The Use of Free Learning Prototype Curriculum in Blended Learning to Improve the Quality Counseling Technique Practice Lectures for Student Guidance and Counseling Study Program

Gusman Lesmana[1*], Sri Ngayomi Yudha Wastuti[2], Deliati[3] (iD)

[1,2,3] Program Studi Bimbingan dan Konseling, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia

A R T I C L E   I N F O

A B S T R A K

Penerapan kebijakan kampus merdeka belajar adalah untuk mendorong kualitas pembelajaran di perguruan tinggi yang lebih mandiri dan fleksibel. Hanya sedikit siswa yang mampu mengikuti perkembangan ini. Tujuan dari penelitian ini adalah untuk menganalisis penerapan prototipe kurikulum free learning pada blended learning untuk meningkatkan kualitas perkuliahan praktik teknik konseling pada mahasiswa program studi bimbingan dan konseling. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis eksperimen. Populasi dalam penelitian ini adalah mahasiswa program studi Bimbingan dan Konseling yang sedang mengambil mata kuliah Pendekatan Konseling pada semester genap tahun ajaran 2021/2022. Instrumen yang digunakan adalah instrumen angket dengan model skala likert. Hasil uji reliabilitas instrumen kualitas perkuliahan sebesar 0,922. Data penelitian dianalisis menggunakan Korelasi Product Moment Pearson. Hasil penelitian menunjukkan bahwa dengan korelasi yang diperoleh dari ringkasan model tampilan keluaran SPSS 26,00 menunjukkan besarnya hasil uji hipotesis diperoleh rhitung = 0,329 dan r tabel = 0,312 sehingga hasil rhitung > r tabel (0,329 > 0,312). Hal ini menunjukkan adanya pengaruh positif strategi penggunaan kurikulum merdeka belajar untuk meningkatkan mutu perkuliahan ke arah positif.

A B S T R A C T

Implementation of the independent learning campus policy is to encourage a more independent and flexible quality of learning in higher education. Only a few of the students were able to follow this development. The aims of this study is to analyze implementation of free learning prototype curriculum in blended learning to improve the quality counseling technique practice lectures for student guidance and counseling study program. This study uses a quantitative approach to the type of experiment. The population in this study were students of the Guidance and Counseling study program, who were taking the Counseling Approach course in the even semester of 2021/2022. The instrument used is a questionnaire instrument with a Likert scale model. The results of the reliability test of the lecture quality instrument were 0.922. The research data were analyzed using Pearson Product Moment Correlation. The research findings show that with the correlation obtained from the SPSS output display model summary 26.00 showing the magnitude of the hypothesis test results obtained r-count = 0.329 and r-table = 0.312 so that the results of r-count > r-table (0.329 > 0.312). This shows that there is a positive influence on the strategy of using the independent learning curriculum to improve the quality of lectures in a positive direction.

1. INTRODUCTION

The rules of the Independent Learning Campus are to provide encouragement and facilitation for students to master and develop various scientific fields in their specialization so that they are able to compete and fulfill quality development in the international arena. This policy provides an opportunity for students to choose courses to take based on their preferences and interests (Arifin et al., 2023; Sadiyah et al., 2022). Implementation of the Independent Learning Campus Policy is to encourage a more independent

*Corresponding author
E-mail addresses: gusmanlesmana@umsu.ac.id (Gusman Lesmana)

and flexible quality of learning in higher education. Education is present simultaneously with the process of human life which always tries to create novelty and benefits in every situation of life. Personal students not only become educated, but students can also become agents of change, both small and large so that they implement valuable life activities (Albantani & Madkur, 2016; Hadianto et al., 2022). The resulting changes and innovations are able to provide maximum contribution to the progress of a nation that has quality human resources.

However, only a few of the students were able to follow this development with learning activities because most students were used to the old learning system which was always centered on the lecturer. Learning innovations with independent competency development indicators tend to be considered burdensome for students (Tohani et al., 2019; Yulianci et al., 2021). Students, especially the guidance and counseling study program, should be sensitive to the developments that occur related to the learning curriculum, which is the policy of the Minister of Education and Culture is one of the policies gave one of the policies to universities to give students the right to study for three semesters outside of the study program (Asimiran & Ismail, 2019; Brooks, 2021). An independent campus is basically a new concept that frees students to have the freedom to study in higher education (Adriyanto et al., 2021; Vhalery et al., 2022). This concept is a continuation of the previous concept, namely Freedom to Learn. The planning of the Merdeka Campus concept is basically a learning innovation to get renewed to get quality learning.

The quality of the implementation of mature and professional counseling is marked by the ability of a counselor/BK teacher who has quality communication skills. The communication process that is carried out is hampered by the individual's ability to compose words, including the choice of language according to the client's habits in order to create intimate relationships in counseling activities (Adriyanto et al., 2021; Yudhawasthi & Christiani, 2021). Students assessed within 6 semesters of sitting in the Guidance and Counseling study program experience severe difficulties in choosing words in the counseling process, not to mention incorporating counseling techniques or even utilizing the counseling approach in their counseling activities (Rachmawati, 2018; Yasin et al., 2021).

The goal of the Freedom to Learn Campus Freedom policy is to encourage students to master various fields of knowledge in accordance with their areas of expertise, so that they are ready to compete in the global world in general (Adriyanto et al., 2021; Ng, 2019). This policy provides an opportunity for students to choose the courses they will take in their educational process based on their own desires that are tailored to their potential. Independent Campus Learning Policy in Higher Education gives autonomy rights to Higher Education (Elshami et al., 2021). Basically, the educational paradigm is shifting towards greater autonomy through an innovative learning culture.

In facts include gaps in theoretical concepts for implementing independent learning programs, where most of the courses with the subjects they study are the same activities and carry out lectures that are routinely carried out by students on campus. Changing the environment in which lectures take place should emphasize the concept of independent learning that gives students freedom (Sugiarto, 2020; Yudhawasthi & Christiani, 2021). So far, courses in the fields of technology and sports have been designed to train students in a direct and direct atmosphere in such a way that they can determine strategies and improve their abilities as direct training objectives. However, in contrast to the education and teacher training fields, students learn more about material concepts in preparation for mastering the material which will be returned to students at school after being hired as teachers. Here, the perceived problem lies in the nature of the course in which students are involved. Depending on their ability, students are entitled to learn optimally through the support of their instructor as a coach. The specificity of the discussion is seen in the learning and training of counseling activities. The hope is that with the independent learning curriculum, students will get a broad movement in improving language and communication competence (Phejane, 2022; Yulius, 2020). In addition, students can also study outside the study program, such as visiting psychology study programs, citizenship education to early childhood education and elementary school teacher education. The many opportunities will enrich the quality of students in providing assistance to clients who need services.

Blended learning is defined as a learning method that combines e-learning lecture methods that use information packages that utilize information and communication technology with face-to-face classes (Bailey et al., 2009; Irving, 2006). Therefore, instead of doing all activities online, we do a combination of online and face-to-face lectures. With the blended learning method, time and distance are no longer obstacles. Students can study online from anywhere without having to physically be on campus every day. We still hold face-to-face events, but only a few times a week and are held after school hours as hands-on practice in implementing training in communicating and interacting with new people so that social competence hits and develops in student life. In addition, Blended learning trains and familiarizes students with the use of technology in the learning process (Misra & Mazelfi, 2021; Ozdamli & Ozdal, 2018). This is an important prerequisite for students to become lifelong learners. There, students are accustomed to

learning on their own and using technology as a learning aid and then use it as a medium for improvising the material being taught. This can be done to apply the process of counseling practice through social networking media, to chat media or remote chat via internet technology (Karagöz, 2021; Weston & Gore, 2006).

The essence of independent learning is the freedom to think individually/ independently and in groups so as to produce individuals who are critical, creative, collaborative, innovative and participatory. The presence of independent learning increases student participation in lectures. A happy atmosphere can affect personal productivity. Because when individuals are happy, productivity naturally increases. This tendency is to focus more so that the learning process well. The aims of this study is to analyze implementation of free learning prototype curriculum in blended learning to improve the quality counseling technique practice lectures for student guidance and counseling study program.

2. METHOD

This research method use in this study is quantitative research quasi-experimental (Madadizadeh, 2022; Rogers & Revesz, 2019). This research method is based on two classes, namely students of Muhammadiyah University of North Sumatra are given/taught by being a lecture model with mixed education, so that they use certain treatments or techniques given to research subjects. The design of this study is the Pretest-Postest Control Group Design (Sugiyono, 2013) which can be seen in Table 1.

Table 1. Research Design

No.	Research Design		
	Pre test	Treatment	Post test
1	O1	X1	O2
2	O3	X2	O4

There are two types of variables in the study, namely the independent variable (independent variable), namely the lecture model with an independent learning prototype curriculum, and the dependent variable (the dependent variable), namely the ability to speak students in public. Conceptual framework is show in Figure 1.
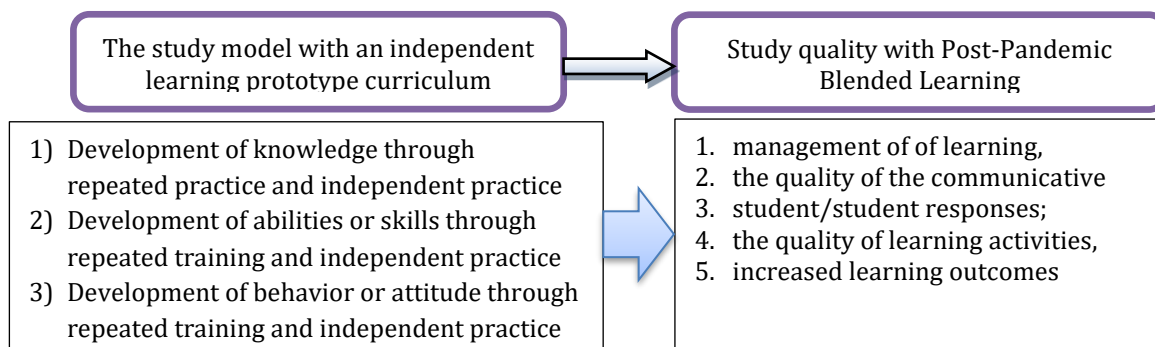

Figure 1. Conceptual Framework

3. RESULT AND DISCUSSION

Result

The results of this study indicate the magnitude of the influence of the lecture model with the self-learning prototype curriculum on improving the quality of lectures with post-pandemic blended learning for FKIP UMSU students in research theory courses and counseling approaches. The data analysis process begins with testing the validity and reliability of the structure of the instrumental content by prioritizing the quality of the primary research instruments. This tool was created in accordance with post-pandemic mixed learning lecture quality metrics and lecture model actions using a prototype independent learning independent learning curriculum.

After the r-count was compared with the r-table at a significance level of 5% and N = 40, then out of the 40 questionnaire items tested, it was stated that 5 questionnaire items were invalid, so that 35 valid items were used to capture revealing research data. While the reliability obtained from the lecture quality

questionnaire with post-pandemic blended learning has a result = 0.922 when compared with the correlation index which is included in the high correlation.

Based on the purpose of this study, namely to find out whether there is an effect of implementing the lecture model with the independent learning prototype curriculum on the quality of lectures with post-pandemic Blended Learning. From the results of data analysis it has been proven that the implementation of learning in theoretical lectures and counseling approaches has a significant influence on improving the quality of lectures with Post-Pandemic Blended Learning. This is indicated by the t test obtained from the calculation with the results with a correlation coefficient of 0.329 which indicates a significant positive effect. Thus it can be said that the quality of lectures with Post-Pandemic Blended Learning after using the Prototype curriculum has experienced a significant increase. The result of correlation table is show in Table 2.

Table 2. Correlation Table

		Pretest	Posttest	Mean	Std. Deviation
Quality Study before using the Prototype curriculum	Pearson Correlation	1	0.329*	106.3500	9.86979
	Sig. (2-tailed)		0.038		
	N	40	40		
Quality Study after using the Prototype curriculum	Pearson Correlation	0.329*	1	130.1750	13.28753
	Sig. (2-tailed)	0.038			
	N	40	40		

Base on Table 2 show the results of the study obtained a comparison between the scores from the results of the pretest and the results of the posttest with detailed data, namely for the pretest, namely for the number of respondents, 40 students obtained the lowest score = 75, the highest = 120, the average (M) = 106.3500 and the Standard Deviation (SD) = 9.86979, while for the posttest, namely the number of respondents, 10 students obtained the lowest score = 104, the highest = 121, the average (M) = 130.1750 and the standard deviation (SD) = 13.28753. Judging from the difference in scores above, it can be seen that there is a significant difference in the form of a positive increase.
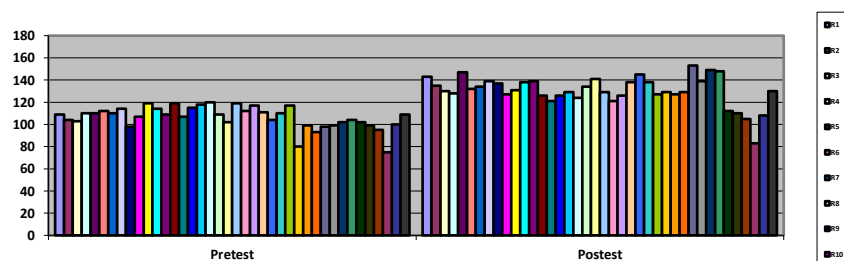

Figure 2. Graph of Significance of Experiment Results

Base on Figure 2 show the results of this study the guidance and counseling research program in higher education as a provider of educational counselor participants who intend to implement an independent learning policy through the Independent Campus Program. This facilitates the readiness of theory and practice to meet dynamic demands. The paradigm that appears in the field shows that the implementation of the free learning policy has not been fully implemented due to various problems.

Discussion

The existence of an independent study program guarantees maximum student (student/student) participation in learning/teaching. Education in independent learning supports various improvements and equity in the quality of education, greater access and relevance in the application of technology, and the realization of intelligence based on collaboration, communication, critical thinking, and creative skills (Amran et al., 2019; Qodr et al., 2021; Shanks et al., 2017).

Launched by the Ministry of Education and Culture, Merdeka Learning adds new facts that Indonesia has reformed and improved its curriculum three times in less than ten years. The goal is to meet Indonesia's ever-changing educational needs both domestically and abroad along with the progress of the times. Education in Indonesia is expected to make students competitive in the future (Asrizal et al., 2018; El

Islami & Nuangchalerm, 2020). Previous study explained that service quality can be interpreted as a consumer evaluation of service (Arifin et al., 2023). This context is the same as Guidance and Counseling Study Program students who are taught to maximize service to clients later so it is important to continue to improve their competence and service capabilities.

The quality of independent campus-based independent study programs is carried out to improve the quality of the learning process by increasing teacher professionalism, a conducive learning environment and implementing independent campus-based administration to improve the quality of teaching administration. The purpose of holding this self-learning program itself is to focus on improving the integrated literacy and numeracy abilities of students (students/students) (Bailey et al., 2009; Weiss et al., 2022; Yoo & Jung, 2022). Students who are taught with an independent curriculum obtain the quality of lectures such as 1) managing the implementation of learning, which usually focuses on activities in class, is given the freedom to explore and seek development through flexible activities both in the library, in the laboratory and in other study programs. Then get 2) the quality of the communicative process, namely the interactions that occur between lecturers and students are more numerous and in-depth because there are projects in lecture activities that need intensive assistance. Furthermore 3) the response of students/students; used as a reference for activeness and evaluation of the assessment so that the assessment is more objective. Furthermore, 4) the quality of learning activities, more measurable and directed than usual because lectures are activity-based and developing self-competence and finally 5) increasing learning outcomes, step by step leading to accelerated progress to get development in the quality of learning outcomes (Hardiansyah, 2022; Ibrahem & Alamro, 2020; Yulius, 2020).

In process study in college, that use the self-learning prototype curriculum in this study, the prioritized lecture strategies are; 1) By developing knowledge through repeated practice and independent practice. Students are given the opportunity to do an apperception to provide opinion and subjective assessments of conceptual and practical counseling approach material (Brooke, 2013; Dhanil & Mufit, 2021). In this case the competencies developed are students' mastery of the content of knowledge about the concepts of several counseling approaches theoretically developed through the activity of repeating information reading so that students know clearly the various differences of each counseling approach in terms of the main concept. Furthermore 2) Students are given the opportunity to develop abilities or skills through repeated training and practice independently to master the practice of each approach in counseling and know the differences clearly and precisely (Hanum & Annas, 2019; Karagöz, 2021). Then finally 3) Students are given the opportunity to develop behavior or attitude through repeated training and practice independently (Badeni & Saparahayuningsih, 2021; Yang et al., 2021). Gradually students develop their attitude as a whole to maximize mastery of the concepts and praxis of each counseling approach that is taught through lectures that are routinely carried out by students.

This research has the potential to improve the quality of learning in the Guidance and Counseling study program by combining the free learning prototype curriculum model in integrated learning. This can give students a better understanding of counseling techniques and their practice. The results of this study can be used as a basis for developing a better curriculum in the Guidance and Counseling study program. This curriculum can leverage the use of technology, blended learning methods, and free learning models to increase teaching effectiveness. This research may be limited to certain contexts, such as educational institutions or special study programs, so the results may not be directly applicable in all situations. The results of this study may be difficult to generalize to other learning contexts due to the special characteristics of the Guidance and Counseling study program.

4. CONCLUSION

There is an effect of implementing the lecture model with the independent learning prototype curriculum on the quality of lectures with Post-Pandemic Blended Learning. From the results of data analysis it has been proven that the implementation of learning in theoretical lectures and counseling approaches has a significant impact on improving the quality of lectures with Post-Pandemic Blended Learning. Judging from the difference in scores above, it can be seen that there is a significant difference in the form of a positive increase. The existence of an independent learning program certainly maximizes the involvement of students (students/students) in learning/lecturing. Education in independent learning supports the realization of intelligence through various improvements and equity in the quality of education.

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