



## Enhancing ideal personal qualities of counselor candidates: Empowering through digital module and peer modelling

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### Abstract

Universities aim to achieve intelligent education through innovative learning methods. Students desire models to develop their skills, and this can be achieved through peer modelling with their peers. This research aims to develop a peer modelling-based digital module to enhance students' understanding of the Personality Development Practicum course, as an effort to improve the ideal personal qualities of prospective counselors. The research design uses the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The subjects in this study are material experts (guidance and counseling lecturers), media experts (learning technology lecturers), and potential users (guidance and counseling students). The results show that the digital module is equipped with video explanations, PowerPoint, infographics, motion graphics, and peer modelling videos. Based on the validation results by material experts, media experts, and potential users, the digital module is considered valid in terms of accuracy, usefulness, attractiveness, and ease of use. Further empirical evidence is needed to support the use of the peer modelling-based digital module in developing the ideal personal qualities of prospective counselors.

**Keywords:** Guidance and Counseling, Personality Development; Infographics, Motiongraphics, Management Systems

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## Introduction

Information and communication technology has developed rapidly in the Fourth Industrial Revolution era. The rapid development of knowledge and technology has made the Internet the primary communication tool the community favours. APJII (Asosiasi Pengguna Jaringan Internet Indonesia) (2018) reported that internet users in Indonesia increased to 143.26 million people, or equivalent to 54.7 per cent of the total population in Indonesia, and is expected to continue to grow. The collaboration between the Internet and gadgets provides various conveniences for searching for information and communicating through multiple facilities and applications available, starting from SMS, MMS, chatting, email, browsing, and other social media facilities (Akbar et al., 2019; Marpaung, 2018; Singh et al., 2021; Vishwakarma & Singh, 2020). Regarding negative aspects, information and communication technology development can cause moral degradation in the millennial generation. This can be seen from the low social interaction due to the widespread use of gadgets (Drouin et al. 2020; Garfin 2020). Millennials tend to become individualistic persons indifferent to their surroundings, which is one of the impacts of the Covid-19 pandemic (Foulkes and Blakemore 2021; Sanchez-Piedra et al. 2022; Zhu et al. 2020). This phenomenon is not only happening in the general population, but even in campus environments, which are supposed to be placed for educated and academic people, many students tend to become individualistic (Giary and Damayanti 2022; Xiao 2021; Zhang and Yin 2019).

Students who focus on learning as a helper and later become a counsellor should be OK with this phenomenon. As a helper, counsellors must care for others (Alawiyah, Rahmat, and Pernanda 2020; Yulitri and Hardi 2020). This is because most of what counsellors do is help others, whether problem-solving, facilitating developmental tasks, character and personality development, helping with decision-making, and many more (Ar Noya and Salamor 2020; Kushendar, Maba, and Zahro 2018). Elkin (in Corey, 2017) stated that not theories

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and techniques heal the counsees but the human therapy dimension and the "encounter" between the counsellor and counsee when they work together. This statement is supported by the opinions of Rogers (1951), Hidayat, Maulana, & Darmawan (2019), Tirtawati (2017), who emphasize the importance of building a therapeutic relationship between the counsellor and client in the counselling process. In this case, the personal quality of the counsellor has a significant influence. The personal quality of the counsellor includes all the outstanding criteria, including knowledge, insight, skills, and values possessed by the counsellor, which will determine the success of the guidance and counselling service process (Kurniawan et al., 2020).

According to Yustiana et al. (2017), a counsellor must have personality, characteristics, attitudes, values, and understanding abilities that can facilitate the counsee's problem-solving, growth, and development. Rogers (1951) mentions several competencies of a counselor that can directly bring about changes to counsees during the counseling process, including: (1) Congruence or genuineness, (2) Quality acceptance, appreciating the counsee as a valuable individual, and (3) Empathy, the ability to place oneself, spirit, and feelings of the counselor into the spirit and feelings of the counsee. Consistent with this opinion, Putri (2016) also states that congruence, empathy, unconditional positive regard, and respect for the counsee are abilities that counsellors must possess in building relationships with counsees. In addition, an effective counsellor's personality must also be based on altruistic motives, namely having concern and prioritizing the interests of others (counsees) over personal interests, being empathetic, respecting diversity, and prioritizing the interests of students (Dianto and Putri 2019; Yandri, Fikri, and Juliawati 2019). Therefore, counsellor candidates must understand their characteristics and continuously strive to develop ideal personal qualities to support the success of guidance and counselling services to the counsees.

One course that focuses on developing counsellor candidates' personalities is the Personality Development Practicum. This course is one of the distinctive features of the Guidance and Counseling Department at Universitas Negeri Malang. This course is an elective course offered after students have taken a Personality Development course in the previous semester. Through this course, counsellor candidates are expected to have a personality that is congruent, empathetic, and displays unconditional positive regard and respect. When taking this course, students should have mastered the theories related to developing counsellor candidates' personalities. However, based on field observations, 15 out of 21 students who have taken the Personality Development course have not fully mastered the theories that have been taught. This becomes a problem when students take the Personality Development Practicum course in the next semester, so it is necessary to review the previous theories in the course.

In order to fully develop the ideal personal qualities of prospective counsellors in the personality development practicum course, a digital-based instructional media is needed that is suitable for the characteristics of the millennial generation. A digital module is one form of digital-based instructional media that presents the material thoroughly and is structured. A digital module is a learning material accessed through laptops, computers, mobile phones, and other technological devices. The presentation of material through a digital module is a form of adaptation in the form of exciting videos, audio, and audio-visuals. This is evidenced by a study conducted by Hakiki, Sabir, and Maryana (2022) shows that e-learning-based digital modules are effectively used in character education courses at STKIP Muhammadiyah Muara Bungo. The results of the research conducted by Sari & Fadillah (2023) also showed that digital teaching materials were appropriate and effective in improving the learning outcomes of BK students at Cut Nyak Dhien University of Science.

This study integrated a digital module with the peer modelling learning model. Peer modelling is carried out by peers (Setyawan 2021). This is because peers influence individuals in various aspects, including attitudes, self-identity, and behaviour, ultimately affecting their character formation (Kurniawan and Sudrajat 2020). Peer modelling in this study is realized in the form of symbolic modelling through video. Video is an electronic medium that contains audio and visual elements packaged in an attractive display (Hadi 2017). Christiana (2018) study indicated that peer modelling effectively improves students' academic self-efficacy in mastering English language skills. Mahsup et al. (2020) also stated that learning involving peers effectively improves students' learning outcomes. Therefore, this study aims to develop a teaching media for the practical course on personality development in the form of a peer modelling-based digital module, to enhance the ideal personal qualities of counsellor candidates. The researcher hopes that counsellor candidates can use the findings of this study in their efforts to develop ideal and quality counsellor personality traits.

## Method

### Research Design

The research design used in this study is research and development using the ADDIE model (Branch 2009). Muruganatham (2015) argues that developing e-content packages using the ADDIE instructional model stages is more appropriate. A needs analysis will be conducted on students taking the Personal Development course

in the analysis stage. The ADDIE research stages include analysis, design, development, implementation, and evaluation. Specifically, the evaluation stage is conducted at each research stage, as shown in Figure 1 below.

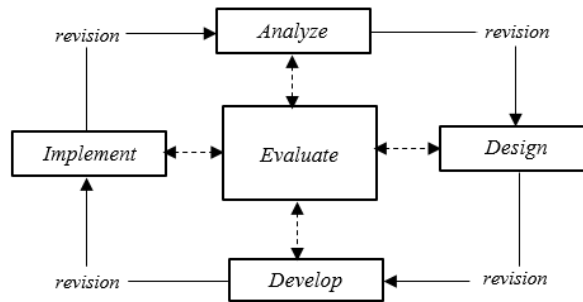


Figure 1. ADDIE Research and Development Model

A needs analysis will be conducted in the analysis stage related to students' characteristics, knowledge and skills, thinking abilities, and required learning models. In the design stage, the practical guide for personality development and the learning scenario will be prepared as a reference for the digital module based on the course syllabus for the personality development practicum. In the implementation stage, a limited group test will be conducted on students taking the Personality Development Practicum course. The results of the limited group test will provide an assessment of the ease and attractiveness of the digital module used in the course. A summative evaluation will assess the overall digital module used in the evaluation stage. At this stage, revisions will also be made to the developed module.

**Participants**

The study subjects consist of expert and user testing. The material expert is a Counseling Department lecturer with a minimum educational qualification of S3 in Counseling with more than five years of experience. The media expert subjects come from Technology Education lecturers with an S3 qualification in Technology Education who have more than five years of experience. The potential users validation subjects are counselling students who are counsellor candidates, consisting of 10 people.

**Instruments**

The instruments used by researchers to determine the validity and acceptability of the product. The peer modelling-based digital module product is said to have acceptability if it meets the characteristics based on The Program Evaluation Standards (Committee 1994) which include accuracy, usefulness, attractiveness, and ease. The data obtained from experts and user testing are used as considerations for revising the treatment materials before they are used. The answer choices in the instrument used use a scale of 1 = not accurate/ not useful/ not attractive/ not easy; 2 = less accurate/ less useful/ less attractive/ less easy; 3 = accurate/ useful/ attractive/ easy; 4 = very accurate/ very useful/ very attractive/ very easy.

**Data Analysis**

The data analysis in the validation of expert and user testing will be analyzed using the percentage analysis technique. The formula for processing data for each aspect assessed by the experts is:

$$P = \frac{X_i}{X} \times 100\%$$

Figure 2. Validator Candidate User Calculation Index

- Explanation:  
 P = percentage score  
 Xi = total score given by validator  
 X = maximum score for each criterion

The validity calculation results, known as a percentage, can be matched with criteria according to Akbar (2013), as presented in the following table:

Table 1. Validity Test Criteria

No.	Value	Validity Category	Explanation
1.	86,00 – 100,00%	Very Valid	Very good to use
2.	71,00 – 85,00%	Valid	Can be used with minor revisions
3.	56,00 – 70,00%	Fairly Valid	Can be used with major revisions
4.	41,00 – 55,00%	Less Valid	Cannot be used
5.	25,00 – 40,00%	Not Valid	Cannot be used

Source: Adapted from Akbar (2013)

## Results

The result of a needs analysis conducted on 38 students who have completed the Personality Development Practicum course shows that students or counselor candidates will be assisted by the design and development of instructional media in the form of videos and electronic modules for the Personality Development Practicum course. Based on the above diagram, the result indicates that the most preferred instructional media by students in the Personality Development Practicum course is animated videos with a percentage of 44.7% of the total respondents. Furthermore, 57.9% of the respondents stated that the most suitable video duration is 5-7 minutes. The appropriate instructional media is visual animated videos accompanied by explanations, which will help students understand the material better. Video explanations with pictures or Powerpoint are also helpful for students to increase their interest and understanding of the course.

After conducting a needs analysis, the researcher designed a highly detailed learning module that included various types of learning materials such as PowerPoint explanation videos, motion graphics, infographics, and peer modelling videos tailored to the material being covered. In addition, the module was equipped with reflection and evaluation sheets, allowing counselor candidates to evaluate their understanding of the learning material and develop their skills effectively.

To evaluate the effectiveness of the peer modelling-based learning module in improving counselor candidates' understanding of the Personality Development Practicum course, validation was carried out by subject material experts, media experts, and potential users of 10 students guidance and counseling. The validation aspect is adjusted to the expertise of many subjects. The validation results of the peer modelling-based learning module on the material's accuracy, usefulness, attractiveness and ease of use can be seen in the table below.

**Table 2.** Validation Results Of Material Expert

No	Validation Aspect	N	Number of items	Total	Validation Score	Validation Criteria
1	Accuracy		7	23	82.14%	Valid
2	Usefulness	1	4	15	93.75%	Very Valid
3	Ease		5	17	85%	Valid

**Table 3.** Validation Results Of Media Expert

No	Validation Aspect	N	Number of items	Total	Validation Score	Validation Criteria
1	Accuracy		10	36	90%	Very Valid
2	Usefulness		6	24	100%	Very Valid
3	Attractiveness	1	3	14	87.5%	Very Valid
4	Ease		3	12	100%	Very Valid

**Table 4.** Results of Potential Users Validation Subjects

No	Validation Aspect	N	Number of items	Total	Validation Score	Validation Criteria
1	Accuracy		6	36	89%	Very Valid
2	Ease	10	6	34	87%	Very Valid
3	Attractiveness		4	33	84%	Valid

## Discussion

Based on the results presented above, it was found that the peer modelling-based digital module is feasible and valid to use. This is based on the results of validation tests on material experts, media experts, and counselling students (counsellor candidates). The results of the material expert validation test showed a score of 82.14% for the aspect of accuracy which means valid, a score of 93.75% for the aspect of usability which means very valid, and a score of 85% for the aspect of convenience which means valid. Based on these results, the material in the peer modelling-based digital module is considered accuracy, usefulness and easy to understand. This shows that theoretically, the material for personality development of counselor candidates in digital modules is appropriate for use by counselor educators in efforts to develop an ideal and quality counselor personalities. According to Pujiati et al. (2019) and Suryani et al. (2020) Suryani et al. (2020), the

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substance of the material in digital modules which are systematically and attractively arranged can make it easier for users to study independently, in order to achieve optimal learning goals.

Meanwhile, when viewed from the results of the media expert validation test, in the aspects of accuracy, usefulness, attractiveness, and ease, the respective validation scores were found to be 90%, 100%, 87.5%, and 100%, which all are in very valid. These results indicate that the media in peer modelling-based digital modules is considered accuracy, usefulness, attractiveness, and ease. This shows that graphically, the media in peer modelling-based digital modules is appropriate for use by counselor educators in efforts to develop an ideal and quality counselor personality. According to Vagg et al. (2020) dan Wang (2021), the appearance of a learning media can be a support for users to gain knowledge more quickly. Furthermore, for the results of the validation test on prospective users on the aspects of suitability, convenience, and attractiveness, it was found that the average score was 87.03% where the score indicated that the peer modelling-based digital module was included in the very valid category, so it was very appropriate, very easy, and very interesting to be used by counselor candidates.

These results are supported by various research findings on the effectiveness of digital modules and peer modelling learning models for students. A study by Ramadhani and Fitria (2021) showed that digital modules were suitable and effective in thematic science learning to help students achieve learning independence. Similarly, research by Setyowati (2019) showed that learning using electronic modules was more effective and could improve student creativity. Similarly, Karnando, Rezki, and Tasrif (2021) study found that the implementation of e-modules combined with Project-Based Learning was effective in improving learning quality in the subject of Digital Simulation. Meanwhile, the effectiveness of the peer modelling learning model is supported by Misdar (2021) study, which showed the effectiveness of applying the technique of peer modelling in improving the quality of the learning process. Slightly different Setyawan (2021) Uke, Ramli, and Triyono (2017) stated the effectiveness of using peer modelling in reducing academic procrastination behavior. However, these results can be used as a basis for expanding the use of peer modelling in other aspects, including the development of ideal and quality counselor candidate personalities.

The weakness in the development of peer modelling-based digital modules lies in the development stages that end in testing prospective users. Previous research which states the effectiveness of peer modelling learning models applied in digital modules is also still minimal. Therefore, it is necessary to test the effectiveness of using peer modelling-based digital modules to find out how far efforts to develop ideal personal qualities of counselor candidates have been successful with the help of media that have been developed. In addition, the development of peer modelling-based digital modules is only based on an analysis of the needs of students in one tertiary institution, so that its application cannot be used widely.

It is important to consider the practical implications of the research findings. The peer modelling-based digital module has significant practical implications in the context of guidance and counseling. The use of this module can assist guidance and counseling educators in developing the personality of counselor's candidates. Therefore, university-level stakeholders can consider incorporating this module into the guidance and counseling curriculum to provide a better learning experience for aspiring counselors. Through various research innovations, positive impacts can be achieved through effective learning practices (Adi, Oka, and Wati 2021; Ambarwati et al. 2021; Ratnanenci 2021).

## Conclusion

The development of a peer modelling-based digital module for the Personality Development Practicum course has been validated by subject matter experts, media experts, and a group of 10 students. The material validity test results concluded that the media content was accurate, useful, and easy to use. The results of the media validity test concluded that the media used was accurate, useful, attractive, and easy to use. The small group validity test results concluded that the aspects are accurate, easy, and attractive. Nevertheless, the effectiveness of this digital module in developing the ideal personal qualities of counsellor candidates still needs to be empirically proven. Therefore, further research is needed to measure the impact of using this module on the empirical improvement of the ideal personal qualities of counsellor candidates.

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