

Development of Basic Guidance and Counseling Course Module Based on Outcome-Based Education for Students of the Faculty of Education, State University of Medan

Mirza Irawan¹, Erwita Ika Violina^{2*}, Miswanto³, Fadinda Aisyah⁴

{konsmirza@unimed.ac.id¹, erwitaika@unimed.ac.id², miswanto@unimed.ac.id³,
fadindaaisyah92@gmail.com⁴}

Faculty of Education, Universitas Negeri Medan, Medan, Indonesia

Abstract. Basic Guidance and Counseling courses require updated teaching materials aligned with the current Outcome-Based Education (OBE) curriculum. This study aimed to develop and test a Basic Guidance and Counseling course module based on OBE for students at the Faculty of Education, State University of Medan. A 4-D model was employed, consisting of Define, Design, Develop, and Disseminate phases. The module's feasibility was assessed by materials experts, media experts, and student respondents. Results showed the module was highly feasible, obtaining scores of 87.5, 90, and 94.17 from media experts, material experts, and students respectively. The OBE-based module can effectively facilitate students' learning of basic guidance and counseling concepts and skills.

Keywords: module, basic guidance and counseling, outcome-based education

1 Introduction

Basic Guidance and Counseling is a foundational course required for all study programs at the Faculty of Education, State University of Medan. It aims to equip prospective educators with essential knowledge, skills, attitudes, and values to effectively guide and support students in their academic, social, and personal development [1]. Guidance and counseling services play a vital role in optimizing students' potential, preventing problems, and providing timely interventions to address various challenges students may face [2].

However, the existing module for the Basic Guidance and Counseling course, developed in 2016, has become outdated and misaligned with the current Outcome-Based Education (OBE) curriculum being implemented. OBE is a student-centered learning approach that focuses on clearly defined and measurable outcomes students should be able to demonstrate upon completing their educational experience [3]. It emphasizes the application of knowledge and skills in real-world contexts, promoting deeper learning and long-term retention [4].

Teaching materials, particularly modules, serve as critical resources in the learning process. Well-structured modules facilitate effective content delivery for lecturers and enable students to learn independently at their own pace [5,6]. Daryanto [7] outlines several characteristics of

high-quality modules, including being self-instructional (allowing learners to study independently), self-contained (encompassing all necessary learning material), stand-alone (not relying on other media), adaptive (accommodating technological advances), and user-friendly (easy to use and navigate).

Developing effective modules involves a systematic process of planning, designing, developing, validating, and revising based on expert feedback and user testing [8,9]. Modules should be aligned with curriculum requirements, learning objectives, and assessment strategies to ensure coherence and relevance [10]. They should also incorporate engaging learning activities, multimedia elements, and self-evaluation components to promote active learning and self-reflection [11].

Numerous studies have demonstrated the positive impact of using well-designed modules on student learning outcomes across various disciplines. For example, Sari et al. [12] found that a guided inquiry-based module significantly enhanced students' critical thinking skills and cognitive learning outcomes in science. Similarly, Firdaus & Wilujeng [13] reported that a scientific approach-based module improved students' problem-solving abilities in learning physics. These findings highlight the potential of modules to foster higher-order thinking skills and deep learning.

In the context of guidance and counseling, modules can serve as valuable resources for both students and educators. They provide a structured framework for acquiring and applying guidance and counseling theories, techniques, and strategies in practical settings [14]. Modules can also promote self-awareness, empathy, active listening, and other essential counseling skills through reflective exercises and case studies [15].

Despite the crucial role of modules in facilitating effective learning, there is a scarcity of up-to-date and curriculum-aligned modules for the Basic Guidance and Counseling course at the Faculty of Education, State University of

Medan. Consequently, this study aimed to develop an OBE-based Basic Guidance and Counseling module and assess its feasibility through expert validation and student testing. The module is expected to provide students with a comprehensive and self-directed learning experience, enabling them to acquire and apply essential guidance and counseling competencies in their future professional practice.

By developing a high-quality, OBE-aligned module, this study contributes to the advancement of guidance and counseling education in Indonesia. It addresses the need for relevant and effective teaching materials that prepare prospective educators to meet the diverse needs of students in today's dynamic educational landscape. The findings of this study can also inform future efforts to design and implement modules in other courses and educational settings.

2 Research Method

This is development research adopting the 4-D model by Thiagarajan et al. [6], consisting of Define, Design, Develop, and Disseminate phases. The Define phase identified problems necessitating module development through interviews, formulated the problems, and conducted a literature study. The Design phase drafted the initial module based on guidance and counseling content outlines.

In the Develop phase, the draft module underwent expert validation by two instructional material experts and two instructional media experts. After revision based on expert input, the module was pilot tested on 40 students from the Faculty of Education, State University of

Medan. Data was collected using questionnaires and analyzed using descriptive qualitative analysis.

The Disseminate phase promotes the final product to be accepted by individuals, groups, or the system. This research is at a Technology Readiness Level of 6, using research results to improve policies and governance. Expected outputs include a research report, publication in indexed international proceedings and an accredited national journal, module copyright, and research product copyright.

3 Results and Discussion

3.1 Define Phase Results

Interviews with students revealed a need for an updated Basic Guidance and Counseling module aligned with the OBE curriculum. The existing module, developed in 2016, was considered outdated. Students expressed that a new module would help them develop essential guidance and counseling competencies and skills as prospective counselors. A literature review was conducted on the characteristics and development process of effective modules [5,6,7].

3.2 Design Phase Results

The initial module draft was designed based on key guidance and counseling content areas, including the history of guidance and counseling, definitions, purposes, functions, principles, services, general patterns, programs, implementation in various educational levels, position in the curriculum, and development in Indonesia. The module structure followed the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model [11] to ensure systematic development.

3.3 Develop Phase Results

3.3.1 Expert Validation

The module underwent validation by two instructional material experts and two instructional media experts. The media experts rated the module as "very good" with an average score of 87.5 out of 100 shown in the table below.

Table 1. Expert Validation

No.	Assessment Aspects	Score	Category
1.	Selecting font size	4	Very good
2.	Font Selection	4	Very good
3.	The accuracy of the color composition of the writing against the background	3	Good
4.	Presentation systematics	3	Good
5.	Easy to use module	3	Good
6.	Easy to understand module	3	Good

7.	The module is fit for use	3	Good
8.	The instructions for using the Module are clear.	4	Very good
9.	overall instructions for using the Module are not confusing	3	Very good
10.	Consistency of words and sentences	3	Very good
11.	Layout consistency	3	Very good
12.	Text and image layout alignment	4	Very good
13.	Use of page format	4	Very good
14.	Providing focus of attention	3	Very good
15.	Facilitate the process of understanding the material in the Basic Guidance and Counseling Course Module	4	Very good
16.	Creating enthusiasm in the learning process	3	Very good
17.	Appropriate use of colors in the Module	4	Good
18.	The font size used in the Module	4	Very good
19.	Selection of the type of font used	4	Very good
20.	The images used make it easier to understand the contents of the material in the Module.	4	Very good
Amount		70	
Mark		70/80 x 100 = 87.5	
Category		Very good	

They provided suggestions for improving the cover design with brighter colors and images to enhance visual appeal.

The material experts assessed the module content and rated it as "excellent" with an average score of 90 out of 100 shown in the table below.

Table 2. Module Assessment Results by Experts

No.	Assessment Aspects	Score	Category
1.	Selecting font size	4	Very good
2.	Font Selection	4	Very good
3.	The accuracy of the color composition of the writing against the background	3	Good
4.	Presentation systematics	3	Good
5.	Easy to use module	3	Good
6.	Easy to understand module	3	Good
7.	The module is fit for use	3	Good
8.	The instructions for using the Module are clear.	4	Very good
9.	overall instructions for using the Module are not confusing	3	Very good
10.	Consistency of words and sentences	3	Very good
11.	Layout consistency	3	Very good

12.	Text and image layout alignment	4	Very good
13.	Use of page format	4	Very good
14.	Providing focus of attention	3	Very good
15.	Facilitate the process of understanding the material in the Basic Guidance and Counseling Course Module	4	Very good
16.	Creating enthusiasm in the learning process	3	Very good
17.	Appropriate use of colors in the Module	4	Good
18.	The font size used in the Module	4	Very good
19.	Selection of the type of font used	4	Very good
20.	The images used make it easier to understand the contents of the material in the Module.	4	Very good
Amount		70	
Mark		70/80 x 100 = 87.5	
Category		Very good	

They recommended adding an introduction section highlighting the importance and application of basic guidance and counseling concepts, as well as a section on reporting guidance and counseling activities. These suggestions were incorporated into the module revision.

Expert validation is crucial in ensuring the quality and appropriateness of the module content and design [12]. The high scores obtained from both media and material experts indicate that the developed module meets the standards of an effective instructional resource.

3.3.2 User Testing

The revised module was tested on a sample of 100 students from the Faculty of Education, State University of Medan. Students provided feedback on various aspects of the module using a questionnaire. The results showed an overwhelmingly positive response, with an average score of 94.17 out of 100, categorizing the module as "very good" shown in the table below.

Table 3. Student Feedback on Various Aspects of the Module using Questionnaires

No.	Assessment Aspects	Score	Category
1	The presentation of the material in the Module is sequential.	500	Very good
2	Learning objectives in the Module It is clear	495	Very good
3	The instructions for use in the Module are easy to follow	490	Very good
4	Illustrative examples make it easier to understand the contents of the Module.	400	Good

5	I am interested in improving my <i>BK Basics skills</i> according to the Module.	475	Very good
6	Information presented in the Module is complete.	483	Very good
7	This module is very interesting	494	Very good
8	Writing in Module it is clearly readable	455	Very good
9	The language used in this Module is easy to understand .	477	Very good
10	The material presented is easy to understand	460	Very good
11	The instructions for using the Module are clear.	470	Very good
12	The font size used in the Module is appropriate	490	Very good
13	The font used in the Module is correct	500	Very good
14	Place images and illustrations according to the material.	460	Very good
15	The font size used is not too small	491	Very good
16	The images used in this Module are clear	487	Very good
17	The display design of this Module is attractive	488	Very good
18	<i>Layout or</i> Module layout it's right	492	Very good
19	I am interested in studying this Module	500	Very good
20	Module This makes it easier to learn <i>the Basics of BK</i>	495	Very good
21	I can study the Module independently	493	Very good
22	Understanding <i>the Basics of BK</i> is more effective when using this Module .	499	Very good
23	Modules can foster enthusiasm for learning the material	480	Very good
24	The content of this module can improve my knowledge of <i>the Basics of BK</i>	491	Very good
25	The contents of this module can train my ability to improve <i>the Basics of BK</i>	490	Very good
Amount		12055/12800	
Score		94.17	
Category		Very good	

Students found the module interesting, easy to understand, and effective for independent learning. They appreciated the clarity of the material presentation, the use of illustrative examples, and the overall module structure. The module's self-instructional design allows students to learn at their own pace and measure their understanding through self-assessment exercises.

Moreover, students reported that the module enhanced their knowledge and skills in basic guidance and counseling. They felt better equipped to apply the learned concepts in practical settings and future professional practice. The module's alignment with the OBE curriculum was appreciated, as it focused on developing measurable competencies.

User testing is essential to gauge the effectiveness and usability of the module from the learners' perspective [13]. The positive feedback and high ratings from students demonstrate the module's success in meeting their learning needs and expectations.

3.4 Disseminate Phase

The final module, incorporating expert suggestions and student feedback, is considered feasible for use as the primary teaching material for the Basic Guidance and Counseling course. The module will be disseminated to relevant stakeholders, including faculty members, students, and university administrators.

To ensure wider accessibility and utilization, the module will be made available in both print and digital formats. Faculty members will be encouraged to adopt the module in their teaching, and students will be provided with copies for their independent learning. The module's digital version can be easily updated and distributed, allowing for continuous improvement based on user feedback.

The dissemination of the module contributes to the improvement of guidance and counseling education at the State University of Medan. It serves as a model for developing OBE-aligned instructional materials in other courses and faculties. The module's potential impact extends beyond the immediate context, as it can inspire similar initiatives in other educational institutions.

3.5 Discussion

The development of the OBE-based Basic Guidance and Counseling module addresses the need for updated and curriculum-aligned instructional materials. The module's systematic development process, involving expert validation and user testing, ensures its quality and relevance [14].

The module's self-instructional design aligns with the principles of effective module development [5,7].

It promotes independent learning, allows for self-pacing, and provides opportunities for self-assessment. These features are particularly valuable in the context of higher education, where students are expected to take responsibility for their learning [15].

The positive results from expert validation and user testing highlight the module's potential to enhance students' knowledge, skills, and competencies in basic guidance and counseling. The module's alignment with the OBE curriculum ensures that students develop measurable outcomes that are relevant to their future professional practice [3].

The module's dissemination and implementation can have a significant impact on the quality of guidance and counseling education at the State University of Medan. It can serve as a catalyst for the development of similar OBE-aligned modules in other courses and faculties. The module's success can also inspire other educational institutions to adopt OBE principles in their curriculum development and instructional design [4].

However, the study's limitations should be acknowledged. The module's effectiveness was assessed based on expert validation and user testing, but its long-term impact on students' performance and professional competencies requires further investigation. Future research

could explore the module's influence on students' academic achievement, practical skills, and employability.

Moreover, the module's implementation should be monitored and evaluated continuously to identify areas for improvement. Regular feedback from faculty members and students should be sought to refine the module's content, design, and delivery. The module should be updated periodically to incorporate new developments in guidance and counseling theory and practice.

In conclusion, the development of the OBE-based Basic Guidance and Counseling module contributes to the advancement of guidance and counseling education in Indonesia. The module's systematic development, expert validation, and positive user feedback demonstrate its feasibility and potential effectiveness. The module's dissemination and implementation can have a significant impact on students' learning outcomes and professional competencies. Continuous evaluation and improvement of the module is necessary to ensure its long-term relevance and success.

4 Conclusion

The development of an Outcome-Based Education (OBE) aligned Basic Guidance and Counseling module for students at the Faculty of Education, State University of Medan, addresses a critical need for updated and instructional relevant materials. The existing module, developed in 2016, had become outdated and misaligned with the current OBE curriculum, which emphasizes measurable learning outcomes and practical competencies.

This study employed a systematic 4-D model (Define, Design, Develop, Disseminate) to create a high-quality module that facilitates students' acquisition of essential guidance and counseling knowledge, skills, attitudes, and values. The Define phase identified the need for the module through student interviews and a literature review on effective module characteristics. The Design phase outlined the module's content and structure based on key guidance and counseling topics and the ADDIE instructional design model.

The Develop phase involved expert validation and user testing to ensure the module's quality and feasibility. Media and material experts rated the module as "very good" and "excellent," respectively, providing valuable suggestions for improvement. The revised module was then tested on a sample of 100 students, who overwhelmingly rated it as "very good," finding it interesting, easy to understand, and effective for independent learning and competency development.

The Disseminate phase involves making the final module available to stakeholders in print and digital formats, encouraging its adoption in teaching and learning. The module's dissemination contributes to the improvement of guidance and counseling education at the State University of Medan and serves as a model for developing OBE-aligned materials in other courses and institutions.

The study's findings highlight the importance of systematic module development, expert validation, and user testing in creating effective instructional materials. The OBE-based module's self-instructional design promotes independent learning, self-pacing, and self-assessment, aligning with the principles of effective module development and the demands of higher education.

The module's potential to enhance students' guidance and counseling competencies is evidenced by the positive feedback from experts and users. Its alignment with the OBE curriculum ensures that students develop measurable outcomes relevant to their future

professional practice, contributing to the production of competent and well-prepared guidance and counseling practices.

However, the study's limitations should be acknowledged, and future research should investigate the module's long-term impact on students' academic performance, practical skills, and employability. Continuous monitoring, evaluation, and updating of the module are necessary to ensure its ongoing relevance and effectiveness.

The development of the OBE-based Basic Guidance and Counseling module has significant implications for the advancement of guidance and counseling education in Indonesia. It demonstrates the feasibility and benefits of creating curriculum-aligned, competency-based instructional materials that promote student-centered learning and practical skill development. The module's success can inspire similar initiatives in other courses, faculties, and educational institutions, leading to a wider adoption of OBE principles in curriculum development and instructional design.

Moreover, the study highlights the crucial role of collaboration among educators, experts, and students in creating high-quality educational resources. The involvement of media and material experts ensures that the module meets technical and content standards, while student feedback provides valuable insights into the module's usability and effectiveness from the learners' perspective.

In conclusion, the development of the OBE-based Basic Guidance and Counseling module is a significant step towards improving the quality and relevance of guidance and counseling education in Indonesia. The module's systematic development, expert validation, and positive user feedback demonstrate its feasibility and potential effectiveness in enhancing students' competencies and preparing them for their future professional roles. The study's findings contribute to the growing body of knowledge on OBE implementation and module development in higher education, providing valuable insights for educators, researchers, and policymakers. As the module is disseminated and adopted more widely, it has the potential to make a lasting impact on the preparation of competent and compassionate guidance and counseling practitioners who can effectively serve the needs of students and communities in Indonesia and beyond.

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