

Short Movie as Micro Counseling Learning Media during the Covid-19 Pandemic

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ABSTRACT

The research aims to develop short movies as a medium for learning micro counseling. The short movies developed illustrates the basic skills of counseling through scenes from the counselor and the counselee. The short film consists of three parts: a short movie entitled Pulih, a short movie review, and a short movie entitled 'Do's and Don'ts'. The research uses a quantitative research approach with research and development methods. The research was carried out in four stages: the preliminary stage, the planning stage, the implementation stage, and the result formulation stage. The data were obtained through the assessments given by experts and prospective users which were analyzed descriptively. The results showed that the product developed was feasible to be used as a micro counseling learning medium.

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1. INTRODUCTION

The Covid-19 pandemic that has hit Indonesia since March 2020 has resulted in educational activities being shifted to distance learning activities. One of crucial issue is the changing of learning practices to online and digital education formats and the rise of remote forms of teaching and learning as a consequence of mass closures of schools, colleges and universities (Williamson et al., 2020). In the process, most educational activities are carried out online, either synchronously or asynchronously. The online learning experience through distance education can be either asynchronous or synchronous. Asynchronous learning occurs when students can choose time independently to participate in learning through the media provided by the educator. Participants can log in to communicate and complete activities at their own chosen time and learn at their own pace. In contrast, synchronous learning activities occur through live video and/or audio conferencing with direct feedback (Hrastinski 2008).

In the context of education at the tertiary level, pandemic conditions have a significant impact on practicum activities, final project implementation, and graduation. Ika & A, Natasa (2020) revealed a statement from Assoc. Professor Dr. Zainol that a similar experience also occurred on the Cyberjaya University campus, the Covid-19 pandemic has provided challenges in implementing teaching and

learning activities since the Covid-19 outbreak, so the university has improvised all teaching and learning activities with virtual implementations.

Practicum-based learning courses have their own challenges. Several studies report that there are many challenges faced by teachers during practical learning (Riesky, 2013; Hamaidi, 2014; Rahayuningsih, 2016). Lecturers as educators have difficulty conducting simulations, demonstrations, or activities that require re-modeling various skills. However, no matter how difficult, educators find appropriate and efficient ways to develop student skills and focus on problem-solving.

Counseling skills are one of the important aspects that affect the success of the counseling process developed by counselors (Rahmawati, et al., 2019). Processes have many influencing factors that are difficult to study and implement in practice. Many research finds that graduate students are unable to effectively practice evidence-based psychotherapy without basic skills (Miville et al., 2011; Ridley et al., 2011). In practice, it is designed to provide basic knowledge of theoretical and practical counseling skills. Counseling theory can help trainees develop a framework for integrate their thoughts, feelings, and skills (Miville et al., 2011). There is another emphasis besides theoretical and conceptual understanding, skills at a practical level are the main thing in this course. As a professional in the field of counselling, counsellor should mastering the basic counseling skills, also known as microskills and evidence-based psychotherapy (Beck & Kulzer, 2018). Furthermore the learning outcomes that have been set not only make students able to re-explain and analyze the concepts of counseling theory, but can display the performance of counseling practices on a micro basis. Counseling competence is an important thing that must be mastered by counselors because it is a set of skills that must be possessed by a counselor in conducting counseling services; can help counselors facilitate students to achieve self-development as optimally as possible, counseling competencies can support quality counseling services and benefit everyone, especially students; and the development of counseling competencies must be carried out continuously to improve the quality of counseling services as optimally as possible (Setiyowati, A. J., Pali, M., Wiyono, B. B., & Triyono, T., 2019). Back to the challenges of the pandemic that has not ended, lectures that take place remotely, require media that are more relevant to the needs of the courses to minimize learning outcomes that are not achieved.

Microcounseling is a practicum course that focuses on improving counseling competence. In achieving its objectives, the course requires learning media to support the achievement of the targeted skills. Students are focused on getting a learning experience in the form of applying skills in counseling.

Learning media in the form of video is one of the media that is assumed to be effective in supporting learning. Kim (2020) revealed that video platforms are convenient, appropriate, and online learning tools that can encourage participation and learning during a pandemic. Then there are several advantages of video media proposed by Munadi (2013: 127) including videos that can be repeated to add clarity to the material, develop students' thoughts, imagination and opinions, and foster interest and motivation. However, in a preliminary study, tracing the availability of basic counseling skills videos that can be accessed online through the Google search engine application. The results show that there are 11 videos of basic counseling skills on the YouTube application, and 8 through the Google search engine. These videos were identified as videos made by undergraduate-level students as the fulfillment of course assignments. Conceptually, it has started to be oriented towards good quality, but some improvements are still needed. This finding shows that there are still limited videos of basic counseling skills that can be used as teaching media following the standards of the counseling approach as a medium for learning micro counseling conducted online. So it is necessary to develop basic skills videos that are more in line with the standards of counseling approach theories.

The importance of developing videos is reinforced by the results of interviews with practicum students, namely that the internet connection is not supported; ineffective counseling simulation through web meeting; textual teaching media is less effective in explaining practice; students are less motivated to learn counseling through text media. In addition, the reflection of the teaching team of the micro counseling practicum revealed that there were limitations of lecturers in simulating counseling skills through online media in real-time. Lecturers are less likely to model/simulate counseling scenes

through text-based platforms, such as Google Classroom. Then, simulation scenes of various counseling skills may be shown through web meetings, but lecturers who incidentally work from home experience obstacles that cannot be ignored. In addition, it was found that the practice guide given life through the web meeting was less than optimal because there had to be a paired counseling scene in the simulation. Simulation scenes involving gestures, expressions, intonation, and word selection require simulation using audio-visual media.

Learning can be said to be successful if students are able to achieve the expected competencies and goals. Starting from the importance of learning media in micro counseling courses, the researchers developed a video of basic counseling skills. The development of basic counseling skills videos through short films is assumed to be able to show illustrations of counseling scenes that are more natural and relevant to real-life practice, aimed at optimizing the achievement of remote micro counseling learning objectives, namely making students skilled in practicing basic skills that can be achieved.

2. METHODS

The research uses the research and development (R&D) method with the research steps as follows: (1) the first stage of a preliminary study which includes preparation, literature study, data collection, and needs analysis; (2) the second stage is planning, namely designing products starting from the identification of basic skills to be developed, scenario design, verbatim, and storyboards; (3) the third stage, developing a product, at this stage making an initial product in the form of a video of basic counseling skills; (4) the fourth stage, product validation to reveal the level of product acceptance that is assessed quantitatively and qualitatively. Product validation was carried out by two people, two guidance and counseling lecturers with counseling expertise, and four potential users consisting of three undergraduate students and one PPG student; (5) the fifth stage, to revise the product based on the assessment of experts and potential users. (6) the sixth stage, presenting the final product in the form of a video entitled Pulih, a short film review, and strengthening the Do's and Don't's material uploaded on the UNY BK Study Program Youtube page.

Data analysis was carried out quantitatively and qualitatively. The expert validation quantification was analyzed quantitatively using the inter-rater agreement using the Cohen-Kappa coefficient, while the quantitative data of prospective users was analyzed using the intraclass correlation coefficient (ICC) because the trial was conducted on more than two prospective users. Data in the form of suggestions and comments from experts and potential users were analyzed qualitatively. The kappa value category refers to Fleiss (1975) as follows: $k < 0.40$ poor agreement; $0.40 < k < 0.75$ good, and $k > 0.75$ excellent agreement. While the ICC category refers to the category (Streiner and Norman, 2000) which has adequate stability if the ICC between measurements is >0.50 , high stability if the ICC between measurements is 0.80 .

3. FINDINGS AND DISCUSSION

The research produced three videos consisting of a short movie entitled Pulih, a short movie review, and a short film entitled 'Larangan dan Larangan'. In the short movie, some scenes represent some basic skills: listening skills, paraphrasing skills, questioning skills, and summarizing skills. The video that contains and describes the four skills is divided into three parts, as described in Table 1.

Table 1. Product Description

No	Video	Description
1	Short movie Titled Pulih available at the link: https://youtu.be/_0sESEpXx3Y	A short movie video illustrating a counseling scene with a counselor character named Retno and a counselee named Astrid. The topic of the counselee's problem is heartbreak. In this video, the counselor shows several scenes that represent attending skills which are shown through expressions, gestures, eye contact, and safe touch for the counselee. The film shows the change in the counselee's response before and after counseling.
2	The Review of Pulih Video available at the link: https://youtu.be/RPfpIrdyIrg	The video review contains reflections on the skills of the counselor shown in the Pulih movie scenes. Then relate it to the counselee's response to the film. In addition, this video also provides a description of several skills that appear in the Pulih short movie.
3	Short movie Titled Do's and Don't's : Attending available at the link: https://youtu.be/Xi0pLpiIRNQ	This video is a separate series from the previous two videos. The video shows the attending skill scene. The video contains two scenes, including the appropriate attending and the inappropriate attending. There is an integrated review on the video regarding the attitude of the counselor which is considered appropriate which is not following the characteristics of good attending and supports the effectiveness of counseling. Visual aids are displayed through a checklist for 'Do' and a cross for 'Don't' appear on the video as material reinforcement.

As stated at the product development stage, there is a validation process to test the feasibility of the product as a learning media in the micro counseling course. The following (shows in Table 2) are the results of the feasibility test carried out by experts and prospective users consisting of three undergraduate students and PPG BK UNY student in 2020.

Table 2. Expert Test Quantification

No	Aspects	Mean	
		Expert 1	Expert 2
1	Content Eligibility	4	3,6
2	Language	4	4
3	Presentation	3,8	3,8

The quantitative data provided by the validator in Table 2 were analyzed through the inter-rater agreement, the results are presented in Table 3.

Table 3. Expert Test Analysis Results through inter-rater-agreement

Symmetric Measures						
Measure of Kappa Agreement	N of Valid Cases	Value	Asymptotic Standard Error ^a	Approximate Tb	Approximate Significance	
a. Not assuming the null hypothesis.						
b. Using the asymptotic standard error assuming the null hypothesis.						

Table 3 shows the Kappa coefficient with $k = 0.612$. If referring to the kappa value category from Fleiss (1975), the reliability estimation results are included in the $0.40 < k < 0.75$ good categories, namely the good category. The assessment given is reliable and shows the product is feasible to use.

Tabel 4. Prospective Users Test Quantification

No	Aspects	Means			
		PU1	PU2	PU3	PU4
1	Content Eligibility	4	3,8	4	4
2	Language	3,5	3,5	3,8	3,8
3	Presentation	4	3,9	3,9	3,9

*PU: Prospective users

Table 4 presents quantitative data from the validation results provided by prospective users. The table shows that the average score given to the content feasibility aspect is 3.95; on the linguistic aspect of 3.7, and in the presentation aspect of 3.93. The data is then analyzed through the Intraclass Correlation Coefficient (ICC) whose results are presented in Table 5.

Table 5. Prospective Users Analysis Results through ICC

	Intraclass Correlation Coefficient						
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.426 ^a	.199	.672	4.019	18	54	.000
Average Measures	.748 ^c	.498	.891	4.019	18	54	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type A intraclass correlation coefficients using an absolute agreement definition.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Table 5 shows the results of the user test analysis, the result of which the ICC coefficient is 0.748. If referring to the ICC category from Streiner and Norman (2000), it is in the high category, meaning that the assessment given is reliable and shows the product meets the criteria for use.

The product test qualitative data was obtained from the statements of experts and potential users in the suggestions column provided by the researcher on the validation sheet. Statements in the form of comments and suggestions from experts and potential users are set out in Table 6 and Table 7.

Table 6 Expert Test Qualitative Data

The qualitative results of product testing by prospective users are presented in table 7 below.

Validator	Improvement suggestions	Follow up
Validator 1	Completeness of basic counseling skills	Equip with paraphrasing, summarizing, and empathy skills
Validator 2	Revised verbatim statement on video	Editing interrogative sentences to be more effective

The assessment consists of comments and suggestions, and follow-up carried out by researchers in the process of developing short movie videos.

Table 7 Prospective Users Test Qualitative Data

Prospective Users	Improvement Suggestions	Follow up
PU 1	Comments: Short movies are able to illustrate real and natural scenes Review video make it easier for students to understand the material and not get bored. Suggestions The need for information that shows the connection between videos	Adding information on the youtube link in each video so that viewers know the sequel to each video.
PU 2	Comment: Good quality and educational videos for counselors and counselors candidate. Suggestion: Need an explanation of foreign language/terms	Description editing
PU 3	Comment: The scene describes the real conditions that occur in the field. This video is good for individual counseling service practice references. Suggestion: videos can be supplemented with other basic skills	publish products to all micro counseling lecturers at Universitas Negeri Yogyakarta
PU 4	Comment: videos are easy to understand and very helpful for Guidance and Counseling students in learning counseling skills Suggestion: Need an explanation of foreign language/terms	Description editing

The research was conducted through four stages. A preliminary study includes preparation, literature study, data collection, and needs analysis in the first stage. Needs assessment is carried out by identifying the availability of learning media that supports online micro counseling practicum. Researchers use the search engine platform google.com and YouTube as search media. In addition, researchers conducted interviews with five micro counseling students. The results of the interviews indicate the need for learning media that can support interesting self-didactic learning. Video media is the choice because it is assumed to be an interesting media and supports the optimization of learning outcomes. Various findings show the effectiveness of video as a medium of learning and practicum. Guo (2014) revealed that video technology has contributed a lot to teacher education, especially as a

means to promote reflection and reflective practice. a comparative study shows the use of multimedia can increase the effectiveness of learning (Jagodzinski & Wolski, 2011). Brophy (2004) emphasizes that video technology is considered to have the advantage of having the capacity to capture the complexity and immediacy of teaching. In addition, Derry et al (2010) revealed that videos are effective for learning the teaching and learning process. Another research result revealed by Calandra, et al (2008) is that video is also effective in promoting reflective learning of pre-service teachers. Then Anggraeni (Anggraeni, 2010) revealed that the use of video media is more practical and stimulates the active participation of students in achieving service targets. These findings are relevant and have a high carrying capacity for the selection of videos to support the learning needs of micro counseling practicum conducted remotely.

The second stage of research is planning. At this stage, the researcher designs the product starting from the identification of basic skills to be developed, scenario design, verbatim, and storyboard. Not all basic skills were developed by researchers due to limited time and few available resources. The four basic skills chosen to be developed are assumed to be the main skills and are in the first order of skills taught in the micro counseling practicum. The counselor's mastery of these skills is a bridge towards building effective interpersonal relationships which are expected to lead to the facilitation of the counselee's development towards optimal development (Suwarjo, 2008). Professional counselors are trained in basic counseling skills, also known as micro-skills and evidence-based psychotherapy. The therapeutic process has many influencing factors that are difficult to study and implement in practice. The counseling profession finds that many students cannot effectively practice fieldwork without basic skills (e.g., what to say, how to say, how to behave in sessions) become basic skills that facilitate the improvement of counseling skills (Miville, ML, et al, 2011; Ridley, CR, et al, 2011)

First, attending skills are skills that are demonstrated through the physical presence of the counselor to the counselee. It can be interpreted as the main skill in building the counselee's first impression, because in this skill the counselor will carry out nonverbal communication that shows full attention to the counselee. Second, paraphrasing skills are interpreted as the counselor's ability to reflect the counselee's expressions in counseling through new sentences that further stimulate the counselee's awareness of the problems he/she is experiencing. Third, questioning skills, namely the counselor's skills in asking questions that can increase the counselee's awareness of the problems and needs in the context of the counseling topic being undertaken. There are two types of questions that can be asked by the counselor, namely open questions, which are questions that are asked to facilitate the counselee to tell stories, parse thoughts, and feelings related to issues/problems in counseling; and closed questions are questions whose answers will be limited to "Yes or No". Fourth, summarizing or concluding skills, namely, the counselor summarizes and reveals the essence of the counselee's expression or story in the counseling process. Basic skills are important things to master in preparation for counselors to provide counseling services. The results of the research by Setiyowati, et al (2019) showed that there was a significant relationship between knowledge, basic attitudes, basic communication skills, and cultural skills on counseling competence. This means that not only knowledge is required but skill-based training has a significant effect on the competence of prospective counselors.

The development of scenarios, scripts and storyboards is designed based on the results of the identification of basic counseling skills to be developed. The scenario takes into account the issues that often occur among students at the secondary school level. This is also related to the policy on the practice of guidance and counseling services, most of which are at the secondary school level. The identification of these skills also has implications for story formulation, language use, sentence selection, scene selection, position direction, and visualization of various counselor and counselee nonverbal scenes. The development of scenarios, scripts, and storyboards involved a team of lecturers of micro counseling practicum. Scenario development is based on the principle that the skills of prospective counselors in conducting counseling must be taught first in higher education through a micro-scale. As revealed by Beck, K., & Kulzer, J. (2018) that micro counseling skills should be taught early because they

serve as the basis for therapeutic alliances and allow for more effective application of other therapeutic interventions.

In the third stage, identification of personnel needs is carried out, starting from videographers, directors, actors, to editors. At this stage, researchers involve experts who have good videography capabilities. The researcher becomes one of the talents and directors. Preparation of infrastructure in the form of tools, such as cameras, lighting, shooting locations, sound systems, indoor properties, and other supporting tools. The infrastructure is determined based on the results of the analysis and discussion between the researcher and the team regarding the needs of the entire video scene to be developed. Researchers are supported by the Guidance and Counseling Laboratory of UNY for the procurement of indoor shooting rooms and several property shootings, while the tools that are not yet available are obtained from rental services. The process of shooting or taking pictures during a pandemic has an effect on a limited schedule.

In the fourth stage, product validation is to reveal the level of product acceptance that is assessed quantitatively and qualitatively. Validation was carried out by two counseling experts. In addition, the product was also tested on four prospective users consisting of three undergraduate students of BK UNY and one student of PPG BK UNY 2020. The validated aspects include aspects of content feasibility with indicators of the truth of the substance of the material, conformity with reference theory, accuracy explanation of the material, the accuracy of giving examples of material, explanation of the material in the video; linguistic aspects with indicators of clarity of the language used, ease of understanding the language used, conformity with reference theory, the accuracy of material explanation, the accuracy of giving examples of material, explanation of material in videos; and aspects of presentation with indicators of display design, completeness of information, interactivity, use of fonts (accuracy of font type and size), the layout of presentation contributions to the understanding of the material, images, illustrations, graphics, videos, ease of use and access, audience/student appeal, innovation of video presentation as a learning media.

The validation of the expert test was analyzed through the inter-rater agreement because the experts who validated consisted of two people. The result shows the Kappa coefficient with $k = 0.612$. That is, the assessment given is reliable and shows the product is feasible to use. The results of the quantitative analysis are supported by qualitative data stated by the validator, that the video developed is suitable for use as a micro counseling learning medium. Meanwhile, product testing through prospective users was analyzed using the Intraclass Correlation Coefficient (ICC), which results showed an ICC coefficient of 0.748. Streiner and Norman (2000) categorize the score as reliable and indicate the product meets the criteria for use. The results of the quantitative analysis are supported by the statements of prospective users qualitatively.

Videos of basic counseling skills that are presented through short movies not only describe technical and procedural skills, but are presented contextually through stories. In this development research, the story in question is a topic of counseling between the counselor and the counselee. The researcher's assumption is supported by the statement:

"...because it uses the actual conditions of the problems faced by high school students, this short movie is able to describe the ideal school counselor." – prospective user 1.

"...so that this video can provide insight to guidance and counseling students, to accept counsees as they are and continue to provide good service." – potential user 1

"The scenes shown really describe the real conditions that occur in the field." – potential users 3.

Furthermore, videos containing short movie reviews get a qualitative assessment that supports the assumption that online learning requires more interactive reinforcement. In addition, clarifying

procedures and skill scenes are shown through short movies. The following are the results of the assessment of prospective users that support the eligibility of short movie review videos:

"...the concept of a short movie review is very good because in addition to explaining the material related to basic counseling skills, scenes from the real-life video are also given to make it easier for students to understand the material and not get bored" – prospective user 1

"After watching these videos, it was very helpful for me as a PPG student as well as a practitioner in remembering and reflecting on the basic counseling skills that should be present in every service delivery to the counselee." – potential users 3

"After I watched these three videos, I felt that this video was the easiest to understand compared to the counseling skills learning videos I've ever seen. That's because in this video there is a direct explanation by highlighting each scene of his counseling skills" – prospective user 4.

Besides, recommendations for the feasibility of video as a micro counseling medium were also submitted by expert validators and potential users through the following qualitative assessments:

"Hopefully the next learning, can be continued by equipped with other basic counseling skills" – validator 1.

"This video is very good to be used as a reference for school counselor in practicing individual counseling services that can help students solve their problems." – prospective user 3

"I think these videos are very helpful for guidance and counselling students" – prospective user 4.

"The three videos are very good and very educating school counselors and counsellor candidates." – potential users 2.

The product revision stage is carried out after the validation results are obtained. As shown in the results section, several things that were revised include the formulation of sentences in several small sections of the video, the addition of explanations for basic skills, and the completeness of editing to clarify the explanation of the material to be conveyed through several video scenes. After the video has passed the revision stage, the publication stage and product socialization are carried out through the BK UNY TV YouTube channel. BK UNY TV is a YouTube channel created as a publication medium for the UNY BK Study Program to a wide audience. The rationale for choosing the YouTube platform is that there is a high relevance to students, the internet quota needed is not too large, students can download if they want to save in offline mode, high accessibility, easy to share videos with fellow lecturers, guidance and counselling student, and school counsellor. Several literature finds that YouTube has proven to be one of the most effective platforms for blended learning learning (Godwin et al., 2017; Moghavvemi et al., 2018; Yusuf & Agung, 2021)

Discussion of the factors that support the effectiveness of short films as learning media, including: short movie as one of multimedia give different ways to transform information, highly relevant to the media usage habits of students, movies are one of central media in the life of student, the media internet provides good opportunities, to offer accessible materials (Bosse & Pola, 2017). It is important to consider how any access scheme related to the broader plan for providing youth with a qualified distance education (Williamson et al., 2020).

4. CONCLUSION

Products developed in the form of short movie, reviews, and do's and don't's are products that meet the appropriate criteria based on the aspects of content, presentation, and linguistic feasibility. Eligibility is obtained through the assessment of experts and potential users. Based on the development research conducted, it is recommended for micro counseling lecturers to continue the development of basic counseling skills that have not been included in the product that researchers have developed; students to use the product as a medium for training basic counseling skills; future researchers should examine the product more deeply to determine the effectiveness of the product on optimizing the learning outcomes of micro counseling practicum.

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