Using Media In Counseling Services

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ABSTRACT

Based on the results of interviews with several counselors who are teachers at High School as well as several teacher friends who are continuing their education at the Counselor Professional Education, it is known that counselors do not yet have a module appropriate to be used as material in providing counseling services. Counselors are also less interested in developing modules because they have not been able to formulate the form of modules that are in accordance with the rules, and there are also counselors who consider modules not important because they add counselor activities so that the optimization of modules in counseling services has not been carried out properly.

Keywords: Guidance and counseling module, counseling services.

INTRODUCTION

It is hoped that as a counselor, he is able to improve the quality of his services so that the practice of counseling services can be brought to a better and optimal direction. This implies that the counselor must understand and understand students, regarding their talents, direction of interest, and the extent of their potential, as well as their development so as to provide space for counselors to help students overcome their weaknesses, obstacles, and problems or are usually referred to as term Disrupted Effective Daily Life (KES-T) to Effective Daily Life (KES).

The provision of assistance can be in the form of counseling services carried out individually, in groups, or classically by utilizing various media in the learning process. In line with this, Ars y’ad (2011) revealed that there are various learning media in education that can be developed and used to deliver subject matter. namely in the form of modules, radio, television, films, slides, computers, videos, and overhead projectors.

The problem now is what kind of media can be used by counselors in dealing with the problems they face in the counseling process, for that researchers try to provide alternatives, namely by using module-based media that are adapted and innovated according to the characteristics of guidance and counseling learning needs.

It is hoped that by utilizing the guidance and counseling module, students are able to be independent and can develop their potential optimally. This media is also often called self-instructional material, that is, the teacher does not have to be direct give lessons or teach something to their students face-to-face, but it is enough to provide modules. This
is in accordance with the purpose of guidance and counseling services, namely to help independent students through targeted services.

Departing from these conditions, it is necessary to assist the counselor in formulating the form of the module in accordance with the rules, the researcher feels the need to design a guidance and counseling module that can be a guide or guide for counselors in developing modules, so that the service delivery by counselors is more varied.

**THEORETICAL FOUNDATION**

According to Vembriarto (1981), a module is a learning package that contains a concept unit from on study materials. In line with this opinion, Mulyasa (2005) states that the module is an independent learning package that includes a series of learning experiences that are planned and systematically designed to help students achieve learning goals.

The definition of the module formulated by Noah & Ahmad (2005) that the module is a unit of teaching and learning that discusses certain topics systematically and sequentially to make it easier for students to study independently so that they can master a learning unit easily and precisely. Furthermore, Asyhar (2011) states that the module is a form of print-based teaching material designed for independent learning by learning participants because the module is equipped with instructions for self-study.

So it can be concluded that the module is a learning tool or tool that contains materials, methods, limitations, and ways of evaluating that are designed systematically and attractively to achieve the expected competencies according to the level of complexity.

Based on the explanation of the Ministry of National Education (2008) A module can be said to be good and interesting if there are several characteristics, namely: a) Self Instructional; Through this module, a person or participant learns to be able to teach themselves, not depending on other parties. Here are the things that must be met in making the module: 1) **Contains learning materials that are packaged into small** / specific units so as to facilitate complete learning, 2) Provide examples and illustrations that support the clarity of presentation of learning materials, 3) Showing practice questions, assignments and the like that allow users to respond and measure their level of mastery, 4) Contextual, namely the materials presented related to the atmosphere or context of the task and the user’s environment, 5) Using simple and communicative language, 6) There are summary of learning material, 7) There is an assessment instrument / assessment, which allows the use of training and self-assessment, 8) There is an instrument that users can use to measure or evaluate the level of mastery of the material 9) There is feedback on the assessment, so that users know the level of mastery of the material, and 10) There is information about references/enrichments/references that support the learning materials in question.

b) Self Contained; All learning materials from one competent unit or sub-competency studied are contained in one complete module that is packaged into a unified whole. c) Stand Alone (stand alone); The modules developed do not depend on other media or do not have to be used together with other learning media, d) Adaptive; the module should have a high adaptive power to the development of science and technology, and e) User Friendly; The module should be user friendly. Every instruction and
information presentation that appears is helpful and friendly to the user, such as the use of language and terms that are easy to understand.

The use of modules in learning The aim is that education can be achieved effectively and efficiently. Students can follow the learning program according to their own pace and ability. According to Sudjana & Rivai (2001), by using the module students can find out their own learning outcomes, emphasizing optimal mastery of learning materials (mastery learning), with a mastery level of 80%.

This is in line with what was stated by Nasution (1996) about several purposes of using the module. The following objectives are intended: a) provide opportunities for students to learn at their own pace, b) provide opportunities for students to learn in their own way, c) provide choices from a large number of topics within the framework of a subject, field of study, or discipline if we consider that the lesson does not have the same pattern of interest or the same motivation to achieve the same goal, and d) provide an opportunity for students to recognize their strengths and weaknesses and improve their weaknesses through remedial modules, repetitions or variations in learning.

From some of these opinions it can be concluded that the purpose of using the module is so that students can learn independently according to their respective speeds, so that it does not depend on the presence or absence of accompanying teachers and is able to motivate students in developing their potential.

The principles for understanding teaching excellence through modules can be carried out through comparison good teaching as a criterion. The following is a comparison of the advantages of the module according to Vembrianto (1981:25), namely: a) students are strongly motivated to achieve teaching goals, b) students can learn according to the speed of their respective understandings, c) students are actively involved in the learning process, d) Teachers have more opportunities to help students individually in solving problems or answering questions when they are studying, e) students can apply their learning to real-life situations, f) students get repeated information about the progress of learning that has been achieved, g) teachers know which learning methods are the most efficient and they have the skills and facilities to use efficient methods, and h) teachers can adapt their teaching to unexpected events.

Based on the previous explanation, it can be concluded that the advantage of learning using modules is that it provides opportunities for students to be able to learn independently and motivate themselves to increase their potential in their respective ways and speeds effectively and efficiently by emphasizing optimal mastery of teaching materials. In addition, the advantages of the module expressed by Nasution (1996: 64) are: a) providing immediate and continuous feedback, b) can be adapted to the ability of children individually by providing flexibility about the speed of learning, c) providing special remedial lessons to shape children to overcome their shortcomings, and d) open the possibility to open formative tests.

Amri (2013) revealed that there are two module components that must be made as learning materials, namely: a) a module for students, which contains learning activities carried out by students, and b) a module for teachers, containing teacher instructions, module final tests, and answer keys. In addition, according to Mulyasa (2005) in general, learning with a module system will involve the following components: a) Student activity sheets, b) Worksheets or questions, c) Answer sheets, and d) Answer keys if this is required.
According to Prayitno (2013) counseling services are held through various types of services as follows:

a) Orientation services, namely services that help students understand the new environment, especially the school environment and the objects being studied, to adjust and simplify and facilitate the role of students in the new environment.

b) Information Services, namely services that help students receive and understand various information about themselves, social, learning, career/position, and further education.

c) Placement and Distribution Services, namely services that help students get the right placement and distribution in classes, study groups, majors/study programs, training programs, internships, and extra-curricular activities.

d) Content Mastery Services, namely services that help students master certain content, especially content that contains competencies and or habits that are useful in life at school, family, and community.

e) Individual Counseling Services, namely services that assist students in alleviating their personal problems.

f) Group Guidance Services, namely services that assist students in personal development, social relations skills, learning activities, careers/positions, and decision making, as well as carrying out certain activities through group dynamics.

g) Group Counseling Services, namely services that assist students in discussing and alleviating personal problems through group dynamics.

h) Consulting Services, namely services that assist students and or other parties in gaining insight, understanding, and ways that need to be implemented in dealing with student conditions and or problems.

i) Mediation Services, namely services that help students solve problems and improve relationships between them.

j) Advocacy services, namely services that help students solve problems in the form of legal aid and equal rights and obligations.

**RESEARCH METHODS**

This research is a research and development (research & development). The development procedure applied in this study follows the development steps according to the ADDIE model which includes Analyze, Design, Development, Implementation, and Evaluation (Molenda, 2003).

The trial subjects in this study consisted of experts consisting of three people to conduct a feasibility test of the product, namely guidance and counseling experts, linguists, and media design experts as well as practitioners, namely counselors consisting of three people to see the applicability of the product has been designed. Collecting data in this study using library analysis, questionnaires, observations, interviews, and through Focus Group Discussions (FGD).
RESEARCH FINDINGS

The description of the research results refers to the specific purpose of carrying out the research, namely to produce a frame of reference in the form of a design that contains the components for making a guidance and counseling module as an effort to assist counselors in developing the module.

1. Results of the Guidance and Counseling Module Design

The design of the guidance and counseling module that has been compiled has met the level of feasibility by experts and usability by counselors so that it can be used as a standard in compiling modules that are ready to be used in counseling service practices. The product produced in this research consists of a guidance and counseling module for students and a guide to using the module for teachers that explains how the module works and uses the module for students, all of which were developed through the ADDIE model procedure.

a. Guidance and Counseling Module Structure Model

Based on the research results, the module arrangement that can be used as a framework in developing the guidance and counseling module is as follows:

1) Cover page: made as attractive as possible by combining image colors, shapes, font sizes that match, and can represent the contents of the designed module.

2) Foreword: contains a welcome statement, a brief summary that can describe the content, objectives, benefits of the designed module, and thank you notes, as well as the place and date of manufacture.

3) Table of contents: shows an overview of the module, by numbering each topic or sub-topic listed in the module.

4) Introduction: contains several things, namely: a) a description of the module which contains sentences that invite the reader to understand the content of the module, b) the purpose of making the module, c) a target that contains, to whom the module is intended, and d) instructions for using the module to students.

5) Module content or material arranged according to the needs and characteristics of students obtained through a needs study of students: contains a) service objectives based on the topics discussed, b) indicators of success, c) service formats, d) tools/materials e) service time; how much is determined for learning the topics discussed, f) service steps or strategies that must be carried out in learning about the topics being studied, g) learning topics or service materials that will be read by students, each material must be solid and precise, good not exceeding 10 pages for each material so as not to make students feel bored to read and also supplemented with pictures/photos that correspond to each sub-topic material to attract students' attention, h) an overall summary of each material, i) words of motivation/words of wisdom that are in harmony with the material discussed.

6) Service evaluation used to measure students' understanding of each material being studied refers to the BMB3 dynamics method (Think, feel, behave, act, and be responsible). This is because the focus of guidance and counseling is to develop effective daily life (KES) which focuses on behavior change.

7) Student assignment sheets: to be done individually or in groups, at home or at school, and the assignments are expected to be in the form of practice as a form of implication and direct application in everyday life.

8) Closing
9) Reading resources or reference list
10) Blank sheet at the end of the module for students to write notes or suggestions

b. Guidance and Counseling Module Guide Structure Model

Based on the research results, the module arrangement that can be used as a framework in developing the guidance and counseling module is as follows:
1) Cover page: made as attractive as possible by combining image colors, shapes, font sizes that match, and can represent the contents of the designed module.
2) Foreword: contains a welcome statement, a brief summary that can describe the content, objectives, benefits of the designed module, and thank you notes, as well as the place and date of manufacture.
3) Table of contents: shows an overview of the module, by numbering each topic or sub topic listed in the module.
4) Overview: contains several things, namely: a) a description of the guide, b) the basis for the preparation of the module both theoretically, juridically, and based on phenomena in the field, c) the use of the module for students, d) mapping of basic competencies and indicators, e) the composition of the material, f) supporting materials, g) general instructions for modules, and h) service plans.
5) Activity guide: contains a) service objectives based on the topics discussed, b) success indicators, c) service formats, d) aids/materials e) service time; how much is determined for learning the topic discussed, f) service steps or strategies that must be carried out in learning; starting from the opening, the core, to the end of the meeting/closing or it can be made in the form of a Service Delivery Plan (RPL).
6) Student worksheet
7) Closing

2. Product Assessment Results

Assessment activities are carried out by holding FGDs. The selection of FGD informants, researchers took members who met the requirements based on predetermined criteria, namely counselors who had practitioner experience in providing guidance and counseling services. This is in accordance with the criteria described by (Basrowi & Suwandi, 2008), which must have expertise in the case to be discussed and have practitioner experience and concern for the focus of the problem. Five FGD participants were assigned from counselors. This is based on the opinion of Krueger (in Basrowi & Suwandi, 2008) which reveals that 4 to 6 people are the ideal number because they are more intimate. In the FGD activity, each participant was asked to provide an opinion on the overall research product.

Based on the results of the FGD, it was found that the products designed showed positive things to be used and utilized in developing modules as media in counseling services. The following are some conclusions obtained from the FGD results.

a. The counselor's response to the module development effort is principally important.
   Counselors enthusiastically welcomed products designed as materials to help create learning media in the form of modules.

b. The presence of this product adds to the strategies that counselors can use to help students.

c. All counselors who were asked for information regarding the possible application of the product, seen from the implementation procedure and the system of preparation, the
counselors stated their ability to develop the module, because it was considered simple and able to be applied.
d. Optimizing the function of the module to be developed.

Although the responses given by the counselors regarding product development efforts generally showed satisfactory results, there were also counselor responses related to possible obstacles in developing the module. These constraints are generally related to the atmosphere that develops in the service process. The following constraints are generally summarized.
a. Time is the main obstacle for counselors to develop modules in counseling services provided to students.
b. Incidental conditions that occur during service delivery prevent counselors from developing modules.
c. The counselor's response indicated that a large amount of funding was needed to make a module.

CONCLUSION

Thus, it can be concluded that the product that has been prepared is feasible and can be used by counselors to develop guidance and counseling modules. The researcher hopes that this research can be followed up by developing modules by discussing materials using existing service strategies to solve student problems so that it can be seen as a whole, the effectiveness and efficiency of the module systematics compiled using the module design model that the researchers produced.

It is hoped that with the presence of products resulting from this research, counselors will increasingly have various kinds of guidelines in designing learning media. With regard to all the limitations of this development, it is hoped that the resulting research products will be useful and beneficial for counselors and future educational developments.

REFERENCES
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