

## Development of Comprehensive Framework Teaching Approaches and Methods for Group Counselling Laboratory Course in Higher Education Institution

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### ABSTRACT

The study was conducted to develop a comprehensive framework of teaching methods and approaches for group counselling courses. It was carried out in two phases. The objectives of this study were: (i) to identify comprehensive teaching approaches and methods for group counselling courses, and (ii) to develop a structured framework for these teaching approaches and methods. This study utilized a mixed-method research design involving former and current students who had taken the Group Counselling Laboratory course. The results of the needs assessment analysis and group interviews with past students revealed that effective approaches include constructivism (a student-centred approach) and cognitivism (a teacher-centred approach). Additionally, the effective teaching methods identified for learning group counselling courses include interactive lectures, guided instruction, just-in-time teaching, experiential learning, case-based learning, role plays, and simulations, which are categorized as teacher-centred approaches. For the student-centred approach, the effective methods identified were fieldwork and clinical methods. The impact of these teaching approaches and methods was reflected in student performance, with 11 students obtaining an A, eight earning an A-, five receiving a B, and two earning a B-, out of a total of 26 students. Post-test feedback from the majority of students described the clarity of objectives, engagement, feedback on tasks, classroom management, assessment, differentiation of instruction, materials and learning plans, as well as the integration of technology presented in this course. In conclusion, the comprehensive framework of teaching approaches and methods for the Group Counselling course requires the integration of constructivism and cognitivism approaches, alongside teaching methods such as interactive lectures, guided instruction, just-in-time teaching, experiential learning, case-based learning, role plays, simulations, fieldwork, and clinical methods. Future researchers can explore other contexts, such as teaching delivery and course assessment.

**Keywords:** Teaching approaches, Teaching methods, Constructivism, Student-Centred method, Teacher-Centred method

### 1. INTRODUCTION

Lecturers who are teaching counselling would look into comprehensive approaches and methods especially in group counselling. Comprehensive teaching approaches and methods in teaching group counselling is importance for ensuring effectiveness of learning process. Currently there is no comprehensive framework of teaching approaches and methods in UNIMAS. Moreover, the development of comprehensive framework of teaching approaches and method is assisting lecturer mastering teaching in the course. Teaching approaches comprised student-centred and teacher-centred. Hence, the teaching method consisted the lecture, interactive lecture, guided instruction, just-in-time teaching, experiential learning, case-based learning, role plays and simulations and fieldwork and clinicals. Furthermore, this framework must be adaptable to diverse educational contexts and responsive to the evolving needs of both students and the counselling profession.

Group counselling is compulsory course for trainee counsellors in completing their counselling degree. Trainee counsellor has to fulfill the concept and practice in group counselling. Concept is related to the description of theoretical for students understanding on the process and content of the group counselling. Then, their understanding on the concept will transfer into practice in real setting. Practical part will focus on the development of skills in group counselling session. Why does group counseling have such a positive impact on group members? because in group counselling there is group dynamics that make the group atmosphere active and happy (Prayitno, et al, 2007). The dynamics of this group will arise if all the components in group counselling contribute to the creation of group dynamics.

Group counselling course will provide experience to individuals in helping them to function effectively, tolerance with stress and anxiety as well as increasing the satisfaction in life and working (Dina Hajja Ristianti, Sudarwan Danim, Hadi Winarto and Wayan Dharmayana, 2019). It showed the group counselling is a formal, structured and involved the systematic process. Through this course students also have opportunity to reflect their own experience which affected their life. Experience that they going through in this course will educated them to grow and develop in becoming professional counsellor. Reflection on the learning process of this course is enabled students prepared for becoming a professional counsellor.

Implementation in the group counselling course is consisted the teaching approaches or method and assessment. Teaching approaches or method define the activities organised by instructor in class. The teaching approaches will align with course learning outcome. Instructor plan the lesson accordingly in optimising the understanding of students in class. Structure of course will be completed with component assessment. The assessment is carried out in order to find out or obtain accurate information about the success of the activities that have been carried out (Anjar, 2012; Muhammad Kristiawan and Depki Elnanda, 2017; Kristiawa et.al, 2017). Hence, the assessment of this course is also required to align with course learning outcome. Determination of teaching approaches or methods is significant importance for the effectiveness of the teaching in class.

The increasing complexity of higher education calls for innovative and adaptable approaches to teaching, particularly in specialized courses such as group counselling laboratories. These courses play a crucial role in preparing future counsellors by blending theoretical knowledge with practical, hands-on experience. However, the development of effective teaching frameworks that cater to the nuanced needs of such courses has remained a challenge.

This paper addresses the pressing need to design and implement a comprehensive framework of teaching approaches and methods tailored specifically for group counselling laboratory courses within higher education institutions. By focusing on both pedagogical diversity and practical application, the framework aims to enhance student engagement, improve learning outcomes, and foster the development of critical counselling skills.

The development of this framework involved a systematic review of current literature, input from educational psychologists, and feedback from both students and experienced educators. The resulting framework aims to serve as a guide for educators seeking to enhance their course structure, aligning it with best practices and fostering a more comprehensive learning environment for counselling students. This introductory section establishes the foundation for further exploration into how higher education can adopt and benefit from a structured and multifaceted approach to teaching group counselling, ensuring that students are better prepared for their professional roles.

The development of a comprehensive framework for teaching approaches and methods for group counselling laboratory courses in higher education institutions is a structured endeavour aimed at enhancing educational outcomes and aligning pedagogical methods with the unique requirements of these courses. The main details and components of such a development. The development of framework started with details of the objective and rationale. The primary aim of this framework is to create an educational model that bridges the gap between theoretical instruction and practical application in the context of group counselling. This involves equipping students with the essential skills needed for real-world counselling, ensuring that teaching methods are not only informative but transformative, facilitating personal and professional growth and adapting to modern educational challenges, including technological advancements and diverse learning styles.

In addition, the core teaching approaches highlighted the framework integrates various evidence-based teaching approaches, including an Experiential Learning. The Experiential Learning emphasizes learning through doing, such as participating in mock counselling sessions to build empathy and improve interpersonal skills. The other teaching approaches used in teaching and learning is Collaborative Learning which encouraged the peer-to-peer interaction and discussion, fostering teamwork and reflective thinking.

Role play is an method or educational approach in showing the real-life scenarios, which requiring them to assume roles, make decisions, and reflect on outcomes. Role play is an educational approach that engages students in simulated real-life situations where they take on roles, make decisions, and reflect on the results. Widely used across various fields, including language learning and professional training, it fosters engagement, critical thinking, and empathy (Peters, 2021). This literature review examines the theoretical basis of role play, its applications in different educational settings, and the challenges and limitations it may present.

Discussion on theoretical foundations, the role play is aligned with Constructivism. The Constructivism is posited the

learning is an active, constructive process where learners build on prior knowledge (Vygotsky, 1978). The role play is assisted the learners to engage in social interactions that foster cognitive development and deep learning. According to Kolb (1984), the Experiential Learning Theory describe the further supports role play, emphasizing learning through experience and reflection. Role play is provided an experiential platform where learners can experience and receive immediate response.

The framework integrates various teaching approaches, technology, assessment strategies, inclusivity, and professional development to create a comprehensive learning experience. The approaches is related to the technological integration, assessment and evaluation, cultural inclusivity and responsiveness, educator development and training, and challenges in teaching and learning. Certain activities which discuss in framework emphasised on interactive workshops. Interactive workshops blending theoretical concepts with hands-on activities, Continuous feedback from instructors and peers to support ongoing improvement and blended learning models incorporating online discussions, video demonstrations, and remote role-playing. Group counselling is a core requirement for trainee counsellors, encompassing both theoretical and practical components. Students must first understand group counselling concepts and processes before applying them in real-life settings to develop essential skills. The effectiveness of group counselling stems from its dynamic nature, fostering an interactive and supportive environment (Prayitno et al., 2007). The experience gained in this course helps individuals manage stress, improve overall well-being, and enhance professional competencies (Ristianti et al., 2019).

The implementation of the course involves carefully planned teaching methods and assessments to ensure alignment with learning objectives. Effective teaching strategies are essential for maximizing student understanding and skill development. Assessments, including both formative and summative evaluations, provide critical insights into student progress and instructional effectiveness (Anjar, 2012; Kristiawan & Elnanda, 2017). This study focuses on the development of a comprehensive teaching framework for group counselling, addressing the research question: **What are the key components of a structured teaching framework for group counselling laboratory courses?** The article explores the theoretical foundations of the framework, appropriate instructional strategies, and relevant teaching methods for enhancing student learning. Future research will explore the practical implementation of this framework.

## 2. PROBLEM STATEMENT

In UNIMAS, undergraduate counselling students should take this course during the second year second semester. It becomes the prerequisite before students conduct their group counselling session for the KMC4263 Practicum Counselling course and KMC4326 Internship course. Students who fail this course are not allowed to proceed with conducting practicum counselling and KMC4326 Internship course. Practicum counselling will be taken by students in the first semester of their final year. The course learning outcomes of the Group Counselling Laboratory course are (i) analysing issues in an organisation setting, (ii) organising group counselling with supervision, and (iii) preparing group reports and counselling documentation. Due to the course learning outcome, students must be competent in mastering the concept and practical component of the course.

The comprehensive framework of teaching approaches or methods for the group counselling laboratory course increased the effectiveness of teaching this course. Other than that, the comprehensive framework of teaching approaches will assist the instructor to be organised and clear guidance for conducting and managing the class. The component in the comprehensive framework will be obtained from experienced students and lecturers who taught the group counselling laboratory. Then, the other consideration of the element in the comprehensive framework was obtained from the literature review.

## 3. RESEARCH DESIGN

This mixed-method research design consists of the Need Assessment Survey and group interview. The researcher will also use document analysis to support the primary data. Document analysis used to support the usability test. Effectiveness of using the approaches and methods has been measured through the continuous and final assessment. Result of students are considered the impact of used from the teaching approaches and methods at Phase 1 and 2 of the research. The data will be gathered from the interviews and document analysis with students and instructors with experience teaching the course.

The sampling technique of this research is purposive sampling. The sample is undergraduate students who undergo the Group Counselling Laboratory course and lecturers (who have experience supervising students). The scope of this research is only among students, approximately 60 for the Need Assessment Survey, and five (5) students for interview. Purposive sampling is focused on the related sample, which enables them to answer the interview questions.

The first phase of this research is an in-depth interview with samples. The interview process will explore the comprehensive component framework of teaching approaches or methods for group counselling laboratory courses and understand the implementation of the comprehensive components of the framework of teaching approaches or methods for group counselling laboratory courses. Then, the research objective can also be obtained from document analysis. Phase Two (2) of this study is implementation of the framework of teaching approaches or methods for group counselling laboratory course. Phase Three (3) of the research would focus on conducting a usability test of the implemented framework for teaching approaches and methods in the group counselling laboratory course. During this phase, the researcher would assess how effective and practical the framework is for both instructors and students in a real-world setting

#### 4. RESULT & DISCUSSION

Result of this research are divided into two (2) major findings. First is related to qualitative result which involved the in-depth interview with five (5) participants on development of Group Counselling Teaching and Learning framework, and second result described the response on the usability test. This result and discussion answered the (i) to identify comprehensive teaching approaches and methods for group counselling courses, and (ii) to develop a structured framework for these teaching approaches and methods. This study utilized a mixed-method research design involving former and current students who had taken the Group Counselling Laboratory course.

##### 4.1 Qualitative Data

There are five (5) participants from year three students who are undergo the Group Counselling Laboratory class. They are all female and obtained between grade A to A-. Questions started with probing questions and followed by open-ended questions. Open-ended questions related “Do you know what is the teaching approaches and teaching method in teaching & learning?”, “What teaching approaches that you preferred use by your instructor?”, “Definition of teaching method?”, “Do you know what is the teaching methods in teaching & learning?”, “What do you think the teaching methods that effective for you to learn group counselling course?”, “What teaching approaches that commonly used by your instructor?”, “From your point of view how can instructor improve the teaching approaches in the course?”, “Provide the benefits that you received when your instructor used the particular teaching approaches”.

Answers from interview described the appropriate activities for group counselling laboratory class. There are consisted lecture, interactive lecture, guided instruction, just-in-time teaching, case-based learning, experiential learning, role-plays and simulations, fieldwork and clinicians. They are answered clearly and accurate on each questions asked by the researcher. The result of their response are as below:

**Lecture** is one of activity required in this course. This activity explained the instructor presenting material and answering student questions that arise. Students receive, take in and respond. Demonstration, modelling, questions (convergent), presentation, slideshow, note-taking.

**Interactive Lecture** is important activity in the class. A lecture that includes 2-15 minute breaks for student activities every 12-20 minutes. Multiple-choice items, solving a problem, comparing and filling in lecture notes, debriefing a mini case study, pair-compare, pair-compare-ask, reflection/reaction paragraph, solve a problem, concept mapping activities, correct the error, compare and contrast, paraphrase the idea, answer knowledge and comprehension questions.

**Guided Instruction** is used in this course. The direct and structure instruction that includes extensive instructor modelling and student practice time. Showing and explaining examples, model strategies, demonstrate tasks, classify concepts, define vocabulary, scaffold steps.

**Just-in-Time Teaching** activity is also listed as effective way of activity in this class. Instructor adjusts class activities and lectures to respond to the misconceptions revealed by assessing students’ prior knowledge. Warmups, Goodfors, Conceptual questions (usually a quiz) to motivate students to do the readings.

**Case-based Learning** is also the complement activity in Group Counselling Laboratory. Through this activity the students apply course knowledge to devise one or more solutions or resolutions to problems or dilemmas presented in a realistic story or situation. Case study analysis, collaborative scenario-based discussions.

**Experiential Learning** is integration activity that effective in this course. Students focus on their learning process through application, observation, and reflection. Debates, panel discussion, press conference, symposium, reflection journals, and lab experiments.

**Role Plays and Simulations** are important activities in this course as well. Students acting out roles or improvising scripts, in a realistic and problematic social or interpersonal situation. Students playing out, either in person, or virtually, a hypothetical social situation that abstracts key elements from reality. Real-life situations and scenarios, debates, interviews, frame simulation.

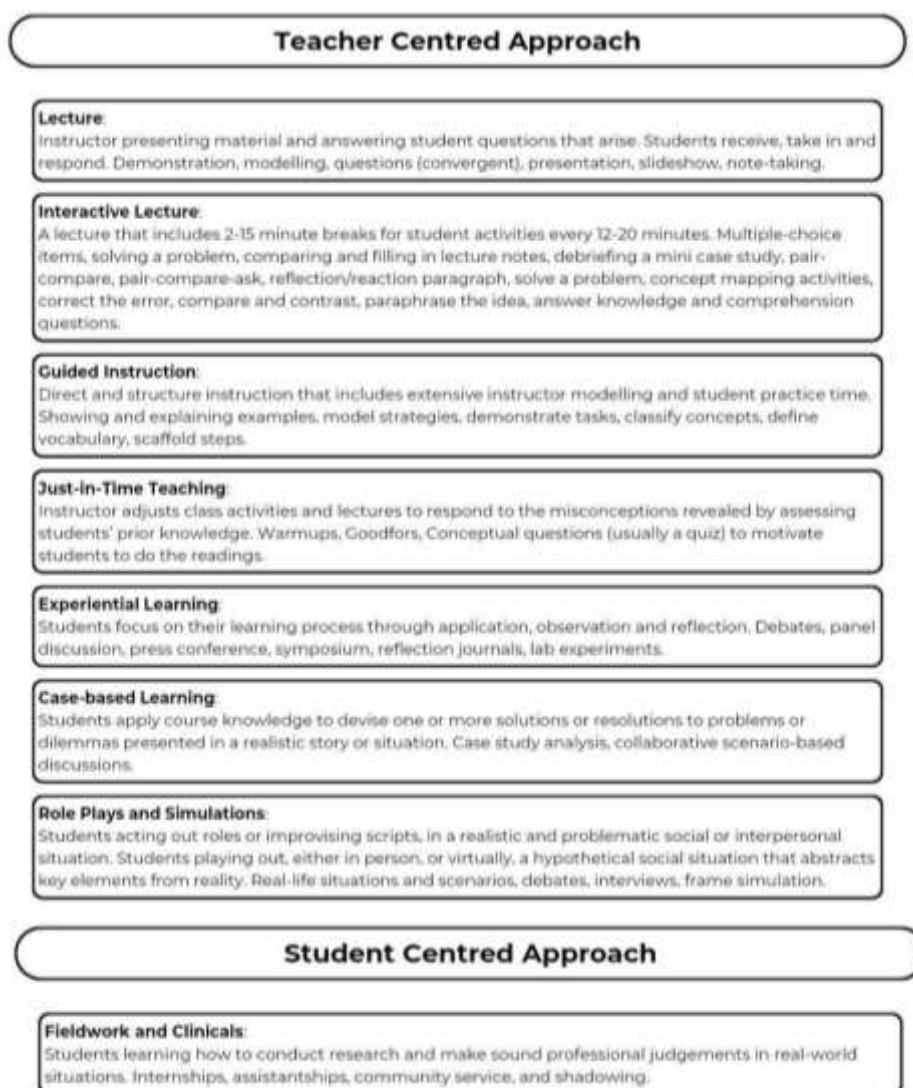




## Applied the Teaching Approaches and Methods

Diagram 1: Summary Pictures of Activities

Diagram 2: Qualitative Result of Interview



This research's result describes the participants' demographics and details related to the teaching approaches and methods used in the course.

#### 4.2 Quantitative Data

The development of Group Counselling Teaching and Learning Framework involved the data from qualitative and quantitative method. Integration of data from these two methods describe the framework of the group counselling teaching and learning.

Main components in this framework are related to approaches and methods as well as the comprehensive activities involved in this course. Approaches of teaching and learning consisted Teacher - Centred and Student – Centred approaches. A method, on the other hand, is an organised, orderly, systematic and well-planned procedure aimed at facilitating and enhancing students' learning. It is undertaken according to some rule, which is usually psychological in nature.

Teaching methods are the broader techniques used to help students achieve learning outcomes, while activities are the different ways of implementing these methods. Teaching methods help students (i) master the content of the course, and (ii) learn how to apply the content in particular contexts.

Theory used in this research are **Cognitivism (Teacher-Centred Approach)** and **Constructivism (Student-Centred Approach)**. The **Cognitivist theory** of learning is teacher-centred, where the teacher is responsible for activating prior knowledge with opening activities geared to connect past learning. This theory views learning as the mental process of acquiring new knowledge stored in short-term memory and emphasizes the mind as a processor of information, similar to a computer. In cognitivism, teachers play a crucial role in structuring the content of learning material and designing activities to help students assimilate new information into their existing knowledge framework. This theory views learning as the mental process of acquiring new knowledge stored in short-term memory. It emphasises the mind as a processor of information, similar to a computer. In cognitivism, teachers play a crucial role in structuring learning material content and designing activities to help students assimilate new information into their existing knowledge framework. The focus is on guiding learners through breaking down and organising new information, highlighting the internal thoughts of the learner rather than just observing behaviour and responding to stimuli (Clark, 2018).

**Constructivism (Student-Centred Approach)** the research found the constructivist theory category under the student-centred approach. Participants responded to the student-centred approach as one of the approaches in the comprehensive framework of teaching strategies and methods for group counselling courses. Participants responded that the comprehensive approach in group counselling courses is student-centred. Constructivism is a view of learning that emphasises that instructors construct knowledge through an active mental process of development, where students are the creators of the meaning of knowledge. In a student-centred teaching environment based on constructivism principles, learning occurs as students actively construct meaning and knowledge rather than passively receive information from instructors or lecturers. The role of the curriculum is to present knowledge as an integrated whole rather than divided into different subjects and to challenge learners with tasks that reflect the complexity of the environment in which they will operate. The Constructivism is a view of learning that emphasise that knowledge is constructed by instructors through an active mental process of development, where students are the creators of meaning of knowledge. In student centred teaching environment based on constructivism principles, learning occurs as students are actively involved in the process of constructing meaning and knowledge, rather than passively receiving information from instructors or lecturer.

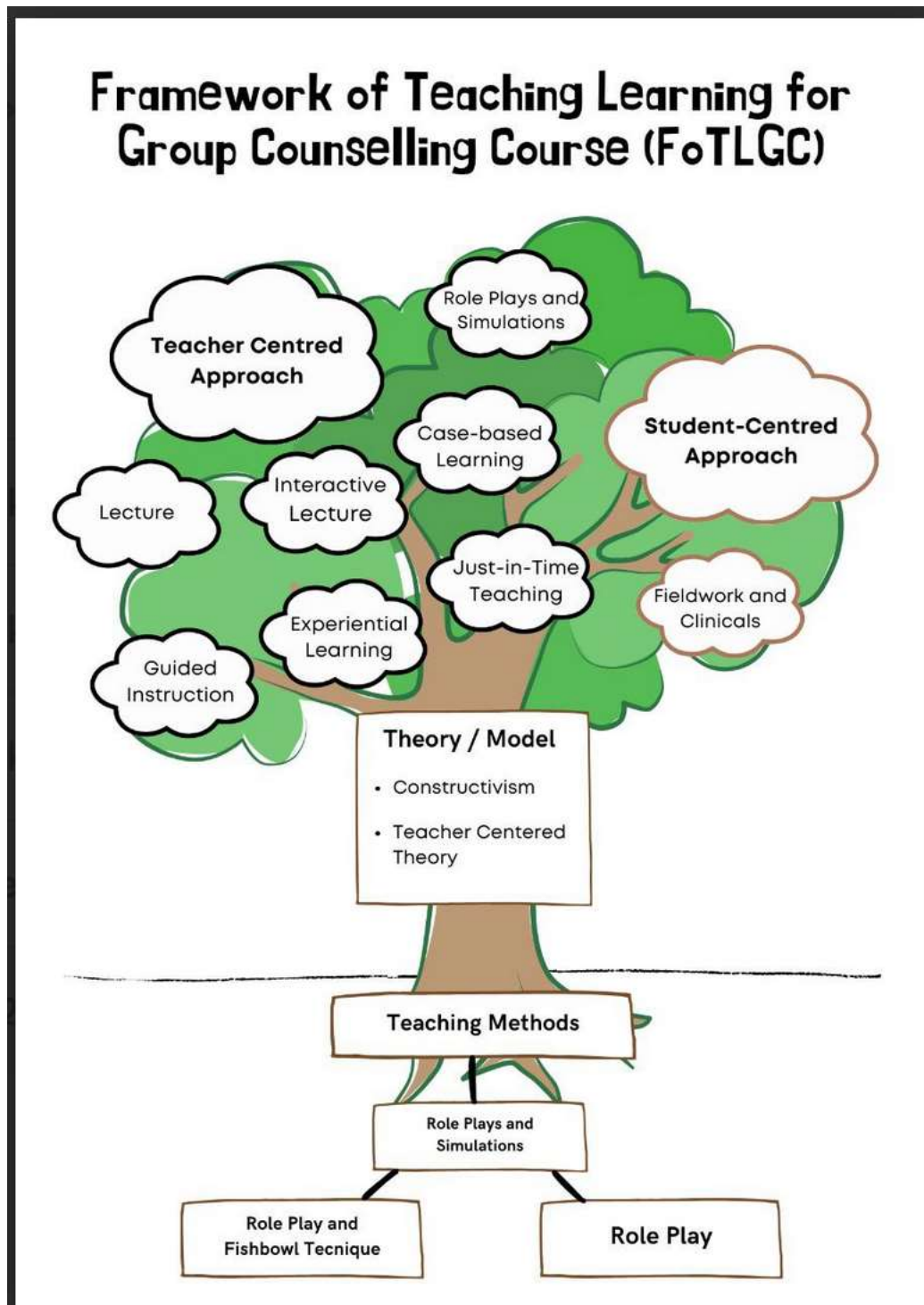
Those approaches and theories is become scaffolding to the activities in this group counselling laboratory class.

Below is diagram of framework of Teaching and Learning for Group Counselling Course.

**Table 1: Summary of Need Assessment Test in Developing Framework**

Scope	Questions	Response (YES/NO)
Clarity of Objectives	<ol style="list-style-type: none"> <li>Are the learning objectives clearly communicated?</li> <li>Do students understand what is expected of them?</li> <li>Are the objectives aligned with curriculum standards?</li> </ol>	<p>Majority answer YES</p> <p>Majority answer YES</p> <p>Majority answer YES</p>
Engagement	<ol style="list-style-type: none"> <li>Do students actively participate in the lesson</li> </ol>	Majority answer YES

	<ol style="list-style-type: none"> <li>Are diverse learning styles accommodated</li> <li>Are the objectives aligned with curriculum standards?</li> </ol>	<p>Majority answer YES</p> <p>Majority answer YES</p>
Feedback	<ol style="list-style-type: none"> <li>How timely and constructive is the feedback provided?</li> <li>Does feedback address individual student needs?</li> <li>Is feedback used to guide future instruction?</li> </ol>	<p>Majority answer YES</p> <p>Majority answer YES</p> <p>Majority answer YES</p>
Classroom Management	<ol style="list-style-type: none"> <li>Are classroom rules and expectations clear?</li> <li>How effectively does the teacher manage disruptions?</li> <li>Are transitions smooth and well-managed?</li> </ol>	<p>Majority answer YES</p> <p>Majority answer YES</p> <p>Majority answer YES</p>
Assessment	<ol style="list-style-type: none"> <li>Are assessments aligned with learning objectives?</li> <li>Do assessments measure understanding effectively?</li> <li>How well do assessments reflect student progress?</li> </ol>	<p>Majority answer YES</p> <p>Majority answer YES</p> <p>Majority answer YES (Satisfied)</p>
Differentiation	<ol style="list-style-type: none"> <li>How well does the teacher adapt instruction for diverse learners?</li> <li>Are resources and materials varied to meet student needs?</li> <li>To what extent are individual learning plans implemented?</li> </ol>	<p>Majority described Very Well</p> <p>Majority described YES</p> <p>Longest time for great experience</p>
Technology Integration	<ol style="list-style-type: none"> <li>How effectively is technology used to enhance learning?</li> <li>Does technology support active student engagement?</li> <li>Are there any technological barriers hindering learning?</li> </ol>	<p>Very effective</p> <p>Majority described YES</p> <p>Majority describe NO</p>



**Diagram 3: Framework of Group Counselling Laboratory Teaching and Learning**

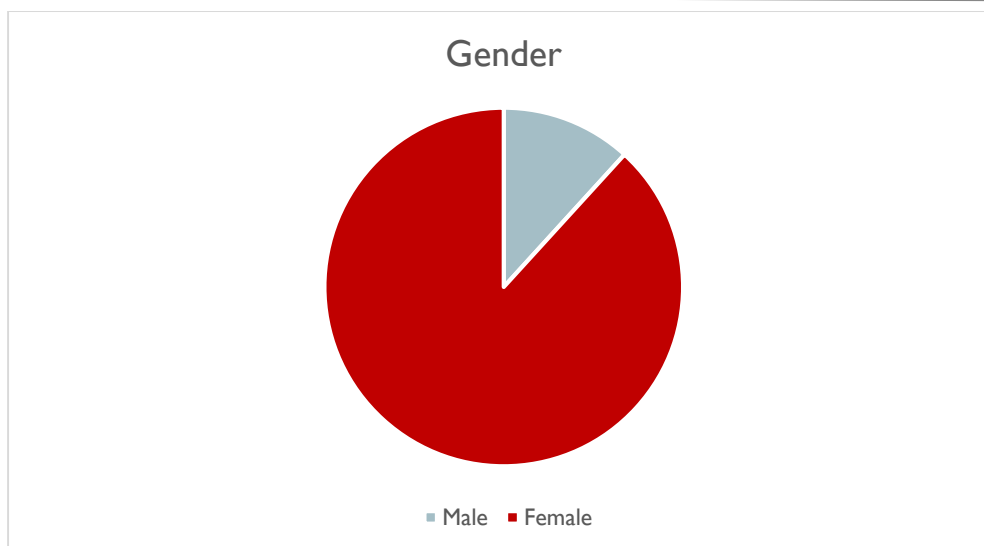
#### **4.3 Result of Usability Test**

The participants for the Need Assessment Survey consisted of 34. The demographic details included gender, age, year of study, grade of group counselling course, and semester taking of group counselling.

##### **4.3.1 Gender of Participants**

There are 34 responses for the Need Assessment Survey; around 88.2% are female, and 11.8% are male. The majority is female because the majority of counselling students are female.

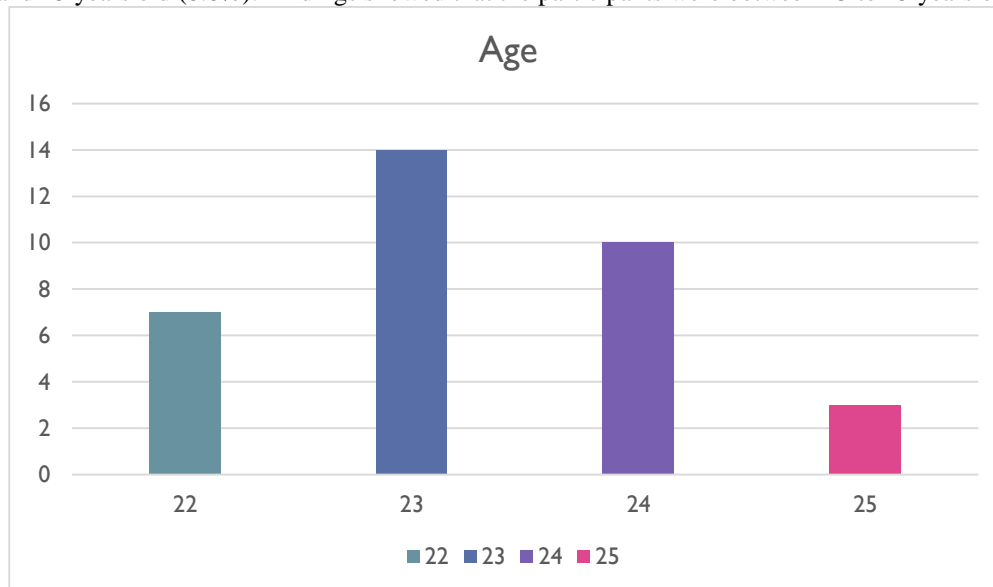




**Figure 1: Gender of Participants**

#### **4.3.2 Age of Participants**

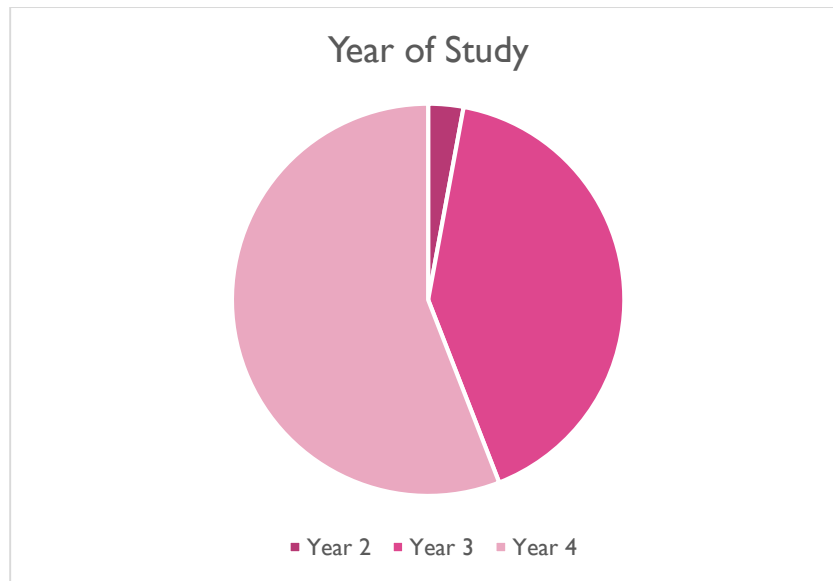
The majority of the participants ranged from 23 years old at 14 (41.2%), 24 years old at 10 (29.4%), 22 years old (20.6%), and 25 years old (8.8%). Findings showed that the participants were between 23 to 25 years old.



**Figure 2: Age of Participants**

#### **4.3.3 Year of Study Participants**

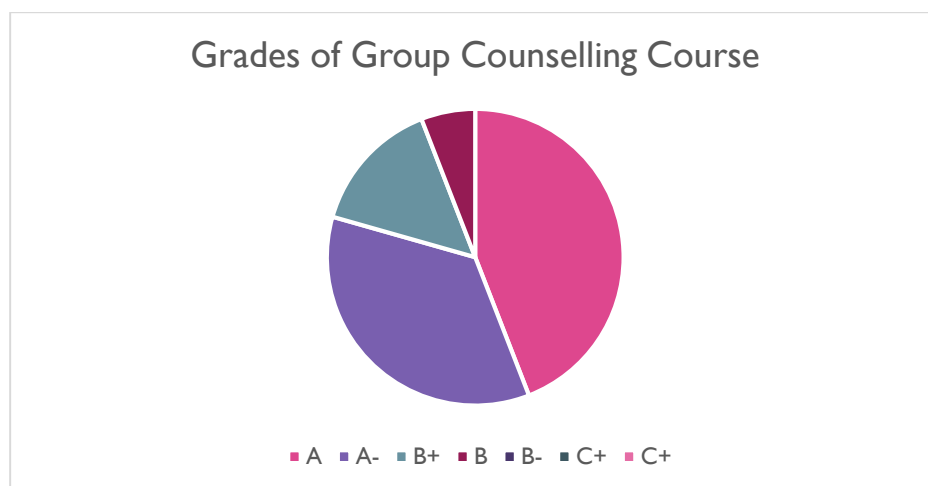
There are 55.9% of participants from year four (4) of counselling, 41.2% of third-year students and 2.9% of the second year. Findings showed that most respondents are in year four (4) and have experienced and undergone the group counselling course.



**Figure 3: Year of Study Participants**

#### 4.3.4 Grade of Group Counselling Course

The grade of respondents for the Group Counselling Course who obtained an A is 44.1%, 35.3% received an A-, 14.7% obtained a grade of B+, and 5.9% obtained a B. It showed that the majority of respondents performed in this course.



**Figure 4: Grade of Group Counselling Laboratory course**

4.1.5 After the development process of the framework and implementation of the framework participants are asked questions as in the Table 2 below.

**Table 2: Evaluation questions for assessing teaching approaches and methods in the classroom:**

Scope	Questions
Clarity of Objectives	<ol style="list-style-type: none"> <li>Are the learning objectives clearly communicated?</li> <li>Do students understand what is expected of them?</li> <li>Are the objectives aligned with curriculum standards?</li> </ol>
Engagement	<ol style="list-style-type: none"> <li>Do students actively participate in the lesson</li> <li>Are diverse learning styles accommodated</li> </ol>

	3. Are the objectives aligned with curriculum standards?
Feedback	1. How timely and constructive is the feedback provided? 2. Does feedback address individual student needs? 3. Is feedback used to guide future instruction?
Classroom Management	1. Are classroom rules and expectations clear? 2. How effectively does the teacher manage disruptions? 3. Are transitions smooth and well-managed?
Assessment	1. Are assessments aligned with learning objectives? 2. Do assessments measure understanding effectively? 3. How well do assessments reflect student progress?
Differentiation	1. How well does the teacher adapt instruction for diverse learners? 2. Are resources and materials varied to meet student needs? 3. To what extent are individual learning plans implemented?
Technology Integration	1. How effectively is technology used to enhance learning? 2. Does technology support active student engagement? 3. Are there any technological barriers hindering learning?

### 4.3 Analysis according to research questions.

#### 4.3.1 Model/Theory/Paradigm

##### Constructivism (Student-Centred Approach)

The research found the constructivist theory category under the student-centred approach. Participants responded to the student-centred approach as one of the approaches in the comprehensive framework of teaching strategies and methods for group counselling courses.

Participants responded that the comprehensive approach in group counselling courses is student-centred. Constructivism is a view of learning that emphasises that instructors construct knowledge through an active mental process of development, where students are the creators of the meaning of knowledge. In a student-centred teaching environment based on constructivism principles, learning occurs as students actively construct meaning and knowledge rather than passively receive information from instructors or lecturers. The role of the curriculum is to present knowledge as an integrated whole rather than divided into different subjects and to challenge learners with tasks that reflect the complexity of the environment in which they will operate.

##### Cognitivism (Teacher Centred Approach)

The second approach of the Group Counselling course is cognitivism, which is related to Teacher Centred approach. This theory views learning as the mental process of acquiring new knowledge stored in short-term memory. It emphasises the mind as a processor of information, similar to a computer. In cognitivism, teachers play a crucial role in structuring learning material content and designing activities to help students assimilate new information into their existing knowledge framework. The focus is on guiding learners through breaking down and organising new information, highlighting the internal thoughts of the learner rather than just observing behaviour and responding to stimuli (Clark, 2018).

## 5. CONCLUSION

Demographics showed that most participants are female, aged around 23 to 25. Most participants participate in this course, and most are fourth-year students who take it. Hence, the research focused on constructivism (student-centred approach) and cognitivism B (teacher-centred approach). In addition, the list of methods in this course includes lecture, interactive lecture, guided instruction, just-in-time, experiential learning, case-based learning, role play and simulation. Then, the teacher-centred approach is fieldwork and clinical practice.

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