and the new normal: Post-pandemic challenges for higher education. *Postdigital Science and Education*, 3(3), 715–742. <https://doi.org/10.1007/s42438-021-00249-1>
- 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>
- Rochlen, A. B., Beretvas, S. N., & Zack, J. S. (2004). The online and face-to-face counseling attitudes scales: A validation study. *Measurement and Evaluation in Counseling and Development*, 37(2), 95–111. <https://doi.org/10.1080/07481756.2004.11909753>
- Romi, S., Lewis, R., & Katz, Y. J. (2009). Student responsibility and classroom discipline in Australia, China, and Israel. *Compare*, 39(4), 439–453. <https://doi.org/10.1080/03057920802315916>
- Saavedra, A. R., & Opfer, V. D. (2012). Teaching and learning 21st century skills: Lessons from the learning sciences. *A Global Cities Education Network Report*. New York, Asia Society, 10.
- Salleh, A., Hamzah, R., Nordin, N., Ghavifekr, S., & Joorabchi, T. N. (2015). Online counseling using email: A qualitative study. *Asia Pacific Education Review*, 16(4), 549–563. <https://doi.org/10.1007/s12564-015-9393-6>
- Saperstein, E. (2022). Post-pandemic citizenship: The next phase of global citizenship education. *Prospects*, 1–15. <https://doi.org/10.1007/s11125-021-09594-2>
- Sari, B. P., & Hadijah, H. S. (2017). Meningkatkan disiplin belajar siswa melalui manajemen kelas. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 233–241.
- Stommel, W., & Van der Houwen, F. (2013). Formulations in 'trouble'chat sessions. *Language@ Internet*, 10(3).
- Stufflebeam, D. L., Madaus, G. F., & Kellaghan, T. (2000). *Evaluation models: Viewpoints on educational and human services evaluation* (Vol. 49). Springer Science & Business Media.
- Sugai, G., & Horner, R. (2014). The evolution of discipline practices: School-wide positive behavior supports. In *Behavior psychology in the schools* (pp. 23–50). Routledge. ISBN.9781315784274
- Sulistiyani, A. M., Prasetyo, Z. K., Hanum, F., & Rizki, N. P. (2022). Development and Validation of e-Books during the Post-Pandemic to Improve Attitude towards Environmental Care in Case of Indonesia. *International Journal of Advanced Computer Science and Applications*, 13(4). <https://doi.org/10.14569/IJACSA.2022.0130479>
- Supriyanto, A., Mulawarman, M., Soesanto, S., Sugiharto, D. P. Y., & Hartini, S. (2021). Blended Counselling as a Solution for the Development of Mental Health and Understanding Herd immunity for Society. *KONSELL: Jurnal Bimbingan Dan Konseling (E-Journal)*, 8(2), 169–180. <https://doi.org/10.24042/kons.v8i2.10127>
- Supriyanto, A., Saputra, W. N., Handaka, I. B., Barida, M., Widayastuti, D. A., Muyana, S., Wahyudi, A., & Sari, M. D. (2022). Student Problem Assessment (SPA) in the COVID-19 Condition in Terms of 10 Sub Areas of Life Problems (10-ALP). *Pegem Journal of Education and Instruction*, 12(1), 199–206. <https://doi.org/10.47750/pegegog.12.01.20>
- Syafitri, R. (2017). Meningkatkan tanggung jawab belajar melalui strategi giving questions and getting answers pada siswa. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 1(2). <https://doi.org/10.23887/jppp.v1i2.12623>
- Syapal, Z., Amin, A., Alimni, A., Citra, Y. D., & Rivani, P. A. (2022). A Study of Hard Work and Discipline Character Education in Junior High Schools. *Eurasian Journal of Educational Research*, 9(99), 127–142.
- Titzler, I., Saruhanjan, K., Berking, M., Riper, H., & Ebert, D. D. (2018). Barriers and facilitators for the implementation of blended psychotherapy for depression: A qualitative pilot study of therapists' perspective. *Internet Interventions*, 12, 150–164. <https://doi.org/10.1016/j.invent.2018.01.002>
- Van der Vaart, R., Witting, M., Riper, H., Kooistra, L., Bohlmeijer, E. T., & van Gemert-Pijnen, L. J. (2014). Blending online therapy into regular face-to-face therapy for depression: Content, ratio and preconditions according to patients and therapists using a Delphi study. *BMC Psychiatry*, 14(1), 1–10. <https://doi.org/10.1186/s12888-014-0355-z>
- Wong, K. P., Bonn, G., Tam, C. L., & Wong, C. P. (2018). Preferences for online and/or face-to-face counseling among university students in Malaysia. *Frontiers in Psychology*, 9, 64. <https://doi.org/10.3389/fpsyg.2018.00064>
- Zapata, G., & Leihy, P. S. (2022). J., & Espinoza, D. (2022). Disciplinary diversity in Chilean undergraduate student engagement. *Education Policy Analysis Archives*, 30, 64.
- Zeren, Ş. G. (2015). Face-to-Face and Online Counseling: Client Problems and Satisfaction. *Education & Science/Egitim Ve Bilim*, 40(182). <https://doi.org/10.15390/EB.2015.4696>
- Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, 12(1), 371–371. <https://doi.org/10.36941/jesr-2022-0029>