E-Module Behavior Counseling Practicum Based on Case Study

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Abstract
One of the mandatory courses for students majoring in guidance and counseling is a behavior counseling practicum. The purpose of this research is to develop the behavior counseling e-module based on case studies that can be applied to students of guidance and counseling. The research and development design used in this study is the ADDIE model. The instrument used is a module assessment scale. The assessors are experts in guidance and counseling, media, language, and prospective users. Index agreement result of the product by the guidance and counseling expert validator is 1 (very high), the media expert is 0.93 (very high), the language expert is 0.90 (very high), and the user assessment showed the mean score is 3.55 (very high in 4 scales). The developed product, e-module, has met the product acceptability criteria from various specified aspects.

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1. Introduction

Behavioral counseling is a mandatory course and a prerequisite for practicum course for Guidance and Counseling students. This course aims to develop students' skills and knowledge in applying the behavioral approach, including goals, concepts, and service procedures for clients, using logical, creative, systematic, innovative, and comprehensive thinking. Therefore, in the application of this course, students are required to have critical thinking skills to gain understanding and learning experience from the presented material.

Critical thinking is one of the high order thinking skills (HOTS) (Gradini, 2019). Based on the Indonesian National Qualification Framework Curriculum (KKNI), higher education institutions must be based on critical thinking using high-level thinking strategies that encourage students to explore information and facts effectively to solve problems (Arifin, 2020; Saputra, Kurnanto, Nurrahmi, & Kurniawan, 2021). As prospective counselors, guidance and counseling students need complex knowledge and must have critical thinking skills in helping clients to solve their problems.

This certainly poses a challenge for education lecturers in preparing learning materials and media that support students to think logically, creatively, and innovatively, and to be able to solve the problems they face. This condition demands lecturers, as the spearhead of education, to develop strategies and learning media that support these objectives (Mawati et al., 2020; Vahlepi, Helty, & Tersta, 2021). One solution offered for the implementation of the Behavioral Counseling course is to implement the case study (CS) learning model.

The Case Study (CS) model is a learning model that focuses on complex problems in the field. In addition, students are required to conduct analytical studies, exploration, interpretation, synthesis, and various case studies to obtain a comprehensive and meaningful problem-solving process (Hallaby & Hamama, 2017). Through this learning model, students gain a deep understanding of learning and engage in real and authentic activities. Various studies have stated that school-related learning activities are abundant but not authentic and therefore not entirely useful for learners (Bubb & Jones, 2020; Jeffery & Bauer, 2020; Khalil et al., 2020; Yuliani & Indana, 2017). Case study-based learning emphasizes contextual problems that students may directly experience, so case study-based

learning enables students to develop critical thinking, creativity, and imagination to solve various presented cases (Anggraeni, 2020; Zakiah, Sunaryo, & Amam, 2019).

In addition to the learning model applied, media is an important aspect of learning. With the development of technology, current learning practices require technology-based learning media (Barron, Friend, Dieker, & Kohnke, 2022; Ratnasari, Flurentin, & Setiyowati, 2022; Stranford, Owen, Mercer, & Pollock, 2020; Syahroni, Dianastiti, & Firmadani, 2020). One electronic media that can be used as an innovative learning tool is the e-module. The selection of e-modules for students is based on media that is lightweight and can be used for self-study by students (Sidiq, 2020). The development of e-modules is carried out using a flipbook maker. The flipbook maker is a software that has flip pages and functions to modify PDF files into electronic book pages (Triwahyuningtyas, Ningtyas, & Rahayu, 2020). This application also has functions for inserting images, videos, and multimedia objects that can be used for case study-based learning models.

2. Method

The research and development approach in this study refers to the steps of the ADDIE (Analyze-Design-Develop-Implementation-Evaluation) research model, which have been adjusted to the conditions and needs of the study. The ADDIE model is a research and development model developed by Molenda and Reiser (Molenda, 2015). The ADDIE model uses 5 main procedural steps, namely: (1) the analyze stage emphasizes researchers to conduct preliminary studies of the needs and problems in the field, as well as analysis of literature and library studies; (2) the design stage emphasizes researchers to design a product prototype based on the results of data analysis and literature review, as well as to design the instrument prototype to be used; (3) the develop stage is where researchers start to develop the product according to the prototype design prepared in the previous stage; (4) the implementation stage emphasizes researchers to implement the product that has been produced in a real situation; (5) the evaluation stage is for improving the final product based on feedback obtained.

The instrument used by the researchers to assess the validity of the product is an expert assessment instrument. The e-module product is considered reliable if it meets the characteristics based on The Program Evaluation Standards (Joint Committee, 1994) include accuracy, feasibility, utility, and propriety aspects. The data are analyzed using the interrater agreement (Gregory, 2014), and interpreted based on the classification proposed by Guilford (Gregory, 2014). The guidelines for analyzing and interpreting the data are presented in Table 1.

Table 1. Interpretation of the Assessor Agreement Index

No.	Expert Index Level	Interpretation
1.	$0.80 < xy \leq 1.00$	Very high
2.	$0.60 < xy \leq 0.80$	Tall
3.	$0.40 < xy \leq 0.60$	Enough
4.	$0.20 < xy \leq 0.40$	Low
5.	$0.00 < xy \leq 0.20$	Very low
6.	$xy \leq 0.00$	Invalid

The data obtained from potential users were then interpreted according to the predetermined classification. The guidelines for analyzing and interpreting the data is presented in Table 2.

Table 2. Interpretation of User Assessment

Score Range	Criteria	Classification
3.26-4.00	Very Accurate/Very Useful/Very Interesting/Very Easy	Very High
2.51-3.25	Accurate/Useful/Interesting/Easy	High
1.76-2. 50	Less Accurate/Less Useful/Less Interesting/Less Easy	Adequate
1.00-1.75	Not Accurate/Not Useful/Not Interesting/Not Easy	Low

The quantitative data obtained from the expert and user's assessment are used to determine the product's acceptability. Meanwhile, written feedback, including criticism, suggestions, and input from experts, is used as a basis for improving or revising the e-module product.

3. Results

The product of e-module based on studies in guidance and counseling are assessed the criteria for product acceptance from both format and content aspects. The evaluation of the format started with determining the cover design. The determination of the e-module cover design was done by considering the meaning and needs that are adjusted to the content inside. The e-module developed by the researcher has a cover with a combination of blue, yellow, and green colors. Blue is the primary color that symbolizes harmony, calmness, and peace for an individual's psychological condition. Yellow, as the second dominating color, means optimism, warmth, and enthusiasm. Meanwhile, green is often used in psychology to help individuals have the ability to balance emotions. The three colors blend into one to realize synergy that complements and attracts students' interest to stay enthusiastic in learning the e-module.

Other elements displayed on the book cover include the e-module title, author identity, institution identity, and a picture of students who are learning. The author's identity is written by including the developer's name as the first author, followed by the name of the partnering lecturer and students who contributed to completing the e-module. The institution identity is displayed in the form of the official logo of Universitas Negeri Malang, the logo is shown on the front cover while the back cover shows the identity of the study program and faculty. The picture of students having a discussion was chosen to consider that the e-module would later be used by students, so the picture was made as attractive as possible and adjusted to the needs of students.

The e-module was chosen as a teaching material that can be accessed anywhere, and the guidance is completed so that students have the resources to learn independently. The e-module can be accessed and downloaded by android and IOS users, and the required memory for storage is relatively small so that students can easily have the e-module as an access to learning. The display in the e-module is white and given a layout in orange batik with the hope of giving an optimistic atmosphere to students in learning every content in the module and the challenges in it. The e-module content itself has been equipped with materials, learning steps, case studies, videos to facilitate understanding, self-evaluation materials, and tasks as assignments that must be completed by students individually or in groups.

The developed behavioral counseling practicum e-module has a content framework that will be elaborated in Table 3.

Table 3. Systematic Content of E-module Products

No.	Section	Description
1.	Thank-you note	Contains gratitude that the author conveys to those involved and helped smooth the process of compiling e-module products from start to finish
2.	List of contents	Contains an outline of the contents of the e-module and its pages
3.	List of tables	Contains a list of tables used in the e-module book
4.	List of figures	Contains a list of images listed in the e-module book
5.	Appendix list	Contains the attachments needed at each meeting in the process of implementing behavioristic counseling practicum learning
6.	Chapter I Introduction	To provide an overview of the rationale, the purpose of preparing the e-module, and the goals, objectives and procedures for use
7.	Chapter II Conceptual study	Contains an overview of behavioristic counseling
8.	Chapter III	Describes the general instructions for using the e-module for behavioristic counseling practicum
9.	Chapter IV	Contains instructions for implementing behavioristic counseling practicum learning from the first meeting to the 16th meeting
10.	Critical thinking instrument	The instrument in question is a measuring tool that lecturers can use to measure the level of students' critical thinking before and after learning using e-modules
11.	Developer profile	Contains developer biodata and contacts that can be contacted

This developed e-module product has fulfilled the aspects of product acceptability, including: (1) accuracy; (2) utility; (3) feasibility; (4) and propriety. This behavioristic counseling practicum e-module product has undergone that include: (1) assessment by counseling guidance and counseling experts regarding the material content; (2) assessment by learning media experts on the e-module format, by educational technology lecturers; (3) assessment by users (guidance and counseling lecturers who teach behavioristic counseling practicum subjects) to obtain both in terms of format and material content.

The results of the expert data are summarized to facilitate the level of product acceptability. The product assessment results presented in Table 4.

Table 4. Product Assessment Results

No.	Expert Subject	Score Index	Interpretation
1.	Guidance and counseling expert	1	Very high
2.	Learning media expert	0.93	Very high
3.	Language experts	0.90	Very high

Based on Table 4, it is known that the category of expert's index is very high. It can be known that the behaviorist counseling practice e-module is a suitable e-module to be used for interventions in counseling practice learning with a behaviorist approach for students. The feedback from the expert are follows: (1) the formulated goals in each service meeting should be more specified; (2) the evaluation sheet should be more elaborated so that students can assess their strengths and weaknesses; (3) the materials presented in SIPEJAR (online learning source of Universitas Negeri Malang) should also be included in the e-module to facilitate students in learning those materials.

The score of the learning media expert is 0.93 with a very high rating category. This means that the product is suitable as a learning media used by students in the learning process. The feedback from the learning media expert are follows: (1) the cover design color is too soft, it is suggested to use a more striking design color; (2) the institution's identity in the e-module needs to be included; (3) there are some videos in the flipbook that cannot be opened, please fix them for the future; (4) the inside layout of the e-module should be accompanied by attractive animations so that it does not look plain.

The language expert's assessment result is 0.90 with a very high-level category. This result shows that the e-module is considered acceptable. The feedback from the language expert are as follows: (1) there are some ineffective sentences and words, as well as typos; (2) there are some sentences that are written in flowery language, fix them according to the input; (3) fix the punctuation according to the standard.

The user's evaluation average is 3.55 (very high in 4 scales). Its means that the e-module is highly suitable for use. The improvements that need to be made consist of: (1) still often finding autocorrect words that are not appropriate for Indonesian, for example "bisa" but written as "bias"; (2) this book seems very formal when used by students because it only contains text; (3) there is a need for font adjustment to avoid it looking too stiff; (4) the cover design can be made more attractive so that readers have a good impression when they first see the e-module; (5) the language selection is actually good enough, but there needs to be some simplification in some materials so that readers can understand them easier.

4. Discussion

As formulated, the purpose of developing a behavioral counseling practicum e-module with flipbook maker based on case studies of guidance and counseling students is acceptable. This research successfully developed an e-module product that has been assessed by guidance and counseling experts, media experts, language experts, and users of the product, namely guidance and counseling students. The product was further improved based on feedback and comments from the respective experts so that the resulting product is suitable for use as teaching material in the Behavioral Counseling Practicum course.

The product's content has gone through the validation process. Content of e-module was met the criteria set by the researcher. Assessment results showed that the developed product suitable for use by practitioners (Antara, Suma, & Parmiti, 2022; Cabero-Almenara, Romero-Tena, & Palacios-Rodríguez, 2020; Suartama, Setyosari, Sulthoni, & Ulfa, 2019).

In addition, this product has gone through the second product assessment process, namely the e-module format developed based on media expert assessment. The results of the media expert assessment show that the development product meets the requirements for being a service media. The size of the e-module is B5 (17.6 cm x 25 cm), this size is chosen considering practicality when used and does not require much space when taken anywhere or stored. The cover material uses glossy 270-gram art paper, considering it can produce sharper colors and has strong paper form if chosen as a book cover (Renaldy, 2013). In addition, the cover design in the e-module book format is able to describe the content of the e-module in general. The selection of cover colors has been adjusted to the basic colors of Tulungagung Regency (Akhyar, 2020). The presentation of the material includes tables and images that support clear and concise material presentation to avoid e-module ambiguity.

The product has also been assessed from the user side, which is the students. The subjects of prospective users were four guidance and counseling students from Universitas Negeri Malang who were currently or had taken counseling practicum courses. Students who had taken the practicum course could assess whether the product could help in the learning process compared to conventional methods, while students who were still taking the practicum course could provide an overview of whether the created module was easier to understand than conventional methods. This is in line with research stating that innovation in media is needed continuously in learning (Barseli, Ifdil, Mudjiran, Efendi, & Zola, 2020; Bergmann et al., 2021; Mamadaliev, Jabborova, Umarova, & Abdullayeva, 2020).

One advantage of the research-based e-module compared to other e-modules is the presentation of an electronic flipbook that is attractive and easy for users. This is supported by research by Rini et al. (2021); Ristanto et al. (2020); Rizal (2022); Roemintoyo and Budiarto (2021), which stated that the flipbook was considered more effective and practical for students. This e-module also comes with an instrument to measure the level of students' critical thinking before and after learning using the e-module, so the effectiveness of applying the e-module in the behavioristic counseling practicum course can be known. The existence of this instrument also facilitates lecturers in conducting learning evaluations.

The application of the case study (CS) learning model is also a strength of this e-module. Students are required to think critically, creatively, and skillfully in solving problems. In their research, Guo et al. (2020) stated that case-based learning can develop analytical skills, critical thinking, creative thinking, practical skills, communication skills, social skills, and reflective thinking. These various skills are important for guidance and counseling students in providing counseling services (Hanafi, Hidayah, Atmoko, Ramli, & Triyono, 2022; Huhn, Gilliland, Black, Wainwright, & Christensen, 2019). Therefore, training these skills through the case study (CS) learning model in the behavioristic counseling practicum course is the right choice.

Regardless of the various advantages of the behavioristic counseling practicum e-module with flipbook maker, the role of lecturers and students who support the learning process is also needed for successful implementation. Students' success in achieving competency achievement is influenced by various factors, not only limited to the influence of using media or teaching materials in learning. According to Susanto et al., (2020), students' activeness and enthusiasm in attending lectures will greatly help the process of internalizing knowledge. Meanwhile, lecturers or educators function as facilitators for students to help them achieve the desired competency (Wajdi et al., 2018).

5. Conclusion

The previous study on the e-module of behavioral counseling practicum for students can be concluded as follows. First, the e-module book product is acceptable, includes cover, introduction, general instructions for implementation, learning procedure implementation, evaluation instru-

ment, and reference list used. Therefore, it can be concluded that this e-module book has a very precise, clear, and appropriate systematics to be used as a learning media for guidance and counseling students. Second, the e-module product have format acceptability, including language accuracy, graph and presentation, font, table or image presentation, color clarity, and writing clarity. It can be concluded that the e-module product developed based on the format is very appropriate, clear, and feasible to be used as an innovative and attractive media. Before finalizing the product, the researcher has revised the input from experts and prospective users so that the developed e-module product can truly be an alternative solution to help lecturers and students in the learning process. Through this e-module, it can be used as a material to help improve students' critical thinking.

There are several suggestions that prospective users of the behavioral counseling e-module need to pay attention to, including the following. First, this e-module is one of the self-learning media based on case studies. Therefore, before working on exercise questions or bills in this module, students should first understand the general instructions presented so that the learning process using this e-module can be carried out optimally. Second, lecturers can add more up-to-date references accompanied by case examples in the ongoing learning process. Third, this e-module is used as a learning media, for the practicum process itself still needs supervision from the lecturer to avoid misinterpretation by students. Fourth, further researchers may conduct efficacy testing of the developed e-module product with an actual experimental design to determine the effectiveness of the e-module product in improving students' critical thinking.

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E-Modul Praktikum Konseling Perilaku Berbasis Studi Kasus

Kata kunci

Berpikir kritis
E-Modul
Konseling behavior
Studi kasus

Abstrak

Salah satu mata kuliah wajib bagi mahasiswa jurusan bimbingan dan konseling adalah praktikum konseling perilaku. Tujuan dari penelitian ini adalah mengembangkan e-modul konseling perilaku berbasis studi kasus yang dapat diterapkan pada mahasiswa bimbingan dan konseling. Rancangan penelitian dan pengembangan yang digunakan dalam penelitian ini adalah model ADDIE. Instrumen yang digunakan adalah skala penilaian modul. Uji ahli melibatkan ahli di bidang bimbingan dan konseling, media, bahasa, dan calon pengguna. Hasil indeks produk oleh ahli bimbingan dan konseling adalah 1 (sangat tinggi), ahli media 0,93 (sangat tinggi), ahli bahasa 0,90 (sangat tinggi), dan penilaian pengguna menunjukkan skor rata-rata 3,55. (sangat tinggi dalam 4 skala). Produk yang dikembangkan, yaitu e-modul telah memenuhi kriteria keberterimaan produk dari berbagai aspek yang ditentukan.