Development of Hybrid Learning Design in Humanistic Counseling Practicum Based on Case Method Reflectively

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Abstract
Digital development presents challenges for the student learning process. The hybrid approach is one solution, especially in lecture practices that have greater needs. The process of implementing humanistic counseling has its own difficulties. Based on these conditions, a counseling practice guide is needed that is in accordance with the current context and conditions so that it can improve the competence of prospective counselors in the 21st century. So, this study aims to develop a hybrid humanistic counseling practice guide based on the case method reflectively to improve the competence of prospective counselors. This study uses the ADDIE development model with research subjects of prospective counselor students, counseling experts and media experts. The results of the study showed the assessment of counseling experts and prospective product users, namely humanistic counseling supervisors with an assessment index result of 1, which means that the guide has very high acceptability. The test results on 83 humanistic practicum students showed an Asymp. signature value. (2-tailed) of 0.000 below 0.05 so that these results show acceptable results, namely that the hybrid humanistic counseling practice guide based on the case method can improve student skills.

1. Introduction

The transformation of higher education in the post-pandemic era has necessitated significant adaptation in pedagogical models, particularly within practical courses that rely heavily on experiential learning (Asih & Alief 2022; Cahapay 2020; Cao et al. 2020). In guidance and counseling programs, practicum courses serve as a critical bridge between theoretical mastery and professional competency. According to national standards, prospective counselors are required to demonstrate pedagogical and professional competencies through direct, supervised practice (Dembo & Seli 2012). However, the sudden shift toward fully online learning environments revealed major inefficiencies, diminishing the quality of counselor preparation and limiting real-time practical exposure (Rahayu et al. 2022; Suhandiah et al. 2022).

Counseling training cannot rely solely on theoretical comprehension; it demands the deep internalization of interpersonal dynamics and technical skills. This is especially crucial in humanistic counseling, such as Person-Centered and Gestalt approaches, which inherently depend on genuine therapeutic presence, relational depth, congruence, and nuanced non-verbal interactions (Hastuti & Tyas 2021). While fully online practicums lack the immediacy required for humanistic connection, purely offline models often lack flexibility and fail to prepare students for modern digital service delivery such as cybercounseling. Therefore, an integrated hybrid learning approach, combining structured offline peer practice with flexible online synchronous reflection, is essential to meet 21st-century counseling demands (Departemen Pendidikan Nasional 2008; Wardhani, Farida, & Yudha 2019).

Previous research highlights that hybrid learning effectively balances flexibility and interactive engagement across various educational disciplines. In counseling education, active learning methodologies such as Case-Based Learning (CBL) have been shown to enhance decision-making and problem-solving skills by immersing students in realistic client scenarios (Habsy 2017). Furthermore, incorporating reflective practices into counselor training encourages prospective counselors to critically analyze their performance, foster self-awareness, and refine their therapeutic attitudes (Prayitno 2004).

Despite the recognized benefits of hybrid instruction and case-based methods, existing literature lacks a structured, validated framework specifically tailored to humanistic counseling practicums. Most current practicum guides either focus broadly on general counseling techniques or fail to address how humanistic

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relational principles (such as unconditional positive regard and empathic understanding) can be effectively practiced and reflectively evaluated across both online and offline settings (Jalil et al. 2024). Furthermore, empirical evaluations on how a reflective, case-based hybrid guide impacts student counselors' practical skill attainment remain scarce (Jamilah 2020; Kusairi et al. 2020).

To bridge this gap, this study develops a novel Reflective Case Method-Based Hybrid Humanistic Counseling Practicum Guide (Colomer et al. 2020; Edelman 2003). The unique feature of this product lies in its dual-setting instructional design, which combines real-world case scenarios, peer-to-peer practical simulations across face-to-face and cybercounseling formats, and structured reflective feedback sessions supervised by course facilitators (Li, Li, & Han 2021; Nais, Sugiyarto, & Ikhsan 2019; Raes et al. 2020).

Accordingly, this study aims to: (1) develop a hybrid humanistic counseling practicum guide grounded in a reflective case method, (2) evaluate its theoretical acceptability through expert and prospective user validation, and (3) examine its effectiveness in enhancing the practical humanistic counseling competencies of prospective counselors (Veine et al. 2020).

2. Method

This research uses a Research and Development (R&D) research design. The choice of research design is in accordance with the research objective, namely developing and testing the acceptability of research products. The research and development stages referring to the ADDIE development design (Branch 2009). This study used a Research and Development design with the ADDIE model to develop and test a hybrid humanistic counseling practicum guide based on the case method reflectively. In the Analysis phase, a needs assessment was conducted involving 61 Guidance and Counseling students to identify obstacles in online and offline practicums. In the Design phase, the guide blueprint was structured by designing authentic case scenarios, hybrid learning workflows, and counseling skill assessment rubrics. During the Development phase, the product draft was validated by two material experts, two media experts, and two practicum lecturers, with rater agreement data analyzed using the Content Validity Index by Gregory. In the Implementation phase, the product was tested on 83 students participating in the humanistic counseling practicum using a pretest and posttest design during peer counseling simulations. Finally, in the Evaluation phase, the differences between pretest and posttest scores were analyzed using the Wilcoxon Signed Rank test to measure improvements in student practicum skills.

These five stages are continuous with each other to obtain development product results in the form of a hybrid humanistic counseling practicum guide based on the case method in a reflective manner to improve the professional competence of prospective counselors according to needs, field conditions and student characteristics. The subjects of this research were lecturers who taught the Counseling Practicum, students, material experts and guidance and counseling media experts.

The research instruments used are material test assessment instruments, media test assessment instruments, test and potential user assessment instruments. Data obtained from expert and prospective user tests were analyzed to determine the level of correlation between acceptance between assessments and inter-rater-agreement (Gregory 2014). Meanwhile, the experimental test results were analyzed using statistical tests via the IBM SPSS ver.24 application.

3. Results and Discussion

If the professional requirements of a teacher focus more on the academic standards of teaching graduates, then counselor profession will have academic standards that are different from the standards of the teaching profession in general (Haolah, Atus, & Iryanti 2018). Based on Minister of National Education Regulation Number 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies, for pedagogical and professional competencies, one of the competencies that must be mastered by a prospective counselor is academic competency in providing guidance and counseling services, especially counseling services (Alawiyah & Mulkiyan 2021).

Indicators in achieving counselor competency that prospective counselors must achieve are awareness and commitment to professional ethics; management of personal abilities; understand the counselor's insight; responsible as a counselor and has authority as a counselor (Sudirman, Mappiare-AT, & Hambali 2021). It is implied that as prospective counselors, students must have competencies that support the process of implementing counseling services. So that professional competence is an absolute requirement for achieving professional and capable counselors in the implementation of guidance and counseling services (Mažgon, Jeznik, & Ermenc 2018; Zamroni et al. 2020).

In the current pandemic conditions and developments in the times, we are required to be adaptive to existing changes so that in particular, to improve the professional competence of prospective counselors, a hybrid humanistic counseling practicum guide is used (Bashir et al. 2021; Raes 2022). Hybrid learning design is

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an alternative that can be used in certain conditions and current developments (Nyman et al. 2024; Hopkins, Lin, & Nariswari 2023; Mayer 2024). Counseling practicum guidance in current conditions is needed to achieve maximum learning for prospective counselors in increasing professional competence. This research was conducted on the basis of an evaluation and needs analysis of the implementation of humanistic counseling practicum courses before and after the Covid-19 pandemic.

The basic need that is of particular concern is that students still have difficulty understanding the implementation of humanistic counseling practicum lectures, this is exacerbated by the conditions during online practicum learning. Implementation of development research is carried out by considering the needs, conditions and characteristics of the target potential users. The following are reflection and needs study questions asked to students who have taken part in the humanistic counseling practicum learning process during the online learning process.

Based on the results of the reflection and needs study of students, 61 students stated that the planning and implementation of learning was good. However, if we look at the evaluation and weaknesses in the implementation of practicum, students find it difficult to carry out practicums carried out online, sometimes they forget about planning during the practicum process, students have difficulty creating scenarios for problems and not all students carry out the practicum process.

Furthermore, if we look at the advantages of the practicum implementation that has been carried out, it is that students feel comfortable, the practicum implementation is more flexible because it can be done anywhere. This condition is a consideration that requires varied methods or ways of implementing learning with monitored implementation (Jiang & Peng 2023). Therefore, the hybrid learning method is one of the solution options used in implementing humanistic counseling practicum based on problems that exist around students or that are currently popular in general to facilitate the implementation of practicum.

The humanistic school is a school in psychology that emerged in the 1950s, with roots in existentialism which developed in the Middle Ages (Corey 2017). It needs to be understood that humanistic counseling is unique in that it has a positive focus on humans. In this context, humans are free to actualize themselves, so that counseling is very dependent on the relationship pattern between the counselor and the counselee (Amalia 2016). In the context of humanistic counseling practicum learning, it is necessary to understand the views or essence of the theory so that appropriate learning can be found.

In essence, learning is how individuals learn about something, one model that refers to this condition is case-based learning so that in its implementation students can learn how to solve problems (Guo, 2017). The implementation stage process based on case method learning is a discussion process to solve problems together (Raurell-Torredà et al. 2015). But in the context of counseling practicum, this is how students carry out the counseling process on predetermined problems.

With a guidebook, it will be easier for students to carry out activities and bills in lectures (see Figure 1). Currently, the development of the guidebook has reached the final draft which is ready to be tested by counseling experts and learning media experts to gain a different perspective. Apart from that, the practicum guidebook is tested on prospective students and students who have taken the humanistic counseling practicum course so that the practicum guide suits their conditions and needs (Waluyanti et al. 2022).

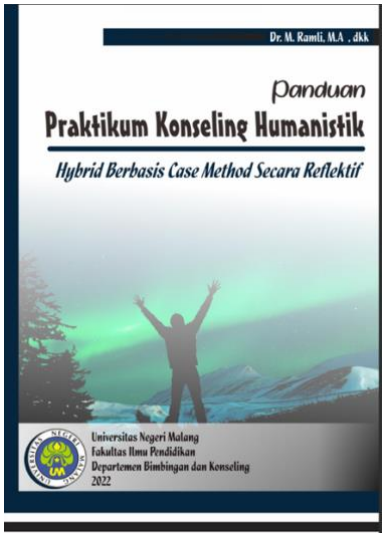


Figure 1. Guidebook Cover

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Data from the material test results are based on aspects of clarity and accuracy of the case method-based hybrid humanistic counseling practicum guide in a reflective manner. Based on this data, it is known that assessment items that have low relevance from material experts 1 and 2 (A) are 0, items that have high relevance from material expert 1 and low relevance from material expert 2 (B), namely 0, items that have relevance low from material expert 1 and items with high relevance assessment from material expert 2 (C), namely 0, while for items with high relevance from both material experts 1 and 2 (D) namely 33. Based on this data, the items are then analyzed and the final assessment results Overall, the counseling material expert test obtained an index of 1, which means that the assessor is in the very high category, namely very clear and very precise. Based on the results of this assessment, it shows that the reflective case method-based hybrid humanistic counseling practicum guide has very high theoretical acceptance based on the assessment of counseling experts.

Furthermore, the process of carrying out tests on prospective users who are lecturers who teach the course is on the aspects of clarity and accuracy regarding the humanistic counseling practicum learning design guide with a hybrid based on the case method in a reflective manner. Exploration of the test results that have been carried out produces assessment items that have low relevance between prospective users 1 and 2 (A), namely 0, items that have a high assessment of relevance for prospective users 1, between potential users 2 (B) that have a low relevance assessment, namely 0, items that have low relevance. from material expert 1 and the relevance item with a high rating for prospective user 2 (C) is 0, while the results of the assessment with high relevance for both prospective user 1 and user 2 (D) are 33. Based on this data, the items are then analyzed and the final assessment results Overall, the tests carried out by prospective users of counseling lecturers obtained an index of 1, which means that the assessor was in the very high category, namely very clear and very precise. Based on the results of this assessment, it shows that the hybrid humanistic counseling practicum guide based on the case method reflectively has theoretical acceptance based on the assessment of prospective users of humanistic counseling course lecturers (Arede et al. 2026).

Furthermore, to determine the effectiveness of the case method-based hybrid humanistic counseling practicum learning design in a reflective manner. Then a trial was carried out on 83 students who took part in humanistic counseling practicum lectures. Based on this data, statistical analysis was then carried out using the Wilcoxon sign-rank test to see whether there were differences between the scores obtained from the pre-test scores and the post-test scores. The test results show that Asymp. Sig. (2-tailed) is at 0.000 below 0.05 so these results indicate that the hypothesis results are accepted, namely the case method-based hybrid humanistic counseling practicum guide can reflectively improve the skills of implementing counseling with a humanistic approach consisting of personal-centered counseling and gestalt counseling. The learning design carried out in a hybrid manner is able to provide understanding and increase competency in implementing humanistic services for prospective counselors because hybrid learning is a learning process that provides students with space to learn using technology in two directions (Raes et al. 2020).

The humanistic counseling approach is a counseling approach that focuses on the humanist side of the counselor in the implementation of the counseling process. One of these approaches consists of person-centered counseling and gestalt counseling. The counseling model positions humans that people have a tendency to work towards self-actualization. Self-actualization refers to complete development (Jalil et al. 2024). This occurs throughout life as individuals work toward “intrinsic goals, self-realization and fulfillment, involving autonomy and self-regulation” (Capuzzi & Stauffer 2016; Kim 2018; Ratnawati 2017).

In person-centered counseling, the core conditions that the counselor must have are (1) congruence: The counselor displays the true, integrated and authentic self (Joseph 2021; Swan & Ceballos 2020). The counselor also displays the feelings and thoughts that exist within him in harmony with the feelings, views and behavior expressed; (2) unconditional positive regard: The counselor can communicate with the counselee deeply and honestly as a person, the counselor does not evaluate and judge feelings, thoughts and behavior based on certain normative standards (Murphy et al. 2020; Ort, Moore, & Farber 2023). The counselor receives the client with respect without judging or judging him either positively or negatively. The client is appreciated and accepted without conditions. With this attitude, the therapist gives complete confidence in the client's ability to increase his/her self-understanding and make positive changes: (3) Accurate empathic understanding: The counselor's ability to understand the client's problems, see the client's point of view, be sensitive to the client's feelings, so that the counselor knows how the client feels. feel his feelings (Bailey 2022; Chang-Arana et al. 2020; Ho 2023). This concept implies that the therapist understands the client's feelings as if they were his own. The counselor's task is to understand the client's vague feelings and provide increasingly clear meaning (Corey 2016).

As for human nature, based on the views of gestalt counseling, it views humans as a whole in a form that cannot be separated into its parts without losing its essence. Furthermore, if it is compared to nature, it is seen as a whole as a complete and coherent whole, in essence the whole has differences in each part. Gestalt counseling is based on field theory, which has the view that an organism is seen based on the environment, context and is part of a field that can change. The implementation of services using gestalt counseling will focus on exploration of the boundaries that occur between the individual and their environment. The main focus is

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related to figures related to experiences in individuals who dominate or ground, which are aspects of the representation of individuals that often appear outside of awareness (Capuzzi & Stauffer 2016).

As the formation of figures occurs due to the principle of self-regulation of the organism due to the occurrence or response to a disturbed balance due to the needs, sensations and interests of the individual (Dreitzel 2021). Another thing that provides specificity in gestalt counseling is how to deal with figures from the client's unfinished past. This condition can become a manifestation of anger, hatred, negative emotions and other negative feelings by the client towards the person in their past (Sarasso et al. 2022).

The implementation of case-based learning provides prospective student counselors with experience when they face directly with counselors at school (Arsjad et al. 2023; Thamrin et al. 2022). The case-based learning process will have a positive impact on the learning process with a hybrid design, students will tend to be active because they are required to solve existing cases (Maesaroh & Masyitoh 2022; Sangam et al. 2021; Sistermans 2020). As for the implementation, counselors become better prepared individuals because they are used to analyzing cases that have been determined to be resolved based on a humanistic approach (Xiao et al. 2020). When implementing counseling practice with a hybrid learning design which is carried out peer-to-peer by humanistic counseling practicum students, they are then required to reflect on the implementation of the counseling that has been carried out (Saichaie 2020).

The hybrid learning process should consider several things such as the equipment used and the characteristics of the students (Asiah & Mawaddah 2023; Kurniawan et al. 2022). Finally, by considering this, the setting for conducting lectures in a hybrid manner can achieve the expected goal, namely providing experience by familiarizing prospective counselor students in offline and online settings in the implementation of counseling services which may later use cybercounseling. This study provides practical guidelines for lecturers to run hybrid counseling practicums effectively without losing the relational depth of humanistic approaches, helping prospective counselors build problem-solving skills, self-awareness, and readiness for both face-to-face counseling and cybercounseling through case-based learning and reflective practice. However, the study is limited by its single-group pretest-posttest design without a control group and its execution within a single university, which restricts generalizability, alongside measuring skill improvements solely through peer counseling simulations rather than field practice with actual clients.

4. Conclusion

The development of a hybrid humanistic counseling practicum guide based on the case method in a reflective manner is based on the reflections of students who have taken part in the humanistic counseling practicum which shows the need for a practicum implementation guidebook which aims to facilitate the implementation of humanistic counseling service practices. These needs include (1) the need for real cases that correspond to counseling problems in the field; (2) what if the service delivery is carried out face to face or cybercounseling; and (3) the need for reflection every time you carry out peer practice. Based on the implementation of the research test, it shows the assessment of counseling experts and potential product users, namely humanistic counseling lecturers, with an index assessment result of 1, which means the guide has very high acceptability (very clear, very precise, very easy and very interesting. The results of the trial carried out in 83 Humanistic practicum students showed the test results that the Asymp. Sig. (2-tailed) was at 0.000 below 0.05 so that these results indicate that the hypothesis results were accepted, namely the use of the case method-based hybrid humanistic counseling practicum guide reflectively can improve the skills of implementing counseling with a humanistic approach. which consists of person-centered counseling and Gestalt counseling.

Author Contributions

M. Ramli: Conceptualization, Methodology, Project administration, Supervision, Writing - review & editing. Nur Mega Aris Saputra: Investigation, Data curation, Formal analysis, Writing - original draft. Nur Hidayah: Methodology, Validation, Resources. Husni Hanafi: Software, Visualization, Investigation. Muh Nur Alamsyah: Formal analysis, Validation, Resources. M. Khoirudin Jalil: Data curation, Software, Visualization. All authors have read and approved the final manuscript.

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Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/ or publication of this article.

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Ethics and Consent Declarations

This study was conducted in accordance with the ethical standards of the institutional research committee at the Universitas Negeri Malang. Informed consent was obtained from all individual participants (lecturers and students) involved in the study prior to the data collection and trials. Participant confidentiality and privacy were strictly protected by anonymizing all collected data and assessment indices. No identifiable personal information is included in this manuscript.

Data Availability

The datasets generated and/or analyzed during the current study are not publicly available due to participant privacy and ethical considerations but are available from the corresponding author on reasonable request.

Declaration on AI Use

AI tools were utilized solely to improve readability and language enhancement under strict human oversight and verification.

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