

LEARNING THROUGH MOTIVATIONAL VIDEOS TO REINFORCE THE IMPORTANCE OF THE GUIDANCE AND COUNSELING COURSE FOR TEACHER TRAINING AND EDUCATION STUDENTS

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Abstract: Guidance and counseling are integral components of the educational system; however, a prevailing misconception remains among pre-service subject teachers that providing student guidance is solely the responsibility of specialized school counselors. This study aims to reinforce the importance of the Guidance and Counseling course for non-counseling teacher training and education students by utilizing motivational, narrative-driven video presentations. Employing a qualitative descriptive survey method, the study involved 687 fourth-semester pre-service teachers from the English Language, Indonesian Language, and Mathematics Education study programs at a public university in West Java, Indonesia. Data were collected via questionnaires measuring students' perceptions following a learning intervention that integrated carefully selected motivational videos demonstrating teacher empathy, diagnostic assessment, and character education. The findings revealed that an overwhelming majority (96.23%) of the participants recognized the Guidance and Counseling course as essential for all education students. Furthermore, 88.11% acknowledged guidance and counseling as an indispensable service necessary to navigate the complexities of modern student lifestyles in the Society 5.0 era. The integration of emotionally engaging multimedia successfully dismantled prior misconceptions, illustrating that academic and moral guidance is a fundamental duty of all educators. The study concludes that cultivating pedagogical empathy and psychological readiness in pre-service subject teachers through motivational video-based learning is a highly effective pedagogical strategy for holistic teacher education.

Keywords: *Guidance and counseling; Pre-service teachers; Subject teachers; Teacher education; Video-based learning.*

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INTRODUCTION

Guidance and counseling are an integral component of the educational system and cannot be separated from the overall learning process (Fauzi & Suherman, 2024). Improved school counseling is critical for promoting students' academic achievement, facilitating their adjustment to various life situations, addressing educational inequities, and improving student behavior (Sedofia, 2021). These services provide a vital opportunity for students to cope with learning demands, foster personal development, and assume increasing responsibility for their decisions (Arfasa & Weldmeskel, 2020). When guidance and counseling services are ineffective or absent, students' ability to adapt is threatened, which can lead to misbehavior, low academic performance, and increased school dropout rates (Arfasa & Weldmeskel, 2020). Crucially, the responsibility of guiding students does not rest solely on specialized guidance and counseling teachers at school. Subject teachers also have a pivotal role in providing academic guidance (Sutirna et al., 2025). Therefore, preservice teachers—specifically teacher training and education students must understand the importance of the Guidance and Counseling course to effectively support and guide their future students.

To prepare preservice teachers effectively, educational programs are increasingly adopting digital and multimedia tools. With the rise of online and flipped learning models, the use of instructional videos has increased significantly due to their accessibility and ease of dissemination (Zhang et al., 2025). Incorporating active learning strategies into video content has become a prominent method for enhancing the educational experience, as active engagement with video content fosters deeper knowledge retention, comprehension, and learning transfer (Beege & Ploetzner, 2025; Zhang et al., 2025). In the context of teacher education, video-based learning environments allow preservice teachers to observe, reflect upon, and internalize educational concepts more dynamically than traditional lecture formats (Moreno-guerrero et al., 2020).

Despite the well-documented benefits of video-based learning, there is a notable gap in how videos are utilized within guidance and counseling education. Currently, counselor education heavily relies on simulation videos, specifically video-modeling, which provides counselor candidates with opportunities to observe and practice clinical counseling skills and techniques (Büşra et al., 2022; Suryawati et al., 2025). While simulation videos are highly effective for teaching specific technical skills to future professional school counselors, they may not be the most appropriate tool for instilling a broader appreciation of guidance principles in preservice *subject* teachers (Kelimeler, 2020). These future educators need to understand the fundamental importance of their role in academic guidance rather than mastering advanced clinical interventions. Therefore, this study addresses this gap by shifting the focus from simulation videos to motivational videos. This research provides an illustration that the task of guiding students extends beyond the school counselor to include subject teachers in the academic field. By utilizing motivational videos in the Guidance and Counseling course for teacher training and education students, this study aims to reinforce

their awareness, motivation, and readiness to carry out academic guidance in their future classrooms.

METHOD

Research Design

This study employed a survey method utilizing a qualitative descriptive approach. This design was selected to systematically gather, describe, and analyze the perceptions and insights of preservice teachers regarding the relevance of specific coursework within their educational training (Creswell & Guetterman, 2019).

Participants and Setting

This research was conducted at a public university in West Java, Indonesia, during the odd semester of the 2025/2026 academic year. The setting of the study took place within the mandatory "Guidance and Counseling" course, which is required for all pre-service teachers within the Faculty of Teacher Training and Education. The learning environment utilized a multimedia approach, integrating video-based learning to stimulate students' affective understanding of academic guidance.

The participants were 687 fourth-semester students ($N = 687$) selected using a total sampling technique from three non-counseling study programs. The demographic breakdown consisted of English Language Education ($n = 289$), Indonesian Language Education ($n = 258$), and Mathematics Education ($n = 140$). These specific groups were chosen because, as future subject-matter teachers, they often lack awareness of their crucial role in providing academic guidance—a duty frequently misconceived as belonging solely to specialized school counselors.

Video Materials and Intervention Context

Prior to completing the perception questionnaire, participants were exposed to a series of motivational short films and documentary clips as part of their learning intervention. These videos were carefully selected to illustrate real-world applications of guidance, empathy, and character education by subject teachers. The four primary videos utilized in this study were:

Short Movie: *Terlambat (Coming Late)*

Context: This short film depicts a student named Kayla who is repeatedly late to class and is consistently scolded and punished by her teacher without being asked for her reasons (Figure 1). The narrative later reveals that Kayla's tardiness is due to her caring for her mother, who is hospitalized with dengue fever. The video serves as a critical reflection for pre-service teachers on the importance of diagnostic assessment, empathy, and investigating the root causes of student misbehavior before applying punitive measures.



Figure 1. A scene from "Terlambat," illustrating the conflict between strict classroom discipline and underlying student distress.

"Piala Untuk Guru" (A Trophy for the Teacher)

Context: This video showcases a teacher confronting a student, Cepi, who is caught skipping class and loitering in the canteen. Instead of merely punishing the student, the teacher recognizes Cepi's excess energy and challenges him to run, eventually motivating him to train hard and become a champion athlete (Figure 2). This video illustrates the teacher's role in discovering and channeling a student's hidden potential and shifting from a punitive approach to a motivational guidance approach.



Figure 2. A scene from "Piala Untuk Guru," depicting a teacher motivating a misbehaving student to channel his energy into athletic achievement.

"Ketulusan seorang guru" (The sincerity of a teacher)

Based on a true story, this Thai short film (with Indonesian subtitles) portrays an extraordinarily dedicated teacher who goes above and beyond to educate her students. In one poignant scene, a student struggles to keep up because she is missing class due to a sick mother. The teacher offers to provide free extra lessons so the student does not fall behind. It

demonstrates the profound impact of a teacher's sincere care, patience, and academic guidance on marginalized students (Figure 3).



Figure 3. A scene from the Thai short film highlighting a teacher's dedication to providing inclusive academic guidance.

Character Education in Japan

Context: Unlike the narrative short films, this is a documentary-style video highlighting the rigorous and deeply ingrained character education in Japanese elementary schools. It shows young students walking to school independently, bowing to drivers who let them cross, and cleaning their own classrooms and school facilities (Figure 4). The context of this video is to show pre-service teachers that education extends beyond academic subjects; it involves instilling discipline, manners, and independence—which requires the active guidance of every teacher in the school ecosystem.



Figure 4. A scene demonstrating students in Japan participating in daily routines that build character and discipline.

Data Collection Instrument

Data were collected using a purposefully designed questionnaire. The instrument was administered to assess the perceptions of students outside the Guidance and Counseling major regarding the importance of taking the Guidance and Counseling course. Specifically, the questionnaire explored how these preservice teachers view the relevance and necessity of this subject for all education students within the Faculty of Teacher Training and Education, particularly in relation to their future roles as subject teachers.

Data Analysis

The data obtained from the questionnaires were analyzed using descriptive statistics. To determine the students' perceptions regarding the importance of the Guidance and Counseling course, the raw data (frequency of responses) were converted into percentages. The calculation of these percentages utilized the relative frequency distribution formula as recommended by standard statistical guidelines for social sciences (Healey, 2015).

$$P = \frac{f}{n} \times 100\%$$

Where

P = quantity mark perception student

F = frequency choice answer

N = total respondents

100% = constant percentage

The resulting percentages were then categorized and interpreted qualitatively to describe the dominant perceptions of the preservice teachers.

RESULT AND DISCUSSION

The survey was distributed in the even semester year 2024/2025 academic year and odd semester year academic year 2025/2026. Total respondents who filled out or answer questionnaire as many as 496 respondents from amount respondents as many as 687 students active so that as much as 72.20% of respondents (Table 1).

Table 18 Respondent Data

Study Program	Even semester	Odd semester	Even semester
	2024/2025	2025/2026	2025/2026
English language education	144	0	145
Indonesian Language and Literature Education	127	0	131

Study Program	Even semester	Odd semester	Even semester
	2024/2025	2025/2026	2025/2026
Mathematics Education	0	140	0
Amount Student Active	271	140	276
Population (Students Active)	687		
Filler (Student) Active)	496		
Percentage (%)	72.20		

The findings of this study demonstrate a profound recognition among non-counseling pre-service teachers regarding the necessity of the Guidance and Counseling course. As presented in Table 2, a cumulative total of 96.23% of the respondents (74.86% indicating "Very important" and 21.37% indicating "Important") acknowledged that it is crucial for all students in the Faculty of Teacher Training and Education to undertake this course. This overwhelmingly positive perception indicates a successful paradigm shift: these future subject teachers understand that the task of guiding students is not the exclusive domain of specialized school counselors.

Table 19 Survey on significance of Guidance and Counseling

No	Question	2025		2026		Amount	
		F	%	F	%	F	%
Answer choice	Very important	171	66.80	199	82.92	370	74.86
	Important	71	27.73	36	15.00	107	21.37
	Enough Important	13	5.08	4	1.67	17	3.37
	Not important	1	0.39	1	0.42	2	0.40
Amount		256	100.00	240	100.00	496	100.00

This realization aligns with the literature emphasizing that guidance and counseling are integral and inseparable components of the educational system (Fauzi & Suherman, 2024). When subject teachers lack basic guidance skills, students' ability to adapt to academic and personal challenges is threatened, which can exacerbate misbehavior and lead to academic failure (Arfasa & Weldmeskel, 2020; Sutirna et al., 2025). By integrating motivational videos (such as *Terlambat* and *Piala Untuk Guru*) into the learning process, pre-service teachers were visually and emotionally stimulated to see the direct impact of teacher empathy. Instead of relying on punitive measures, they witnessed how diagnostic assessment and motivational support can uncover hidden potential and resolve underlying student distress. This supports Sedofia (2021), who argued that improving guidance awareness among teacher trainees in Colleges of Education is critical to fostering holistic student achievement and addressing educational inequities.

Furthermore, the data reveals that after reflecting on current world developments, social changes, and modern student lifestyles, an overwhelming 88.11% of respondents concluded that guidance and counseling is an "indispensable service" (Table 3). The rapid transformation of society, particularly as the world transitions into the Society 5.0 era, presents unprecedented challenges for students, demanding that teachers provide innovative, creative, and up-to-date guidance (Nasution et al., 2023).

Table 20 Survey on contribution of Guidance and Counseling

No	Question	2025		2026		Amount	
		F	%	F	%	F	%
Answer choice	is indispensable service guidance and counseling	225	87.89	212	88.33	437	88.11
	Required service guidance and counseling	31	12.11	27	11.25	58	11.68
	Not required service guidance and counseling	0	0.00	1	0.42	1	0.21
	Amount	256	100.00	240	100.00	496	100.00

Modern students are exposed to complex social dynamics and digital environments that deeply affect their psychological well-being and behavior. As illustrated by the documentary on *Character Education in Japan*, building discipline, manners, and independence requires a systemic effort from all educators, not just academic instruction. Subject teachers must possess the psychological readiness and pedagogical empathy to guide students through these complexities. However, to effectively guide students, the pre-service teachers themselves must first develop positive psychological well-being and a clear intrinsic understanding of their career purpose (Moreno-guerrero et al., 2020). The motivational videos served as a catalyst for this internal reflection, helping pre-service teachers internalize the profound social responsibility of their chosen profession.

Ultimately, the integration of motivational video presentations successfully reinforced the importance of the Guidance and Counseling course among non-counseling students. It proved to be a highly effective pedagogical tool in dismantling the misconception that academic and moral guidance is solely the school counselor's job, equipping future subject teachers with the necessary affective awareness to face the complex socio-educational landscapes of the future. Table 4 shows that most students (99.01%) would likely to implement guidance and counseling services during teaching.

Table 21 Readiness to implement guidance and counseling services

No	Question	2025		2026		Amount	
		F	%	F	%	F	%
Answer choice	Yes	252	98.44	239	99.59	491	99.01
	No	4	1.56	1	0.42	5	0.99
	Amount	256	100.00	240	100	496	100.00

Methodologically, this study provides a novel perspective on the use of multimedia in teacher education. Previous research has predominantly focused on the use of simulation videos or video-modeling to teach specific clinical counseling techniques to professional counselor candidates (Büşra et al., 2022; Kelimeler, 2020; Suryawati et al., 2025). While video-modeling effectively enhances the self-efficacy of specialized counselors, this study proves that *motivational* and *narrative-driven* videos are highly effective for non-counseling education students. The emotive storytelling in videos like the *Thai Short Film* effectively bridged this gap, demonstrating that sincere care and inclusive academic guidance can profoundly change a marginalized student's life trajectory. Future subject teachers do not necessarily need to master clinical interventions; rather, they need to cultivate empathy, pedagogical care, and an awareness of academic guidance principles.

CONCLUSION

This study aimed to reinforce the importance of the Guidance and Counseling course among non-counseling pre-service teachers by utilizing motivational video presentations. The findings conclusively demonstrate that integrating narrative-driven and emotionally engaging multimedia—rather than traditional clinical simulation videos—is a highly effective pedagogical strategy in teacher education. Following the video-based intervention, an overwhelming majority of the participants (96.23%) acknowledged that the Guidance and Counseling course is essential for all students within the Faculty of Teacher Training and Education. Furthermore, 88.11% of the pre-service teachers recognized guidance and counseling as an indispensable service necessary to navigate the complexities of modern student lifestyles and the rapid societal shifts of the Society 5.0 era.

The use of motivational videos successfully dismantled the prevailing misconception that student guidance is exclusively the responsibility of specialized school counselors. By observing real-world illustrations of teacher empathy, diagnostic assessment, and character education, future subject teachers internalized their pivotal role in providing academic and moral guidance. Ultimately, this study concludes that cultivating pedagogical empathy and psychological readiness in pre-service subject teachers is just as crucial as mastering their specific academic disciplines. It is recommended that teacher education programs continue to integrate reflective multimedia tools to holistically prepare future educators for the diverse emotional and academic needs of their future classrooms. Future research may explore the

long-term impact of such affective interventions on the actual teaching and guiding practices of these pre-service teachers once they enter the professional field.

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