

Preparation of Teaching Materials in the *Case Method-Based Career Counseling Guidance* and *Team-Based Learning* in the Guidance and Counseling Study Program, Faculty of Education Universitas Negeri Medan

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Abstract. This study is going to provide digital instructional things for career counseling guidance based on *Case Method* and *Team Based Method* as a support for the lecture process of BK students in understanding the material which includes career theories, practice, case examples and practical concepts individually or in groups. *Case Method* and *Team-Based Learning* are learning approaches that are currently focused on FIP UNIMED, which is presented in case-based learning. The research subjects were 2 lecturers for material experts, and 2 media expert lecturers, and included students for operational field tests. The results of media and material expert tests, and operational field group tests obtained results that the *prototypes* developed in the preparation of digital teaching materials for case-based career guidance and *team-based learning* have met the acceptance requirements. The result demonstrates the practicality of good category material, languages feasibility, and visuals of outstanding categories, in the aspect of presentation of good categories, and in the aspect of graphics of good categories. The use of digital teaching materials for career guidance and counseling is very well used in the lecture process compared to not using career guidance teaching materials.

Keywords: Digital Teaching Materials, Career Counseling Guidance, *Case Method*, and *Team-Based Learning*.

1 Introduction

Article 3 of the Regulation of the Minister of Education and Culture (Permendikbud) of the Republic of Indonesia No. 111 of 2014 on Guidance and Counseling in Primary and Secondary Education stipulates that guidance and counseling services are provided in primary and secondary education, guidance of counselling have the aim of helping counselors achieve optimal development and complete independence in personal, learning, social, and career aspects. Also as result, among fundamental lessons at guidance and counseling learning process is the career BK course [1]. A sort of counseling for careers is providing guidance and client assistance offered by career counselors to their customers organize their life's path, educational pursuits, and job change (career). This covers job exploration, decision-making,

managing changes in careers, lifelong career growth, and dealing with various career-related concerns [2].

The 2004 career counseling and development review was structured into: four broad areas: (a) professional issues, (b) career theories and concepts, (c) career interventions and practices, and (d) career and technology assessments [3]. The results of preliminary research conducted in the 2020-2021 school year, the lectures of the career BK course still use books on career theory which are generally still in English. This is an obstacle for students who tend not to have good English skills. There are also several references that are already in Indonesian, but still focus on career theory in general and have not been integrated into the process of counseling guidance services.

One of the main performance indicators of higher education in the Decree of the Minister of Education and Culture Number 754/P/2020 is the increasing quality of curriculum and classroom instruction; S1 and D4/D3/D2 course examples -solving learning strategies or team-based project acquiring as significant components of the evaluation [4]. Learning using the case method will provide many opportunities for students to develop the ability to cooperate because it gives greater weight to the discussion process (peer discussion) and individual learning (individual study) compared to the process of explaining concepts (instructure / lecture input). Through this learning, students are also trained to conduct an in-depth investigation of a topic / problem and questions that are weighty, real and relevant. So that it will improve critical thinking skills in students. Critical thinking is the capacity to assess whether information gained through observations, experiences, reasoning, and communication can be trusted in order to draw inferences that are logical and accurate.[3].

The case method is sometimes characterized as a learning approach that requires students to actively participate in real or hypothetical issue scenarios, emulating the sort of experience gained organically in the topic under study [6]. In learning that uses the case method, the steps taken are 1. In their role as "protagonists" who are trying solving an instance 2. Students review cases to produce ideas for solutions, with the use of group discussions to test and refine solution designs 3. The classes discussed with the bulk of the dialogues actively also being conducted by students. Lecturers only facilitate by directing discussions, providing Insights and thoughts. Meanwhile, Team Based Learning (TBL) is a learning method with a student center concept in which the learning process is carried out by optimizing the roles and functions of groups. In its application the teacher ensures that all students can be actively involved in the learning process. Students who learn actively are expected to be more able to understand the subject matter provided. The specific domain of self-estimation ability is more relevant in career selection than intelligence (General Ability) (Prediger).

In essence, teaching materials are designed to make it easier for teachers/instructors to carry out learning activities in accordance with learning objectives. The designed material content can be in the form of written and unwritten material [7]. Teaching materials are a set of subject matter that are mutually integrated and refer to a particular curriculum. Teaching materials are also designed to achieve competency standards and basic competencies that are relevant to learning objectives. [8]. All items (including information, tools, and texts) that are methodically gathered are considered teaching materials., which display the complete figure of the competences that students will master and employ during the learning process in order to plan and studying the implementation of learning. Handbooks, units, documents, LKS,

prototypes or illustrations, auditory educational resources, dynamic instructional materials, and so forth are a few examples. [9].

Learning resources defined as information presented and stored in various media, which can help students in learning as a manifestation of the curriculum. The form is not limited to whether in the form of prints, videos, software formats or a combination of various formats that can be used by students or teachers. Learning materials are a set of materials containing learning materials or content designed to achieve learning objectives [10].

From several views on the meaning of teaching materials, it can be understood that all systematically organized items, including knowledge, instruments, and texts, are considered teaching materials. that display the total number of skills that students have acquired and are using to plan and study during the learning process also the implementation. For example, textbooks, modules, audio teaching materials, interactive teaching materials and so on.

1.1 Career Guidance

Career guidance as a whole is one part of counseling guidance. According to Juntika in her book stated, professional counseling is advice to help people plan, grow, and solve professional issues, such comprehension of work positions and tasks, perception of self-conditions and abilities, recognizing environmental circumstances, career idea and creation, job adjustments, and addressing issues with one's career [11].

Career guidance is the process of helping a student/counselor in terms of understanding himself, understanding his environment, especially the environment in the form of the world of work, making work choices, and finally helping him formulate a plan to realize the decisions he makes [12]. According to Hartono in his book defines that career guidance is a service and activities intended to help individuals, at all ages and throughout their life span, to choose education, training and career options and manage their careers [13]. Career guidance according to aims to provide an overview of oneself and the environment and its alignment with the work it wants to achieve. [14]

It may be inferred from the statement above that career guidance is an attempt to know and understand oneself, grasp what is in oneself well, and on the other hand should be well-versed in the types of employment available and the qualifications needed for each. Thus the individual will be able to combine what a job or career demands, with the abilities or potential that exist in him. If there are obstacles, what obstacles should exist and how to overcome them. By overcoming the obstacles that may exist means that one of the problems has been overcome.

1.2 Counseling Guidance Teaching Materials

All structured items, including knowledge, resources, and documents, are considered teaching materials that display the full representation of the competence that will be mastered by students used in the learning process with the aim of planning and exemplifying the implementation of learning. As an illustration, consider textbooks, modules, audio teaching aids, interactive teaching aids, and so on..

Career guidance is a process of assistance provided by counselors (guidance teachers) to clients / students or a group of students / counselors, so that they can understand themselves,

understand their environment in the form of the world of work in an effort to make decisions to make choices. From some of these opinions, it can be concluded that career guidance is a form of guidance provided by counselors / teachers to clients / students in providing direction / guidance regarding planning, selection, and solving career problems so that they can understand themselves, understand their career environment and achieve independence can maintain their career in life in society.

So, career guidance teaching materials are systematically compiled materials that display learning about the assistance provided by counselors (guidance teachers) to clients / students or a group of students / counselors, so that they can understand themselves, understand their environment in the form of the world of work in an effort to make decisions to make choices.

1.3 Case Method

The case method is a participatory learning approach that uses conversation to address a case or problem. This strategy will sharpen and increase critical thinking abilities for problem solving, communication, teamwork, and creativity. In line with what Angela said that case-based learning is an interactive learning method where learners will be faced with real situations and need reasoning to solve them [15]. "In applying the case method, samples are not given tasks individually but are done in groups. This is because real life problems demand solving problems together using different perspectives and with various strategies that can be proposed by group members". Case method research is not only great for investigating "how" and "why" questions, but it is also very appropriate for developing new theories and ideas and can also be used for testing and refining theories [16].

1.4 Team-based Learning

Team-based learning is beneficial a pedagogic technique involving groups of pupils working in teams to study subject matter. The primary purpose of team-based learning is to give students opportunity to practice topic notions during class. learning activities. Mayona and Irawati (2009) stated that in the team-based learning (TBL) method, teachers provide more opportunities for students to develop cooperation skills because they give greater weight to the process of discussion (peer discussion) and individual learning (individual study) compared to the concept learning process centered on the teacher (instructor input / lecture) [17].

Team based learning (TBL) is a dynamic growth process small group An educational technique that gives students possibilities to apply their conceptual understanding during the activity-activity stage, involving solo work, teamwork, and quick feedback [18]. Parmelee further states that TBL is used for large classes (>100 students) or smaller classes (<25 students), combining small groups of 5-7 students in a class. The fundamental tenet of team learning is that groups of five to seven students may function as an efficient learning team because their relationships are the primary mechanism through which they can assist one another during the learning process. [19]. The goal to be achieved in the Team-Based Learning method is to strive to improve the existing one-way learning method. The difference between the Team-Based Learning (TBL) method and the existing traditional method lies in

the learning goals to be achieved. Students are required to think critically while responding to situations and to improve their interpersonal and collaboration abilities.

According to Bonwell in Michaelsen [19] Team-Based The emphasis of the educational procedure is not on the teacher's material transmission, but rather on the student's development of analytical and critical thinking abilities topic or issue raised.

- a. Students won't only hear lectures quietly but work on something pertaining to lecture material.
- b. Emphasis on the exploration of values and attitudes with respect to the course material
- c. Students are more required to think critically, analyze and evaluate.
- d. Faster feedback will occur in the learning process. Working in a group is an important part of active learning activities.
- e. Working in a group is an important part of active learning activities.

Group formation quickly and efficiently, at the same time, variations in the composition and size of groups in the classroom are very important to support the active learning process.

2 Research Method

This study employs development research, often known as research and development (R&D). R&D is a research process used to create a specific product and assess its efficacy. Borg & Gall [20] posit development research is a research method used to develop or validate products used in education and learning. The research and development that will be carried out is for the preparation of teaching materials in the case method-based career counseling guidance and team-based learning for BK FIP UNIMED students. The resulting product will go through various research and refinement procedures to produce a product that is useful and worth using.

3 Result and Discussion

a. Analysis of Need

The collected data from the early step of research was through a simple instrument distributed through a google form to 10 student representatives majoring in the second semester of BK who had received career guidance courses in semester 1, which was carried out on June 22, 2022. The interview revealed that there is no digital teaching material in the learning process that is utilized as teaching material in the classroom. Furthermore, the findings of a student needs analysis done on 30 second semester students on June 22, 2022 revealed a very high category for the need to produce instructional materials.

b. Literature Review

Various types of literature studies begin at this stage by examining relevant writings that a line with considering the variables, specifically writings connected to BK Career course as a study program course for all odd semester BK students (one) at UNIMED.

1) Intending

Digital teaching resources in the form of modules are the media created for this topic. Modules are a type of media contain components of visual, texts and individual tasks.

This is meant to inspire pupils' positive enthusiasm. Modules are material, additional equipped with activities and formative projects, and also glossaries to finish coursework simpler.

- 2) Early Product Development
The first step in product development would be to create then compile Career Counseling resources, which will subsequently be used as modules.
- 3) The initial field trial used to gauge the module's quality
By having the material specialists and media professionals checked this experiment was undertaken to assess the viability of career advice digital teaching materials.
- 4) Test revision
Revisions of early field tests of the competence of digital teaching materials that were assessed to material specialists and relevant media specialists, and then modified in accordance with what is proposed as a module.
- 5) Main field trials
The module was evaluated in a small group of 30 test participants in the primary field experiment utilizing a sample selection approach known as purposive sampling.
 - a) Major field trial revisions
The major field trial has been revised. If the module content results are poor or there is erroneous material in the main field test, then digital teaching materials are changed again based on ideas and comments from small groups.
 - b) Field trials in operation
Operational field trials piloted the module in a large group of 65 participant.
- c. Final Product
The evaluation results from practical field tests revealed, it has developed into one completed item which can be implemented.
- d. Dissemination and product implementation.
Distribute created instructional materials and socialize and spread information these, that can be accomplished through partnership with publishers to publish created products.
The design results are completed, the initial submission of the assessment by the material undergoes several product revisions. After the revision is carried out, the material expert fills out the questionnaire as the basis for the feasibility of the product that has been made. The assessment carried out by material experts covers four aspects, namely the feasibility of the content, language, presentation, graphics. The results of the feasibility test by the material expert can be seen in Table 1 below.

Table 1. Data on the Results of the Overall Material Expert Assessment

No	Experts	Percentage	Information
1	Expert	83%	Excellent
2	Expert	80,74%	Excellent
	Average	81,87%	Excellent

Based on the assessment data from the questionnaire given to material experts, the module product is declared very good with a percentage of 81.87% and can be used during lectures. After the revision is carried out, media experts fill out the questionnaire as the basis for the feasibility of the products that have been made. Media experts assess aspects of design, ease, consistency, format, expediency, graphics. The data on the assessment results provided by media experts as shown in Table 2, below.

Table 2. Data from the Final Assessment Media Experts

No	Experts	Percentage	Information
1	Expert	77,5 %	Good
2	Expert 2	81, 34%	Excellent
	Average	79,42%	Good

Based on the assessment data from the questionnaire given to media experts, the module product was declared very good with a percentage of 79.42%, and it can be concluded, that career counseling guidance teaching materials are suitable for use in learning as support for lecture supplies for teachers. Assessing the evaluation performed by material specialists and the media, it can be concluded that this career counseling guidance module based on the material is very well used as teaching material in the lecture process. So, in general, the quality of this teaching material is already in the very good category. After the module was revised after the expert test, to achieve perfection, the teaching material for this career guidance was then carried out due diligence to 30 BK Students in the First Semester of Medan State University, where students were given an assessment instrument through the G-Form to provide input or rebuttal to the materials and methods and time contained in the module.

Based on the findings of the questionnaire of BK students' replies to teaching materials for career advice and counseling, it can be inferred that the module's technical quality receives a good category with a percentage of 75.65%. As a result, this career advice and counseling teaching material is appropriate for use as teaching material as part of a campus learning process. Population feasibility is carried out in trials and refinements of products that have been refined. In this stage a trial of the product with a larger sample is carried out because the sample must be representative of the population both in number and in its characteristics. The steps at this stage the researcher concluded that the developed product is already in good use by lecturers and students in providing teaching materials and understanding the concepts of digital-based career guidance and counseling in BK FIP UNIMED students.

Operational field trials are carried out after revising teaching materials based on comments and suggestions from the main field trials. The assessment was carried out after the process of filling out the questionnaire on career guidance digital teaching materials which was held on Wednesday, June 22, 2022 with a total of 65 students in the first semester of BK FIP Unimed. The creation of digital teaching materials for career counselling courses for BK FIP Unimed students in the first term was already finished. The completion of these teaching materials takes step in the process to create communicable and usable media for education. In addition to expert validation and field trials on users, the manufacture of this module item has passed a lot of expert reviews validity.

This service media's fantastic outcomes are based on the verification findings of specialist, and procedure of primary field testing and operational check. The points received by professionals media in the validation stage was 79.42% with the Good category, while the number of scores gained by material experts in the validation stage was 81.87% with the Excellent category. Furthermore, according from questionnaire, a total score of 2421 was created in the primary field testing stage, yielding a score of 75.65 as decent classification. During the operational operations testing phase, final rating of 9141 was collected, resulting in a score of 71.41 with the Good category.

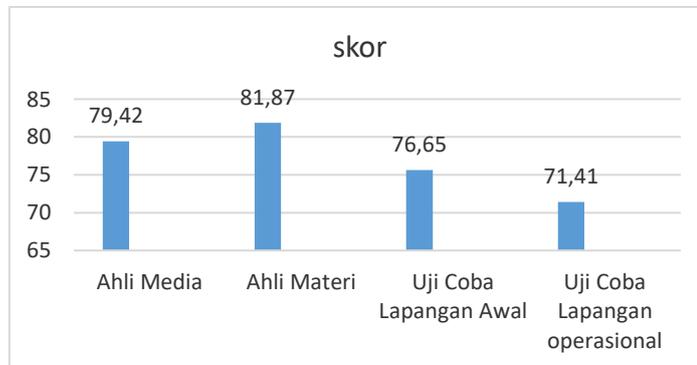


Fig. 1. Graphic Score

From the data from graph 1 above, it can be seen that there is an increase and decrease in scores at each stage of expert tests and field tests, but both the increase and decrease do not exceed the minimum eligibility limit of digital teaching materials, namely Very Good.

4 Conclusion

The results of development research for students in the first semester of BK FIP Unimed are as follows: (1) Teaching Materials for Career Guidance Courses for students in the first semester of BK FIP UNIMED are able to produced and utilize for pupils. (2) In it includes a cover, a preface to the career advice team lead for this course, basic directions, descriptions, exercises, also chapter reflections. (3) The career advice subject module for pupils at the first term of BK FIP UNIMED is developed based on professional evaluations that were declared suitable for use as a studying medium, and from student as users, who are included in the excellent category after finishing first, major field, and operational field testing trials. (4) This counselling career module is suitable to use in teaching counselling career theory and practical item for college student in guidance and counselling majority.

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