



Developing Web-based Practical Procedure Guidance for Social Rehabilitation in The Society 5.0 Era

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ABSTRACT

This research was based on issues related to Society 5.0 era for the requisite learning process to be linked to technology. The technology can provide students with flexible time to access learning materials. In addition, the specification of the material in this research is a practical social rehabilitation procedure for handling sexual assault for adolescents. This research aims to develop web-based practice guidance for the practical procedure of social rehabilitation in the society 5.0 era. The research was carried out to produce guidance for the practical procedure products that can be used for practical application in lectures to facilitate students' ability to practice social rehabilitation after graduating. This study uses the Research and Development (R&D) method with the Planning, Production, and Evaluation (PPE) model. The research process involves documentation studies and validity tests by two media experts. The study results prove that the web-based guidance for the practical procedure is valid to be used as a resource for learning practical procedures in the Social Rehabilitation course. These results are based on the experts' assessment, with an average rating from the two media experts being 86.59% in the "Valid (Not Revised)" category. This research produces web-based practice guidance for the practical procedure of social rehabilitation, which has been assessed through expert judgment and proven valid to be applied by the lecturer of Social Rehabilitation courses at the Family Welfare Education Universitas Pendidikan Indonesia (FWE UPI) Study Program.

Keywords: Adolescents, Practice Guidance, Social Rehabilitation, Sexual Violence, Society 5.0, Web-Based

INTRODUCTION

Three different categories of the client groups of social rehabilitation were distinguished: health-related (e.g., injury or illness), behavior-related (behavior that breaks social norms), and life course-related (older adults). In terms of the physical context of social rehabilitation, three different systems have been identified: residential social rehabilitation facilities, community services or programs, and other facilities (e.g., prisons). Actual social

rehabilitation practices include various services such as social evaluations and therapy, counseling and coaching, education, professional training, communication problem-solving, and recreational activities. Relating to how 'the social' is known in social rehabilitation practices, they could be included on a continuum with a closed and absolute explanation of the social aspect of rehabilitation on one end and an open and relative examination on the other. In most articles, the requirements for social

rehabilitation are based on the environment in a very relational sense. The focus of social rehabilitation is to help the community, environment, or social structure, and a change in these parties is seen as a pivotal component of social rehabilitation (Kataja, Lantela, & Romakkaniemi, 2022).

The practice guide is a selectively developed document produced with a credible methodology, which involves identifying the literature on a particular question(s), characterized by directive methods of finding, selecting, and grading the available evidence. The guideline is included by developing and assessing the solid advice(s) (Joshi, Benzon, Gan, & Vetter, 2019). The practice guide is a book that contains practical topics, practical objectives, theoretical basis, tools and materials, practical procedures, observation sheets, and evaluation questions that refer to practical objectives. The urgency of developing a practice guide is that the practice is carried out properly according to procedures to facilitate and improve student skills (Ariningsih, Asmaningrum, Nawawi, 2014; 2018).

The Covid-19 pandemic has impacted the implementation of Social Rehabilitation courses. During the Covid-19 pandemic, students carried out Social Rehabilitation practices online. Following these conditions, the competence of telehealth for social work is needed because the unpredictable Covid-19 causes social work to move into the future faster than the estimated use of technology mediation (Wilkerson et al., 2020). The advantages of practicing telehealth for social work are increased access to client services, significant tangible outcomes of

individual and group therapy, capacity to build social networks, increased profits, and reduced costs and potential for future innovation (Lombardi, Zerden, & Thyberg, 2021).

Telehealth is the service and implementation of mental health and drug abuse using ICT that is not limited by time and space. The American Academy of Social Work and Social Welfare recommends the participation of social work educators in identifying the use of technology to improve social services, which is one of the twelve significant challenges for social work (Wilkerson et al., 2020). Based on the information presented by the resource persons, the urgency of Society 5.0 in lectures, namely by adapting technology to support lectures to provide convenience to students.

The basic scheme of Society 5.0 is that data is collected from the "real world" and processed by computers, then the results are applied to the real world. This mechanism relies on computerized automatic control. The term "information society" is where each system collects data, processes it, then applies the results in a specific real-world environment (Deguchi et al., 2020). Several strategies can be developed to prepare for the era of Society 5.0; educators develop strategies to create innovations in utilizing technology as a medium in lectures. The following are five strategies that can be applied in the Society 5.0 era, namely (1) being a facilitator for student learning, (2) creating opportunities for students to develop and excel, (3) strengthening character education, (4) ICT literacy skills, (5) Becoming an educator effective (Sururuddin et al., 2021).

This research focused on studying the handling of sexual violence against adolescents because changes in society due to globalization affect crime. These criminal acts are specifically related to sexual behavior, such as obscene acts, rape, and sexual violence. This increase in crime creates feelings of insecurity for the community, especially parents, which causes concern and anxiety because many victims of sexual crimes are teenagers. The effects of sexual crimes cause adolescents to experience severe trauma and can even be dangerous for mental development, resulting in children not being able to grow and develop properly (Marlina, 2019).

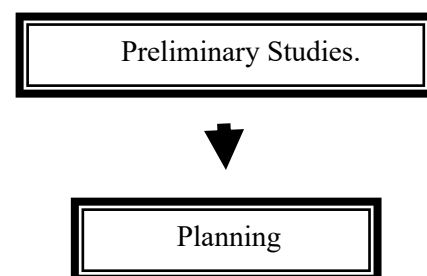
Currently, web-based practice guidelines for social rehabilitation materials dealing with sexual violence in adolescents have not been developed. Technological advances provide opportunities for teachers to use the latest technology to develop creative and varied learning media. Maximizing the use of technology can be done by educators by designing learning media that follow the latest technology (Habiburrahman & Sulistyowati, 2020). The research results are compared to learning that does not use web-based learning media; web-based learning media has higher metacognitive abilities (Solihudin, 2018).

Regarding previous research, there has been much discussion regarding developing web-based practice guides and practical training for social work. Research related to the topic is found in different and separate studies. Researchers will develop more specific research on developing web-based practice guidelines for social rehabilitation materials in handling sexual violence in adolescents. Moreover, the practical

guidance will support the student in higher education, containing the theories, media, steps, and exercises. The practice guide's content will include content appropriate for the practical needs of social workers in the digital age. The broader scope of this practice guide is expected to help social workers to provide services by utilizing current technology. The limitation of this research is developing a web-based practice guide for social rehabilitation materials in handling sexual violence in adolescents.

THE METHODOLOGY

This study uses the Planning, Production, Evaluation (PPE) model. The participants of this research are two media experts. Data was collected through interviews, literature collection, and validity tests. Data processing in this study calculates the percentage of answers given by experts through validation sheets. The percentage calculation aims to determine the number of assessment results obtained from the validation results of web-based practice guides for social rehabilitation materials in handling sexual violence in adolescents. Data analysis techniques in this study are data reduction, data display, and validation. The steps of research on web-based practice guidelines for social rehabilitation materials in handling sexual violence in adolescents can be described as follows:



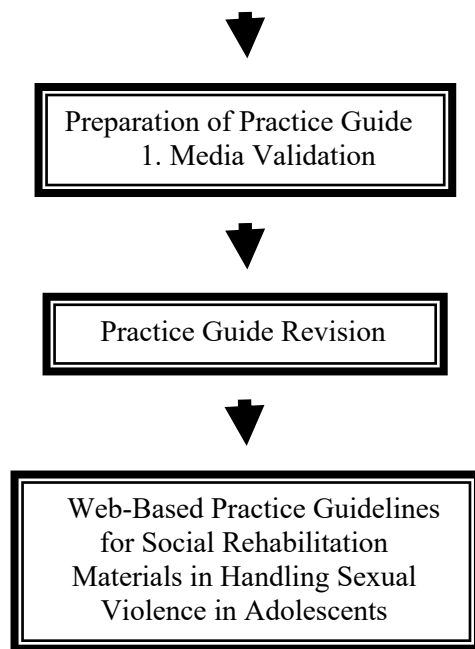


Figure. 1 Adaptation of Research Procedures

RESULTS AND DISCUSSION

The needs identification was conducted with a preliminary study through interviews with the lecturer of the Social Rehabilitation course in Family Welfare Education as source persons. Efforts to obtain information about the urgency and media used in the practice of Social Rehabilitation courses. This practice guide is expected to support lectures and be a guide in carrying out practical activities in the field.

Based on the information presented by the source persons, the urgency of Society 5.0 in lectures, namely by adapting technology to support lectures to provide convenience to students. The convenience obtained by students is in the form of access flexibility and increased motivation with various media. In contrast, the convenience for lecturers is related to delivering information relevant to needs without limits and attractiveness. Technology is needed in social rehabilitation so that students can practice using

technology. For instance, students can access practice guides in digital form. Practice guides are needed in digital form, containing supporting media such as images, videos, and sounds. The platform used in distributing the practice guidebook should be free so that no monthly fees are incurred.

The role of lecturers has shifted from the learning center to facilitators, aspirators, and motivators, namely facilitating students to achieve achievements in the learning that has been carried out. Lecturers must deliver appropriate subject matter and utilize information technology. In addition, lecturers must add insight to improve skills and competencies in designing information technology-based learning by displaying quality content and knowledge-based learning media (Khaira, 2021).

The next step that is carried out after the design is making a practice guide. The first step begins with designing the outline of the practice guide and designing the text of the practice guide. The development of a practice guide in the first step is determining the content by designing the title of the relevant practice guide through a literature review. The content in the practice guide is adapted to the stages carried out during the practice of social rehabilitation. The content described in the practice guide is the definition of youth, adolescent problems, the definition of sexual violence against adolescents, types of sexual violence, factors causing sexual violence, and the mechanism for implementing social rehabilitation practices in handling sexual violence against adolescents.

The first production step is to design a cover containing the practice guide's title. The next step is to make the contents of the practice guide, including the usage guide, introduction, list of materials, and practice guide on social rehabilitation in handling sexual violence in adolescents. The mechanism for implementing social rehabilitation is explained from the first step to the end, which is described in detail. In addition, the final part of the practice guide contains a document on the stages of social rehabilitation that explains each stage that must be carried out by students when carrying out the practice.

Determining the format of the practice guide based on references and making practice guides using Microsoft Word, Google Form, Google Drive, YouTube, Spotify, and Canva programs. The practice guide's cover contains the development team's name, the practice guide's title, and an image. The title is "Guideline for The Practice of Social Rehabilitation Materials in Handling Sexual Violence at The Youth Level." The cover of the practice guide is designed with the Canva application with a navy blue base color and combined with a light blue.

The validation step in this study is a guide to social rehabilitation practices in handling sexual violence in adolescents by validators who are media experts. The validation step is carried out by sending a social rehabilitation practice guide on handling sexual violence in adolescents that have been prepared and a soft copy of the validation sheet to the validators. Validation is carried out to obtain information related to the feasibility of the product, which is compiled

based on the assessment and criteria of the practice guide.

The validity of any guidance is assessed on the components of the guideline panel and its procedure, the classification and synthesis of the evidence, and the applied method of guideline structure. The selection of the experts must rely on their expertise in the area of interest [2]. The expert judgment of the social rehabilitation practice guide media in handling sexual violence in adolescents was carried out by two validators. Media expert 1 is a lecturer in Information and Communication Technology (ICT) Literacy and FWE Learning Media courses at the UPI FWE Study Program. Media expert 2 is an assistant lecturer for the Applied Computer Science course at UPI FWI Department. Data from the media validation results are contained in table 1.

Table 1. Data Expert Validation Results

Components Assessment Aspects	Percentage (%)	
	Expert 1	Expert 2
User Interface	92,5%	87.5%
User Experience	79,16%	79,16%
Visual Communication	87,5%	93,74%
Total Score	86,38%	86,80%
Average Total	86,69%	

The validity test sheet contains a column for suggestions and comments from media experts. The comments and suggestions helped to make improvements to the developed practice guide. Inputs from the two experts are listed in table 2.

Table 2. Suggestions from the Experts

Expert	Comments/ Suggestions	Follow-up
1	a. Font size according to screen size.	Fixed text layout, and added Home icon and

	<ul style="list-style-type: none"> b. The writing arrangement in some parts needs to be improved, such as in the title. c. Improve the grammar (numerical). d. If possible, there is a "Home, so you can return to the initial menu if you want to select a section. e. There should be space between paragraphs. f. Better images used private documents. 	relevant images.
2	<ul style="list-style-type: none"> a. I think the font is too thin on page 1, section keywords (on other pages, there are also several). It will be difficult to read if the user has limitations like low vision. b. Button home helps to go back to the last page, so the user does not have to finish the slide first to go back. c. It could be better to add several pages on each slide so that readers know what section they are reading and what page. It is also helpful to make it easier for readers to mark their reading. 	Fixed text layout, added Home icon and relevant images.

Media Electronic learning media contains text, images, graphics, audio, animation, and video. Electronic practice guides that contain multimedia features will expand the learning experience if used properly. Electronic practice guides can be the best choice to improve

understanding (Redy Winatha, Suharsono, & Agustini, 2018). Special protection for child victims of sexual violence in Indonesia by Article 69A of Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection, through efforts:

- a. Education on reproductive health, religious values, and moral values;
- b. Social rehabilitation;
- c. Psychosocial assistance during treatment until recovery;
- d. Providing protection and assistance at every level of examination, starting from the investigation and prosecution to examination in court.

The development of this practice guide is based on the Learning Outcomes of the Referred Study Programs and the Learning Outcomes of the Subjects. The material content contained in the developed practice guide is the definition of youth, adolescent problems, the definition of sexual violence against adolescents, types of sexual violence, factors causing sexual violence, and the mechanism for implementing social rehabilitation practices in handling sexual violence against adolescents.

The practice guide contains videos and podcasts related to the material shown. In the end, there are practice questions that will contain grades to determine the level of understanding after learning. In addition, the practice guide includes worksheets that will be filled out by students during practice. This is a visualization of a web-based practice guide for social rehabilitation materials handling sexual violence in adolescents, which has been improved based

on input from the validator. Figure 2 is the visualization of the revision of the cover:



(a)



(b)

Figure 2. Cover (a) before revision (b) after revision

CONCLUSION AND RECOMMENDATION

Conclusion

In conclusion, the design of the preparation of the practice guide consists of selecting the concept of the practice guide, determining the format of the practice guide, and preparing the practice guide. The first step is determining the content by designing the title of the relevant practice guide through a literature review. The development of practice guides is prepared based on the Learning Outcomes of the Referred Study Programs and the Courses. The expert judgment involves two media experts. This research produces a web-based practice guide

product for social rehabilitation materials in handling sexual violence in adolescents, which has been assessed through expert judgment and is validly applied by lecturers of Social Rehabilitation courses at the FWE UPI Study Program.

Recommendation

(1) Lecturers can refine the content and utilize the guidelines of practice for students, so students can carry out targeted and correctly, effectively, and efficient practices; (2) For further researchers can continue this research by implementing a web-based practice guide for social rehabilitation materials in handling sexual violence against adolescents in the UPI FWE Study Program.

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