

Bridging the Theory-Practice Gap in Counselor Education: The Impact of OBE-PBL Integrated Modules on Community Counseling Competence and Cognitive Load

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Abstract. The persistent theory-practice gap between theoretical mastery and clinical proficiency in counselor education is a global challenge that demands outcome-driven pedagogical interventions. This study aims to design, validate, and evaluate the efficacy of a Community Counseling Practicum Module that synthesizes the Outcome-Based Education (OBE) framework and the Problem-Based Learning (PBL) method among pre-service counselors in Indonesia. Employing a Research and Development (R&D) approach integrated with a pre-experimental design (One-Group Pretest-Posttest), the module was evaluated by an expert panel (N = 5) and field-tested on a cohort of students (N = 30). Feasibility analysis utilizing the Content Validity Index (CVI) demonstrated a near-perfect degree of constructive alignment (S-CVI = 0.98). Efficacy testing revealed a highly significant improvement in clinical and analytical competencies ($p < 0.001$), with a large effect size (Cohen's $d = 1.50$). Nevertheless, the acceleration rate of individual comprehension remained within the moderate spectrum (N-Gain = 0.45). This finding illustrates the high cognitive load induced by real-world crisis resolution simulations, which imperatively necessitates persistent scaffolding from educators. Theoretically, this study validates the compatibility of the OBE framework with the behavioral sciences and simultaneously offers an empirical blueprint for transforming pre-service students into empathetic problem solvers. Further investigations utilizing Randomized Controlled Trials (RCTs) are recommended to substantiate the generalizability of these findings in future contexts.

Keywords: Community Counseling, Counselor Education, Cognitive Load, Outcome-Based Education, Problem-Based Learning.

INTRODUCTION

Amid escalating global crises and social vulnerabilities, the need for responsive and competent community counselor interventions has become increasingly urgent (Cosentino et al., 2024; Williams et al., 2020). Community counseling plays an essential role in strengthening social cohesion, facilitating recovery from mass trauma, and enhancing society's multidimensional psychological resilience (Marianti et al., 2024; S. Thompson & Kent, 2014). Nevertheless, recent literature highlights a recurring gap in higher education for guidance and counseling. Pre-service counselor

graduates often demonstrate adequate mastery of theoretical concepts but experience profound difficulties when confronted with the complexities of practical application and conflict resolution in real-world settings (Kusnawan & Suteja, 2018; Majdi, 2024)

This pedagogical gap is largely attributed to the scarcity of innovative instructional designs and practicum materials. Existing counseling learning modules and approaches tend to be exclusively centered on theoretical comprehension, are procedurally static, and fail to simulate genuine community dynamics (Dumiyati, 2015; Safitri, 2017). This global challenge is particularly evident in counselor education in Indonesia, particularly in regions with a high need for community services, such as Aceh Province. Based on a preliminary needs assessment conducted by the authors in early 2025 involving 63 students from the Islamic Guidance and Counseling Study Program at Ar-Raniry State Islamic University, empirical evidence of this pedagogical deficit was identified. The survey results revealed that the primary learning obstacles include the low relevance of theoretical materials to field dynamics (45%), inadequate facilities for authentic case simulations (40%), and limited availability of interactive practicum modules (15%). These findings are consistent with previous studies highlighting the challenges of connecting theoretical learning with authentic counseling practice and the need for more contextualized learning resources (Kamaruzzaman & Sulistiawan, 2020). This condition indicates that without validated curriculum interventions, higher education institutions will continue to face barriers in producing professionally work-ready graduates.

To bridge this pedagogical deadlock, the integration of the Outcome-Based Education (OBE) framework and the Problem-Based Learning (PBL) model offers a solid and comprehensive instructional solution. OBE acts as a systemic foundational instrument that ensures curriculum design and evaluation are strictly directed toward the achievement of specific competency outcomes that align with professional demands (Kulsum, 2021; Wahyudi & Wibowo, 2018). Conversely, PBL functions as a methodological vehicle and learning catalyst that directly exposes students to real-world social crisis scenarios. This effectively stimulates critical thinking, cultural empathy, and collaborative problem-solving (Amin et al., 2023; González-García et al., 2023). Through authentic case-based activities, students are expected not only to demonstrate conceptual understanding of community counseling principles but also to exhibit practical intervention skills and professional dispositions. These competencies can subsequently be assessed through knowledge-based evaluations, performance during case simulations, and observations of professional attitudes. The integration of OBE principles into a module driven by PBL cases is therefore hypothesized to transform the student learning experience from passive knowledge acquisition into authentic community intervention practice (Boom-Cárcamo et al., 2024).

Although the efficacy of PBL and OBE has been widely substantiated, their specific integration within the design of community counseling practicum modules remains a significantly neglected area in the academic literature. Historically, empirical studies on PBL and OBE have been predominantly concentrated within the science, technology, engineering, and mathematics (STEM) disciplines and medical education (Bulut Ates & Aktamis, 2024; Harjawati & Kustiawati, 2023). One possible explanation is that competency outcomes in these fields are generally more observable, standardized, and readily assessed through objective performance indicators. In contrast, counselor education involves complex and multidimensional competencies such as empathy, ethical judgment, cultural sensitivity, and reflective practice, which are inherently more subjective and challenging to operationalize within outcome-based frameworks. Consequently, the integration of OBE and PBL in counselor education has received comparatively limited scholarly attention despite its potential to bridge the theory–practice gap. Furthermore, the majority of Research and Development (R&D) studies in guidance and counseling continue to focus primarily on formal school settings, leaving community-based counseling interventions and broader social crisis contexts largely unexplored. Therefore, this study seeks to address these gaps by designing, validating, and evaluating the effectiveness of a community counseling practicum module that integrates OBE principles and PBL

strategies. The findings are expected to contribute both practically, by supporting the development of counselor competencies, and theoretically, by providing an initial pedagogical model for integrating OBE and PBL within community counseling education..

METHOD

This study employed a Research and Development (R&D) approach to develop a valid and effective community counseling practicum module. The development procedure was adapted from the ADDIE instructional design framework, encompassing four operational phases: Analysis, Design, Development, and Testing/Implementation (Branch, 2010; Ramadhani, 2025). During the Analysis phase, students' learning needs and practicum challenges were identified. The Design phase focused on aligning Outcome-Based Education (OBE) learning outcomes with Problem-Based Learning (PBL) scenarios. The Development phase involved expert validation and iterative revision of the module. Finally, the Testing phase evaluated the module's effectiveness using a one-group pretest–posttest design. This adaptation was considered appropriate because the study's primary objective was instructional material development rather than large-scale product dissemination.

The research was conducted at the Islamic Guidance and Counseling Study Program, Faculty of Da'wah and Communication, State Islamic University (UIN) Ar-Raniry Banda Aceh, Indonesia. During the needs analysis phase, a survey of 63 students was conducted to identify deficits in practicum competencies. In the field-testing phase, the participants comprised 30 students ($N = 30$) selected through purposive sampling. The inclusion criteria for the participants were active enrollment in the Community Counseling Practicum course and a commitment to fully attend all intervention sessions. Furthermore, the study involved a panel of five expert validators (counseling content experts, instructional design/media experts, and linguists). Ethical research principles were strictly upheld; all participants were briefed on the study's objectives, signed an informed consent form, and were guaranteed anonymity and the freedom to withdraw from the study at any time.

The research procedure proceeded iteratively across four phases. The Analysis Phase commenced with mapping the students' learning constraints via a survey. The Design Phase focused on integrating the Outcome-Based Education (OBE) curriculum into Problem-Based Learning (PBL) scenarios, structured in the initial module draft. During the Development Phase, the draft module was evaluated by the expert panel for substantive feasibility, presentation, and readability, and was then revised comprehensively based on expert feedback. Finally, in the Testing Phase, the module was implemented as a pedagogical intervention over four structured practicum sessions. Students were exposed to real-world community case simulations, during which their competency data were measured before (pre-test) and after (post-test) the intervention.

Primary data collection utilized two main instruments. First, a 5-point Likert-scale Expert Validation Sheet was used to evaluate the module for content accuracy, instructional design, and practical usability. Second, an integrated Competency Assessment Instrument was administered during both the pre-test and post-test. The assessment was conducted through a single, coherent sequence of community counseling case simulations, enabling students to demonstrate cognitive, psychomotor, and affective competencies in an authentic learning context. Specifically, cognitive competence was assessed through students' conceptual understanding of community counseling principles, psychomotor competence through their case analysis and intervention performance, and affective competence through their professional attitudes, including empathy, ethical conduct, and collaborative engagement. Although assessed within the same simulation activities, each competency domain was evaluated using distinct indicators and scoring criteria. Prior to field implementation, the instrument underwent pilot testing to assess item validity and internal consistency using Cronbach's alpha. The competency assessment used an integrated performance rubric reflecting authentic community counseling practice; therefore, cognitive, psychomotor, and affective competencies were scored as a single overall competency score.

All statistical analyses were conducted using IBM SPSS version 26.0. The module's feasibility data from the expert panel were analyzed using the Content Validity Index (CVI) method, which included calculating the Item-CVI (I-CVI) and the Scale-CVI (S-CVI). The module was deemed qualitatively feasible if it achieved an S-CVI threshold of > 0.80 . For the efficacy analysis, the testing of parametric assumptions (the Kolmogorov-Smirnov normality test and homogeneity test) was conducted as a prerequisite. The significance of the mean score difference between the pre-test and post-test was evaluated utilizing a paired-samples t-test. Furthermore, the practical significance of the learning improvement was measured using the normalized gain score (N-Gain). To fortify the pre-experimental design utilized, the effect size was calculated using Cohen's *d*. The use of Cohen's *d* was crucial in demonstrating that the observed statistical significance was not merely a bias due to the absence of a control group, but rather reflected the module intervention's pedagogical impact (magnitude of effect).

FINDINGS

Prior to its implementation in the field trial, the initial draft of the Community Counseling Practicum Module was evaluated by a panel of five experts (subject-matter, instructional design, and linguistics). This evaluation aimed to assess the conceptual and pedagogical feasibility of the module. The feasibility analysis was quantified utilizing the Content Validity Index (CVI) across 24 measurement indicators. A comprehensive summary of the content validity analysis is presented in Table 1.

Table 1. Summary of Content Validity Index (CVI) by Expert Panel (N = 5)

Evaluated Aspects	Items	I-CVI	S-CVI	Modified Kappa	Interpretation
Content Relevance & Substance	7	1.00	1.00	1.000	Excellent
Language & Readability	5	1.00	1.00	1.000	Excellent
Instructional Design & Evaluation	8	0.80 – 1.00	0.975	0.763 – 1.000	Excellent
Usability & Adaptability	4	0.80 – 1.00	0.950	0.763 – 1.000	Excellent
Overall Module Validity	24	0.80 – 1.00	0.983	0.763 – 1.000	Highly Valid

Note. The overall universal agreement (S-CVI/UA) reached 0.917. I-CVI = Item-Level CVI; S-CVI/Ave = Scale-Level CVI Average.

Based on Table 1, the developed module achieved a highly valid overall content validity (S-CVI/Ave = 0.983). The majority of the indicators obtained absolute agreement from the validators ($k^* = 1.000$), guaranteeing that the inter-expert consensus was not a statistical artifact (chance agreement). Although 22 out of 24 items received perfect scores, the I-CVI range of 0.80 in the Instructional Design and Adaptability aspects indicated specific areas requiring refinement. The qualitative feedback from validators highlighted that students' self-reflection mechanisms were not explicitly exposed and that cross-institutional guidelines remained limited. In response to these findings, the researchers made iterative revisions by integrating performance-based self-reflection rubrics at the conclusion of each PBL case to ensure the module's instructional robustness prior to field testing.

Although several items obtained an I-CVI of 0.80, these values exceeded the recommended minimum threshold for acceptable content validity (Józsa, 2024; Polit et al., 2007). Therefore, the items were retained without modification while expert feedback was incorporated to improve wording and instructional clarity where appropriate.

The validation process involved five experts representing complementary areas: counseling, instructional design, educational media, language, and curriculum. All experts independently reviewed the complete module using the same 24-item validation instrument to ensure a comprehensive evaluation of its overall quality and coherence. Although each validator completed the entire instrument, they were instructed to provide particular scrutiny to the indicators most closely aligned with their disciplinary expertise when formulating their judgments and qualitative feedback.

The subsequent phase evaluated the module's pedagogical impact on the competency achievement of 30 students using a one-group pretest–posttest design. Because the assessment was implemented as an integrated authentic performance assessment, students' performance across the cognitive, psychomotor, and affective domains was evaluated simultaneously during the community counseling case simulations and summarized into a single composite competency score. Accordingly, the descriptive statistics presented in Table 2 represent students' overall competency performance rather than separate domain-specific scores. Prior to hypothesis testing, the normality assumption was examined using the Kolmogorov–Smirnov test ($p > .05$), after which a paired-samples *t*-test was performed to compare pre-test and post-test scores. A summary of the effectiveness analysis is presented in Table 2.

Table 2. Summary of Module Effectiveness on Student Competency (N = 30)

Statistical Parameters	Pre-test	Post-test	Mean Difference	t-value	p-value	Cohen's d	N-Gain
Mean	68.40	82.70	+14.30	9.12	< 0.001	1.50	0.45
Standard Deviation	7.20	6.50	-	-	-	-	-
Minimum Score	54.00	70.00	-	-	-	-	-
Maximum Score	82.00	95.00	-	-	-	-	-

Note. The significance level was measured at $p < 0.05$. A Cohen's *d* value > 0.80 is interpreted as a large magnitude effect.

The paired-samples *t*-test analysis (Table 2) revealed a highly significant improvement in competencies following the module intervention, $t(29) = 9.12, p < 0.001$. The students' mean score increased by 14.30 points. To verify the practical significance of this improvement, the effect size analysis demonstrated that the module intervention yielded a Cohen's *d* of 1.50. This value substantially exceeds the threshold for a large-magnitude effect, indicating that the OBE-PBL module possesses substantial pedagogical leverage in stimulating students' analytical and practical competencies.

Conversely, the normalized gain (N-Gain) analysis yielded 0.45, indicating a moderate level of learning improvement according to Hake's criteria. This result should be interpreted alongside the large effect size (Cohen's $d = 1.50$), as the two statistics quantify learning improvement using different mathematical approaches. Cohen's *d* reflects the magnitude of the overall improvement relative to score variability, whereas the N-Gain quantifies the proportion of the attainable improvement achieved relative to the maximum possible score. Therefore, a moderate N-Gain is mathematically consistent with a large effect size when participants achieve substantial score improvements but have not yet reached the maximum attainable score. Rather than representing contradictory findings, these complementary indicators demonstrate that the OBE–PBL integrated module substantially improved students' community counseling competence while also indicating that there remains room for further competency development.

DISCUSSION

This study aimed to bridge the persistent gap between theoretical knowledge and practical application in professional counselor education through the development of a community counseling practicum module. By integrating the Outcome-Based Education (OBE) framework and the Problem-Based Learning (PBL) method, this study empirically confirms that outcome-centric instructional design innovations can deliver a transformative impact on students' clinical and analytical competencies.

Pedagogical Deconstruction: Constructive Alignment and Reflective Awareness

The high expert validation index during the development phase indicates that this module successfully achieved robust constructive alignment. As conceptualized in the literature (Anchunda & Kaewurai, 2025; Sturgis & Casey, 2018) This alignment demonstrates that the competency targets (OBE), real-world problem-solving activities (PBL), and assessment instruments have been cohesively integrated. In contrast to traditional instructional approaches that position students as passive recipients of information, the application of backward design principles ensures that each case scenario is precisely calibrated to the demands of real-world community interventions (Halupa, 2023; Martin-alguacil et al., 2024).

Furthermore, qualitative findings from the validation phase, which necessitated the integration of a performance-based self-reflection instrument, offer substantial pedagogical insights. In counselor education, technical knowledge is rendered virtually meaningless unless accompanied by self-awareness and critical reflection. The reflection rubric at the conclusion of each PBL case serves as a mediating instrument that facilitates students' navigation through the Zone of Proximal Development (Fredy et al., 2026; Harland, 2003; I. Thompson, 2013). This mechanism ensures that students respond to community crises not mechanically, but with profound empathy and cultural sensitivity.

Intervention Impact and Cognitive Load Dynamics

The evaluation of the intervention's efficacy reveals a highly crucial pedagogical dynamic. The statistically significant effect size confirms that the OBE-PBL module acts as a primary determinant rather than a mere supplementary instrument in propelling students' analytical competencies. This transformation occurs because the ill-structured problem scenarios (Belwal et al., 2020; Wijnia et al., 2024) compel students to construct understanding, manage cognitive dissonance, and trigger self-regulated learning, aligning with Zimmerman's postulates (Duncan & Pintrich, 1994; Zimmerman, 2016).

Nevertheless, this study also uncovers an essential psychological phenomenon: although the collective magnitude of the intervention's impact is classified as large, the rate of comprehension acceleration at the individual level (N-Gain) falls within the moderate range. This anomaly should not be interpreted as an instructional deficiency but rather as an empirical manifestation of Cognitive Load Theory in the education of the helping profession. Community counseling demands that students simultaneously assimilate theory (cognitive), empathy (affective), and conflict resolution strategies (psychomotor). This dual burden raises a theoretical caveat: implementing real-world case-based PBL poses an intense cognitive challenge, making students' adaptation to self-directed learning absolutely require systematic and continuous scaffolding from educators.

Implications, Contributions, and Research Limitations

Theoretically, this study enriches the higher education literature by demonstrating that the OBE framework, which has historically been dominated by the STEM (Science, Technology, Engineering, and Mathematics) disciplines, is highly compatible and effective when holistically adapted into the behavioral sciences. Practically, this methodological synthesis offers an empirical blueprint for

higher education institutions to equip pre-service counselors with psychological resilience before they directly confront complex community dynamics.

Despite presenting robust findings, this study bears several academic limitations that warrant consideration. First, the use of a pre-experimental design (one-group pretest-posttest) limits the study's ability to fully isolate the module's effects from potential external confounding variables, although this threat to validity was mitigated through effect size testing. Second, the field trial was confined to the student population of a single Islamic university in Indonesia; thus, generalizing these findings to other cultural contexts should be approached with caution. Consequently, future research is highly recommended to replicate the efficacy of this module using a true experimental design (Randomized Controlled Trials) with a control group, alongside longitudinal studies to evaluate students' retention of clinical skills as they integrate into professional practice.

CONCLUSION

This study confirms that integrating the Outcome-Based Education (OBE) framework and the Problem-Based Learning (PBL) method into the development of a community counseling practicum module constitutes a high-leverage pedagogical innovation. This instructional synthesis has been empirically proven to bridge the persistent theory-practice gap between mastery of theoretical knowledge and proficiency in clinical application. Through constructive alignment, this module successfully compels students to transition from passive learners to empathetic, culturally sensitive, and performance-outcome-oriented problem solvers.

Beyond demonstrating strong content validity, the OBE–PBL integrated community counseling practicum module was associated with a substantial improvement in students' overall competency performance, as reflected by the significant increase in the composite competency scores between the pre-test and post-test. The combination of a large effect size (Cohen's $d = 1.50$) and a moderate normalized gain ($N\text{-Gain} = 0.45$) indicates that the module produced meaningful learning improvement while leaving room for further competency development. These findings support the instructional value of integrating Outcome-Based Education and Problem-Based Learning within community counseling practicum courses. Future research should employ domain-specific competency measures, multiple raters, and controlled experimental designs to further examine the effectiveness of this instructional approach across different dimensions of counselor competence.

Theoretically, this study broadens the academic discourse by demonstrating that the OBE framework, historically dominated by the STEM disciplines, is highly compatible and effective when holistically adapted into the behavioral sciences. In practical terms, this module offers an empirical blueprint for higher education institutions to produce pre-service counselors who possess psychological resilience before directly confronting the dynamics of vulnerable communities.

Despite providing substantial contributions, this study is not without its limitations. The use of a pre-experimental design (one-group pretest-posttest) without a control group limits the study's ability to definitively isolate the module's effects from potential external confounding variables. Additionally, demographic constraints within a single institution necessitate caution when generalizing the findings. Therefore, future research is highly recommended to examine the robustness of this module through true experimental designs (Randomized Controlled Trials) involving broader cross-cultural samples. Furthermore, longitudinal studies are required to evaluate the retention of students' community counseling skills as they fully integrate into authentic professional environments.

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