



Development of the GEQUAL website to raise awareness of gender equality among high school students

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Abstract

Gender-based violence in educational settings remains a persistent concern, while efforts to promote gender equality awareness among adolescents are still limited by the lack of engaging digital guidance services. This study aimed to develop a website-based guidance intervention to improve gender equality awareness among high school students. A research and development design was employed using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. Data were collected from 64 students in two high schools in Gunungkidul Regency through interviews, questionnaires, and a gender equality awareness scale. The feasibility and practicality of the website were assessed through expert validation, counselor review, and student responses, while its effectiveness was tested using a pretest-posttest design. The results showed that the website achieved a very high level of feasibility and practicality. In the experimental group, students' gender equality awareness increased significantly after the intervention, $t(29) = -7.933$, $p < .001$, with a moderate effect size (Cohen's $d = 0.65$). In contrast, the control group showed no significant improvement. These findings indicate that a website-based guidance intervention can serve as an effective and innovative medium for enhancing gender equality awareness in school counseling services.

Keywords: gender awareness; GEQUAL website; guidance services; high school students; digital media

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INTRODUCTION

One of the societal concerns that continues to be a global concern, particularly in the context of education, is gender-based violence (GBV). Gender-based violence encompasses a range of types of violence, including physical, verbal, psychological, and sexual violence, that an individual experiences because of their gender identity or societal gender assumptions (WHO, 2021). According to a UNESCO report, 246 million children and teenagers worldwide are victims of gender-based violence in educational settings each year (UNESCO, 2023). According to these statistics, there are still significant issues with gender equality and protection from gender-based violence in educational settings, which ought to be safe places for students to grow.

Gender-based violence is still very common in Indonesia, particularly among young people. According to the National Commission on Violence Against Women's Annual Report, women and young people are involved in the majority of recorded violent incidents (KemenPPPA, 2023). Furthermore, according to the National Survey on the Life Experiences of Children and Adolescents, almost 20% of boys and 25.4% of girls between the ages of 13 and 17 reported experiencing violence of some kind in the previous year (SNPHAR, 2021). This syndrome



demonstrates the vulnerability of teenagers to gender-based violence, notably in educational settings

One factor contributing to the emergence of gender-based violence is the low level of understanding and awareness of the concept of gender equality or justice among adolescents. Adolescence is an important period of development in the formation of self-identity and understanding of social roles in society (Erikson, 1968). At this stage, adolescents begin to develop a concept of self that is influenced by the social norms and values that prevail in their environment. If an understanding of gender equality is not properly established, adolescents tend to accept gender stereotypes and social biases that can reinforce gender inequality (Sanrock, 2011). Therefore, strengthening awareness of gender justice is important to help adolescents understand more equitable social relationships and appreciate the different gender roles in everyday life.

In the context of education, developing gender awareness is also part of the objectives of guidance and counselling services in schools. The Student Independence Competency Standards (SKKPD) emphasise the importance of students' ability to understand gender roles proportionally and to develop mutual respect between men and women in social life (Kemendikbud, 2016). Through guidance and counselling services, students are expected to be able to understand the concept of gender equality and implement it in social interactions in the school environment. However, various findings show that the implementation of guidance services focused on strengthening gender awareness in schools is still not optimal.

Several studies indicate that students' understanding of gender equality remains low and is still influenced by gender stereotypes that prevail in society (Jin, 2023). In addition, limited service time, the workload of guidance and counselling teachers, and limited learning media often pose obstacles to the implementation of guidance services in schools (Khairunisa et al., 2022; Ndumbaro & Pembe, 2025). These conditions mean that material related to social issues, including gender equality, cannot be delivered optimally and sustainably to students.

Efforts to improve students' understanding of gender issues have been made through various learning approaches and educational media. Bahrin et al. (2023) developed website-based service media to improve students' understanding of the concept of toxic masculinity, which showed that the use of digital media can improve students' understanding of gender issues. Another study conducted by Trisnawati et al. (2022) showed that the use of film-based learning media through the English Movie Club programme was able to increase students' gender awareness through reflective discussions on the social issues presented in the films.

These studies still have several shortcomings, though. Most educational materials are still used in small groups or in extracurricular activities, which prevents them from being generally accessible to all pupils. Additionally, the use of digital media in guidance and counseling services in schools has not been fully utilized as a student-accessible learning tool. Therefore, in order to raise awareness of gender equality, guidance service media that is more adaptable, interactive, and capable of reaching a larger spectrum of students still must be developed.

The development of digital technology has opened new opportunities in the development of guidance and counselling media in schools. The use of digital technology allows for more flexible delivery of information that can be accessed without being limited by space and time (Halqim & Rukiyati, 2024). Websites are one type of digital media that has great potential in supporting the learning process because they can present various forms of educational content such as articles, infographics, educational videos, and other interactive media (Millah et al., 2025). In addition, the use of websites in educational services allows students to access learning materials independently according to their individual needs and learning rhythms (Krutu et al., 2019).

According to the aforementioned, there is still a disconnect between the need to raise students' knowledge of gender issues and the accessibility and effectiveness of guidance services. Prior research has mostly used traditional techniques and hasn't made full use of

interactive digital media. Furthermore, there are relatively few online tools for advice that let pupils learn on their own.

Thus, the goal of this project is to create the GEQUAL (Gender Equality) website as a platform for accessible and interactive guidance services. Its benefits include its assistance for self-directed learning and its captivating digital presentation. It is anticipated that this breakthrough will offer guidance counselors a creative way to more successfully present gender equality content.

METHODS

Research Design

This study utilised the Research and Development (R&D) method, which aimed to develop a website-based guidance service called GEQUAL (Gender Equality) to raise awareness of gender equality among high school students. The development procedure referred to the ADDIE (Analyse, Design, Develop, Implement, Evaluate) model proposed by (Branch, 2009). The ADDIE model was chosen because it provides a systematic framework for developing learning media and allows for continuous evaluation of the product at each stage of development.

The ADDIE model consists of five main stages that are interrelated, namely needs analysis, media design, product development, implementation of media use, and evaluation to assess the feasibility, practicality, and effectiveness of the developed product.

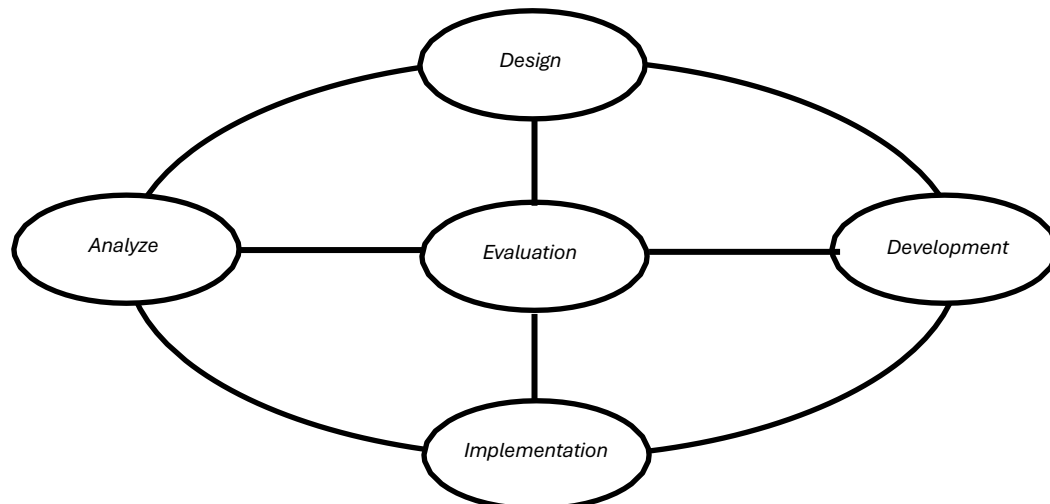


Figure 1. ADDIE Development Model (Branch, 2009)

Development Procedure

The ADDIE paradigm was followed throughout the five stages of the GEQUAL website development process. The purpose of the analysis step was to determine what guidance services linked to gender equality pupils and guidance and counseling (BK) teachers needed. At this point, student needs questionnaires and interviews with BK teachers were used to obtain data. The GEQUAL website's structure and appearance were designed during the design stage, which also included creating guiding materials on gender equality, creating the website's navigation, and creating flowcharts and storyboards as a preliminary overview of the website system.

During the development phase, a prototype of the GEQUAL website is created by combining text, graphics, and an interactive website design with other media components. Subject matter experts and media specialists then validate the first product to see whether the information is appropriate and how well the website is presented. Several factors are taken into consideration throughout the validation process, such as the content's appropriateness and correctness, presentation clarity, visual design, and usability.

Before the generated website is further implemented, an initial trial (one-to-one trial) is carried out to assess user response after the validation process. The implementation stage is

carried out by testing the use of the GEQUAL website in guidance services at schools. At this stage, students use the website as a learning medium to understand the concept of gender equality in guidance services.

The evaluation stage is carried out to assess the quality of the developed product through formative and summative evaluations. Formative evaluations are carried out at each stage of development based on input from experts and users, while summative evaluations are carried out to determine the effectiveness of using the GEQUAL website in increasing students' awareness of gender equality.

Table 1. Development Procedure of GEQUAL Website

Development Stage	Activity Description
Analyze	1) Analyze the needs of students and school counselors through questionnaires and interviews. 2) Analyze the availability of resources for website development. 3) Conduct a literature review on website-based media development.
Design	4) Design the structure of the website. 5) Develop gender equality learning materials, including text and images. 6) Design a flowchart illustrating the use of the GEQUAL website. 7) Create a storyboard to visualize the interface and navigation structure. 8) Design a user-friendly, attractive, and responsive user interface suitable for adolescents.
Development	9) Develop the GEQUAL website prototype integrating components such as text, visuals, and interface features. 10) Develop website elements including layout design, images, and system programming. 11) Develop user guides for both school counselors and students. 12) Conduct validation by material experts and media experts based on content accuracy, presentation, design, and usability. 13) Conduct individual testing (one-to-one trial). 14) Revise the product based on validation and trial results.
Implementation	15) Implement the GEQUAL website in guidance services at school. 16) Observe students' use of the website during guidance activities.
Evaluation	17) Conduct formative evaluation based on feedback from experts and users. 18) Conduct summative evaluation to assess the effectiveness of the website in increasing students' awareness of gender equality.

Participants

The subjects of this study were Year 11 students from two senior high schools in Gunungkidul Regency, namely SMA Negeri 1 Wonosari and SMA Negeri 1 Karangmojo in the 2025/2026 academic year. The product effectiveness test involved 64 students, consisting of 32 students as the experimental group and 32 students as the control group. The determination of the experimental and control groups was carried out using purposive sampling techniques, taking into account the similarity of class characteristics, curriculum, and conditions for the implementation of guidance services at school (Arikunto, 2013).

The effectiveness test was conducted using a quasi-experiment with a non-equivalent pretest-posttest control group design. Before the treatment was administered, both groups took a pretest at the start of the trial to gauge their awareness of gender equality. Next, while the control group received traditional advice services, the experimental group received guidance services via the GEQUAL website. Following the course of treatment, a posttest was administered to both groups to gauge how much the students' knowledge of gender equality had changed.

Table 2. Research Design

Group	Pretest	Treatment	Posttest
Experiment	O1	X	O2
Control	O3	-	O4

Instruments and Data Collection

Data was gathered through interviews and questionnaires. The deployment of guidance services and the necessity of digital media were investigated through interviews with guidance counselors. In the meantime, information on user demands, expert evaluations of product viability, and guidance counselors' and students' opinions on the GEQUAL website's usefulness as a guidance service medium were gathered through questionnaires.

In order to gauge students' awareness both before and after accessing the GEQUAL website, this study also used a gender equity awareness scale. The researcher created the tool

on her own by modifying [Connell \(2005\)](#) gender awareness aspects. To guarantee measurement consistency, it was assessed for reliability after being validated by professionals using content and construct validation.

Data Analysis

The data in this study were analysed descriptively and inferentially. The data from expert validation and user responses were analysed using percentages to determine the level of feasibility and practicality of the product based on the criteria proposed by [Akbar, 2015](#).

Meanwhile, the analysis of the effectiveness of using the GEQUAL website was carried out by comparing the pretest and posttest scores using a paired sample t-test after the data met the normality prerequisite test using the Shapiro–Wilk test [\(Ghozali, 2018\)](#). This analysis aimed to determine whether there was a significant increase in students' gender equality awareness after using the GEQUAL website in counselling services.

RESULTS AND DISCUSSION

Results

Product Development Results

The development of the GEQUAL (Gender Equality) website was carried out using the ADDIE model, which consists of five stages, namely analysis, design, development, implementation, and evaluation [\(Branch, 2009\)](#). These stages were used to produce systematic guidance service media that meets the needs of students and guidance and counselling (BK) teachers.

Needs Analysis

To determine the need for guidance services pertaining to gender awareness, questionnaires were sent to students and guidance counselors were interviewed. Interviews with guidance counselors revealed that kids' comprehension of gender and gender equality remained inconsistent. While some students knew what gender was, many did not fully comprehend the distinction between gender and sex. Additionally, due to time restrictions and a dearth of engaging learning resources, gender-related advisory services are still scarce.

Student needs analysis was conducted through the distribution of questionnaires to high school students to determine their needs for website-based learning media. The results of the analysis showed that most students stated that they needed digital media that could help them understand gender equality issues more clearly and interactively.

Table 3. Student Needs Analysis Results

Item	Yes	No	Yes (%)	No (%)
1	35	29	54.69	45.31
2	34	30	53.13	46.88
3	36	28	56.25	43.75
4	37	27	57.81	42.19
5	33	31	51.56	48.44
6	32	32	50.00	50.00
7	31	33	48.44	51.56
8	32	32	50.00	50.00
9	36	28	56.25	43.75
10	35	29	54.69	45.31

The results show that most students stated that they needed website-based learning media to understand the concept of gender equality. This became the basis for the development of the GEQUAL website as an interactive and easily accessible guidance service media.

Product Design

Based on the results of the needs analysis, the design stage was carried out by designing the GEQUAL website structure, which consists of several main menus, namely Me and My Identity, Role Options, Fair Does Not Have to Be the Same, Recognizing Gender-Based Violence,

and GEQUAL Action. These menus are designed to help students understand the concept of gender equality in stages through educational materials and interactive activities.

Each menu is equipped with learning materials, visual illustrations, educational videos, and reflective activities aimed at improving students' understanding of gender equality issues. In addition, the website is designed to be used by two types of users, namely students and guidance counsellors, thereby supporting the implementation of more flexible guidance services.

Product Development

During the development stage, the website design that had been prepared in the previous stage was implemented into a functional product, namely the GEQUAL website, which can be used as a counseling service medium. The website was developed by integrating various digital learning components, including educational materials on gender equality, visual illustrations, videos, and interactive features such as quizzes and reflective activities. These components were designed to facilitate students' understanding of gender equality concepts and to encourage active participation in the learning process.

In addition, the GEQUAL website was designed with a user-friendly interface to ensure that both students and school counselors can easily access and navigate the platform. The website allows students to explore the learning materials independently while also supporting counseling services conducted by school counselors in a more flexible and engaging manner.

Before being implemented in the field trial stage, the initial product underwent a validation process involving both material experts and media experts. This validation aimed to evaluate the appropriateness of the content, language clarity, presentation structure, and the quality of the website interface. The feedback and suggestions provided by the experts were then used as the basis for revising and improving the website to ensure that the GEQUAL website meets the criteria of feasibility and usability before being tested with students.

Material Expert Validation

The material was validated by an expert in the field of guidance and counselling to assess the suitability of the content on the GEQUAL website.

Table 4. Material Expert Validation Results

Aspect	Score	Category
Content suitability	4	Very feasible
Language clarity	4	Very feasible
Presentation structure	4	Very feasible
Learning relevance	4	Very feasible

The total score obtained was 55 out of a maximum score of 56. The feasibility percentage was calculated using the formula $(\text{obtained score} / \text{maximum score}) \times 100\%$, resulting in 98.21%. Based on the feasibility criteria, a score within the range of 81%–100% is classified as “very feasible.” Therefore, the GEQUAL website falls into the “very feasible” category. This indicates that the material is appropriate in terms of content, presentation, and suitability with the objectives of guidance services and the characteristics of high school students.

Media Expert Validation

Media validation is carried out by educational technology experts to assess the display quality and ease of use of the website.

Table 5. Media Expert Validation Results

Aspect	Score	Category
Display quality	3–4	Feasible
Usability	3–4	Very feasible
Implementability	3–4	Very feasible

The validation results show that the website scored 54 out of a maximum score of 60. The feasibility percentage was calculated using the formula $(\text{obtained score} / \text{maximum score}) \times 100\%$, resulting in 90%. Based on the feasibility criteria, a percentage of 81%–100% is categorized as “very feasible.” Therefore, the GEQUAL website is classified as “very feasible.”

This indicates that the website has good display quality, is easy to use, and is suitable for both students and guidance counsellors.

Product Practicality Results

The practicality test was conducted to determine the ease of use of the GEQUAL website as a medium for counseling services. This evaluation focused on assessing whether the website could be easily accessed, understood, and operated by both school counselors and students during the implementation of the counseling activities. In addition, the practicality test aimed to identify whether the features, navigation, and presentation of materials on the website supported the delivery of counseling services effectively. The results of this test provide an overview of the usability of the GEQUAL website and its suitability for use in school counseling contexts.

Teacher Practicality Test

The practicality test involved four guidance counsellors from several senior high schools in Gunungkidul Regency.

Table 6. Teacher Practicality Test Results

Teacher	Score	Percentage	Category
Teacher 1	40	100%	Very practical
Teacher 2	38	95%	Very practical
Teacher 3	38	95%	Very practical
Teacher 4	40	100%	Very practical

The percentage of practicality was calculated using the formula (obtained score / maximum score) \times 100%, with a maximum score of 40. Based on the practicality criteria, a percentage range of 81%–100% is classified as “very practical,” 61%–80% as “practical,” 41%–60% as “fairly practical,” 21%–40% as “less practical,” and \leq 20% as “not practical.” Therefore, all results fall into the “very practical” category, indicating that the GEQUAL website is highly usable and effective for guidance counsellors.

Student Practicality Test

To assess the usability of the GEQUAL website from the viewpoint of the students, the student practicality test was administered in two stages: the one-on-one trial and the small group trial. The purpose of these tests was to determine how simple it was for students to interact with the offered learning resources, comprehend the website's interface, and use its capabilities.

Five students took part in the one-on-one trial phase to evaluate the website's usability. Every student had the chance to investigate the GEQUAL website's features on their own. According to the findings, the website was simple to use and comprehend, with an average practicality score of 97%. Without much difficulty, students were able to interact with the accessible features, access the information, and follow the learning flow.

In the small group trial stage, the test involved 14 students who used the website in a group setting. The results of this stage showed an average practicality score of 90.54%, which falls into the very practical category. These findings indicate that the GEQUAL website is not only easy to use individually but also practical when used collaboratively in small groups. Overall, the results of the student practicality tests suggest that the website provides a user-friendly learning environment that supports students' engagement in understanding gender equality concepts.

Normality Test

Before testing the hypothesis, a normality test was conducted using the Shapiro–Wilk test.

Table 7. Normality Test Results

Data	Sig.
Pretest Experimental	0.057
Posttest Experimental	0.065
Pretest Control	0.332
Posttest Control	0.315

The significance value of all data is greater than 0.05, so it can be concluded that the data is normally distributed and meets the requirements for parametric statistical analysis.

Paired Sample t-test

The effectiveness of using the GEQUAL website was tested using a paired sample t-test on the experimental group.

Table 8. Paired Sample t-test Results

Variable	Mean Difference	t	df	Sig	Effect Size (Cohen's d)
Pretest – Posttest	-35.667	-7.933	29	0.000	0.65

The analysis results show a significance value of $0.000 < 0.05$, indicating that there is a statistically significant difference between the pretest and posttest scores in the experimental group. The t-test result, $t(29) = -7.933$, with a mean difference of -35.667, indicates that the use of the GEQUAL website significantly improved students' gender equality awareness. Furthermore, the effect size (Cohen's $d = 0.65$) suggests that the magnitude of this effect is moderate to large.

Conversely, in the control group, no significant difference was found between the pretest and posttest scores ($p > 0.05$). This indicates that learning without the use of the GEQUAL website did not significantly change students' gender equality awareness.

Discussion

The research findings indicate that the development of the GEQUAL (Gender Equality) website as a guidance service platform demonstrates a high level of feasibility, practicality and effectiveness in raising awareness of gender equality among secondary school students. These findings suggest that the use of digital technology-based media can serve as an effective strategy to support the delivery of guidance and counselling services in schools. The use of digital media in guidance services allows for the delivery of material that is more flexible, interactive, and easily accessible to students, thereby increasing student engagement in the learning process (Simon et al., 2025; Suryawati et al., 2025).

The results of the needs analysis indicate that guidance counsellors face various challenges in delivering gender equality material effectively, particularly due to time constraints and a lack of engaging supporting materials. This situation means that the delivery of material relating to gender equality is often not covered in sufficient depth during school guidance sessions (Astuti, 2019). This finding is consistent with the research by Azzahra et al. (2025) which states that traditional guidance services in schools have not yet been fully able to meet students' developmental needs. Furthermore, Maharani et al. (2025) also revealed that the utilisation of student needs assessment results in the planning of guidance and counselling services remains suboptimal; consequently, innovative service media are required to assist guidance and counselling teachers in delivering content more effectively.

The development of the GEQUAL website using the ADDIE model provides a systematic framework for producing guidance resources tailored to students' needs. The ADDIE model enables the development process to be carried out in stages through analysis, design, development, implementation and evaluation, so that the resulting product can be refined based on feedback from experts and users (Branch, 2009). This development model is also widely used in educational media development research as it is capable of producing products that are valid, practical, and effective in the learning process (Akbar, 2015).

Expert validation results indicate that the GEQUAL website possesses a very high level of suitability in terms of both content and media. The content presented on the GEQUAL website is assessed as being in line with the objectives of the guidance service as well as the developmental characteristics of upper secondary school students. The developed content also supports the achievement of the Student Independence Competency Standards (SKKPD) in the personal-social domain, which emphasises the importance of understanding healthy social relationships

between men and women (Kemendikbud, 2016; Wangid, 2010). These findings indicate that the integration of gender equality materials into guidance services can help students understand gender relations more critically, as explained in the theory of the social construction of gender proposed by (Connell, 2005).

From a media perspective, the validation results indicate that the GEQUAL website has a high-quality interface and is easy to use for both students and guidance counsellors. A media design that prioritises usability and accessibility can enhance the effectiveness of technology-based learning materials. Cromley and Chen, (2025) explain that the use of multimedia integrating text, images and video can help improve users' understanding of the material being studied. Furthermore, interactive technology-based learning media can increase student engagement in the learning process (Salam et al., 2024; Sopian et al., 2022).

The research findings also indicate that the GEQUAL website demonstrates a very high level of practicality based on evaluations by both guidance counsellors and students. Guidance counsellors assessed that the GEQUAL website is easy to use and can assist in delivering gender-equity material in a more systematic manner. These findings suggest that the use of technology-based media can assist guidance counsellors in addressing the time constraints of guidance services in schools. This aligns with the research by Bukahares and Dwikurnaningsih (2024) which indicates that website-based guidance service media can enhance the effectiveness of traditional guidance services and increase student participation in guidance activities.

The results of the effectiveness test indicate that the use of the GEQUAL website led to a significant increase in gender equality awareness among students in the experimental group. Conversely, no significant increase in gender equality awareness was observed among students in the control group, who did not use the GEQUAL website. These findings suggest that the use of website-based digital media can have a positive impact on enhancing students' understanding of gender equality issues.

These research findings are consistent with the study by Syam et al. (2021) which showed that the use of website-based media in group counselling services can improve students' understanding of gender issues, particularly regarding the concept of toxic masculinity. Another study conducted by Saswandi et al. (2023) also showed that the use of interactive learning media can enhance students' gender awareness through a process of reflection on social situations related to gender issues. Furthermore, research by Hastuti and Tyas (2021) also indicated that the use of digital media in counselling services can increase student engagement and help students understand social issues in a more contextual manner.

In addition to enhancing students' understanding of gender equality, the use of the GEQUAL website also provides a more reflective learning experience for students. Through various interactive features such as quizzes, reflections and simulations of social situations, students not only receive information but are also encouraged to analyse and evaluate social practices related to gender inequality in everyday life. This demonstrates that digital media can serve as a learning tool that is not only informative but also reflective in supporting personal and social development (Puri et al., 2025).

Despite its encouraging findings, this study has several drawbacks. Because just two schools in Gunungkidul Regency were included in the study, the results can only be applied to similar situations. Additionally, the short implementation period of the advisory service may also have an impact on how much students' knowledge of gender equality concerns has changed. Therefore, to gain a more thorough understanding of the efficacy of website-based guidance services, future study is advised to use a bigger sample size and perform implementation over a longer period.

CONCLUSION

According to the study's findings, the creation of the GEQUAL (Gender Equality) website as a guidance service medium has demonstrated a high degree of viability, usefulness, and efficacy in raising high school students' knowledge of gender equality. Because the content on

the GEQUAL website is in line with students' developmental needs and is backed by an appealing and user-friendly media display, it is deemed appropriate for use as a guidance service medium. Furthermore, when compared to guidance services that employ traditional techniques, the findings of the efficacy test demonstrate that using the GEQUAL website can considerably raise students' knowledge of gender equality.

Practically speaking, guidance and counseling teachers can use the GEQUAL website as a substitute digital platform to provide gender equality resources in a more organized, adaptable, and accessible manner for both classroom activities and independent study. The generalizability of the results is nonetheless constrained by the study's limitations, especially with regard to its narrow sample breadth, which only included two schools in one area. Future research should involve a broader range of participants and educational contexts, as well as examine the long-term effectiveness of the GEQUAL website and its integration with other digital learning resources to further enhance the quality of guidance and counseling services..

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