

Development of Video-Based Learning Media to Improve Hybrid Learning System Services in Group Counseling Practicum Courses

Rina Suryani^{1*}, Nindya Ayu Pristanti, Yeni Marito

{rinasuryani@unimed.ac.id¹}

Department of Guidance and Counseling, Universitas Negeri Medan, Indonesia

Abstract. This study seeks to create video-based learning media (VBL) to enhance the hybrid learning system in the Practicum of Guidance and Group Counseling course at Universitas Negeri Medan. This study employs the Research and Development (R&D) methodology. The research population comprised 180 students from the Guidance and Counseling Study Program for the academic year 2023/2024, with a sample of 64 students selected via the Slovin formula. The research utilized questionnaires and interviews, employing both qualitative and quantitative data analysis. The validation results from material and media specialists indicated that the developed learning medium fell under the highly feasible category, achieving eligibility percentages of 91.07% and 92.50%, respectively. The students' feasibility test yielded a percentage of 87.50%, categorizing it as highly practical. This VBL media enhances students' conceptual comprehension and practical abilities while facilitating interactive and adaptable hybrid learning. This research indicates that the advancement of VBL media may serve as an innovative solution to enhance the quality of learning in higher education. Future research is advised to provide more diverse content and evaluate its efficacy across different academic programs.

Keywords: Video Based Learning, Media, Hybrid Learning, Group Counselling, Graduate Students'.

1 Introduction

Education in Indonesia has a pivotal role in cultivating high-quality human resources to confront global challenges. This aligns with Law No. 20/2003 about the National Education System, which underscores that the objective of national education is to cultivate students' ability to become individuals who are faithful, virtuous, healthy, knowledgeable, competent, creative, and self-reliant (UU No. 20 Tahun 2003). Universities must establish a supportive learning environment to facilitate the best development of student competencies. The advancement of information technology during the industrial revolution 4.0 presents both problems and opportunities for enhancing the quality of education (Batubara & Firdiansyah, 2020). Therefore, the utilization of technology in the learning process is a must to create graduates who are adaptive to the times.

Universitas Negeri Medan as an educational institution assists in achieving the national educational objectives. For global market competition and rapid changes in technology, Universitas Negeri Medan adopts a hybrid learning approach which makes use of online and

offline instruction simultaneously. According to Tsai (Tsai, 2011).), Hybrid learning encourages flexibility in the teaching and learning process and gives students opportunities to learn by themselves or collaboratively. This approach is consistent with the implementation of Merdeka Belajar Kampus Merdeka (MBKM) which seeks to enhance students' creativity and self direction (Aristika dkk., 2021; Nørgård, 2021). Optimizing the hybrid learning method, on the other hand, needs the availability of advanced and suitable learning media so that the instruction and learning process can be very efficient and effective.

Learning media has an important role in supporting the success of hybrid learning. The use of appropriate media can increase students' motivation and understanding of the material presented (Puspitarini et al., 2019). Video-based learning media is one of the prominent supplementary methods supporting hybrid learning classroom activities. This kind of media incorporates both visual and audio elements to present the information in a more engaging and interactive manner (B. Setiawan dkk., 2021). Video based learning resources enable learners access to learning content when and wherever they want enabling them to learn independently and as result enhance the understanding of concepts which are presented (Hendriyani dkk., 2018).

Nevertheless, a lack of video-based learning aids exists during the practicums for the group guidance and counselling courses, as found on site at the S-1 Guidance and Counseling Study Program of the Faculty of Education of the State University of Medan. There is little growth with regard to content engagement and comprehension levels as a result of the hybrid learning being poorly implemented due to the lack of this media. Video enabled learning media is, however, on its own a possible ideal solution that can improve some of the factors in relation to the effectiveness of teaching and learning (Rahmat & Darmiati, 2021; B. Setiawan dkk., 2021). Hence, There is a need for video designed aids so as to enhance the group and individual counseling practicum courses and meet the users needs.

The main issue that this research seeks to address pertains to distinctive learning aids available: these are few and restrictive to the implementation of hybrid learning in counseling practicum's group courses. Each student finds it hard to go through the information on their own which in turn affects the quality of the learning process. Therefore, the idea is to design and develop video modules that enhance the hybrid learning system. This will make it possible for users to understand the concepts better and converse more readily through increased interactivity.

The progress of video learning has been seen as useful in many aspects of learning. The study conducted by Setiawan et al. (2021) indicates that students' motivation and comprehension can be enhanced through videos. Furthermore, Rahmat et al. (2021) disclosed the findings that video-based learning tools are suitable for teaching use in the Pelamonia Midwifery Academy. A different approach by Susanti & Razak (2023) also supports the use of powtoon based videos among students at SMA N 1 Enam Lingkung on the basis that material retention was better.

The ADDIE (Analysis, Design, Development, Implementation and Evaluation) model of development serves as an appropriate structure in the development of video as a teaching tool. This model guarantees that the learner's requirements for educational media is satisfied (Amini, 2022; Kurniasih dkk., 2023). It is also possible to develop educational tools or media qualitatively to meet the standards of education through systematic and quantifiable improvisations that follow the ADDIE approaches.

The incorporation of videos into study materials is believed to be in accordance with the self-paced nature of the learning process and understanding a particular concept in greater depth which in turn is ideal for hybrid learning (Masduki, 2022; Putri dkk., 2023). Also, this will allow

students to better grasp the subject without much difficulty. Furthermore, these videos can help explain topics that are closely related to Practicum Group Guidance and Counseling.

The purpose of the research is to produce video learning tools which complement the group guidance practicum and counseling courses. It is targeted that created tools can be used within combining the theoretical and practical approaches in the teaching practice of the Guidance and Counseling Bachelor's Degree Program of the Faculty of Education of the Universitas Negeri Medan. This development aims to enhance the effectiveness of learning and significantly contribute to an increase in student performance.

The creative novel aspect of this report is based on its practical applications and how it can be utilized to complement group counseling and guidance counseling practices. The research concludes that there is a necessity to modify the parameters of student learning across all faculties which would enhance education by a great margin in Indonesia.

2 Research Methods

2.1 Research Design

This research applies development research also called Research and Development (R&D) as per the definition given by Borg and Gall (2007). The purpose of this study is to develop instructional products in form of Video Based Learning (VBL) based learning media and investigate its effectiveness in enhancing the quality of hybrid learning system service delivery in group guidance and counseling practicum courses. This research design employs 4-D development model (Define, Design, Develop, Disseminate) proposed by Thiagarajan et al. (1974). This research was conducted at the Faculty of Education in Universitas Negeri Medan.

2.2 Population and Sample

The population in this study were all students of the Guidance and Counseling Study Program Batch 2023/2024, totaling 180 students. The sampling technique used the Slovin formula with an error rate of 10% ($e = 0.1$). Based on these calculations, a sample size of 64 students was obtained. In addition, this study also involved 2 material expert lecturers, 2 media expert lecturers, and 10 students as subjects for small-scale trials. By using this sampling technique, it is expected that the research results can be generalized more accurately.

2.3 Data Collection Techniques and Instruments

Data collection was carried out using non-test methods, namely questionnaires and interviews. The research instrument used was a closed questionnaire with a four-point Likert scale (very suitable, suitable, not suitable, very unsuitable). The aspects measured in this instrument include the feasibility of content, language, presentation, and learning objectives. The media expert instrument includes aspects of appearance, video presentation techniques, video support techniques, format, and usefulness. Interviews were used to collect data from material experts, media experts, and students to assess the effectiveness and feasibility of VBL-based learning media.

2.4 Data Analysis

The acquired data were examined utilizing quantitative and qualitative analysis methods. Qualitative analysis is employed to articulate the outcomes of feedback and recommendations from professionals and students. Simultaneously, quantitative analysis was employed to assess the feasibility of learning media utilizing a Likert scale. Quantitative data was evaluated by calculating the mean score and categorizing it based on the classification taken from Sudjana (2016). The assessment categories include “Very Feasible,” “Feasible,” “Less Feasible,” and “Inappropriate”.

3 Result

3.1 Need Assessment

The choice of a product for development should rely on a needs assessment and data collection on those demands. What challenges or deficiencies do students encounter in higher education today? Which of these issues are the most pressing and significantly impact the execution of education? The developed product must effectively address these issues. The selection of items for development is aligned with the developers' competence, as well as the practicality of time, equipment, and expenses. According to the requirements assessment tool developed by researchers, two subjects are deemed significant and applicable for the creation of video-based learning media in the practicum course of guidance and group counseling. The subjects are: 1) Implementation of Group Guidance Practices, and 2) Implementation of Group Counseling Practices.

A literature review is necessary to create an instructional product (learning video). This study seeks to identify concepts or theoretical frameworks that enhance learning videos. It also analyzes the extent of the educational video, the range of applications, the necessary circumstances for optimal use or implementation, along with its benefits and drawbacks. The literature review is essential to identify the most suitable steps for developing the instructional video, along with the materials and information required for video-based learning media in the practicum course of guidance and group counseling. Numerous research and development experiences indicate that the assessment of needs alone is insufficient to establish a solid foundation for product development. Both study outcomes require further validation through direct field research on the implementation of the production process.

3.2 Planning

A product development strategy can be formed based on the findings from the literature review, data measurement, needs assessment, and small-scale research. This strategy encompasses the product design and the development process. The product design must encompass: (1) the intended goal of the product, (2) the target user of the product, (3) a detailed description of the product components, and (4) an explanation of the functionality of these components. The objectives of product users must be articulated with utmost clarity and specificity. In instructional technology, objectives are articulated as observable or measurable behaviors.

The product formulation specifies the intended consumer demographic. Alongside the subject, it is vital to elucidate the specifications, including educational background, position or rank, responsibilities and functions, experience, non-structural duties, and additional factors. The product development process requires detailed formulation, beginning with product identification, followed by the preparation of a draft or initial prototype, field testing of the draft, refinement of the draft, testing of the refined prototype, final product testing, and concluding with distribution and dissemination of the resultant product.

The subsequent task is to organize the test subjects and testing sites for preliminary trials, extensive trials, and final product evaluation. Given that the product is standardized, the number of participants and the range of research and development sites must accurately reflect the national, provincial, or municipal population. Equally significant in development planning is the assessment of costs, the individuals who will aid and engage in the implementation of the development, the necessary equipment and resources, and the projected duration required to execute all research and development operations. The implementation of trials necessitates meticulous planning of the instruments required for both development and testing phases, encompassing tools for observation and assessment of outcomes. Techniques for assessing observations and data, together with various presentation formats such as graphs, profiles, tables, descriptions, and narratives, are essential for processing and reporting results.

Table 1. Learning Objectives using Video-Based Learning Media in Group Guidance and Counseling Practicum Courses

Topic	Learning Outcomes	Learning Objectives
1.	Able to practice and apply all stages in the practice of group guidance implementation	Students have complete insight, knowledge, skills, values and attitudes (WPKNS) about the practice of group guidance implementation.
2.	Able to practice and apply all stages in the practice of implementing group counseling	Students have complete insights, knowledge, skills, values and attitudes (WPKNS) about the practice of group counseling implementation.

3.3 Product Design Development

The outcomes of the assessment and needs analysis inform the types of educational materials required by pupils at present. The findings of the literature review offer insights into key attributes of the product to be developed, along with examples of goods that have been created in other contexts. The findings of research within a constrained scope offer a summary of the fundamental materials and/or analogous products utilized, the application of current products, and potential elements that may facilitate or impede the utilization of the product to be developed. The design of the product remains a preliminary version that will be enhanced through a series of testing activities. The product development commences with defining the content of the instructional film, followed by the creation of its initial appearance or cover.

The initial presentation of the educational film features the UNIMED emblem, the Independent Campus, the research title, the proposing team, details regarding research financing, and accompanying graphics or drawings. The design of the Final Display/Cover of the Learning Video is as follows. In the excerpt of the preliminary elucidation of the course identity by the researcher, Despite being a preliminary product, it is a rough draft that has been

assembled to be as comprehensive and refined as feasible. Drafts or preliminary goods are created by developers in conjunction with specialists or individuals possessing the requisite abilities.

3.4 Expert Validity Test

Validation seeks to solicit expert development. Data regarding product defects or weaknesses are acquired through expert validation. The product's deficiencies are then rectified in accordance with the validator's recommendations. Moreover, researchers request professionals to evaluate the developed video-based learning media by completing the pre-prepared assessment form.

Video-based learning media undergoes two evaluations: validation and assessment by material experts and media specialists. The evaluation and appraisal of the material were conducted by two individuals, Mrs. Vera Sri Wahyu Ningsih, S.Pd., M.Pd., and Mrs. Annisa Aprillyanti, S.Pd., M.Pd. The validation and assessment of media specialists were conducted by two individuals: Mr. Beny Vayadi Putra, M.Kom, and Mrs. Yustria Handika Siregar, M.Kom.

The validation and assessment by material and media professionals seeks to gather information, critiques, and recommendations regarding the developed video-based learning media. Validated video-based learning media is enhanced based on feedback from each validator and thereafter resubmitted for evaluation of its practicality.

Following the completion of the design results, the material expert's initial assessment submission experienced multiple product changes. Subsequent to the revision, the material expert completed a questionnaire to assess the viability of the developed product. The evaluation conducted by material specialists encompasses four dimensions: content feasibility, linguistic accuracy, presentation quality, and intended purpose. The outcomes of the feasibility assessment conducted by material specialists are presented in Table 2 and Table 3 below.

Table 2. Data from Material Expert Assessment Results for Each Assessment Aspect

No	Material Expert	Aspect			
		Content Feasibility	Language	Presentation	Purpose
1.	Material Expert 1	91,67%	92,86%	91,67%	87,5%
2.	Material Expert 2	95,83%	89,29%	91,67%	75%
	Averages	93,75%	91,07%	91,67%	81,25%

Table 3. Data on Overall Material Expert Assessment Results

No	Material Expert	Persentase	Description
1	Material Expert 1	91,67%	Very Feasible
2	Material Expert 2	90,48%	Very Feasible
	Averages	91,07%	Very Feasible

According to the evaluation results from the questionnaire administered to the material expert, this video-based learning media product is deemed highly suitable for educational purposes. Upon completion of the design and the affirmation of the feasibility of video-based learning media by material experts, the submission of feasibility evaluations proceeds with media experts undergoing many product modifications. Subsequent to the adjustment, the media expert completed a

questionnaire to assess the product's practicality. Media specialists evaluate the elements of video design aesthetics, presentation methodologies, supportive strategies, format, utility, and application of video. The results of the assessment conducted by media professionals are presented in Table 4 and Table 5 below.

Tabel 4. Data on Assessment Results by Media Experts for Each Assessment Aspect

No	Media Expert	Aspect					
		Video Design	Video Presentation Technique	Video Support Technique	Format	Usability	Video Usage
1	Expert 1	100%	91,67%	87,5%	100%	100%	81,25%
2	Expert 2	91,67%	95,83%	100%	87,5%	91,7%	87,50%
Averages		95,83%	93,75%	93,75%	93,75%	95,83%	84,38%

Tabel 5. Data on Overall Media Expert Assessment Results

No	Media Expert	Percentage	Description
1	Expert 1	92,50%	Very Feasible
2	Expert 2	92,50%	Very Feasible
Averages		92,50%	Very Feasible

The evaluation statistics from the questionnaire administered to material experts indicate that video-based learning media items in the practical course for guidance and counseling groups are deemed very suitable for educational usage. The evaluation by material and media specialists indicates that video-based learning media for group guidance and counseling practicum courses is very suitable for usage. The quality of video-based learning media in group guidance and counseling practicum courses is generally deemed suitable for the learning process. This assessment is exclusively an estimate or opinion derived from analysis and rational considerations by the developers and experts. An expert trial or review is necessary to assess the product's macro feasibility. Field trials will undergo micro feasibility assessments on a case-by-case basis, subsequently leading to general or generalized conclusions. Following the incorporation of feedback and enhancements derived from expert evaluations, the product draft requires additional refinement in alignment with expert recommendations.

Following the revision of the video-based learning media post-expert evaluation, a feasibility test will be conducted involving 64 students from the Class of 2020. These students will be provided with an assessment instrument to offer feedback or critique regarding the content, methodologies, and duration presented in the video-based learning media. The assessment results from the Class of 2020 are summarized in Table 6.

Table 6. Data on the Overall Assessment Results of Respondents (Students)

No.	Aspect	Average Score	Percentage	Description
1	Presentation of Material	1556	86,50%	Very Feasible
2	Video Language and Design	921	89,65%	Very Feasible
3	Practicality of Video Media	1576	87,78%	Very Feasible

4	Benefits/Usability of Video Media	1346	86,91%	Very Feasible
	Average	5399	87,50%	Very Feasible

The results of the student response questionnaire indicate that the technical quality of the video-based learning media is categorized as highly feasible, making it appropriate for use in the group guidance and counseling practicum course. Despite achieving a superior product, an additional round of product improvement trials is necessary. This is executed because the generated item is a standardized product, applicable nationwide or within the realm of higher education. Population feasibility is conducted throughout the testing and refinement of the enhanced product. At this step, product trials are conducted with a bigger sample to ensure that it accurately represents the population in both quantity and features. The researcher determines that the generated product is categorized as Highly Feasible for utilization by Graduate students in the Department of Guidance and Counselling, Faculty of Education, Universitas Negeri Medan.

4 Discussions

4.1 Urgency of Development of Video Based Learning Media (VBL)

Video-Based Learning (VBL) has emerged as a crucial educational tool, especially in the context of the COVID-19 pandemic, where traditional face-to-face learning was significantly disrupted. The urgency for effective learning media has been underscored by various studies that highlight the effectiveness of video-based learning in enhancing student engagement, understanding, and overall academic performance. This synthesis will explore the importance of VBL, its effectiveness across different educational contexts, and the pedagogical implications of its integration into contemporary learning environments.

First and foremost, the merits of video-based learning have been outlined in the existing literature. For example, Cheristiyanto (2021) notes that VBL contributes significantly to students' achievements in economics during the pandemic. Novita et al. (Cheristiyanto, 2021), support this claim who show that video learning media has a significant positive effect on student performance. The comparative studies show that students who have received instruction via video media achieve better than those who do not receive such lessons which means that VBL can help reduce these learning gaps as worsened by the pandemic (Cheristiyanto, 2021). Post-pandemic education system built by Faradita et al. Faradita et al. (2023) further, argue that VBL is not confined to any subjects; it rather improves the learning of many fields of study which shows its effectiveness in post-pandemic education system.

The emerging resources in video learning materials such as "Poster Equipped with Video (POSEVI)", which focuses more on physics learning, reveals the prospects of learning via the combination of the visual and audiovisual elements intensively (Lestari dkk., 2021). This method allows students to 'play around' with the content even if they prefer the content differently. Supplementary content in the form of videos can be incorporated into the tutorials via QR codes making learning more appreciated (Lestari dkk., 2021). These innovations are especially useful with hybrid types of learning where accessibility and necessary resources are the primary factors.

In addition, the introduction of video-based learning also brings out important pedagogical aspects which are beyond the transmission of content. As Lapitan et al. (2021) note, video content does not stand alone as it should be complemented with collaborative interaction and use of other active learning strategies. They emphasise that although watching videos is an

advantage, the potential of VBL is more easily realised when it is supplemented with discussions and activities that lead to interactivity. This is in agreement with Ghilay's (2021), view that VBL is beneficial in the development of quantitative courses in tertiary institutions because it enhances understanding of the complex concepts and information learning.

The importance of VBL in developing real-world skills is especially important in professional education. According to Rauch et al. (2020) this was a randomized controlled trial whereby it was established that practical skills in dental education can be improved through the use of instructional videos. Most students had a positive feedback on the use of VBL since they believed that it was useful in teaching sophisticated procedures and also boosting their confidence in a clinical environment. Wong et al. (2023), have assisted in further building this argument by demonstrating that video-based learning activities are beneficial in both student and instructor's performance in nursing education, arguing that VBL can significantly reduce the gap between theory and application of practice in different aspects of learning.

As well as increasing grades, VBL associated with enhancing critical thinking and independent learning skills. According to Rahman et al. (2024) video lectures facilitate self-paced learning among the students and hence providing meaningful solutions to students who do not cope well with conventional learning approaches. This versatility is important in meeting ever evolving learning approaches and demands of the students such as Saluky (2023), who explains the benefits of the usage of video during the lecture for the students to learn independently and at their own pace. Ability to look at the video helps the students in revisiting complex areas that required more time to look at who argues that technology ,video, enable students to think more critically and engage more intensely with the materials.

The use of multimedia elements in the practice of VBL as well fosters higher student's involvement and motivation to study. Othman et al. (2022) point out that educational videos for children greatly benefit from the implementation of the edutainment concept. VBL, for instance, can include humorous content in educational materials in order to grab the attention of students and make them more interested in the topic being taught. This is further supported by Azizah (2024), who estimated that educational videos can help promote better retention of classrooms lectures more so in health education where the use of VBL would change the learning experience into something not only fun but also effective.

On the other hand, as educators embrace VBL, there are opportunities for the professional development of teachers as well. According to Ramos et al. (2021) participated in video-supported collaborative learning reported positive impact on them as educators and thus VBL can enhance teachers' professional development by creating opportunities for self and peer evaluation. This is similar to the conclusions made by Ali and Ali (2020), who pointed out that the YouTube channel has become an excellent platform where teachers upload videos to improve their teaching methods. The availability of such materials encourages teachers to rethink how they teach and how to better cater for the needs of the students.

Despite the numerous advantages of VBL, challenges remain in its implementation. Ilesanmi (2023) points out that many educators still adhere to traditional teaching methods, which may hinder the effective integration of video content into their pedagogy. To overcome these barriers, educators must be equipped with the necessary skills and knowledge to leverage VBL effectively. This includes understanding how to create engaging video content, as well as how to incorporate it into a broader instructional framework that promotes active learning and student engagement.

In conclusion, the urgency for video-based learning as a primary educational tool is underscored by its proven effectiveness in enhancing student outcomes, fostering engagement, and bridging the gap between theory and practice. As educational institutions continue to adapt

to the evolving landscape of teaching and learning, the integration of VBL will be essential in meeting the diverse needs of learners. The ongoing research and development in this field will further illuminate the potential of video-based learning to transform educational practices and improve learning experiences across various contexts.

4.2 Video-based Learning Media for Group Guidance and Counseling Practicum Course

The video-based learning media developed in this research has been comprehensively designed to support the practicum course of group guidance and counseling. The media includes several important components, namely the front cover of the video which contains the title of the research and the proposing team, the opening, the practice of implementing group guidance services, and the practice of implementing group counseling services. In addition, the subtitles or explanations of the stages being practiced in the video make this media effective as a means of independent learning for students.

Video-Based Learning (VBL) has become an essential component in the educational landscape, particularly in fields that require practical skills, such as counseling. The integration of video media into the curriculum for Group Guidance and Counseling courses can significantly enhance the learning experience by providing students with visual and auditory stimuli that facilitate understanding and retention of complex concepts. This synthesis will explore the urgency and effectiveness of VBL in the context of practical counseling courses, supported by relevant literature.

The effectiveness of VBL in improving student learning outcomes is well-documented. Cheristiyanto (2021) highlights that video-based learning media can significantly enhance student performance, particularly in subjects that require practical application. This assertion is supported by Rahmatika et al. (2021), who found that students with audio-visual learning preferences benefit greatly from video media, as it allows for a more interactive and engaging learning experience. The ability of videos to transcend spatial and temporal limitations makes them particularly suitable for counseling education, where students can revisit complex scenarios and concepts at their convenience.

In the context of counseling, scenario-based videos can be particularly effective. Huang et al. (2023) emphasize that videos can help students visualize abstract concepts, such as empathy and active listening, which are crucial in counseling. By simulating real-life counseling scenarios, students can practice their skills in a safe environment, thereby enhancing their self-efficacy and practical competencies. This aligns with the findings of Hasna and Suwarjo (2023), who demonstrated that videos focusing on basic counseling skills significantly improved students' abilities to open and close counseling sessions effectively.

Moreover, the use of video media in counseling education can foster greater engagement and motivation among students. Wardhana and Muhammad Wardhana & Muhammad (2021) noted that authentic language and real-life scenarios presented in videos can enhance students' motivation to learn, as they can relate the content to their future professional practice. This is particularly important in counseling, where the ability to connect theory with practice is essential for developing competent practitioners.

The integration of video-based learning in counseling courses also allows for a more personalized learning experience. For instance, students can engage with video materials at their own pace, which is crucial for accommodating diverse learning styles and preferences

(Rahmatika dkk., 2021). This flexibility is further supported by the findings of Wong et al. (Wong dkk., 2023), who reported that self- and peer-assessments of video recordings helped students identify their strengths and weaknesses in communication skills, thereby promoting self-directed learning.

Additionally, the use of educational videos can enhance the retention of knowledge and skills among counseling students. Research indicates that multimedia learning, which combines visual and auditory elements, can lead to better retention compared to traditional lecture-based formats (Rahman, 2024). For instance, Ghilay (2021) found that video-based learning significantly contributes to the design of educational courses, enhancing both comprehension and retention of complex concepts. This is particularly relevant in counseling education, where the ability to recall and apply learned skills is critical for effective practice.

Furthermore, the role of VBL in fostering collaborative learning cannot be overlooked. The incorporation of video media into group counseling courses encourages students to engage in discussions and collaborative activities, which are vital for developing interpersonal skills (Rahmatika dkk., 2021). This aligns with the findings of Ali and Ali (2020), who noted that video-sharing platforms like YouTube facilitate collaborative learning by providing access to a wealth of educational resources that students can explore together.

Despite the numerous advantages of VBL, challenges remain in its implementation. According to Ilesanmi (2023), this points to the fact that educators are in earlier years still stuck to erstwhile teaching/classroom strategies making it somewhat difficult to use video content in their teaching methods. This gets a little bit easier if only the set limitations to the use of VBL are lifted. Firstly, there must exist a domino effect where educators first understand skillfully what content would make a good video and how it can be incorporated into a VBL strategy.

To conclude, not VBL Integration strategies as a grand end goal but amalgamation of complex tasks with VBL such as improving student performance, delivery of content and making sure students do not lose out on content coverage as schools are endlessly changing. Given the ever-changing landscape of education, folk's paradigms strike a chord where some visions can be visualized. VBL will serve as a center piece at the heart of every learners needs and that transformation followed by impetus resided will lead to a revolution within that capsulation.

4.3 Feasibility Level of Video Based Learning Media in Group Guidance and Counseling Practicum Course

The results showed that video-based learning media in group guidance and counseling practicum courses had obtained excellent feasibility assessments from various aspects. The feasibility test by material experts includes four aspects, namely content feasibility (93.75%), language (91.07%), presentation (91.67%), and objectives (81.25%), with a total percentage of 91.07% which is included in the very feasible category. The feasibility test by media experts who assessed six aspects also showed very good results, with the appearance of video design (95.83%), video presentation techniques (93.75%), video support techniques (93.75%), format (93.75%), usefulness (95.83%), and video usage (84.38%), with a total percentage of 92.50%. Student respondents also gave a high assessment, with the presentation of material (86.50%), language and video design (89.65%), media practicality (87.78%), and media benefits (86.91%), all in the very feasible category.

In the context of standard education that is incorporating a growing number of digital resources, the extent of Video-Based Learning (VBL) media's applicability in Group Counseling Practicum courses remains an open question. This VBL can be employed to give an innovative perspective of teaching and can be a resource that aids in a learner's retention of diverse concepts. The VBL tools will also be analyzed based on the existing literature to assess their precision in aiding Group Counseling Practicum courses.

Emergence of VBL pathways have contributed immensely towards increasing the comprehension levels of students. As claimed by Patras (2023) this medium is more holistic in nature as it enables the learner to visualize deeper concepts. Along the same line Setiawan (2023) noted that an improvement in student performance was seen when video animated content was integrated into their learning modules. The effective use of counseling tactics can be derived through video animations owing to the radical nature of counseling topics.

In addition, existing literature on the use of video learning media shows how practical skills can be improved. According to Rasiman et al. (2020), the utilization of instructional tools such as videos greatly boosts students' learning achievements and in educational settings that involves counseling, such tools can be used to promote effective practical skills. This is so because the use of video aids greatly enhances a students ability to demonstrate empathy, active listening, problem-solving skills and many others all of which are critical in a counseling career.

The application of VBL within the counseling sector along with the use of VBL, WBL and TBL emphasizes several key principles of constructivist learning theory. Particularly, active participation, Mardiana (2023) explains how video based learning aids in collaborative learning by promoting active student engagement therefore creating the need for group assimilation in problem solving situations. This is uncommon in Group Counselling Practicum classes, wherein students focus on managing group processes and interpersonal interactions.

In addition, the success of VBL is also determined by the fact that learners are motivated to learn and that the learning transferred is also meaningful to them. In particular, Putra et al. (2021) established that video learning media makes a notable impact on students' level of appreciation and dedication in learning. This holds an added significance for counseling education, where the students emotionally struggle and have an issue with attention retention. The dynamic nature of video media can not only make the lesson more interactive but can also help the students stay engaged and enhance their motivation.

One such aspect is evaluation of VBL media's potential and grade weightage which helps in determining the effectiveness of its usage in the field of education. Handayani (2024) reported that animated video learning media received ALS 4 and MS scale "very high" in instructional materials analysis, implying that such media could be effectively utilized with learners. This is also in accordance with what Priantini (2021) in her research finding, which stated that instructional videos in nearly all contexts concentrated on improving cognitive learning outcomes. All the potential and videos as seen across all educators and students in terms of active engagement will then allow the application of multi-video media be effective especially in Group Counseling Practicum courses.

Apart from addressing and augmenting motivation and engagement, VBL can also address the issue of varying learning preferences. As Sukadana and Japa (2021) noted, video learning can accommodate different styles of learning and allows students to determine how they best learn. This feature is quite useful in the context of training counselors because students come from different cultures and have different learning requirements. Because it offers many options for learning, VBL can facilitate ensuring that every student is in a position to perform well.

The use of VBL in the context of counseling education is also in tandem with the increasing adoption of technologies in the processes of teaching and learning. According to Wedaswari

(2023), video learning media encompasses both images and sounds, thus improving the teaching and learning process. This integration of technology is required in today's era, where students are always exposed to media and expect to have similar experiences during learning classes.

Notwithstanding the myriad of benefits rolled out by VBL, there are still various hitches that limit its uptake. Yandani and Agustika (2022) indicate that educators should be well equipped with skills on video production and usage. This entails being able to approach curriculum video materials thinking creatively. A professional aiming at achieving this goal should dedicate time to earning development points to get the proper training in the use of VBL.

In addition, VBL is only one aspect of the educational revolution. Akmalia et al. (2021) propose that the starting point for designing video learning media should base on sound information collecting as well as curriculum development that ensures the materials produced are of value. This way, educators are able to develop video materials that are relevant to the needs of students as well as appealing to their attention.

To sum up, Video-Based Learning media is feasible in Group Counseling Practicum courses due to its potential to improve students' interests, motivation and practical skills. The use of VBL in the training of counselors is consistent with the trends in educational development that focus on active learning and technology use. Since educational institutions are progressively embracing the galloping rate of change in how education is imparted, so will the use of VBL be inclined so as to accommodate the varying needs of learners and prepare them for productive lives as counselors.

5 Conclusions

The research and development of Video Based Learning (VBL) for group guidance and counseling practicum courses at Medan State University indicates that this media is highly suitable for application. Validation conducted by material and media experts indicated a high feasibility percentage of 91.07% and 92.50%, respectively, while the feasibility assessment by students yielded a score of 87.50%. This demonstrates that VBL is efficacious in enhancing students' conceptual comprehension and practical abilities. This educational medium facilitates a more dynamic and adaptable learning experience, supports hybrid education, and addresses the shortcomings of traditional media in conveying practical material. These findings substantially advance the formulation of novel educational practices in higher education, particularly within the domain of guidance and counseling.

This study theoretically enhances the literature on the efficacy of video-based media in practicum learning, while practically, video-based learning can serve as a supplementary medium in hybrid education. This study is limited by its sample, which exclusively comprises students from the S-1 Guidance and Counseling Study Program at Medan State University; therefore, generalization of the findings must be approached with caution. Consequently, additional research is advised to evaluate the efficacy of this medium across diverse study programs and educational institutions, as well as to provide more varied content. Consequently, the advancement of VBL-based educational media is anticipated to persist in enhancing the quality of education and students' preparedness for future professional problems.

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