

Learning Individual Counseling Practicum Courses in Using Google Classroom-based LMS (Learning Management System)

Nuzliah^{1*}, Sri Mawaddah², Salih Abdulrahman Yousuf Assenhaji³, Hossein Salarian⁴

¹Counseling Guidance Study program UIN ar-raniry Banda Aceh, Indonesia

²Islamic religious education studi program at UIN Ar-raniry Banda Aceh, Indonesia

³Asmarya University, Libya

⁴Iran University of Science and Technology, Tehran, Iran

*nuzliah.jamaluddin@ar-raniry.ac.id

Abstract— The individual counseling course is one of the courses that must be mastered by lecturers and students both online and offline. The aim of this research is to produce a product in the form of an Individual Counseling guidebook in the use of a Google Classroom-based LMS that can be used by lecturers and students of the BK Study Program in the BK Study Program in UIN Ar-Raniry and IAIN Lhoksemawe which are appropriate in terms of material and appearance, Describe the level of use of the Individual Counseling guidebook which can be used by BK lecturers and students as a learning reference. Method The research used is development research by following the development steps of the ADDIE model (Analysis, Design, Development, Implementation and Evaluation). The research data were analyzed using descriptive statistical analysis and inferential statistics. The research results showed that (1) The individual counseling learning guidebook through the Google Classroom-based LMS (Learning Management System) is suitable for use by BK lecturers and BK students, (2) the level of use of the individual counseling learning guidebook through the Google Classroom-based LMS (Learning Management System) is good for use in individual counseling practice. Thus, the resulting individual counseling learning guidebook via Google Classroom-based LMS is declared feasible and can be used by BK Lecturers and BK Students to facilitate the teaching and learning process in individual counseling courses.

Keywords—Individual Counseling, Google Classroom, Learning Management System.

Manuscript received : 25-11-2024; revised : 12-12-2024; accepted : 02-01-2025. Date of publication : 31-01-2025..

IJEI is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.



Introduction

The very rapid progress of Science and Technology (IPTEK) has brought changes in various areas of life, especially in the field of education. Internet media, which has an interactive nature as a mass and interpersonal medium, stores information from various corners of the world, and is very likely to become a superior educational media compared to previous generations. Therefore the internet will be a supplement in the learning process. One use of the internet in the education sector is through the development of a Learning Management System (LMS). LMS is software designed to create, distribute and manage the delivery of web-based learning content or better known as e-Learning. With LMS, students can get lecture materials, assignments, interactions with other students and other information related to learning. Guidance and Counseling is one of the study programs at the university. The Guidance and Counseling Study Program has a curriculum to achieve optimal and integrated learning goals, one of which is the individual counseling course. Individual Counseling is a service providing assistance carried out through face-to-face interviews between counselors and counsees in the context

of discussing and alleviating personal problems. Usually individual counseling is carried out directly, but in recent years due to the Covid-19 pandemic, the learning process has been transformed with the optimal use of technology to help carry out teaching and learning activities effectively and efficiently. Therefore, lecturers have made many changes in presenting lecture materials in the form of online learning using certain LMS. This phenomenon also occurs in higher education guidance and counseling study programs, especially in individual counseling practicum courses. Individual counseling practicum learning during the pandemic is required to continue, but with various methods chosen and studied which are more effective so that the learning process runs optimally and meaningfully. Because many students complain that the practical learning process is boring, incomprehensible and uninteresting. Based on problems in the field, researchers want to conduct development research using a classroom-based LMS in individual counseling practicum courses. Researchers see that technological facilities really support the achievement of the learning process by using Google Classroom, not only can it be used well by lecturers and students. Therefore, the

stages of implementing individual counseling are carried out in several stages, namely the initial stage, the core stage and the final stage. It is assumed that several of these stages can be implied in using an LMS classroom based. Lecturers can provide examples of each stage using uploaded videos, provide material related to individual counseling and provide responses to the implementation of student individual counseling practicum. Produce a product in the form of an Individual Counseling guidebook in the use of Google Classroom-based LMS that can be used by Lecturers and Students of the BK Study Program at UIN Ar-Raniry and IAIN Lhoksemawe which is suitable in terms of material and appearance. Describe the level of use of the Individual Counseling manual which can be used by BK lecturers and students as a learning reference. Sofyan Willis, individual counseling is a meeting between the counselor and the counselee individually, where there is a counseling relationship that has a rapport nuance and the counselor tries to provide assistance to develop the counselee's personality and the counselee can anticipate the problems they face. 1 According to Hellen, individual counseling is counseling that allows students to get services. face to face (individually) with a guidance and counseling teacher or counselor in the context of discussing the alleviation of personal problems experienced by the counselee 2 Prayitno and Amti define individual counseling as a process of providing assistance carried out through counseling interviews by experts (counselors) to individuals who are experiencing a problem (counselee) which leads to the resolution of the problem faced by the counselee. 3 Individual counseling in Willis, Client-Centered Therapy It is often also called a method that is carried out by means of dialogue between the counselor and the client, in order to achieve a harmonious picture of the client's self-ideal in accordance with the actual reality. Characteristics of this individual counseling. Implementation of individual counseling for the same students. Like others in general, the implementation of individual counseling also has several stages of activities, summarized in the big book. The Basics of Guidance and Counseling from Prayitno states that the stages in individual counseling have 6 stages. Learning management system or LMS for short means learning management system. A learning management system is a technological development in the form of software that has the function of planning, implementing and providing assessments in certain learning processes. So actually implementing LMS is not only for formal schools but also tutoring and extends to companies to develop the competencies of their employees. Currently, many companies operating in the training and development sector utilize LMS in the knowledge transfer process. According to Prayitno (2005:6) Individual Counseling is a service that provides assistance Face-to-face interviews are

conducted between counselors and counsees in the context of discussing and alleviating the personal problems reported so that they can use their potential to achieve personal and social happiness. The stages of individual counseling are the initial stage, core stage and final stage. According to Hamzaruddin (2020:56) LMS is a platform or software application for online learning activities usually referred to as classroom learning. Based on the literature review, several previous studies that are relevant to the topic in question can be presented, including the following. Sugih Subiyantoro and Ismail (2017) with the title "The Impact of Learning Management Systems (LMS) on Student Academic Performance in Higher Education". The results of the research show that the impact of using a Learning Management System (LMS) is in improving the performance or academic performance of students in higher education. This research is to look at the impact of the Learning Management System (LMS) in Higher Education. 5 Tomi Listiawan (2016) with the title "Development of the Learning Management System (LMS) in the Mathematics Education Study Program STKIP PGRI TULUNG AGUNG. Research results show that research development (R & D) is an LMS that is potentially effective for use in the learning process.6 Meanwhile, the module that the research developed was the Individual Counseling Course Learning module using a Google Classroom-based LMS in the Guidance and Guidance Study Program in Higher Education. Agung Tri Wobowo (2014) with the title "Development of a Web-Based LMS (Learning Management System) to Measure Students' Understanding of Concepts and Character." The results of the research are that LMS is effective in increasing students' understanding of concepts. Meanwhile, the character gain test is 0.16 in the low category, meaning it has not been effective in developing students' character. 7 Meanwhile, the module that the researchers developed is the Individual Counseling Course Learning module using a Google Classroom-based LMS in the Guidance and Guidance Study Program in Higher Education

MethodLOGy

This development research will be able to produce a product that can be used by Lecturers and Students in Individual Counseling learning using a Classroom-based LMS in Guidance and Counseling Study Programs in Higher Education in the field today. Researchers will develop products through the ADDIE development model conceptualized by Molenda. ADDIE mode stands for Analysis, Design, Development, Implementation and Evaluation. Branch (2009) said that the application of ADDIE aims to design systematic and complete learning from the learning process in response to situational instructions in the context, and building relationships in the context. 8 Branch (2009)

emphasized ADDIE as a product development concept that builds a basic view of learning. The application of ADDIE in education with the aim of learning will be centered on lecturers and students. Furthermore, Mudjiran (2011) stated that development through the ADDIE model is general, systematic and a gradual framework. Based on this explanation, researchers in this study will develop a Learning Book for Individual Counseling Courses using a Classroom-based LMS that can be used by Lecturers and Students of Guidance and Counseling Study Programs in Higher Education, referring to the development stage of the ADDIE model. The ADDIE concept is used because the development stage is systematic and has clear steps, so it will produce a prototype product. Based on the picture above, it shows a continuous and interconnected development process. Wegener (2006) and Branch (2009) stated that the ADDIE model basically has stages for designing products, namely Analysis, Design, Development, Implementation and Evaluation. 11 The five stages are basically as follows:

1. Analysis: Identifying problems and needs of lecturers and students
2. Design: Designing and formulating learning objectives
3. Development: creating and modifying a series of products according to learning objectives

The data presented in this section is a continuation of a series of product development research after the product development and revision process was carried out. Small group test subjects were applied to three guidance and counseling lecturers and guidance and counseling students with the aim of providing an assessment regarding the usability aspect of the aid book being developed. The three Guidance and Counseling teachers or counselors who provided assessments were (1) Zamratul Aini, M. Pd., (2) Nadia Wirja., (3) Desi Arliani. Guidance and Counseling teachers or counselors fill out usability test instruments, provide suggestions and comments regarding the research products being developed.

a. Analysis of Implementation Results

Implementation of small group tests on research products is practiced by Bk lecturers and students Implementation: Implementing a learning system or delivering learning material to lecturers and students Evaluation: assessing whether the product has been made according to initial expectations or not.

The ADDIE process starts from analysis to the evaluation stage Researchers may return or repeat to the previous stage if necessary. Researchers cannot carry out the stages randomly as desired because the stages are related. After the Analysis stage, researchers can continue to the Design stage, but when designing the product they can review it again to carry out the Analysis. After the design stage, you can proceed to the Development stage, if during development it

is necessary to return to the design stage, this can be done so that the product is made according to the objectives. And so on until the final stage of Evaluation. If the product prepared has been evaluated and has not achieved the desired objectives, it can be reviewed again according to the previous stage. These are the stages of product development until the development goals are achieved. Series of activities for developing a guidebook for learning Individual Counseling through LMS based on Google Classroom guidance and counseling which can be used by Guidance and Counseling teachers or counselors for learning individual counseling through MS consisting of several stages. As for the explanation.

First stage: Analysis (A)

The researcher carried out an analysis based on a literature review and identified problems in the field regarding individual counseling learning guidebooks through LMS-based Google Classroom can be resolved. The literature review aims to examine the concept of individual counseling learning through the required Google Classroom-based LMS, followed by the concept of a Guidebook. Apart from studying the concept, a study was also carried out on the results of research related to the Student Individual Counseling Learning Guidebook. The results of the analysis are used as input and consideration for designing the Guidebook. Second Stage: Design (D)

Based on the results of the needs analysis, an ideal form of designing a guidebook was identified. In this activity, researchers held discussions with BK lecturers and students to determine the material for the guidebook. The results of this stage are the main material that will be taken into consideration for continuing at the next stage.

3. Third Stage: Development (D)

Researchers will carry out development activities by formulating a guidebook based on the results of the analysis stage and design stage. Formulation of a guidebook in the form of individual counseling learning materials for BK students. Next, the researcher developed steps for using the guidebook and determined the media needed to use the guidebook. Researchers have prepared a Guidebook for Guidance Counseling Lecturers and Counseling Students, so that the product developed can be used optimally. A series of activities for three experts to get material validation and three experts to get validation of the appearance of the Guidebook. Validation results are analyzed and improvements are made according to comments and suggestions from these experts. Fourth stage: Implementation (I)

The guidebook that has been validated will then be tested on a limited basis with BK lecturers and BK students, and those who are experts in the field of BK. The aim of this stage is to determine the level of use of the Guidebook being developed.

At this stage the researchers involved three guidance and counseling lecturers who served on campus.

5. Fifth Stage: Evaluation (E)

At this stage the researcher carried out a product evaluation to get an overview of the individual counseling learning guidebook through the Google Classroom-based LMS which was developed according to expectations. The evaluation results can provide considerations as to whether the guidebook that has been developed still needs to be revised or not. Evaluation activities at this stage involve conducting a Focus Group Discussion (FGD) with several BK lecturers, which aims to obtain opinions and input from group participants regarding the product being developed. Through these stages, researchers can create a description of the product being developed. The description relates to the advantages and disadvantages, as well as making specific recommendations for the use of the product that has been formulated. Product trials are carried out to collect data that can be used as a basis for determining the level of feasibility and usability of the product being developed. In this research, the product development activities carried out by researchers only reached the limited trial stage which was carried out on two campuses and equivalent product users. This is done to produce a product prototype, in the form of a guidebook that is suitable in material and appearance. And procedurally it can be used by BK Lecturers and BK Students on campus. Test subjects need to be explained based on the number and how to select samples. Yusuf (2005:211) stated the things that need to be considered in determining the research sample, namely: (1) what is expected from the results of the research, (2) what is the concept of the research, just want to describe the current situation or explain and test something or even want to predict the future, (3) whether case studies, development studies or predictions,

(4) what are the characteristics of the population, (5) availability of funds, time and energy for research.

Based on considerations, the test subjects in the research were determined as follows.

1. Handbook feasibility test stage

The feasibility test stage involves test subjects as experts, consisting of four experts with the criteria of professors and doctors regarding the appearance and material of the module being developed. The experts weighing the material are (1) Prof.Dr. Mudjiran, M.S Kons, (2) Dr. Fakhri Yacob, M. Ed, (3) Dr Yogi Sagita, M. Pd, (4) Dr. Ramdani, M.Pd. Handbook Usability Test Phase At the usability testing stage, the manual is selected according to the purpose or use of the research product. The characteristics of the trial subjects desired as target users of the guidebook are guidance and counseling lecturers. Choose BK lecturers because they are professional academically and practically. This assessment based on

lecturer activities through the planning, implementation and evaluation stages. The Guidance and Counseling teachers who carried out the usability test were (1) Muslima, M. Pd, (2) Desi Budiarti, M. Pd, (3) Rini Hayati, M. Pd.

The data analysis technique used is descriptive data analysis, namely by describing the validity and usability of the Individual Counseling Practicum guidebook used by Guidance and Guidance Lecturers.

1. Descriptive Analysis

Descriptive analysis was used to describe the characteristics of the distribution of scores for each respondent in material validation activities and display of guidebooks to experts, and limited trials for product use to BK Lecturers and BK Students. Researchers determine product suitability categories using the percentage formula discovered by Yusuf (2005:259

DEVELOPMENT RESULTS

The presentation of development data presented in this section is guided by the ADDIE model development pattern, namely (1) Analysis stage, (2) Design stage, (3) Development stage, Implementation stage, and (5) Evaluation stage (evaluation). Analysis Stage In this first stage, analysis is carried out based on a literature review and identifying problems in the field regarding individual counseling learning guidelines. A literature review was conducted to examine the concept of Individual Counseling Guidelines. Based on a literature review, it is known that BK lecturers and students must have an individual counseling learning guidebook, in order to be able to understand and practice individual counseling. Based on previous research, it was concluded that an Individual Counseling Guide does not yet exist. Next, the analysis process was carried out through interviews with several guidance and counseling lecturers and guidance and counseling students on campus. The interview was intended to identify problems with individual counseling guidelines that the BK study program did not yet have. Based on the results of the interviews, it was discovered that most BK Lecturers and BK Students often complained that it was difficult to understand individual counseling, because they did not have a guidebook to guide them. BK lecturers and BK students often use the internet to look for material about individual counseling. Some of the impacts of the individual counseling learning guide problem are that most students are not focused on implementing individual counseling, find it difficult to get references about individual counseling, and consider the individual counseling process to be a trivial matter in counseling. Apart from that, Bk Lecturers and BK Students stated that they needed material regarding individual counseling courses via a Google Classroom-based LMS to facilitate the individual counseling process. BK lecturers and BK students confirmed that they did not have an individual counseling learning guidebook.

Information from the initial data obtained was then analyzed and used as input to design material for the individual counseling learning guidebook via Google Classroom-based LMS. B) Development Stage Based on the design stage that has been carried out, a research product is developed in the form of a guidebook containing materials as explained in the analysis and design stages. Researchers develop research instruments to collect data from the designed guidebook. Instruments used knowing validation. Guidebook from experts. Expert validation instruments are used for assess the suitability of the Guidebook in terms of the appearance and material of the Guidebook. There were three experts who assessed the suitability of the module regarding the material, namely (1) Prof.Dr. Mudjiran, M.S Kons, (2) Dr. Fakhri Yacob, M. Ed, (3) Dr Yogi Sagita, M. Pd, (4) Dr. Ramdani, M.Pd. In the Implementation Stage of the material and appearance, the researcher then revised it according to the advice of experts and discussed it with the Guidance and Guidance Lecturer. The revised product was then continued with a limited trial which was applied to BK Lecturers and BK Students at the UIN Ar-raniry and IAIN Malikussaleh campuses. This was done to see an assessment regarding the usability aspect of the guidebook being developed. Bk lecturers and BK students fill out usability test instruments and provide suggestions for products that have been developed. These suggestions are taken into consideration in revising the product at the next stage. Evaluation Stage (Evaluation) At this stage the product has been tested for feasibility by experts, and has also been implemented for BK lecturers and students through a usability test, then an evaluation needs to be carried out. The evaluation stage aims to assess the overall usability aspect of the product being developed. Researchers assessed the guidebook that had been applied by lecturers to BK students, it was revealed that the students were able to complete the tasks contained in the material, and were also able to express conclusions based on the material that had been discussed. In the evaluation sheet filled out by students, it was revealed that students thought the material in the guidebook was useful because it provided an understanding of the stages of individual counseling. Students feel happy to get this information. Researchers evaluated the product as a whole by holding a Focus Group Discussion (FGD). This aims to assess the usability aspect of the product being developed. Researchers have criteria in deciding FGD participants, namely lecturers and BK students who have experience in teaching individual counseling courses. This is done referring to Bungin's opinion (in Basrowi and Suwandi, 2008) that the consideration of FGD participants, namely having

CONCLUSION

Based on the results of the development research in Chapter IV, several conclusions are as follows: The Practical Handbook for Individual Counseling via Google Classroom-

based LMS (Learning Management System) is considered appropriate in terms of the material and appearance of the Handbook. This means that experts state that the guidebook can be implemented by guidance and counseling lecturers and students in carrying out individual counseling practices. Practical guidebook for individual counseling via Google Classroom-based LMS (Learning Management System), the level of usability is considered very good for use as a learning medium in individual counseling courses

BIBLIOGRAPHY

- Agung Tri Wobowo, 2014. Development of a Web-Based LMS (Learning Management System) to Measure Student Understanding of Concepts and Character Branch, R. M. 2009. Instructional Design: The ADDIE approach. New York: Springer.
- Irianto, A. 2012. Statistics: Basic concepts, applications & development. Jakarta: Kencana.
- Mudjiran. 2011. Development of a Structured Assignment Model for Students. Padang: Sukabina.
- Riduwan & Sunarto. 2012. Introduction to Statistics for Research: Education, social, communication, economics and business. Bandung: Alfabeta.
- Santoso, S. 2014. Nonparametric Statistics: Concepts and applications of SPSS Revised Edition. Jakarta: Elex Media Komputindo.
- Singgih Subiyantoro, 2017. The Impact of Learning Management Systems (LMS) on Student Academic Performance in higher education. Journal of Education and Learning
- Sugiyono. 2014. Quantitative, Qualitative and R&D Research Methods. Bandung: Alfabeta.
- Tomi Istiawan, 2016. Development of a Learning Management System (LMS) in the STKIP PGRI Tulung Agung mathematics education study program. Scientific Journal of Informatics Education.
- Wegener, D. R. 2006. Training Library Patrons the ADDIE Way. England: Chandos Publishing.
- Yusuf, A. M. 2005b. Research Methodology: Basics of scientific inquiry. Padang: UNP Press.
- Jahja, Y. 2012. Developmental Psychology. Jakarta: Prenada Media Group.
- Irianto, A. 2012. Statistics: Basic concepts, applications & development. Jakarta: Kencana.
- Larasati, W. P. 2012. "Improving Self-esteem through the Self-instruction Method (Enhancing Self-esteem through Self-instruction Method)". Unpublished thesis. Depok: Professional Psychology Study Program Specializing in Psychology, Faculty of Educational Psychology, University of Indonesia.

Lawrence, D. 2006. Enhancing Self-esteem in the Classroom
(Third Edition).