Peer Counseling based on Experiential Learning in Higher Education: A Research & Development Study

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A B S T R A K

Konseling teman sebaya dapat menjadi pendekatan yang menjanjikan untuk mengatasi tantangan yang dihadapi oleh mahasiswa selama masa transisi kritis dari masa remaja akhir ke masa dewasa muda. Bentuk konseling ini menawarkan ruang aman bagi mereka untuk berbagi dan mendiskusikan masalah mereka secara terbuka. Namun, penelitian yang berfokus pada materi konseling sejawat yang mudah diterapkan dan disesuaikan dengan konteks perguruan tinggi masih terbatas. Penelitian ini berupaya untuk menjembatani kesenjangan ini. Mengadopsi desain penelitian dan pengembangan, artikel ini bertujuan untuk mengembangkan modul konseling sejawat yang didasarkan pada pembelajaran berdasarkan pengalaman, yang dirancang khusus untuk dua fakultas di universitas. Calon pengguna modul ini terdiri dari dua orang konselor dan dua belas konseli dari masing-masing fakultas. Proses pengembangan mengikuti kerangka Borg & Gall, menggabungkan metode pengumpulan data seperti diskusi kelompok terfokus, daftar periksa validasi ahli, dan observasi. Temuan penelitian menunjukkan bahwa modul ini telah diterima dengan baik oleh tiga ahli, yang menganggapnya sesuai dan relevan, sehingga memberikan umpan balik yang membangun untuk perbaikan lebih lanjut. Pada uji lapangan, modul yang dikembangkan terbukti berperan dalam membantu konselor dalam memahami tahapan pelaksanaan konseling sebaya yang berlandaskan experiential learning. Implikasi teoretis dan praktis dari penelitian ini dibahas secara mendalam, menyoroti potensi dampak dan relevansi pengintegrasian pembelajaran berdasarkan pengalaman ke dalam praktik konseling sejawat di pendidikan tinggi.

A B S T R A C T

Peer counseling can serve as a promising approach to tackle the challenges faced by college students during the critical transition from late adolescence to young adulthood. This form of counseling offers a safe space for them to openly share and discuss their issues. However, research focusing on readily applicable peer counseling materials tailored for the college context remains limited. This study endeavors to bridge this gap. Adopting a research and development design, this article aims to develop a peer counseling module grounded in experiential learning, specifically designed for two faculties in university. The potential users of the module include two counselors and twelve counselees from each respective faculty. The development process follows the Borg & Gall framework, incorporating data collection methods such as focused group discussions, expert validation checklists, and observations. The research findings indicate that the module has been well-received by three experts, who found it to be suitable and relevant, offering constructive feedback for further improvement. During the field test, the developed module proved to be instrumental in assisting counselors in comprehending the implementation stages of peer counseling grounded in experiential learning. Theoretical and practical implications of this research are discussed in-depth, shedding light on the potential impact and relevance of integrating experiential learning into peer counseling practices in higher education.

1. INTRODUCTION

University students are categorized as late adolescents on the verge of early adulthood. During this stage, students experience various crises related to academics, family, friendships, and career (Rahmat, 2020;

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Salim & Fakhrurrozi, 2020; Swaraswati et al., 2019). Academic challenges for students can arise from the beginning of their enrollment until nearing graduation, such as adjusting to academic culture, managing assignments, and coping with thesis workloads. Socially, the transition from childhood to adulthood places them in an identity formation phase, where they desire autonomy from parents and seek acceptance within peer groups. Additionally, students are confronted with career choices and future planning. These diverse issues demand quick adaptability and sound decision-making. If young adults fail to confront the complexities of these challenges, they may have repercussions on their future lives (Karpika & Segel, 2021; Khusumadewi et al., 2017). Hence, it is crucial for them to find solutions or at least have a safe space to share and discuss the problems they are facing.

One of the support systems that significantly impacts students is peer support. Previous study defines peer support as individuals who are similar in age and level of maturity (John W. Santrock, 2016). Due to this similarity, students often spend more time with their peers and are more open to sharing information (Bradley et al., 2021; Rachmaningtyas & Khoirunnisa, 2022). Moreover, many students begin to live independently, and some even live far away from their families, which restricts their ability to share their stories with parents or siblings. Peer support provides both physical and psychological comfort to students, as they feel that they have someone who cares for them, loves them, and considers them a part of a social group (Oktariani et al., 2020; Rachmaningtyas & Khoirunnisa, 2022). Additionally, according to previous study peers also serve as a social community that offers opportunities for students to perform social roles (Oktariani et al., 2020).

Prior research has revealed the significance of peer support for students. Firstly, peers can influence academic achievement. This conclusion is drawn from a study conducted which demonstrated that errors in peer selection can impact declining academic performance, and conversely, positive peer influence can enhance academic outcomes (Maheni, 2019). Furthermore, peer support has been found by other study to enhance self-regulation in learning (Sumia et al., 2020). Self-regulation refers to the desire for independent learning. Previous research showed that peer attention and positive emotions contribute to increased motivation for self-directed learning among students (Sumia et al., 2020). Although the effect is moderate, peers remain an essential factor in supporting the learning process of students. Another research conducted also found that peer support can enhance students' resilience during the pandemic (Almun & Ash-Shiddiqy, 2021). This indicates that students can endure isolation and continue learning when they have peer support. Last study yielded results suggesting that peer relationships are one of the determining factors of students' subjective well-being (Ardiansyah & Tambusai, 2021). Engaging in social activities on campus and participating in organizations can contribute to their happiness.

The importance of peer support has led to the emergence of the concept of peer counseling in the field of guidance and counseling. Peer counseling refers to counseling assistance provided by peers who have received prior training, enabling them to offer help to individuals or groups experiencing problems (Noviza, 2015; Suranata, 2013). Peer counselors establish a sense of closeness and mutual understanding with their clients. Due to their similar age and shared experiences, counselors and clients have comparable developmental levels and challenges. This fosters an environment where clients are more willing to open up, facilitating the gathering of information for effective problem-solving. Peers involved in peer counseling are selected and trained by professional counselors. According to other study peer counselors can serve as an effective strategy to assist college students beyond the confines of counseling service centers on campuses (Almun & Ash-Shiddiqy, 2021). Additionally, peer counseling possesses advantages over other counseling approaches, as it fosters emotional bonding between peers.

Peer counseling has been implemented in higher education institutions, although its execution has not been fully optimized. Interestingly, several previous studies have demonstrated the effectiveness of peer counseling in assisting college students with their issues (Kusmawati et al., 2023; Noviza, 2015; Suranata, 2013). A preliminary study exploring the training module requirements for peer counselors in the Faculty of Dakwah and Communication Sciences and the Faculty of Education and Teaching at the State Islamic University (UIN) Antasari unveiled that regular training sessions for peer counselors have been conducted. Nevertheless, both university authorities and students expressed concerns about the suboptimal implementation of follow-up measures post-training. Students, in particular, acknowledge lapses in retaining essential materials and skills within weeks after the training. The Head of the Department of Islamic Guidance and Counseling (BPI) as the head of the Islamic guidance and counseling laboratory and the Head of the Counseling and Guidance Services Bureau (BLBK) stated that they do not have specific training guidelines for peer counseling activities that can be provided to students after the training. Therefore, based on this interview data, it is concluded that a peer counseling training module is necessary to support the success of the peer counseling program in higher education institutions.

The training module for counseling must be systematically constructed and based on specific models to establish a strong foundation and ensure its effectiveness for the counseling program. Based on the literature review conducted by the authors, the experiential learning model can be explored and used as a reference in developing the peer counseling module. Several research findings have indicated that experiential learning

effectively facilitates the improvement of counseling skills among peer counselors. For instance, previous study demonstrated that implementing an experiential learning-based program effectively helped in developing students' soft skills (Purnami & Rohayati, 2016). Other study found that the experiential learning method was effective in enhancing students' respectful mind (Pangestie & Sendayu, 2016). Additionally, there is also study reported that experiential-based counseling programs could be utilized to develop students' intrapersonal and interpersonal competencies (Lesmana, 2015). Nevertheless, it is regrettable that, so far, research focusing on developing peer counseling training modules based on experiential learning remains limited. Despite the necessity of such modules to enhance the effectiveness of peer counseling in higher education institutions, they have not been widely developed. Therefore, this research aims to develop a peer counseling module grounded in experiential learning, specifically designed for two faculties in university. This study's significance lies in its potential to contribute to the improvement of peer counseling training by leveraging the proven effectiveness of experiential learning methods. By doing so, it addresses the pressing need for more comprehensive, practical, and impactful training modules for peer counselors in higher education institutions, ultimately benefiting both the peer counselors themselves and the students they support.

2. METHOD

Based on the research objectives, the design of this study is the research and development (R&D). This design choice is predicated on the intended research outcome, which pertains to the development of a peer counseling module. The R&D approach is deemed appropriate due to its focus on generating a practical product that caters to the specific needs and demands of the field (Surati & Irawan, 2017). Within the broader scope of research and development, a plethora of models exists. After careful consideration of the research aims and feasibility, the Borg and Gall model has been adopted as the guiding framework for this investigation (Gall et al., 1996). Adhering to the Borg and Gall model's structure, the research encompasses three pivotal stages: 1) the pre-development phase, which concentrates on needs analysis, 2) the development phase, centered around the creation of the draft product, and 3) the post-development phase, focusing on product validation and testing. A visual representation of the research process is depicted in Figure 1.
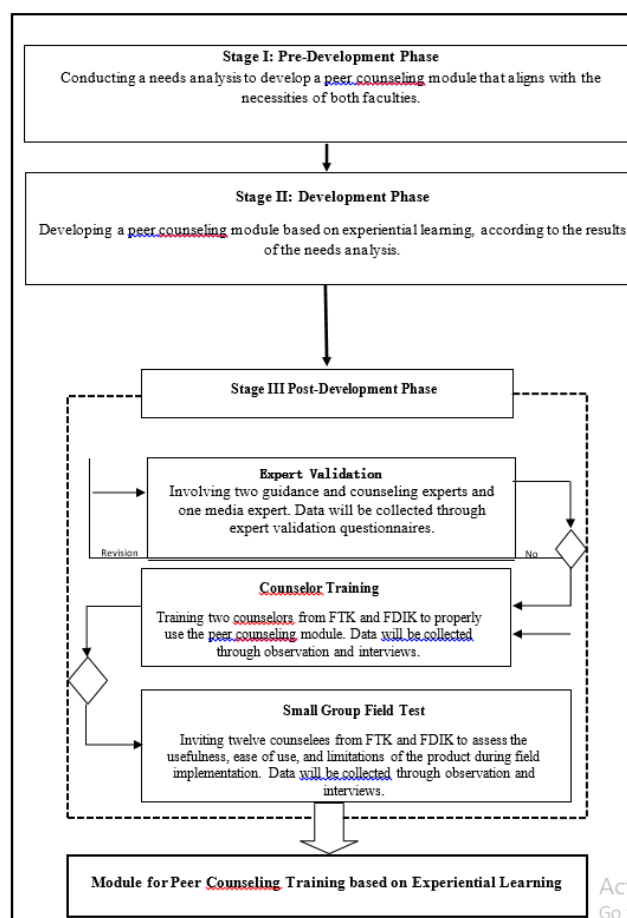

Figure 1. The Procedure for Developing Peer Counseling Module

The research **population** encompasses all prospective peer counselors from both faculties. The sampling technique employed is purposive sampling. This sampling method is chosen due to the necessity of participants in this research meeting specific criteria for recruitment (Creswell, 2012; Khusumadewi et al., 2017). Based on these criteria, it is understandable that the participants for this research cannot be chosen randomly and must be selected from faculties that already have peer counselors to meet the first requirement. Furthermore, concerning the training's effectiveness, the researchers limited the number of peer counselors to be included. This study involved one peer counselor from FTK and one from FDIK. Therefore, the total number of participants acting as peer counsellors were six individuals. Additionally, six students from FTK and six students from FDIK were involved. The selection of these students took into account the representation of other variables, such as gender and age. This consideration was employed to avoid assumptions that the developed module was only applicable to specific genders or age groups.

There were three **data** collection instruments used in this research, namely 1) questionnaires, 2) observations, and 3) interviews. Questionnaires were used in the expert validation stage to assess the aspects of usability, suitability, accuracy, and appropriateness of the product. Its purpose was to gather expert opinions on the usability, suitability, accuracy, and appropriateness of the product. The second data collection instrument was observation. Observation was based on field observations with the aim of recording data during the product field trial (Sugiyono., 2014). Finally, interviews were conducted in the needs analysis stage and during the field trial to complement the data obtained from observations. In this research, interviews were also carried out during the field trial stage to complement the data from observations. Various unclear aspects from the observation notes were clarified with the participants through interviews.

Two types of analyses were employed based on the instruments used. The results of the needs analysis interviews were qualitatively analyzed to identify the characteristics of the peer counseling module needed. Meanwhile, the results of the expert validation questionnaire were quantitatively analyzed by examining the experts' assessments (using Likert scale) regarding the usability, suitability, and appropriateness of the product for revision purposes. The results of the interviews and observations were qualitatively analyzed using a thematic approach to obtain data in line with the objectives of each instrument.

3. RESULTS AND DISCUSSION

Result

To answer the first research questions, need analysis was conducted. During this phase, it was revealed that potential users were already well acquainted with the concept of peer counseling, and both institutions, namely BLBK and LP2BPI, had well-thought-out plans for implementing this counseling program. For instance, LP2BPI had regularly **scheduled** peer counseling training each year, typically conducted over a two-day period. Hence, it could be inferred that from an institutional perspective, the higher education institutions had adequately prepared the peer counseling program and have made efforts to introduce this training to potential peer counselors.

Despite the institution having clear readiness and planning for the peer counseling program, an issue arose concerning the readiness of potential counselors to implement the counseling effectively. Based on the data findings, it was evident that potential peer counselors were unable to apply the training outcomes optimally due to the use of PowerPoint (PPt) presentations as the instructional material. While they could comprehend the **explanations** well during the training, they struggled to review the material at home because they forgot the detailed explanations provided by the presenter. One alternative solution to address this problem was the use of modules. A module typically contains objectives, activities to be carried out, and activity evaluations. Modules provide comprehensive guidelines, enabling potential peer counselors to self-study and revisit the content whenever they need to refresh their memory. Based on the needs analysis, it is concluded that both the institution and potential peer counselors require modules to effectively implement the peer counseling program. Users agree that modules were necessary for students to review the content and procedures of peer counseling whenever needed.

During the needs analysis stage, it was also found that potential users desired modules with concise and clear content, supplemented with examples in the form of images or videos. According to the theory of multiple intelligences, videos and images are indeed necessary as they can enhance cognitive intelligence. The use of images and videos can also clarify the material explained in the text. Considering this aspect, the developed module was accompanied by images. However, the inclusion of videos could not be fulfilled at this stage due to the requirement for more time and expertise. The researcher decided that a series of images would be used to explain the sequence of a procedure so that it could still be understood by potential users.

Answering the second research question, the module of peer counseling based on experiential learning was developed. The developed peer counseling module consisted of five chapters: Chapter I provided an introduction with an explanation of the rationale, competency standards, a brief description, self-development concept map, and objectives of the module. Chapter II presented the fundamental concepts, principles, and role of peer counseling, aiming to give users a solid understanding of their responsibilities as peer counselors. Moving on to Chapter III, various types of basic counseling skills and their practical applications were introduced, supplemented with step-by-step instructions, illustrations, and phrases for potential peer counselors to utilize. Chapters IV and V elaborated on individual and group counseling, respectively, providing practical implementation steps. Additionally, these sections included videos in the form of photos with YouTube links, enabling participants to observe examples of individual counseling practices. Lastly, Chapter VI served as the conclusion, incorporating counseling practice guidelines authored by one of the researchers, offering detailed counseling materials to provide users with a comprehensive understanding of the necessary actions. The front and back covers of the developed module is shown in **Figure 2**.
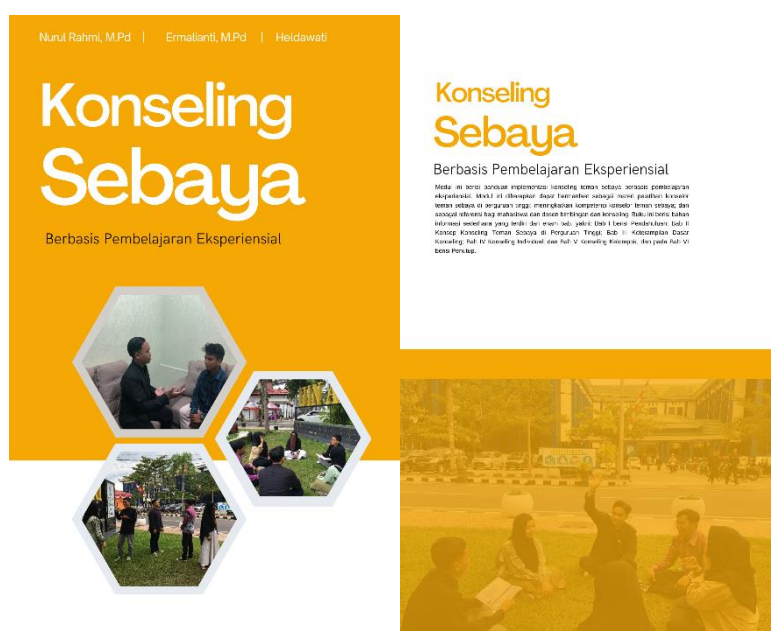

Figure 2. The Module of Peer Counseling based on Experiential Learning

The steps for experiential learning implementation during the peer counseling were divided into four stages: 1) concrete experience, which refers to the concrete experience gained from work experiences that are reflected in the aspects of learning counseling activities from examples through videos and direct experiences in providing peer counseling services. (2) reflective observation, which is the process of giving meaning to these experiences through reflection, (3) abstract conceptualization, which involves abstracting the conceptual meaning from the acquired experiences, and then (4) active experimentation, which involves actively trying out the counseling activities in practice. Table 1 represents the example of the implementation.

Table 1. The Sample of Meeting for Implanting Peer Counseling Based on Experiential Learning

Meeting 1		
Procedure	**Activity**	**Time Allotment (Minute)**
Opening	Greetings	2
	Taking attendance	10
	Praying	5
	Introduction between the trainer and the participants	5
	Distributing the module to the participants. Asking them to read and to comprehend the materials.	5
	The trainer provides explanations regarding the training, such as:	10

Meeting 1		
Procedure	**Activity**	**Time Allotment (Minute)**
	1. A brief overview of the training's objectives. 2. The roles of each participant and counselor. 3. What will be covered during the training. 4. Rules and instructions on how to use the module.	
	Question and answer session	5
	Trainer gives motivation to the participants	3
	Ice breaking	5
	The participants play a word guessing game using the initial letters that match the first letter of their friends' names.	
Core activities	*Concrete experience* 1. The trainer presents the material on the concept of peer counseling in higher education. 2. Participants study an inspirational story titled "Helping a Friend."	20
	Reflective observation Meaning-making activity by asking the participants to reflect on what they have done. Then, asking them to share their experience regarding inspirational story they learnt together.	25
	Abstract conceptualization Conceptual abstraction of the acquired experience's meaning: 1. Participants analyze the experiences gained from the inspirational story. 2. Participants connect the analysis of the inspirational story's outcomes with the material in section 1.	20
	Active experimentation Participants actively engage in campus activities, such as planning to assist their friends in their studies.	10
Closing	1. Participants collaboratively draw conclusions from the experiences gained during the first meeting. 2. The trainer wraps up the session with a prayer and reminds them about the upcoming meeting. 3. Closing remarks.	5
	Total	**120**

To answer the last research questions, the module was given to the experts to get validation. The validation was intended to make sure that the module met the criteria for suitability based on the assessment of three experts: a guidance and counseling expert, a psychology expert, and a media expert. The counseling expert rated the module 41/52, indicating that it falls under the category of very good/very appropriate/very suitable. Similarly, the psychology expert rated it 47/52, also classifying it as very good/very appropriate/very suitable. Then, the media expert rated 46/52, showing that the module was in the very good/very appropriate/very suitable category. However, some suggestions were provided to enhance the module's quality, such as clarifying the role of peer counselors and integrating local culture into the module. In response, the concepts of WASAKA (Waja Sampai Kaputing) and TALUBA (Baiman, Bauntung, and Batuah) were incorporated into the developed training module. These concepts were chosen due to their embodiment of social, religious, togetherness, cooperation, kinship, and familial values.

Following the expert validation stage, the module was revised based on suggestions and feedback from the expert validators, resulting in the development of a peer counseling training module based on experiential learning. Subsequently, the developed module was piloted with a small group involving two counselors, one from the Faculty of Education (FTK) and one from the Faculty of Psychology (FDIK), to assess its utility, ease of use, and practicality. The pilot study aimed to identify any necessary improvements or revisions. The results of the small group pilot indicate that the module is suitable for implementation and use in counseling practice.

The next stage involved conducting a field trial involving 12 prospective peer counselor students through six sessions of peer counseling training, utilizing the developed module. Based on the data from the assessment sheets in each experiential learning-based peer counseling training session, it was observed that the average rating for each session fell into the "good" category. Additionally, the results of the observations during each training session indicated that the implementation of the developed experiential learning-based peer counseling training was rated as "very good." Consequently, the module for peer counseling training, based on experiential learning, proved to be beneficial, practical, and user-friendly for the students.

Discussion

The product produced in this development study is a classic counseling service package that enhances the sense of social welfare of high school students. This maintenance device is designed to be a practical, systematic and easy-to-understand maintenance tool. This service device also includes digital updates, so it is different from service devices in general. This service device is used to provide guidance services, especially classical guidance services for secondary schools. Through the service tools, of course, it will help support sites and infrastructure in the implementation of consulting services. In this classical guidance service product, there are several parts to the classical guidance service consisting of RPL (Service Implementation Plan), study material, study media, LKPD (Student Worksheets) and evaluation tools. The five parts are a set of classical guidance services that aim to increase social care and are used as a guide in providing classical guidance services.

The classic guidance and counseling service tool to increase the curiosity of high school students consists of five parts, namely classic LKPD, classic material, BK media, LKPD and evaluation tools. Problem-based learning and group discussions are used as learning, and digital media, ie. Animated videos and web programs, tables and scoring tools, are materials that belong to social media. The results of the substantive validity of the classical counseling tool aimed at improving the social welfare of high school students by counseling experts show that this classical counseling tool is in the very appropriate and valid category in all affirmation points. The results of the hypothesis test show that social awareness increases in the group that is given classic counseling services by using classic counseling service tools to increase social awareness, compared to the group that is not provided with services.

Classical guidance, or so-called basic services, or students (students) support services that aim to help students develop their potential optimally (Fridaram et al., 2020; Rosidah, 2017). Services are more proactive, offer insight and understanding of others as well as accurate information, and can help people plan their life decisions and develop their potential optimally. Classical teaching is a service that is addressed to all students in a class or a combination of several classes (Fatimah, 2017; Supriyo, 2010). These services are more preventive in nature, with the aim of preventing problems or suppressing problems for students. In addition, service is also an effort to maintain good conditions so that they remain good (preservative). Classical teaching takes place face to face with students to share useful information and help students with problems so that students understand themselves and their environment and are responsible for their problems. Classical learning is included in the curriculum, defined as a process of helping all students (everyone) through classical or group activities that are introduced systematically to contribute to the development of optimal learning for students (Fridaram et al., 2020; Mukhtar et al., 2016). Classical tutoring services are efficient and effective services that increase the needs of students in schools.

4. CONCLUSION

The research findings indicate that the peer counselor training at UIN Antasari has undergone a well-planned process. The content of the peer counselor training module based on experiential learning consists of fundamental concepts of peer counseling in higher education, basic counseling skills, individual counseling, and group counseling. The steps for implementing the peer counselor training based on experiential learning at UIN Antasari, Banjarmasin, involve an opening session, core activities, and closing activities. The core activities are arranged based on experiential learning stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The module has undergone expert validation, and the results show that it meets the criteria of three experts. The results of this research indicate that the experiential learning-based peer counselor training module is both conceptually and practically suitable for implementation in higher education institutions. In terms of academic contribution, this module holds the potential to enrich the field of guidance and counseling. The development of this training module was driven by the need for a resource that could be utilized by counselors in higher education to enhance their peer counseling skills through effective peer counselor

training. Given these considerations, the module is strongly recommended for use in higher education institutions to support counselors in conducting peer counselor training.

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