Thematic Teaching Media Development for Counseling Guidance in Primary Schools: A Need Analysis

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Abstract: This research aimed to acquire comprehensive insights into the requirement for the development of teaching media in Elementary School Counseling Guidance. Utilizing a descriptive quantitative methodology, the study incorporated an investigative approach via literature reviews and expert consultations. The participants encompassed elementary school counseling guidance teachers. The data analysis process entailed data presentation and subsequent interpretation for generalizations. The findings revealed a distinct need for the development of instructional materials in schools, which teachers can implement through strategies or techniques tailored to developing interactive media, aligning with student characteristics. The study implies that instructional materials constitute a vital component of learning resources to enhance the student learning environment, particularly through the cultivation of interactive teaching materials.

Keywords: thematic teaching; instructional media; need analysis; guidance and counseling; primary education

1. Introduction

Education serves as the foundation for all aspects of life, ensuring their smooth functioning. According to Koerniantono (2019), education is a conscious process aimed at creating a cohesive society based on Pancasila and the 1945 Constitution. In practical terms, education focuses on the process of learning. Pane and Dasopang (2017) define learning as a structured process involving rules, interactions with the environment, and student motivation to achieve educational goals.

To facilitate the learning process, careful planning and systematic procedures are essential, and these are encompassed within the curriculum. As stated by Nasution (cited in Bahri, 2017), the curriculum serves as a set of plans that guide the learning process, providing direction and support for educational institutions and their staff. Designing and developing a curriculum involves more than just abstraction; it requires considering various options and adapting to different circumstances (Bahri, 2017).

Teaching and learning activities require appropriate devices and materials to support both students and educators. One common tool used in the learning process is known as suitable teaching materials. Mahmudah, Sunismi, and Fathani (2019) emphasize that designing teaching materials based on a developmental model can enhance learning. This design serves as a starting point for initiatives aimed at improving the quality of education (Nurhasanah, 2017). It is important to note that the preparation of effective teaching materials is closely intertwined with the use of learning media. Therefore, enhancing the quality of learning necessitates improving the quality of learning design and adopting a systematic approach to curriculum development.

In summary, education is a crucial pillar in various aspects of life, ensuring their proper functioning. The learning process, facilitated by careful planning and a well-structured curriculum, strives to achieve educational goals. Developing appropriate teaching materials and utilizing effective learning design methods play vital roles in improving the quality of education. By taking a systems approach to curriculum design and focusing on the enhancement of learning design, we can enhance the overall quality of the learning experience.

Teaching materials are essential components used by teachers and students during the learning process, providing a structured framework for instruction (Magdalena et al., 2020). Proper teaching materials should meet specific criteria, such as aligning with the curriculum reference, reflecting learning principles, being appropriate for students' developmental level, and featuring attractive design (Agung, 2020). These materials serve as resources that allow students to continue learning independently, transcending the limitations of relying solely on educators (Fajri, 2018). Therefore, designing and utilizing effective teaching materials is crucial, particularly at the elementary school level. In accordance with this, Fitriani and Putri (2020) argue that elementary school students comprehend material better when real objects are incorporated into the teaching process, minimizing the need for extensive explanations and instead adopting a holistic approach with engaging teaching materials. The existence of teaching materials is of utmost importance as they serve as references that students need to master, analyze, and study to enhance their learning experience (Kosanke, 2019).

Learning constitutes a vital aspect of education and the curriculum. It represents the implementation of curriculum plans within educational institutions. In line with this, it becomes increasingly necessary to realize counseling and guidance learning in elementary schools (Evi, 2020). Through the assistance provided by counselors, students can better understand and develop their potential, enabling them to assume responsibility for their decisions. This ability is crucial for individuals to remain competitive in the era of the 4.0 revolution. Teachers are responsible for delivering counseling services in elementary schools (Evi, 2020). However, Sugiyo (2012: 89, as cited in Evi, 2020) suggests that primary school students can benefit from the services provided by counselors. According to the State Minister for the Empowerment of State Apparatus and Bureaucratic Reform, Number 084/1993, counselors are responsible for developing, implementing, evaluating, analyzing, and following up on guidance programs for the students they serve. Teachers play a creative, innovative, and energetic role in serving students by demonstrating their expertise in learning (Mulyasa, 2021). Therefore, counselors should improve their literacy skills, encompassing data literacy, technological literacy, and human literacy. Additionally, the emergence of various changes in student behavior necessitates the consideration of artificial counselors to supplement certain aspects of the counselor's responsibilities.

Nevertheless, counseling and guidance learning encounter various challenges, both for teachers and students. Teachers often struggle with integrating counseling and guidance teaching materials with other subjects in the classroom, perceiving these materials solely as tools to address issues related to problematic students (Batubara & Riani, 2018). Moreover, counseling and guidance teachers need to possess core competencies related to effective learning implementation and management, in line with counseling guidance theories and concepts (Anggriana, 2016). Furthermore, teachers often lack in-depth knowledge of operational planning, particularly when it comes to developing teaching materials. They tend to adhere to standard learning tool requirements, which also apply to counseling and guidance

materials in the classroom (Lianawati, 2019). Consequently, this research focuses on conducting a needs analysis to develop counseling and guidance teaching materials specifically tailored to elementary schools.

2. Method

The present study employed a descriptive method with a quantitative approach to investigate the research objectives. Descriptive research, as suggested by Sugiyono (2013), is conducted to determine the value of independent variables, either one or more, without making comparisons or establishing connections with other variables. In line with this, the quantitative approach, according to Arikunto (2013), involves the utilization of numerical data collection, interpretation, and presentation of results. Thus, the analysis in this research involved the verification of various data types, including questionnaires and relevant literature studies pertaining to the development of counseling and guidance teaching materials. These data were analyzed using a general-to-specific approach. To collect data, a questionnaire was employed as the primary technique, which was administered to respondents either in person, via post, or through the internet. The questionnaire comprised a set of written questions that the respondents were requested to answer. The participants in this study consisted of 440 counseling teachers from elementary schools.

3. Results and Discussion

The present study yielded valuable insights through responses obtained from elementary school counseling and guidance teachers who completed a questionnaire. The questionnaire focused on various aspects, including the implementation of counseling and guidance learning in elementary schools, obstacles encountered by teachers in ensuring continuity of learning, the necessity for the development of counseling and guidance teaching materials, utilization of textbooks as a primary source, identification of additional sources, the requirement for material summaries, inclusion of learning objectives, structuring teaching materials effectively, providing case studies, incorporating bibliographic elements, and fostering student curiosity.

Menurut Bapak/Ibu, Apakah pembelajaran BK di kelas selama ini sudah berjalan dengan baik?
440 responses

Figure 1. Learning Implementation in the Classroom

Figure 1 provides a comprehensive overview of the five distinct categories representing the level of implementation of counseling and guidance learning within the classroom setting. It serves as an insightful visual representation demonstrating that the overall implementation of counseling and guidance in the classroom has been largely successful. Nevertheless, it is worth noting that a subset of teachers still exhibit hesitancy when it comes to incorporating this form of learning into their teaching practices.

Apakah terdapat kendala atau kesulitan yang ditemui pada saat memnyampaikan materi BK dengan buku yang belum dikembangkan ?
440 responses

Figure 2. Learning Obstacles

Based on Figure 2 above, it is evident that the respondents, on average, selected a rating of 3. This indicates that counseling and guidance teachers in the dominant class exhibit hesitancy when choosing this option, as some have successfully implemented it while others still face challenges in delivering materials from undeveloped books. However, the lack of significant hindrances in delivering counseling and guidance teaching materials in the classroom cannot be overlooked.
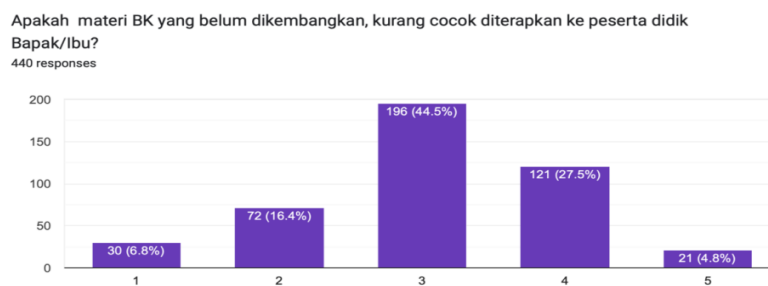
Apakah materi BK yang belum dikembangkan, kurang cocok diterapkan ke peserta didik Bapak/Ibu?
440 responses

Figure 3 . The Need for Development of Teaching Materials

Figure 3 above explains that the average respondent chooses 3, this means that the teacher is still dominantly hesitant in choosing the option to be able to meet the needs of counselling and guidance material in class. counselling and guidance material that has not been developed is not suitable to be applied in class. However, there are some materials that can be applied in class.
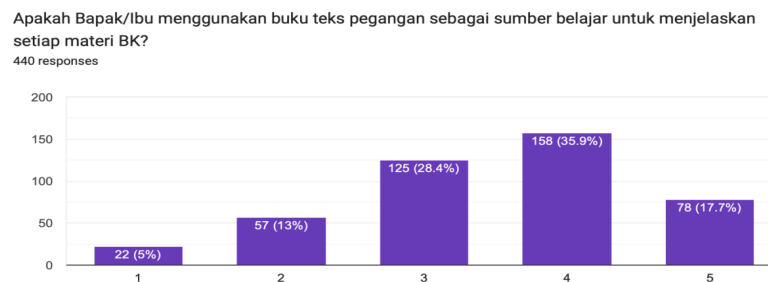
Apakah Bapak/Ibu menggunakan buku teks pegangan sebagai sumber belajar untuk menjelaskan setiap materi BK?
440 responses

Figure 4. Textbook Usage

225

In Figure 4 above, it can be seen that respondents are still unsure about using handbooks as learning resources to explain each counseling and guidance material. However, some have used handbooks as learning resources to explain each counseling and guidance material. The teachers complement other teaching resources to provide learning, in addition to continuing to use the teaching resources provided by the government.

Apakah semua siswa memiliki buku teks tersebut?
440 responses

Figure 5. Student Textbook

Figure 5 provides information that most respondents chose option 1, this means that the dominant student does not have a textbook. This statement shows that there are problems faced by teachers in the availability of textbooks. Students have not been facilitated with textbooks to take home or study at home

Apakah Bapak/Ibu menggunakan buku teks tambahan (referensi lain selain buku teks pegangan) sebagai pelengkap sumber belajar?
440 responses

Figure 6 . Other Learning Resources Needs

In Figure 6 the need for other teaching resources as a complement and support for existing teaching resources. In other words, these other teaching resources can be in the form of digital teaching materials or other interactive media. The data shows that most of the respondents chose number 4 in choosing the option, this shows that teachers have used additional textbooks (other references other than handbooks) as a complement to learning resources, this is an alternative to the problems faced against student book barries.
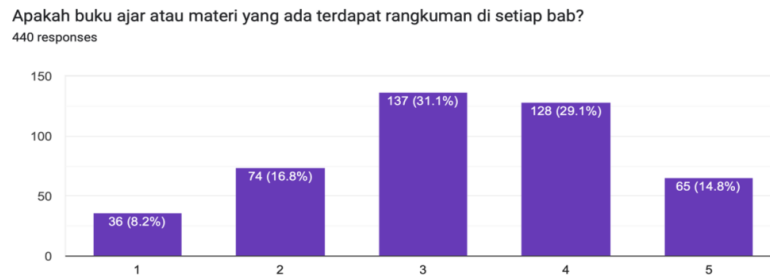
Apakah buku ajar atau materi yang ada terdapat rangkuman di setiap bab?
440 responses

Figure 7. Material Summary Needs

From Figure 7 it is related to mapping the systematic needs of appropriate teaching materials. The data shows that the dominant respondents choose options 3 and 4, which indicates that there are still doubts about the availability of summaries in the teaching materials or material in each chapter, but some respondents have chosen the availability of summaries in each chapter.

Apakah buku ajar atau materi yang ada terdapat tujuan pembelajaran di setiap bab?
440 responses

Figure 8. Need for Elements of Learning Objectives

Furthermore, Figure 8 shows the need for writing learning objectives on teaching materials. The data shows the results that the average respondent chooses option number 5, which shows the result that in the textbook or material there are learning objectives in each chapter, there are a small number of which there are no learning objectives in each chapter. Most teachers respond by writing learning objectives on the teaching materials.
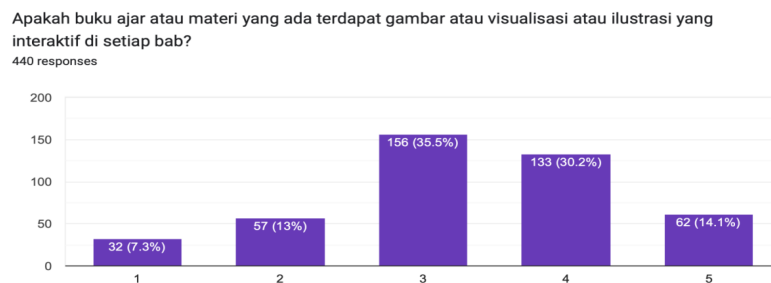
Apakah buku ajar atau materi yang ada terdapat gambar atau visualisasi atau ilustrasi yang interaktif di setiap bab?
440 responses

Figure 9. Need for interactive visualization or illustration

Figure 9 explains the need for illustration and visualization in compiling teaching materials. In the data, it was found that the average respondent chose option 3, which means that most of the respondents in the textbook or existing material contained interactive images or visualizations or illustrations in each chapter. However, at the next level the respondents chose category 4, where interesting illustrations were needed in the preparation of teaching materials.

Apakah buku ajar atau materi membutuhkan tujuan pembelajaran, rangkuman, soal latihan, dan, gambar atau visualisasi yang interaktif di setiap bab?
440 responses

Figure 10. Requirements for the Structure of Teaching Materials

Figure 10 regarding the need for completeness of the structure of teaching materials which contains learning objectives, summaries, practice questions, and illustrations. This shows that respondents have chosen options 4 and 5, which shows the teacher is hesitant in realizing that teaching materials require learning objectives, summaries, practice questions, and interactive images or visualizations in each chapter. The completeness of these elements is the main characteristic as the fulfillment of comprehensive teaching materials.

Apakah buku ajar atau materi membutuhkan contoh dan kasus yang relevan dengan kehidupan sehari-hari?
440 responses

Figure 11. Need to Include Case

It can be seen from Figure 11 that the average respondent chooses options 4 and 5. This shows that teachers support the inclusion of cases and contextual matters that are relevant to their lives or environment. Relevant material accompanied by cases helps students communicate what they are learning with their real environment.

Apakah buku ajar atau materi membutuhkan daftar pustaka?
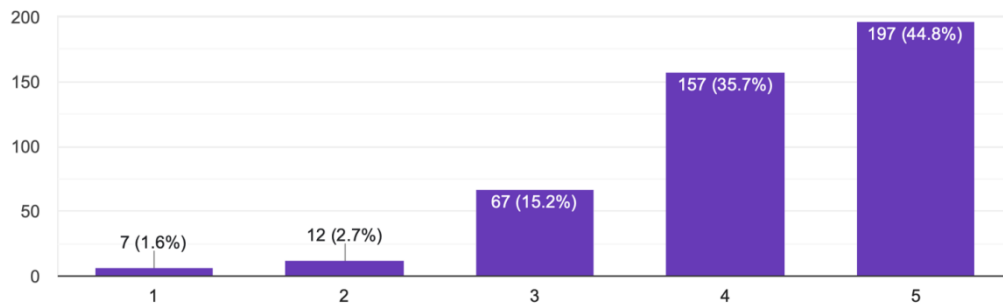440 responses

Figure 12. Requirements for Bibliography Elements

Figure 12 shows that the average respondent chooses options 5 and 4, showing the results that teachers tend to believe that they will realize that textbooks or materials require a bibliography as a reference list. This indicates that bibliography or references are needed as a complete form of teaching materials.

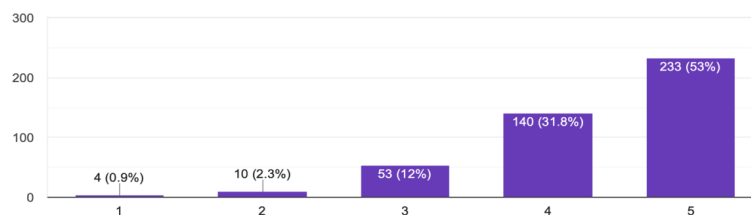Apakah buku ajar atau materi harus meningkatkan rasa ingin tahu siswa?
440 responses

Figure 13. The Need for Student Curiosity

Figure 12 shows that the average respondent chooses option 5. It shows that the teacher realizes that the teaching materials used must be interesting so that it can increase students' curiosity.

The development of counseling and guidance materials, as well as teaching materials, plays a crucial role in classroom counseling and guidance services, aiming to enhance student motivation (Figure 9 and Figure 13). This initiative is a vital requirement within schools to improve the learning process, particularly by providing accessible and tailored counseling and guidance resources. Research suggests that interactive illustrations can effectively enhance these materials, especially for elementary school students, aligning with their educational level (Dianasari et al., 2021). Additionally, it is important to incorporate relevant content or topics into these materials to foster students' competency in learning. The preparation of learning materials should be attuned to social conditions and relevant aspects of daily life that students encounter (Fig. 11) (Kurniawan & Anwar, 2020).

Utilizing technology-based interactive media enables the interactive development of counseling and guidance services in learning. Atmoko et al. (2017) state that this approach

contributes to student motivation and a comprehensive understanding of the material. Developing counseling and guidance on learning media is crucial for improving student engagement. It is imperative for teachers to be aware of this situation and be motivated to actively participate in its development. Planning and implementing learning strategies involve identifying the needs of teaching materials, which is an integral part of curriculum planning and development. The development of teaching materials should adhere to the principles of relevance, consistency, and adequacy (Magdalena et al., 2020). These principles necessitate comprehensive content and a standardized structure. Teaching materials should be presented in a complete, eligible, effective, and efficient manner (Kusumam et al., 2016). Nuryasana & Desiningrum (2020) emphasize that teaching materials must be capable of motivating students, emphasizing their significance in the development of counseling and guidance resources.

4. Conclusion

To facilitate the learning process, it is essential to create comprehensive and engaging teaching materials. Counseling guidance teaching materials are systematically organized resources that teachers utilize to support classroom learning. These materials serve as a roadmap, directing students towards achieving their learning objectives. A well-designed teaching material comprises various elements such as the content to be studied, chapter titles, references, learning objectives, table of contents, examples, exercises, summaries, and illustrations. Furthermore, high-quality teaching materials should be tailored to the specific learning environment. It is vital for the learning process to connect with students' real-life experiences and daily surroundings. Consequently, the preparation of teaching materials should include relevant case studies to foster students' critical thinking, curiosity, and creativity. In summary, education is an indispensable aspect of life, and learning plays a pivotal role in its implementation. Effective teaching materials, including counseling guidance resources, are indispensable tools that aid teachers in facilitating the learning process. By incorporating relevant content and adapting to students' environments, these materials promote the development of critical thinking skills, curiosity, and creativity among students.

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