

Development of An Introductory Module for Addiction Counseling Based On *The Outcome Based Education* (OBE) Curriculum.

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Abstract. This research aims to develop an introductory module for addiction counseling based on an Outcome-Based Education (OBE) curriculum for students at the Faculty of Education, State University of Medan (FIP UNIMED). The module provides an in-depth understanding of addiction concepts, categories, and consequences, as well as evidence-based counseling techniques for addressing addiction cases. The OBE framework prioritizes the attainment of specific, measurable learning outcomes through a student-centered pedagogical approach. This research underscores the limited adoption of addiction counseling in academic settings, despite the escalating urgency of addiction issues in society. With this module, educational institutions are expected to better address the needs of students requiring addiction counseling services. The module aims to enhance the effectiveness of guidance and counseling services and mitigate the adverse effects of addiction. Furthermore, this research could significantly inform curriculum development within Indonesia and serve as a model for other educational institutions in creating student- and community-relevant instructional modules.

Keywords: Addiction Counseling; Outcome-Based *Education*

1 Introduction

The enactment of Law Number 14 of 2005 concerning Teachers and Lecturers has an impact on the need to adjust and revitalize the teacher education model in line with the demands of competence on the one hand, as well as the aspirations of society and the development of the times on the other. This is also in line with the enactment of Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI) and the issuance of Law No. 12 of 2012 concerning Higher Education.

Medan State University, as one of the LPTKs in Indonesia, realizes that the teaching profession as a professional position must be prepared through a fairly long educational program and designed based on teacher competency standards. Therefore, it takes time and expertise to equip its graduates with various competencies, both in mastering the field of study, the scientific basis of educational activities, and its professional application in the field. To produce professional

teacher graduates, it is necessary to develop the Curriculum of Education Personnel Education Institutions (LPTK).

The development of the LPTK Curriculum in question is a step in developing a curriculum that is in accordance with the current demands, referring to the Indonesian National Qualifications Framework (KKNI), and the future to ensure the quality of prospective professional educators, and as a basis for reconstructing the program and implementation of teacher education comprehensively at LPTK. The Guidance and Counseling Study Program (S1) is one of the four study programs at the Faculty of Education, State University of Medan (FIP UNIMED).

In line with the modern educational paradigm, the Outcome-Based Education (OBE)-based curriculum has become an approach adopted by various educational institutions to ensure that graduates have competencies that are in accordance with the needs of the world of work and society. OBE emphasizes achieving specific and measurable learning outcomes expected of students, as well as focusing on a student-centered learning process. Thus, OBE not only teaches theory but also prepares students to apply their knowledge and skills in real life.

Addiction—both the abuse of addictive substances and other addictive behaviors—has become a more urgent issue in society. Drug abuse, alcohol, gambling, and excessive internet use have significant negative impacts on individuals' physical and mental health, as well as social stability. Education plays an important role in preventing and handling addiction problems through effective guidance and counseling.

Addictive substance abuse and other addictive behaviors have become a significant problem among students. However, ironically, many educational institutions are still minimal in providing special counseling services to deal with addiction. This is due to a lack of resources, training, and attention to the importance of prevention and treatment of addiction through counseling in the educational setting. In fact, educational institutions have a strategic role in supporting students to overcome addiction problems by providing comprehensive and evidence-based counseling services. [2]

The lack of implementation of addiction counseling in educational institutions also shows the urgent need to increase the capacity and competence of counselors. Many counselors in educational institutions do not have adequate knowledge and skills to handle addiction cases, so students who need help often do not get appropriate support. The development of an introductory module for addiction counseling based on the Outcome-Based Education (OBE) curriculum is expected to be a solution to overcome this shortcoming, by equipping counselors with an understanding and effective techniques in dealing with addiction. [3]

For the sake of learning and teaching activities, the development of an introductory module of addiction counseling based on the OBE curriculum is needed to provide a comprehensive understanding of the concepts, types, and impacts of addiction, as well as effective counseling techniques in handling addiction cases. Thus, students can have clear learning resources and references for students, especially students of guidance and counseling study programs, to equip them with the knowledge and skills needed to provide effective counseling services.

Teaching materials are an important component in the learning process. The presence of teaching materials will make it easier for lecturers to deliver learning materials, and students will find it easier to learn. This teaching material can be made and compiled by the lecturer who teaches the course, with the aim that the teaching materials produced can adjust to the conditions

of students[4]. The teaching material that will be applied in the Addiction Counseling course is a learning module. Learning modules are a series of systematic learning activities based on a curriculum that is adjusted to the competencies that students must achieve[5]. Advantages: The module is designed to be used for self-study by students because it is equipped with self-study instructions. So that with the module, students do not have to depend on lecturers to be able to achieve the competencies demanded by learning activities. Based on this description, the researcher wants to conduct Research and Development (R&D) research in the form of the development of a systematic and structured learning module with the research title Development of an Introductory Module for Addiction Counseling and Outcome-Based Learning (OBE) Counseling on Students of the Faculty of Education, State University of Medan.

2. Research methods

This research uses a research and development (R&D) approach with a development model that refers to ADDIE (Analysis, Design, Development, Implementation, and Evaluation) design. This model was chosen because it is in accordance with the need to produce systematic, tested, and applicable learning modules in supporting learning outcomes based on the Outcome-Based Education (OBE) curriculum[6]. The focus of the research is directed at the development of an *Introduction to Addiction Counseling module* that can be used by Guidance and Counseling students as a teaching material as well as a practical guide in understanding the basic concepts of addiction and addiction counseling.

The research subjects consist of two main groups, namely material experts and media experts who play a role in the validation process, and students of the Guidance and Counseling study program who are module users in a limited trial. The subject taking technique used purposive sampling, with the criterion that the validator is a lecturer or practitioner who is competent in the field of addiction counseling and learning design, while the selected students come from the middle semester who have taken basic counseling courses.

The research instruments include expert validation sheets, student trial questionnaires, and observation and documentation guidelines. Expert validation sheets are used to assess the feasibility aspects of the module's content, language, presentation, and graphics [7]. The student trial questionnaire was used to assess the aspects of readability, ease of use, attractiveness, and relevance of the module to learning needs. The collected data were analyzed descriptively, quantitatively, and qualitatively, with the presentation of average scores, percentages, and suggestions for improvement from validators and users.

The research procedure is carried out through five main stages according to the ADDIE model, namely: (1) Analysis, including the analysis of student needs and the OBE curriculum; (2) Design, design the structure and content of modules according to learning outcomes; (3) Development, developing module prototypes which are then validated by experts; (4) Implementation, carrying out trials limited to student groups; and (5) Evaluation, revising and improving the module based on the results of validation and trials. With this procedure, it is hoped that the modules developed will not only be academically feasible but also relevant, practical, and effective to support OBE-based addiction counseling learning. [8].

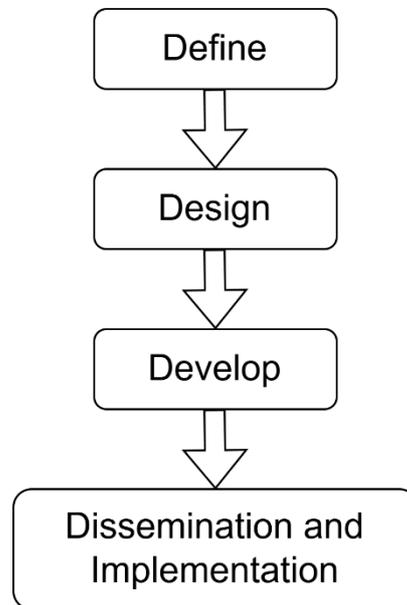


Fig. 1 Research Flow Chart

3 Result and Discussion

3.1 Initial Research and Data Collection

The initial stage of the research shows that the development of the *Introduction to Addiction Counseling* module is very relevant to the needs of students of the Guidance and Counseling Study Program. This module is designed in line with the Outcome-Based Education (OBE) curriculum approach, which emphasizes the achievement of *learning outcomes* in a clear, measurable, and applicable manner. Data from interviews with teaching lecturers and students, as well as the study of curriculum documents, indicate that addiction counseling learning so far is still abstract, has minimal practical involvement, and does not support the formation of counselors' professional competencies. Therefore, modules are developed not only as teaching materials but also as formative and summative instruments that facilitate students to evaluate their learning outcomes.

a. Needs Analysis

The results of the needs analysis through questionnaires and interviews revealed that students wanted teaching materials that were concise, contextual, and equipped with exercises, simulations, and real case studies. This methodology is in line with the OBE principle, which emphasizes *constructive alignment*, which is the conformity between learning objectives, learning activities, and assessments. This module is designed to support the achievement of *Intended Learning Outcomes* (ILO), such as the ability to identify addictive behaviors, analyze

psychosocial factors, and design counseling interventions. Thus, the module is expected to be able to bridge the gap between the theory and practice of addiction counseling..

b. Problem Formulation

Based on the results of the identification of needs, research problems were formulated, namely, how to *develop an Introduction to Addiction Counseling module that is in accordance with the principles of the Outcome-Based Education curriculum and is able to improve the competence of BK students in understanding and handling addiction issues professionally?* The formulation of this problem is reduced to three development focuses, namely: (1) the preparation of content based on learning outcomes, (2) the integration of active and reflective learning strategies, and (3) the preparation of student performance assessments that are formative and summative.

c. Literature Studies

Literature studies were conducted by examining various relevant academic references, such as bio-psycho-social theories in understanding addiction, individual counseling techniques, *the motivational interviewing approach*, and the concept of OBE in higher education. This literature strengthens the academic foundation of the module while ensuring its relevance to the context of outcome-based learning. In addition, the principle of *constructive alignment* is the main reference so that the materials, activities, and assessments in the module are aligned with the targeted competencies.

3.2 Product Planning

The product planning stage is carried out by systematically designing the structure and content of modules in accordance with the principles of the Outcome Based Education (OBE) curriculum. The module is designed in a thematic format with six main chapters that refer to the course learning outcomes (CPMK). The preparation of this module integrates several important components, namely: course learning outcomes, competency maps, weekly learning plans (RPM), descriptions of subject matter and subsubjects, student activities based on case studies and laboratory practice, reflective assignments and group discussions, and formative evaluations in the form of objective tests, reflections, and assessment rubrics.

The purpose of this planning is so that students understand the theory conceptually and are able to internalize knowledge in a more practical context. This module is oriented to develop students' empathy for addiction clients while improving basic counseling skills relevant to addiction rehabilitation and prevention efforts.

3.3 Early Product Development

The initial product development stage is carried out by compiling a module draft based on the structure that has been designed at the planning stage. The modules are arranged in two formats, namely print and digital (interactive PDF), to provide more flexible access for students. Each chapter begins with a concept map and learning objectives, followed by a description of the material, illustrations of real cases, analysis assignments, and reflection sheets. The content of the module is arranged in stages by covering ten main topics, namely: (1) Basic Concepts of Addiction, (2) Drug Addiction (Narcotics, Psychotropics, and Addictive Substances), (3) Alcohol Addiction, (4) Nicotine Addiction, (5) Technology and Social Media Addiction, (6) Online Game Addiction, (7) Gambling Disorder, (8) Sex and Pornography Addiction, (9) Eating

Addiction and Eating Disorders, and (10) Introduction to Addiction Counseling. The initial draft of this module is still a prototype and will go through a validation process by material experts as well as learning media experts to ensure the quality of the content and design. In terms of appearance, the module uses a simple and attractive visual approach, with a dominance of calm colors, symbolic illustrations related to addiction counseling, and a two-column format to facilitate readability. The front cover is designed to represent a symbol of addiction recovery combined with the institution's logo and the identity of the course, thus adding to the academic and professional impression.

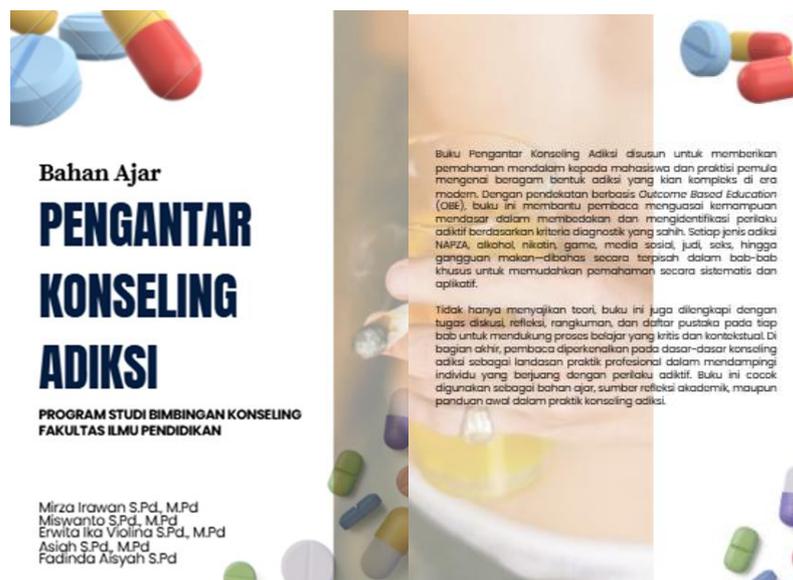


Fig 2. Cover of Introductory Addiction Counseling Course Module

3.4 Product Trial Results

As the final stage in the development process of the *Introduction to Addiction Counseling Module*, product trials were carried out to ensure the feasibility of the module in terms of scientific substance and the quality of learning media. This process is carried out through a series of evaluation stages involving media experts, material experts, and potential users. The evaluation was carried out systematically with a quantitative approach based on the Likert scale and qualitative input for module improvement.

3.4.1 Validation by Media Experts

The media validation was carried out by Mr. Rafael Lisinus Ginting, S.Pd., M.Pd., a lecturer in Guidance and Counseling at the State University of Medan as well as an expert in the development of learning media. The purpose of this validation is to review the visual aspects, integration of layouts, readability, and interactivity of modules. The assessment uses evaluation instruments based on learning media quality indicators with a 4-point Likert scale.

The validation results showed a total score of 75 out of 80 (93.75%), which was included in the **Excellent category**. The indicators with the highest scores include text readability, layout suitability, and ease of understanding material. However, the validator provided improvement notes in the form of strengthening infographics in some chapters as well as suggestions for *integrating QR codes* to access supporting videos. Overall, the module was declared feasible to proceed to the field trial stage with minor improvements to the visual elements.

3.4.2 Validation by Subject Matter Experts

The material validation was carried out by Mr. Eka Prahadian Abdurrahman, S.I.Kom., M.K.M., ICAP.I., Chairman of the Indonesian Addiction Counselors Association (IKAI) North Sumatra Region as well as an internationally certified addiction counseling expert. The assessment is focused on aspects of concept clarity, relevance of content to graduate competencies, literature up-to-dateness, usefulness, and readability of modules.

The assessment results showed a score of 90 out of 100 (90%), which is included in the Excellent category. The module is considered to have a systematic structure, based on the OBE principles, and to be rich in contextual case studies. The aspect that is considered superior is the success of the module in linking the concept of addiction with social and clinical phenomena in Indonesia as well as the integration of the latest diagnostic classifications (DSM-5-TR and ICD-11). However, the validator suggested the addition of psychometrics-based assessment topics as well as the expansion of the discussion on interdisciplinary collaboration in case intervention.

3.4.3 Field trials

Operational field trials were carried out as an advanced stage in the process of validating the development of *the Introduction to Addiction Counseling Module*. This stage is done after the module has been revised based on the input obtained from the main field trial. The aim is to assess the effectiveness and acceptability of the modules in the context of real learning, as well as to identify technical and pedagogical aspects that need improvement.

The trial activity was carried out on Thursday, July 25, 2024, involving 100 students in the sixth semester of the Guidance and Counseling Study Program, Faculty of Education, State University of Medan. The research subjects were selected purposively by considering their academic readiness and the relevance of their involvement in courses related to adolescent addiction and psychopedagogical interventions. The evaluation instrument is in the form of a module assessment questionnaire that contains five main aspects, namely the readability and clarity of the delivery of the material, the completeness of the scientific substance, the attractiveness of the presentation, the relationship of the material with the competence of prospective counselors, and the usefulness of the module in supporting the understanding of the concept of addiction and its interventions. The questionnaire uses a four-point Likert scale with the categories of very good (4), good (3), fair (2), and poor (1).

The results of the trial showed a very positive response from students. In general, the modules are considered easy to understand, systematic, and present information relevant to contemporary addiction issues. Students appreciate the existence of chapters that map the types of addictions in detail as well as features of case studies, reflective assignments, and group discussions that encourage active engagement and critical thinking. However, there are several suggestions for improvement, including strengthening the simulation of basic counseling techniques and adding

real examples of addiction counseling practices in the field, especially in the context of education. In addition, the use of language that is more adaptive to adolescents' communication styles is also recommended so that the content of the module is easier to understand by prospective school counselors.

Table 1. Data on Field Trial

No.	Assessment Aspects	Score	Category
1	The presentation of the material in the Module has been sequenced	500	Excellent
2	The learning objectives in the Module are clear	495	Excellent
3	Instructions for use in Modules are easy to follow	490	Excellent
4	Illustration examples provide convenience in understand the content of the Module	400	good
5	I am interested in improving the skills of <i>Introduction to Addiction Counselling</i> according to those in the Module	475	Excellent
6	The information presented in the Module is complete.	483	Excellent
7	This module is very interesting	494	Excellent
8	The writing in this Module reads clearly	455	Excellent
9	Language that Used deep This module is easy to understand	477	Excellent
10	The material presented is easy to understand	460	Excellent
11	The instructions for using the Module are clear	470	Excellent
12	The font size used in the Module is appropriate	490	Excellent
13	The typeface used in the Module is correct	500	Excellent
14	The location of the pictures and illustrations is according to the material.	460	Excellent
15	The font size used is not too small	491	Excellent
16	The images used in this Module are clear	487	Excellent
17	The display design of this module is attractive	488	Excellent
18	<i>The layout or</i> layout of the Module is appropriate	492	Excellent
19	I am interested in learning this Module	500	Excellent
20	This module makes it easier to learn <i>Introduction to Addiction Counseling</i>	495	Excellent
21	I can study the Modules independently	493	Excellent
22	Understanding of <i>Introduction to Addiction Counselling</i> is more effective when using this Module	499	Excellent
23	Module get Grow spirit to Study the material	480	Excellent
24	The content of this module can increase my knowledge of <i>Introduction to Addiction Counseling</i>	481	Excellent
25	The content of this module can train my ability to improve <i>Introduction to Addiction Counseling</i>	490	Excellent
Sum Score Category		12045/12800 94,17 Excellent	

Quantitatively, the results of student assessments of the module reached a total score of 12,045 out of a maximum score of 12,800, with an average score of 94.17. Based on qualitative conversions, the score falls into the "excellent" category. This indicates that modules are not only suitable for use as teaching materials but also effective in supporting learning outcomes. Thus, *the Introduction to Addiction Counseling Module* can be positioned as a comprehensive learning resource to equip students with theoretical understanding and initial skills of addiction counseling in accordance with the employment needs of today's counselors.

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3.5 Revisions and Validator Suggestions

The results of validation from experts, both material experts and media experts, show that the Introduction to Addiction Counseling module based on the OBE curriculum has basically met the criteria of content, language, and readability eligibility. Nevertheless, there are a number of notes and suggestions for improvement submitted by validators for product improvements.

First, from the aspect of material substance, the validator emphasized the need to deepen several topics, especially those related to the integration of the concept of addiction in psychological and social perspectives. The material presented is considered comprehensive, but it still needs to be strengthened by adding contextual case examples that are relevant to the condition of students in Indonesia. In addition, the use of up-to-date literature and international references is also recommended so that the module has a stronger academic competitiveness.

Second, from the aspect of presentation, the validator suggested that the learning structure in the module emphasize more integration between learning outcomes, student activities, and evaluation. It is important to ensure that the principles of Outcome Based Education (OBE) are truly internalized in each chapter. The validator also proposed that case study-based activities and laboratory practices be equipped with a more detailed assessment rubric so that they can be an objective reference for lecturers and students in the evaluation process.

Third, in terms of media design, validators provide input related to readability and visual appearance. Although the module has been designed in a two-column format, which is quite effective, it is recommended that color contrast, the use of illustrations, and the layout be taken into account to maintain the comfort of the reader. The validator also emphasized the importance of format consistency, both in the preparation of the bibliography, the presentation of tables and images, and the placement of subheadings.

In general, the feedback from the validators focused on strengthening academic quality, integrating learning structures, and improving the visual appearance of the modules. By revising according to these suggestions, it is hoped that this module is not only academically feasible but also effective in facilitating students to achieve addiction counseling competencies according to the demands of the OBE curriculum.

4 Conclusion

The development of the *Introductory Module for Addiction Counseling* based on the *Outcome-Based Education* (OBE) Curriculum has been carried out through systematic stages, including needs analysis, design, development, expert validation, as well as main field and operational trials. This process shows that the developed modules meet the feasibility aspects substantially as well as technically.

The validation results from material experts and media experts confirmed that the module was in the category of "feasible" to "excellent" in terms of content, presentation, and learning media. The material expert, Mr. Eka Prahadian Abdurrahman, S.I.Kom., M.K.M., ICAP.I., appreciated the accuracy of the substance of the module with the needs of higher education and at the same time recommended strengthening the practical dimension through the integration of case simulations and more applicable learning outcomes. From the media side, Mr. Rafael Lisinus Ginting, S.Pd., M.Pd., provided input related to improving the visual quality, readability, and attractiveness of the presentation so that the modules are more interactive and easy for students to understand.

Feedback from students in the field trial also showed a positive response, especially in the aspects of material clarity, relevance to academic needs, and the relationship between the content of the module and the professional practice of addiction counseling. These findings indicate that modules not only serve as a source of theoretical learning but also contribute to students' applicative skills.

Thus, the OBE-based *Introduction to Addiction Counseling Module* can be used effectively as teaching material in lectures as well as as an initial reference for students to understand the basic concepts, counseling process, and strategies for handling addiction cases professionally. The existence of this module is expected to strengthen the quality of guidance and counseling learning, especially in the field of addiction counseling, so that it is more relevant to the demands of the academic world and practice in the field

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