



## The Use of VR-Box in the Counseling Process to Improve Mastery of Counseling Professional Lecture Materials for Guidance and Counseling Students

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**Abstract:** Adjustments to the transition period require each student to undergo reorientation from the online method to return to studying using the classical offline method. In response, there needs to be attention to finding new strategies for delivering classical counseling material. This research aims to determine the significance of the influence of cooperative learning on the development of students' public speaking skills. The population in this research was 150 students, and the sample was 40 students as research respondents. The research instrument is a questionnaire in the form of questions referring to indicators: knowing, understanding, applying, analyzing, synthesis, and evaluation. This research method is the Training of Trainers (TOT) method, which provides exposure to learning management training material (planning, organizing, implementing, and evaluating) and begins with testing through a quasi-experimental method as initial data. The research results show that the quality of lecture development using the Vr-Box learning strategy has a significant positive correlation trend. The results show a positive and significant influence of Vr-Box learning on the quality of guidance and counseling professional learning. The average increase in lecture quality score was 63.06, with a correlation coefficient between the Vr-Box learning strategy and student personality development of 0.426. From the results, it is recommended to focus learning more on the meaning of the process rather than the results. Learning evaluation must be equipped with process-based outputs and outcomes emphasizing the assessment of steps, activities, and student development during the learning process. The focus is not only on the final result (product) but also on how students achieve those results.

**Keywords:** mastery of counseling professional lecture materials; vr-box in the counseling process

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### INTRODUCTION

The pandemic is currently endangering the world. It is an invisible virus called the coronavirus. Coronaviruses are a group of viruses that can cause disease in animals and humans, causing respiratory tract infections and 229 deaths (Arianto, 2020; Bull et al., 2020; Katharina, 2020). The phenomenon occurred in Padang, which ranked first with 6,735 confirmed cases and 110 deaths (Corona.padang.go.id). So, the confirmed number and death rate are getting higher day by day. The high number of incidents and the potential for death have made many parties try to break the chain of transmission. One of the policies chosen is that the government prohibits crowds, wearing masks, and constantly washing hands (Sadikin & Hamidah, 2020). The impact of the pandemic caused the economy in Indonesia to slump, the rupiah exchange rate plummeted, and prices of goods rose, especially medical equipment (Pratiwi, 2020).

The COVID-19 pandemic has profoundly impacted the global education landscape, necessitating significant pedagogical practices and learning environment shifts. Traditional face-to-face instruction, characterized by in-person classroom interactions, has been replaced mainly by remote learning modalities, primarily conducted online through digital platforms. This abrupt transition has presented numerous challenges, forcing educators and learners to adapt to new norms and utilize technology effectively. Research by Argaheni (2020) and Syafruddin and Suparman (2023) has suggested that while online learning may offer certain advantages, such as increased accessibility and flexibility, it can also pose challenges related to student engagement and the digital divide. Students must now navigate the complexities of online platforms, manage their own learning schedules, and overcome potential barriers such as limited access to reliable internet connectivity and suitable devices. To ensure the effectiveness of online learning, educational institutions and teachers must invest in robust technological infrastructure, provide adequate teacher training on online teaching methodologies, and create engaging and accessible online learning materials. This may involve incorporating multimedia elements such as videos, interactive simulations, and online discussions to enhance student engagement and facilitate meaningful learning experiences (Katharina, 2020). Furthermore, teachers must adapt their teaching styles to cater to the unique demands of the online learning environment. This may involve developing new skills in online communication, digital literacy, and educational technologies. As emphasized by

Rumaksari (2021) and Rahmawati and Mar'an (2024), effective online teaching requires a nuanced understanding of student needs and the ability to foster a supportive and inclusive learning environment despite the physical distance.

Finally, students must also actively adapt to the challenges of online learning. This requires access to the necessary technology and internet connectivity, strong self-discipline, effective time management skills, and the ability to navigate the potential distractions and challenges of remote learning. As highlighted by Latip (2020) and Fauziah et al. (2022), students must be equipped with the necessary digital literacy skills, emotional resilience, and a strong sense of self-motivation to thrive in this new learning paradigm. The COVID-19 pandemic necessitated a rapid shift towards online learning, transforming educational landscapes worldwide. This shift, characterized by remote instruction and virtual interactions, leveraged various online platforms such as Google Classroom, Zoom, and Microsoft Teams, facilitating the delivery of educational content across diverse subjects, including Guidance and Counseling. While online learning offers flexibility and accessibility, it presents unique challenges and potential drawbacks. A study by Hamzah et al. (2021) highlights the importance of digital literacy and technological proficiency for educators and learners in successfully implementing online learning. This includes utilizing online learning platforms effectively, navigating digital resources responsibly, and communicating effectively in virtual environments. However, the convenience of online learning can inadvertently contribute to a decline in student engagement and academic performance. A study by Sari and Nayir (2020) increased distractions and limited face-to-face interaction, potentially hindering the development of critical thinking and problem-solving skills. Furthermore, constant exposure to online content can expose students to a wide range of positive and negative information, potentially impacting their values, beliefs, and overall well-being.

In Islamic Religious Education, online learning presents a unique set of challenges. Maintaining student engagement and fostering meaningful learning experiences in a virtual environment requires innovative pedagogical approaches and a deep understanding of student needs and learning styles. As emphasized by Kertati et al. (2023), educators must prioritize the development of critical thinking, ethical reasoning, and spiritual growth within the framework of online learning. In conclusion, while online learning offers a valuable alternative to traditional classroom instruction, it is crucial to acknowledge its limitations and address the potential challenges associated with its implementation. By carefully considering the pedagogical implications, investing in teacher training, and providing adequate support for educators and learners, educational institutions can effectively leverage online learning to enhance the quality of education while mitigating its potential drawbacks. The transition to a hybrid learning system has introduced new dynamics in counseling education, particularly in the development of interpersonal skills. A recent study by Sugandini et al. (2022) shows that in-depth face-to-face interactions, often the foundation for building strong therapeutic relationships, are more limited in a hybrid learning model. This poses significant challenges for counseling students in developing empathy, sensitivity, and nonverbal communication skills crucial in counseling practice. In addition, limitations in direct counseling practice are also highlighted. Supervised practice experiences are an integral component of the counseling curriculum. In a hybrid model, opportunities to practice counseling under the direct guidance of instructors are often reduced so that counseling students may feel less prepared for the real world of work.

The double burden faced by counseling students in the hybrid era cannot be ignored. Chemagosi (2024) shows that counseling students often experience increased stress levels due to academic demands, social pressures, and challenges in managing life balance. This situation is exacerbated by the social isolation that often accompanies online learning, which can hinder students' access to the social support they need. To overcome these challenges, several strategies can be considered, namely: Creative Technology Integration: The use of online learning platforms that allow for client-counselor interaction simulations, virtual role-playing, and video analysis can help students develop interpersonal skills in a controlled environment; Increased Collaboration: Facilitating collaboration between counseling students through online group projects and forum discussions can help them learn from each other and provide support to each other; Focus on Self-Development: Integrating modules that focus on self-development, such as mindfulness and stress management, can help counseling students maintain emotional balance and overcome the challenges they face. Moreover, Hybridization of Counseling Practice: Combining online counseling practice with limited face-to-face sessions can be a temporary solution to overcome limitations in direct counseling practice.

The COVID-19 pandemic has necessitated a shift towards innovative approaches in counseling practice, particularly in fostering student well-being and mental health. Recognizing this need, leveraging technology to enhance counseling services has become crucial. One promising avenue is the integration of Virtual Reality (VR) technology into counseling sessions. Studies have demonstrated the potential of VR in creating immersive and engaging therapeutic experiences. For instance, Riva (2005) finds that VR environments can effectively simulate real-world scenarios, allowing clients to confront their anxieties and practice coping mechanisms in a safe and controlled setting. In the context of student counseling, VR-based interventions can offer unique advantages. By immersing students in simulated social situations or challenging environments, counselors can effectively address issues such as social anxiety, fear of public speaking, and low self-esteem. Moreover, VR technology

can enhance the therapeutic alliance by creating a more engaging and interactive experience, fostering a deeper level of trust and rapport between the counselor and the student. Furthermore, VR technology can be used to explore novel approaches to counseling interventions and assess their effectiveness. As highlighted by [Dellazizzo et al. \(2020\)](#), VR-based interventions have shown promising results in treating various mental health conditions, including anxiety disorders and phobias ([Park et al., 2019](#)). Integrating VR technology into counseling practice presents a significant opportunity to enhance the effectiveness and accessibility of mental health services for students. By leveraging VR's immersive and engaging nature, counselors can create innovative and personalized interventions that address the unique needs and challenges of the 21st-century student.

Besides providing new strategies to increase student interest in attending lectures, this is also done to test discoveries related to using the latest technology in counseling activities and their contribution to maximizing the counseling process ([Eita & Fahmy, 2014](#)). Furthermore, implementing VR technology in counseling is a valuable avenue for research and innovation. This approach allows for exploring cutting-edge technologies within the counseling field and their potential to enhance therapeutic outcomes. As highlighted by [Jones et al. \(2021\)](#), integrating technology in counseling necessitates ongoing research to investigate its efficacy, identify best practices, and address ethical considerations. By utilizing VR technology in counseling sessions, researchers can gather empirical data on its effectiveness in addressing specific client needs, explore innovative therapeutic approaches, and refine existing counseling techniques. This research-driven approach contributes to the advancement of counseling practice and ensures that technological innovations are ethically and effectively integrated into the therapeutic process.

This new strategy in counseling emphasizes the importance of adapting to the evolving technological landscape. Incorporating cybercounseling techniques, guidance, and counseling services can enhance their reach and effectiveness. As highlighted by [Barak et al. \(2008\)](#), online counseling platforms can facilitate greater accessibility to mental health services, particularly for students who may face barriers to traditional face-to-face counseling. Cybercounseling, however, should not be seen as a replacement for traditional counseling methods but rather as a complementary approach. It aims to expand the repertoire of counseling services, providing greater flexibility and accessibility for students and counselors. By embracing technological advancements, guidance counselors can enhance their professional development, improve their technological literacy, and better serve the evolving needs of their students. Furthermore, cybercounseling offers a powerful platform for disseminating information and promoting student well-being. As emphasized by [Steele et al. \(2014\)](#), online platforms can effectively provide students with access to valuable resources, including educational information, career guidance, and mental health resources. This can empower students to make informed decisions about their future and proactively address their academic, social, and emotional needs.

The focus of this research is the use of new strategies in lectures to develop the quality of lectures to be better than they should be even though they have entered the comfort zone during the new normal transition period to maximize the process for more mature results. Therefore, the indicators that need to be followed to be developed through the new learning strategy are the indicators of mastery of lecture material according to Bloom ([Uttari, 2020](#)), which are as follows: a) Knowing, which includes memories of things that have been learned and stored in memory; b) Understanding, which includes the ability to capture the meaning and significance of the material being studied; c) Applying, which includes the ability to apply a rule or method of working on a new and concrete case or problem; d) Analyzing, which includes the ability to detail a whole into parts, so that the overall structure or organization can be well understood; e) Synthesis, which includes the ability to form a new unit or pattern; f) Evaluating, which includes the ability to form an opinion about something or several things, along with accountability for that opinion.

## **METHODS**

This research activity used the Training of Trainers (TOT) method by providing exposure to learning management training materials (planning, organizing, implementing, and evaluating), then followed by various direct practices of the use and use of technology and information in learning by other lecturers ([Efrizal et al., 2024](#)). This method is effective because the transfer of knowledge and skills acquired during the training is better conveyed. After all, the trainees are given hands-on practice using and operating various applications and technologies in learning. The following is a general flow chart of research methods.



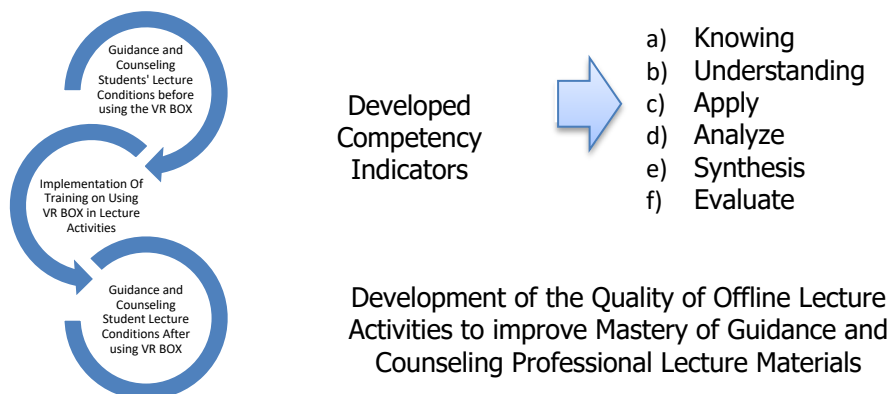
**Figure 1.** Research Procedures and Stages

This type of research is quasi-experimental (quasi-experimental) using treatment on the object of research involving limited respondents, namely Guidance and Counseling study program students who received the Guidance and Counseling course in the even semester of 2022. The design of this research was a Pretest-Posttest Control Group Design (Creswell & Creswell, 2018), which can be seen in Table 1.

**Table 1.** Design Research

<b>Design Research</b>		
<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
O1	X1	O2

O1 is meaning Student learning conditions before using the VR BOX strategy and O2 Student learning conditions after using the VR BOX strategy. There are two types of variables in the research: the independent variable (independent variable), namely recovery learning with VR BOX, and the dependent variable (dependent variable), namely the quality of lectures for Guidance and Counseling students in the Guidance and Counseling Profession course. Analysis of research data using the Pearson correlation test, namely Product Moment Correlation.



**Figure 2.** Research Procedures and Schemes

The initial condition of Guidance and Counseling students regarding communication competence in the counseling process was identified through the "Counseling Approach" course, which emphasizes using techniques and approaches in the counseling process. However, based on observations, many students have not been able to demonstrate good communication skills during counseling sessions. This shows that developing communication competence is important in improving the quality of counseling services (Setiyowati et al., 2019). Previous studies have also shown that lack of practical experience is one of the inhibiting factors in students' communication skills (Kertati et al., 2023). Based on the initial conditions of students with low counseling communication skills, the researcher gave a pretest to identify appropriate indicators for displaying effective communication in the counseling process. With the help of simulations through VR BOX, students could adjust to their character and speaking abilities. This is in line with Wastuti and Siregar (2021), who explain the importance of mentoring management in improving the quality of learning. After that, students were given a material module on the effectiveness of counseling, which is greatly influenced by effective communication. This approach aims to be the main treatment in developing students' counseling communication competencies by utilizing VR BOX-based simulations, which have increased student involvement and understanding in real counseling situations (Putri et al., 2024). After being given a development explanation about the importance of effective communication in counseling, students underwent a posttest to measure their skills in using

communication in the counseling process. The results of the research showed a significant increase in the posttest results compared to the pretest. This shows that using VR BOX as a simulation tool can significantly improve students' communication competence (Nugroho, 2023). This finding is consistent with other studies showing that immersive technology, such as VR, can improve learning experiences and practical skills in guidance and counseling (Walker, 2009).

## RESULT AND DISCUSSION

Much research in psychology uses VR nowadays, such as VR, for patients who experience pain disorders. This research by Sridevi (2012) makes a virtual world, one of which is the snow world. Patients use VR with multiple sessions, which is proven to reduce pain disturbance in most patients. However, in this research, users must be well informed about the usefulness of this VR so as not to be nervous when using it. This will affect the usefulness of VR in reducing the patient's pain by witnessing the real events directly related to the problem. In this research, there were several stages that the patient had to go through periodically to reduce excessive anxiety about heights. However, this research addressed further reductions in pain and anxiety disorders. Not as a preventive measure. Positive psychology is a scientific study of positive human functioning, and it develops at several levels, including biological, personal, relational, institutional, cultural, and global dimensions of life. Its purpose is to identify and enhance the human strengths and virtues that enable them to live worthy lives and enable individuals and societies to thrive.

Virtual Reality is an artificial environment created with computer hardware and software and presented to the user so that the user feels like in a real environment. The virtual counseling process, or cyber counseling, is slightly different from face-to-face counseling. Cyber counseling requires other supporting skills besides basic counseling skills, namely skills in using internet-supporting media, and the process is not limited by distance and time; the condition is that counselors and counselees can be connected via the internet. Allows for the observation and interpretation of subtle non-verbal cues like body language, facial expressions, and eye contact, which are crucial for building rapport and understanding the client's emotional state. This means that cyber counseling is not a simple process. On the contrary, it is a complex process with a considerable number of different and challenging issues characterizing it: ethical issues, technological issues, counselors' educational background and skills, especially for online counseling issues, clients' issues, legal issues, and, finally, Business and Management issues. The remote counseling process can be carried out properly through video conferences or video calls without any time and place constraints. This can be considered if the counselor gets a client traveling long distances or having limited time. However, VR-Box is offered to prioritize solutions for alleviating problems for clients related to recalling situations that clients have experienced that caused the client's problems to occur. Virtual Reality combined with video conferencing will provide facilities to the client for the constructive reconstruction process to change the client's behavior in responding to conditions and situations that may recur from the problems experienced so that clients can provide vigilance for themselves to be ready to respond to life's problems. The main goal of this research is to improve the recovery process with a new strategy. Significantly, the average condition of students' abilities in attending lectures using VR-BOX and without VR-BOX contains differences. The different results are seen from the mean coefficient, namely:

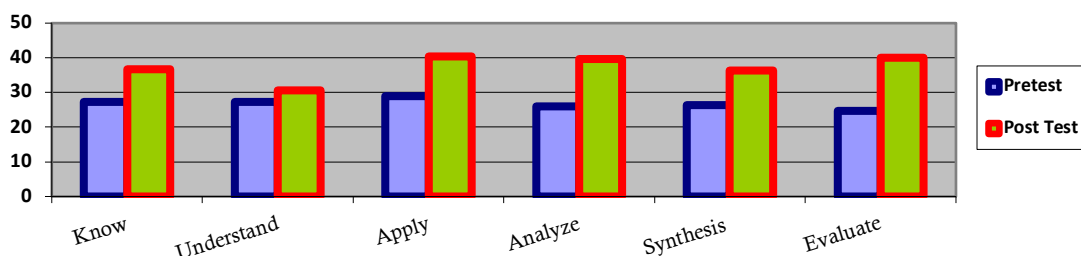
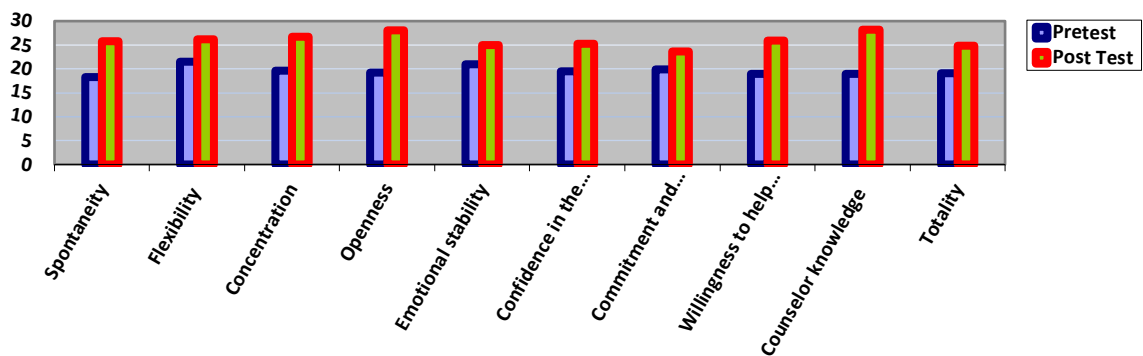


Figure 3. Results of Differences in Student Lecture Conditions

Developing guidance and counseling professional lectures refers to the development of aspects in individuals with a career focus in counseling, which requires them to form themselves into individuals needed in the counseling profession. Meanwhile, according to Lumongga (2014), Guidance and Counseling teachers must follow the personality dimensions possessed by a counselor: 1) Spontaneity. Spontaneity is the ability of the counselor to respond directly and appropriately to situations that arise in the counseling relationship. This ability is important because the counseling relationship often involves unexpected dynamics, where the counselor needs to quickly capture verbal and nonverbal cues from the client. With spontaneity, the counselor can create a more authentic and supportive atmosphere so the client feels heard and understood; 2) Flexibility. Flexibility is based on the understanding that no definite and universal method exists to solve client problems. Counselors must be willing to change, modify, or adjust the methods used according to the situation's needs.

Flexibility allows counselors to adopt a more personal and practical approach appropriate to the client's unique conditions. This also shows that counselors are not fixated on theory alone, but are able to apply various practical approaches creatively; 3) Concentration. Concentration is the ability of counselors to focus their full attention on clients during the counseling process. This concentration includes two main dimensions: verbal and nonverbal. Verbally, counselors must be able to listen actively, respond with empathy, and provide relevant feedback. Nonverbally, counselors show attention through eye contact, open body language, and supportive facial expressions. This full concentration creates a sense of security for clients to talk more openly about their problems; 4) Openness. Openness does not mean that counselors do not have personal values or views but rather a willingness to accept clients' views and feelings as they are. This openness includes the counselor's ability not to judge or impose personal views on clients. With this attitude, counselors create an environment where clients feel valued and free to explore their thoughts without fear; 5) Emotional Stability. Emotional stability refers to the counselor's good emotional and mental health. Counselors must maintain emotional balance, even when facing difficult or emotional situations from clients. This stability allows the counselor to remain professional and objective without being distracted by personal emotions. Emotionally stable counselors can also be role models for clients in dealing with life's pressures or challenges; 6) Belief in the Ability to Change. The counselor's belief in the client's ability to change is an important element in the counseling process. The counselor must believe that every client has the potential to develop and change themselves to be more positive. This attitude gives clients strong motivation and emotional support, encouraging them to take concrete steps towards change; 7) Commitment and a Sense of Humanity. Counseling is a profession that is based on a commitment to human values. Counselors must have social sensitivity and a willingness to help clients wholeheartedly. This attitude reflects empathy and concern for the suffering of others, which is the basis for a meaningful counseling relationship; 8) Willingness to Help Clients Change Their Environment. Counselors help clients adjust to their environment and support them in changing that environment to better suit their potential and needs. This approach encourages clients to become agents of change rather than just passive recipients of the circumstances around them; 9) Knowledge of Counselors. Extensive knowledge of the various problems faced by clients is essential for counselors. This knowledge includes counseling theories, intervention techniques, and an understanding of the social and cultural dynamics affecting clients. With adequate knowledge, counselors can provide more effective and relevant assistance; 10) Totality. Totality refers to counselors' personal qualities, including good mental health, emotional independence, and integrity. Counselors must have the ability to work professionally without emotional dependence on others. With this totality, counselors are able to carry out their roles optimally, providing a significant positive impact on clients.



**Figure 4.** Results of Student Personality Changes After Research

The results showed that the personality abilities of students showed a significant change following the personality indicators of a guidance and counseling teacher or counselor. The personality change was more or less attributed to changes in lecture strategies using the help of VR-Box. It was interesting and increased student interest in following it because there was a curiosity to try to communicate counseling through VR-Box. The results of this change are evidenced by the processing results of the product-moment correlation with a correlation coefficient of 0.426 and a magnitude of correlation of 42.6%. This indicates that the mastery of the counseling profession material, about the development of counseling competence and the counselor's personality, can be influenced by the lecture strategy with practicum using VR Box in counseling activities.

**Table 2.** Correlation Results  
Correlations

		Pretest	Posttest
Pretest	Pearson Correlation	1	.426**
	Sig. (2-tailed)		.003
	N	48	48
Posttest	Pearson Correlation	.426**	1
	Sig. (2-tailed)	.003	
	N	48	48

\*\* . Correlation is significant at the 0.01 level (2-tailed).

This research is supported by Bela (2021), who explains that the learning process is no longer only verbal communication between teachers and students. With the rapid development of ICT in the world of education, with the internet as an integral part of it, many educational institutions, including the Indonesian Technocrat University, offer web-based learning, or what is often referred to as online lectures or E-learning. This has a conceptual connection with this research regarding the benefits of using VR-Box in virtual learning, which gives an accurate impression of the competence of the material being taught. Along with learning methods that are increasingly developing towards interactive learning, technology that supports interactive learning is also developing, starting from computer applications to mobile devices. One technology that is currently developing is virtual reality technology. Nowadays, virtual reality technology can be used efficiently, and easy tools can be found and set up quickly. The use of VR-Box (Virtual Reality Box) in the counseling process is a technological innovation that offers a new approach to increasing the effectiveness of counseling. This phenomenon can be explained rationally through several perspectives. For clients, the immersive experience of VR-Box allows them to experience a realistic and interactive virtual environment. This is useful for simulating certain situations, such as facing fears (phobias), managing stress, or practicing social skills in a safe and controlled environment. With an immersive experience, clients can more easily understand and internalize the learning or techniques taught during counseling.

Next, Reducing Emotional Barriers. Some clients may feel awkward or afraid to talk directly about their problems. With VR-Box, they can feel more comfortable because virtual experiences can create emotional distance while still being effective in facilitating self-exploration and increasing client engagement. VR technology provides an engaging and interactive experience, which can increase client motivation and engagement in the counseling process. This is especially effective for counseling children or adolescents more interested in technology. Counselors can use VR-Box to guide clients through simulations of real-life situations, such as job interviews, public presentations, or interpersonal conflicts. Clients can practice their responses in real-time with the counselor's guidance. Research shows that VR technology is effective in therapy, such as exposure therapy for anxiety disorders or PTSD. This phenomenon is supported by empirical data, which shows that VR can improve counseling outcomes by providing a more targeted and measurable approach. The virtual environment can be tailored to the client's specific needs, allowing for a more personalized counseling approach. Counselors can design scenarios relevant to clients' problems for more effective results. By understanding these benefits and challenges, the use of VR-Box can be one of the revolutionary approaches in modern counseling.

It is different from the results of research conducted by Apriadji (2021) that the design of an application for developing interactive learning media for the solar system based on Virtual Reality Box 360 for the Android Platform is a system that makes it easier for teachers in the learning process. Students get a visualization picture of the planets of the Solar System in 3D form. Students are still unable to visualize well because human senses cannot measure dimensions and because of distances humans cannot reach. As a result, learning outcomes are not optimal because it depends on students' imagination. Departing from that, the counseling process that deals with different clients causes Guidance and Counseling study program students to find it challenging to practice counseling clients who cannot be predicted in advance. A report from Kharismajati et al. (2020) explains that one technology that can attract interest is the availability of Virtual Reality (VR), which allows users to interact in a virtual environment simulated by a computer so that users feel like they are in it. This research designs and implements a promotional application for tourism objects in the Purbalingga Regency using Android-based VR technology. The connection with this research is that VR can be used for simulation purposes as a form of preparation that can be used as a means of evaluation before plunging into an actual situation. In other words, VR facilitates professionals in training themselves and developing their competencies in preparation before facing real situations related to their profession. Implementing strategic planning is carried out through school programs or each activity because it is believed to make each process easier and more focused because it is prepared with various considerations (Prasetya, 2022). Improvising planning in lecture teaching methods will certainly add to the significance of each lecture session. The implication that arises is to use a simple technology, namely VR-BOX, for students to train themselves to participate in counseling sessions that are simulated via VR-

BOX in order to provide direct training to manage the course of counseling communication before the actual counseling process is carried out. This is done to prepare students' courage and mentality in dealing with individuals as clients who have different characteristics and are difficult to predict in advance. Therefore, it is clear that planning in the counseling process is very appropriate to be evaluated periodically and continuously.

## CONCLUSION

The results of the correlational study showed a significant increase in student competence and personality after lecture activities were moved from online to face-to-face. The correlation coefficient of 0.426 showed a relationship of 42.6%, which confirmed the contribution of VR-Box to improving the quality of lectures. This strategy supports lecture planning that prioritizes output-based techniques, focusing on developing student communication competencies in providing counseling services. Using simulations with VR-Box helps create an authentic counseling atmosphere so students can practice and improve their communication skills. Researchers or counselors provide intensive assistance and evaluation to ensure that the quality of student communication is in accordance with good counseling achievement standards. Thus, this research emphasizes the importance of developing student communication competencies in implementing counseling to help individuals who need these services.

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