Effect of Traumatic Counseling Teaching Materials Assisted by the "Kuy Counseling" Website on Student Learning Independence in the Traumatic Counseling Course in the BK FIP UNIMED Study Program

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Abstract. The goal of this research project is to: (1) produce a product that makes it possible to employ authentic, useful, and successful teaching resources for traumatic counseling; and (2) develop a product that, via the use of the developed "kuy counseling" website, promotes students' learning independence. This study focuses on development. Using the 4-D paradigm, this project developed learning independence surveys, RPS, the "kuy counseling" website, a traumatic counseling course manual, and trauma assessment tools. Students majoring in guidance and counseling in their fifth semester served as the study's subjects. The traumatic counseling learning tool was proven to be (1) valid, useful, and effective in the first and second trials, and (2) to have an n-gain value in the moderate range.

Keywords: Traumatic Counseling Teaching, Student Learning Independence.

1 Introduction

Integrating digital literacy into the higher curriculum is a significant challenge. Accordingly, students should not only be taught the traditional academic curriculum but also possess the digital literacy and understanding necessary to fully utilize online learning [2]. Higher education's new paradigm has been influenced by technological developments, particularly the internet. Numerous digital learning platforms, online education resources, and interactive media have given students a new opportunity to learn independently in the classroom. In the current digital age, education is undergoing significant change [6]. The availability of information has made it possible for students to participate and learn in the current digital era. The evolution of the internet and other information and communication technologies has changed how students participate in and engage with learn [1].

The goal of higher education is to expect students to become lifelong learners, independent learners, and have an attitude of learning independence that can acquire, maintain, and process knowledge on their own [13]. Lifelong learners are interpreted as equipping graduate students with basic survival skills [13]. Intelligence is no longer the main factor in determining success

in the academic field but the way learners learn with the right strategies in managing motivation, behavior, and learning becomes decisive [9].

In here, digital literacy is essential to differentiate students who are able to access online learning from those who are not. Digital literacy includes the knowledge, skills, and perspectives necessary to function in a digital environment. Students must acquire the critical skills necessary to manage their own learning resources, as well as to screen and evaluate resources. Students who have good digital skills are usually better at managing time, planning lessons, and exploding resources. However, learning it self becomes more difficult, especially for students who struggle with emotional issues or are unable to manage their time and motivation effectively. Due to several factors, such as academic difficulty, social difficulties, and a lack of self-management skills, education may not be as effective as it may be. Kemandirian in education is the ability of students to actively and resolutely participate in the learning process without undue influence from teachers or institutions. This is very important in this computer and internet age since technological advancements have made it possible to access a wider range of digital information and educational resources.

This enables students to engage with the material in its entirety and in its context, and it also enables them to adapt the learning to their own needs and abilities. Using digital learning resources makes students more independent. First, digital learning materials may be accessed through devices like laptops, tablets, and smartphones, which enables students to study more effectively. On the other hand, digital learning materials can become more dynamic and diverse, such as adventurous learning platforms, application-based modules (e-modules), and instructional videos. Third, digital learning materials frequently provide a visual aid that enables students to understand their learning outcomes in a relaxed manner and helps them identify areas that need attention.

Prior research indicates that integrating digital technology into education can increase student motivation, engagement, and learning outcomes. In this context, it is crucial for educators to provide digital learning resources that enable students to not only access information but also enhance their ability to solve problems and think critically, as well as encourage independent learning. Using adventurous learning platforms, such as learning management systems (LMS), can help students become more independent learners. However, it is necessary to have infrastructure that is both understanding and ensuring that every mahasiswa can use the available technology. In order for the development of learning through digital resources to proceed successfully, several elements must be taken into consideration. Because of this, using digital technology in education does more than just provide access; it also creates a learning environment that encourages students to become independent learners and inspires them to learn on their own.

One of the most important factors contributing to academic success and educational development is how students practice learning under the supervision of higher institutions. However, this problem occurs frequently in many higher education institutions and may hinder education. Lack of drive and excitement for self-directed learning, inaccessibility and poor quality of digital learning resources, incapacity to use technology in the classroom, and other issues with higher education students' academic performance include and a large number of pupils that lack enthusiasm for learning.

College frequently does not offer instruction or programs that support students' independent learning. Information about effective self-study methods and the environment when using digital learning resources, such as platforms, is frequently overlooked. The aforementioned issues indicate that there is a need to improve the learning experience of students in high schools, primarily through increasing the level of motivation, in-person learning, and the use of

educational technology. This is crucial to ensure that students may develop themselves in the best possible way to deal with academic and professional challenges in the future. Digital literacy and learning style are closely related in the context of college education.

Learning motivation is one of the most important indicators of academic success, especially in the current digital era where access to information and independent study is becoming more difficult. However, learning difficulties are frequently caused by internal factors, such as resentment, past trauma, or emotional issues that cannot be resolved. Because of this, efforts to improve learning must include holistic approaches that focus on more than just academic aspects but also on emotional and psychological aspects. One of the most crucial abilities that students should have in order to meet the demands of both the constantly changing technology landscape and the educational system is learning management. This skill is very relevant, indicating that the learning process in a high school is increasingly focusing on critical thinking skills, problem-solving abilities, and independent living. Knowledge that will be broad will have an impact on the quality of student education in schools.

According to Knowles in [3] self-directed learner has the ability to: identify the learning objectives, identify the course materials, choose an appropriate teaching strategy, and assess the learning outcomes [3]. Independet learning, which is defined as a process in which an individual can: (1) diagnose their own learning needs, whether with or without the help of others; (2) create a learning objective; (3) identify learning resources, such as people, objects, or materials; (4) choose and implement the most effective learning strategy for them; and (5) evaluate their learning outcomes.

According to Natasya [9], there are two components of learning motivation, namely; 1) intrinsic motivation and interest; 2) habit of diagnosing learning needs; 3) identifying the learning objective or target; 4) monitoring, controlling, and guiding learning; 5) using failure as a learning tool; 6) utilizing and seeking pertinent information; 7) selecting and implementing learning strategies; 8) assessing the learning process and results; and 9) self-efficacy, self-concept, or self-capacity.

Students must be encouraged to learn with responsibility, discipline, and reflective ability in order to comprehend the value of independent learning. Students can be assisted in becoming more self-reliant learners in a variety of ways. These include counseling support, active learning-focused learning practices, and the use of technology. The existence of an online platform called "Kuy Konseling" that uses technology to deliver traumatized counseling teaching materials is one of the creative approaches to enhance students' learning freedom in these courses. The platform provides a variety of learning resources on traumatic counseling that students can access anytime and anywhere. These resources can be used as digital materials in the learning process and can be used by students independently. In addition, students can handle their emotional issues more flexibly and independently with the help of technology.

It is anticipated that the usage of traumatic counseling teaching resources via the "Kuy Konseling" website will improve students' capacity for independent learning. Investigating the degree to which this website-assisted counseling teaching material enhances students' learning freedom and its consequences for bolstering their future academic progress makes this study crucial. It is crucial to conduct research on learning independence in order to identify the elements that promote and hinder it and to create practical teaching methods that can be used in a variety of learning environments, particularly in higher education. It is therefore anticipated that the foundation for developing pupils who are prepared to handle the demands of the working world and evolving times will be the acquisition of independence.

Learning media can be related to learning independence. Learning independence is a condition of independent learning activities that do not depend on others, have the willingness, initiative and responsibility to solve problems in their own learning [11]. Students must be active in their own learning, so during the learning process, there are activities that require students to move around in order to learn more about the material they are studying. This will foster learning independence if students actively control everything they do, evaluate, and then plan something more in the learning they go through [12].

Process skills are learning abilities that focus on the activities, learning process, and students' creativity in gaining knowledge, values, and attitudes and using them in their everyday lives. Students can acquire a variety of specialized talents through the teaching and learning process that has engaged them (CBSA). These skills include teaching that leads to the development of basic abilities in the form of mental, physical, and social abilities to find facts and concepts as well as the development of attitudes and values [5]

One of the factors that promotes high-quality student learning activities is the independence of students' learning. High-quality learning independence and learning media, including manual and digital learning media, are required to assess the efficacy of these process abilities. Students' independence in learning is one of the elements that raises the caliber of their educational activities. To find out how effective these process skills are, high learning independence and learning media are needed, namely manual and digital learning media. This medium can be used by students to increase their motivation to learn, allow them to learn independently, and ensure that the learning process can be well absorbed by students.

"Learning is demonstrated by a change in behavior as a result of experience," according to Cronbach [14]. This indicates that behavior changes brought on by experience are a sign of learning. The intended learning results will be produced by a high-quality learning procedure. Learning aids or media are among the components of the learning process that have dynamic properties that can change at any time, sometimes strengthening and sometimes weakening. This can have an impact on the learning process in relation to the implementation of learning to achieve graduate competencies with desired learning outcomes[14].

As Litschenberg puts it in Martono [14], "When you have been obliged to discover by yourself, leaves a path in your mind which you can use again when need arises that is, "If you learn by finding it yourself, then there will be a passage in your mind that can be entered again if you need to get up" it is important to learn independence. According to this viewpoint, learning on your own will help you comprehend topics.

For pupils to succeed academically and grow personally, they must learn to be independent. Although the internet offers a wealth of opportunities for independent study, it also presents new difficulties. Understanding the dynamics of the relationship between digital literacy and learning independence is intended to provide fresh perspectives for developing higher education strategies that are more adaptable and responsive to online-based learning, or when students use the internet to learn. The online-based method has the following characteristics: 1) requiring students to learn and create knowledge independently (constructivism); 2) requiring students to collaborate with other students to learn and solve problems (social constructivism); 3) establishing an inclusive learning community; 4) utilizing computer-based learning, online media, virtual classes, and/or digital classes; 5) interactivity, independence, accessibility, and enrichment [8].

For this reason, students must actively ask questions, write notes, and allocate time to achieve learning goals in the learning process [17]. Several aspects of learning independence include cognitive, metacognitive, motivational, behavioral, and affective/emotional aspects. Thus, these five components will be associated with learning independence. Self-study is a

learning strategy that aims to foster individual initiative, independence, and self-improvement. Meanwhile, students' ability to carry out learning activities is based on students' activities, responsibilities, and motivation Rusman, 2014 [10]. Each student has the right to choose their own materials and learning progress.

It can give students more flexibility in how they organize their study time through digital-based learning. Students can learn anywhere, at any time, and without time constraints. Additionally, students have the option of synchronous They can engage with their lecturers asynchronously (learning interactions at separate times, like through electronically delivered learning exercises) or synchronously (learning interactions at the same moment, like via video conference, phone, or live chat). Students can make the most of online-based learning by using technology and information to access and understand lecture materials, complete assignments, participate in discussions, and practice sharing their knowledge and experiences with other students. Online lecturers can assist and guide students during the studying process. Lecturers must create learning modules for online-based learning to be implemented efficiently and effectively. In order to modify student behavior, lecturer-prepared modules must first have a clear, precise, observable, and quantifiable formulation of learning objectives. Second, the module's content needs to be pertinent to the demands of students, society, the workplace, and the educational system.

2 Research Method

This study makes use of development research, also referred to as research and development (R&D). Research and development techniques are the methods used to produce a specific product and assess its effectiveness [15]. This research was conducted in order to provide a digital book on traumatic counseling courses in both synchronous and asynchronous settings. Because it uses general, systematic basics and a framework that progresses from one segment to the next, the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation) was selected as the development model used as a reference in this study. The goal of this study's product trials is to gather information that will be utilized to assess the viability and appropriateness of the final goods. A product trial design is required while conducting product trials; this is done in order to get comprehensive data that can be utilized as material for product revisions.

3 Results and Discussion

The study's findings demonstrate that the data presentation is done in accordance with the ADDIE model's development pattern, which includes the following stages: analysis, design, development, implementation, and evaluation. As part of the development research, the feasibility test is conducted following the product results.Finding the underlying learning issues that support the significance of the "theory and practice" traumatization counseling textbook based on outcome education (identifying cases that have an impact on students' learning independence during the lecture process) and gathering various information pertaining to the final product are the goals of the analysis stage. The goal of this stage is to make existing modules more interesting to read and evaluate. Traumatic counseling teaching materials are design-based and "theory and practice". A traumatic counseling textbook "theory and practice"

based on Outcome Based Education (OBE) and technology has been designed. The website used is "Kuy Counseling that has been redesigned."
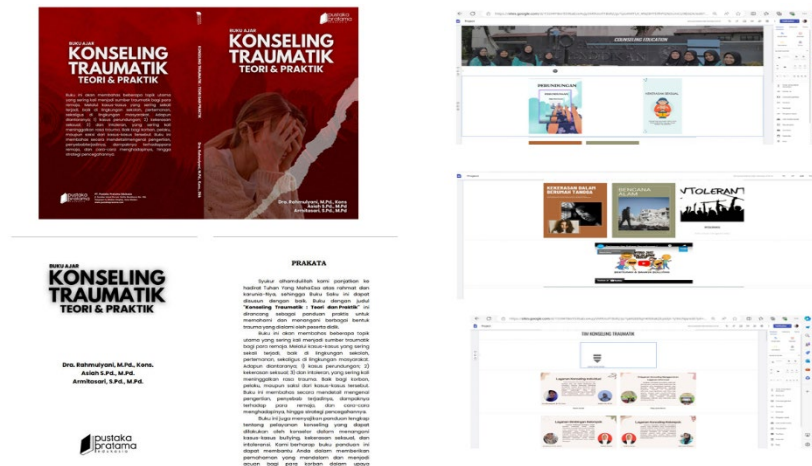

Fig. 1. Traumatic Counseling Textbook based on the website "kuy counseling"

Existing "counseling cookies" counseling textbooks and websites are created taking into account the data obtained during the analysis stage. Broadly speaking, this design stage involves the use of simple language, attractive designs, and color images. In addition, the book is equipped with case identification that has an impact on students' thinking skills in the classroom. Furthermore, the "kuy counseling" website has been updated to be more adaptable and designed to make it easier for students to use while they are studying. Additionally, a variety of student groups now find the design to be far more acceptable.

The goal of this development stage is to create a family counseling book following validation, revision, and field testing. is still in the early stages of development. Three steps make up the validation process: linguists, graphic design specialists, and material specialists. Following that, it was examined on. In order to gather feedback directly from possible users, students were polled at the State University of Medan's Department of Guidance and Counseling, Faculty of Education. The findings of the testing of research products to professionals about the evaluation of "theory and practice" traumatic counseling textbooks based on OBE and technology are displayed in the following table. This assessment was carried out through the use of the website "kuy counseling (Identification of cases that have an impact on increasing student interest in learning)" in the traumatic counseling course developed.

Table 1. Evaluation of the Use of Trauma Counseling Books

Aspects of Assessment	Item Assessment Indicator	Assesment	Criteria
Communicative	1. Sentence Effectivenes	3	Good
	2. Understanding	4	Excellent
	3. To the content of the message of reading	3	Good

OBE Integration in the content of the book	1.	Integrated Case	2	Enough
	2.	Example of Case	3	Good
Bahasa	1.	Easy to understand	3	Good
	2.	Exactly	3	Good
	3.	Unconvoluted language	4	Excellent
Conformity of Rules and Languages	1.	Grammatical Accuracy	4	Excellent
	2.	Spelling accuracy	4	Excellent
			3.30	Good

The "theory and practice" traumatic counseling textbook, which is OBE based and integrated with the "kuy counseling" and "Good" with a percentage of 3.30, is used in traumatic counseling courses, as shown in the table above. Data was also collected on how the subject matter could help students learn on their own during lectures. Below are the results of student learning independence.

Table 2. Frequency of Student Independence Assessment n=143

Interval Score	Categori	Frequency (F)	Persentase (%)
≥ 106	Very High (ST)	23	16,08
86 – 105	High (T)	98	68,54
66 – 85	Medium (S)	12	8,39
46 – 65	Low (R)	6	4.19
≤ 45	Very Low (SR)	4	2.79
	Total	143	100

The majority of the 143 pupils in total have good independence, as seen in table 2 above. The percentages for the 98 students in the high category (T) were 68.54%, the 23 students in the very high category (ST) were 16.08%, the 12 students in the medium category (S) were 8.39%, and the 6 students in the low category (R) were 4.19%.

Self-study is a learning strategy that aims to foster individual initiative, independence, and self-improvement. Meanwhile, students' ability to carry out learning activities is based on students' activities, responsibilities, and motivation Rusman, 2014 [10]. Each student has the right to choose their own materials and learning progress.

4   Conclusion

According to Panen, independent learning does not mean self-study. The process of self-study aims to make students more proficient and able to learn on their own so that they do not depend on teachers, tutors, friends, or others to help them learn. Students will strive to understand the subject matter while studying independently. Students will ask questions or talk

to teachers, tutors, friends, or others if they face problems. Students who are more independent will be better able to seek the knowledge they need. In the process of independent learning, teachers must play the role of facilitators, namely helping students when needed (Rusman, 2014 dalam [10]. Friends are very important because they can be partners in learning and speaking.

Therefore, the traumatic counseling textbook "theory and practice", as well as the textbook based on Outcome Based Education (OBE) and the technology used through the website "kuy counseling" can help students in the guidance and counseling department become more independent learners. Thus, it can be said that one of the things that students are stressed is the need of studying independently. Nonetheless, the prevalent learning culture in colleges is still seen as poor. Students rarely read the lecture material that has been studied, peers copy them, plagiarize the results of references on the internet or books directly without processing the results, and group assignments are only completed by specific people (relying on each other). These findings are supported by earlier research that found that students only read books to complete assignments given by lecturers [4]; students do not attempt to study on their own if the lecturer is not present; and students take their studies seriously as exam day approaches. According to Cubukcu 2009 [16], the primary reason why students fail to learn is a lack of self-regulation. Lack of learning autonomy among students can result in negative conduct, including a lack of imagination and self-assurance in one's ability to think. This is due to the fact that the learning that has been done thus far responds to teacher-provided stimuli, such as behavioristic ideas that place an emphasis on stimulus and response.

This has to do with the notion that learning can occur independently. In order to attain desired goals and skills, learning independence places a strong emphasis on each person's autonomy and self-control in planning, directing, and monitoring their learning [7]. Proficient learners possess the capacity to self-organize, evaluate assignments, establish constructive objectives, and devise tactics to accomplish those objectives. With a percentage of 3.3%, the findings of a good validator assessment demonstrate that the material is applicable to traumatic therapy courses. With a percentage of 68.54%, 98 of the 143 kids in the trial fell into the high category, according to the data. Web-based textbooks with help can help students become more independent in learning. This is evident by the fact that digital-based textbooks can help students learn independently, as they can use the textbooks as a source of information before and during class. In addition, because the textbooks are made in digital form, they can be used anywhere and anytime. Thus, web-based textbooks can help students become more independent in their learning.

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