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Assessing the Effectiveness and Feasibility of a Clinical Supervision Course Learning Module

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ABSTRACT

This study aims to develop an innovative learning module for Clinical Supervision courses that aligns with contemporary practices in educational supervision. The module is designed to support both effective learning and the application of modern pedagogical approaches. The research employed a Research and Development (R&D) approach using the 4D model—Define, Design, Develop, and Disseminate. Module content and media were validated by two subject matter experts and two media design experts. A limited trial was conducted with seventh-semester students from the Educational Administration program. Validation results indicated high feasibility: 87.05% from subject matter experts and 83.33% from media experts, both falling into the "very feasible" category. Student feedback was overwhelmingly positive, with response rates exceeding 85% across all assessed aspects. The module stands out for its integration of real-world supervision cases, structured reflective assignments, and the incorporation of modern digital tools like Articulate Storyline and Canva, enhancing both visual engagement and interactivity. The findings suggest the developed module is pedagogically sound, relevant to field demands, and well-received by both experts and students. Its innovative elements offer a significant enhancement over traditional modules. While this formative research confirms the module's viability and student acceptance, it does not assess learning outcome effectiveness. Future studies are recommended to empirically evaluate the module's impact on developing student supervision competencies.

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1. INTRODUCTION

An ideal learning process is structured to enable each student to reach their maximum developmental potential. As stated by Nizaar et al. (2021), this process must be thoughtfully designed, incorporating the essential phases of planning, implementation, and evaluation. Within this framework, two critical and interrelated elements must be carefully considered: the selection of appropriate learning models and corresponding learning media. The chosen learning model

significantly influences the type of media required to support its implementation (Taufiq & Agustito, 2021). In the context of higher education, especially in professional courses such as Clinical Supervision, the alignment between instructional models and supporting media becomes crucial in facilitating meaningful and practical learning experiences.

Aligned with the principles of effective instructional design, this research aims to develop a Clinical Supervision learning module that is pedagogically sound, practically useful, and theoretically grounded. The main goal is to produce a module tailored to the specific learning objectives of clinical supervision courses, which encompass both theoretical understanding and practical application of educational supervision. According to Amini and Saniyah (2021), an effective module in this field should guide students through essential concepts while simultaneously equipping them with the skills necessary for real-world supervision practices. Therefore, this study sets out four primary objectives: (1) to assess the alignment of the module with clinical supervision course objectives; (2) to evaluate the module's effectiveness in supporting the learning process; (3) to determine its practical usability for both instructors and students; and (4) to identify the module's strengths and weaknesses for ongoing improvement.

Effectiveness, in this context, refers not only to student engagement but also to the clarity and accessibility of content—particularly its ability to explain supervision theories and techniques in a manner that is easily comprehensible (I Nyoman Sanglah, 2020). Practicality includes ease of use in various learning environments (face-to-face and online), accessibility of content, and its relevance to real-world supervision practices (Hananingsih & Imran, 2020). Furthermore, identifying the strengths and weaknesses of the module is essential to ensure it meets student needs and remains adaptable to ongoing advancements in educational practice (Hasiru et al., 2021).

Learning media serve as more than just instructional tools; they are integral components that shape the effectiveness and appeal of the learning experience. Astuti (2021) emphasizes that well-designed media can increase student motivation and engagement. In this study, learning media are not treated merely as delivery tools, but as dynamic platforms that offer opportunities for interaction, reflection, and the integration of authentic learning materials. Marinda et al. (2023) argue that learning modules should also offer developmental recommendations, both in terms of content and instructional strategy, to stay relevant and adaptable in an evolving educational context. Thus, the current research aims not only to produce a usable learning module but also to provide guidelines for future module development, with a focus on increasing its instructional relevance and applicability.

The use of technology-enhanced media platforms, such as Articulate Storyline and Canva, further strengthens the module's potential. These platforms allow for the creation of visually rich, interactive content that supports various learning styles. As highlighted by Prananingrum et al. (2020), the integration of multimedia tools can substantially improve the quality of education in courses like clinical supervision by providing updated information, real-world case studies, and engaging materials that foster deeper learning.

In addition to its instructional value, a module can be seen as a comprehensive learning instrument. According to Fauzan (2021), a learning module is a self-contained unit that includes clearly structured content and assessment tools designed to help students achieve specific learning goals. Taufiq and Agustito (2021) define a module as a key component of the instructional process, as it often includes structured tasks, such as quizzes and answer keys, that help students independently assess their learning progress. Wulandari et al. (2023) add that modules support both individual learning and teacher instruction by offering coherent and curriculum-aligned teaching material.

Developing a high-quality module requires a systematic process. Lukman et al. (2023) outline a five-step procedure: curriculum analysis, content selection, instructional planning, evaluation design, and final revision. Each step ensures the module remains aligned with academic goals while being easy to understand and apply. Hananingsih and Imran (2020) further note that a good module should promote learner independence, offer complete and adaptable content, and be responsive to technological and scientific advancements. Therefore, this research follows a structured development model to ensure the module meets these standards.

The impetus for this study arises from preliminary findings obtained through interviews with students and faculty members of the Educational Administration program at the University of Muhammadiyah Palembang (UMP). As of September 3, 2024, these discussions revealed a significant gap: no comprehensive module existed for the Clinical Supervision course. Lecturers and students lacked a reliable, structured resource to support learning. This absence underscores the urgent need to develop a textbook-format module that can act as a core instructional material aligned with national educational standards. As Zakaria Sandy (2017) notes, textbooks—when developed in the form of modules—offer essential benefits by providing learners with organized, accessible, and standalone educational resources.

The importance of modules as effective, independent learning tools has been well documented. Taufiq and Agustito (2021) emphasize that modules are highly efficient and effective in encouraging student autonomy. Their modular structure, which includes explanations, exercises, and assessments, fosters self-regulated learning while reducing the dependency on teachers or facilitators. In the context of clinical supervision, this is particularly valuable, as it allows students to simulate real-world scenarios, apply theoretical frameworks, and reflect on practice through structured learning activities.

Clinical supervision plays a critical role in the professional development of educators. It requires teaching materials that not only deliver conceptual knowledge but also cultivate practical supervisory skills. As argued by Darling-Hammond and Gardner (2017), and later supported by Glickman (2020), clinical supervision bridges the gap between theoretical knowledge and classroom practice by offering reflective, constructive, and competency-based experiences. Unfortunately, current learning resources in clinical supervision at UMP lack such depth and integration. The modules developed in this study aim to address this deficiency by offering a combination of conceptual frameworks, real-life case analyses, structured reflection prompts, and formative assessments designed to foster professional competencies in educational supervision.

Unlike conventional modules, the ones developed in this study do not merely repackage existing content. Instead, they introduce a novel approach that integrates authentic field cases and multimedia tools, such as Articulate Storyline and Canva, to enrich the learning experience. These platforms facilitate the development of visually engaging, interactive modules that can be used in diverse learning contexts—face-to-face, blended, or fully online. This integration ensures that the modules remain relevant and accessible in the digital age, promoting both pedagogical innovation and practical application.

The primary focus of this research is formative evaluation, which involves assessing the initial feasibility of the developed modules in terms of content quality, media usability, and user acceptance. These evaluations will serve as a foundational step for future research aimed at measuring the modules' impact on learning outcomes. As emphasized by educational design research frameworks, formative evaluation plays a crucial role in ensuring that the learning tool is effective, applicable, and aligned with learner needs (Plomp & Nieveen, 2013).

In summary, the development of a Clinical Supervision learning module is both necessary and timely, given the lack of structured instructional resources in the field. Such modules can have a transformative impact on teaching practices, curriculum implementation, and student learning outcomes. By connecting theory and practice, promoting reflective thinking, and encouraging autonomous learning, clinical supervision modules enhance professional readiness and elevate educational quality. Particularly in higher education, these modules play an essential role in preparing students for real-world challenges, improving pedagogical practices, and contributing to the production of competent, work-ready graduates.

2. METHOD

2.1. Research Design

The method used in this study is the Research and Development (R&D) method with the aim of producing products (Indadihayati, 2020), with a 4D model approach. This 4D model has 4 development

stage components, namely Define, Design, Develop, and Disseminate (Nizaar et al., 2021). The first step is the beginning of the development of this module, namely Define, looking at the course syllabus that will be used by the lecturer, reviewing the textbooks and reference books that will be used and looking at the characteristics of students in learning activities (Sulistiyono, 2022), The second step is design, designing products such as making drafts of teaching modules, preparing research instruments including validation questionnaires, media, materials, student response questionnaires (Taufiq & Agustito, 2021). The third step is Develop, which is the validation stage, product testing and testing the practicality of the module. This module is validated by media experts, material experts, and language experts. If this module has been declared feasible by media experts, material experts and language experts, it will be tested (Amini & Saniyah, 2021). The fourth step is Disseminate, at this stage it is a test of the practicality of the module, which can see the practicality of the module that will be developed for students and lecturers who teach the course (Amini & Saniyah, 2021). Practicality test by distributing questionnaires to students. The Dissemination stage is the final stage or the distribution of the results of the Clinical Supervision learning module products that are developed is carried out only on a limited basis.

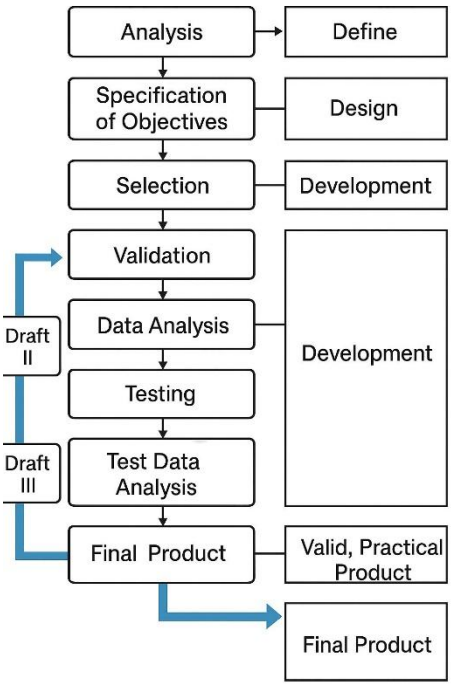

Figure 1. Design Development Model Adapted From 4D

2.2. Subjects and Objects of Research

The subjects in this development research were all 7th (seventh) semester students of the Educational Administration study program at the Faculty of Teacher Training and Education, UMPalembang, one media expert, and one material expert. Meanwhile, the object of this study is the development of learning modules in clinical supervision courses (Rafi'y, 2022).

2.3. Module Development Techniques

According to Wahyuni and Puspari (2017), there are three common approaches to module development: (1) developing a module from scratch (original authorship), (2) repackaging existing information, and (3) compiling information from various sources. In this study, the development process aligns with the original authorship approach, where the module was created entirely by the researcher. However, the focus of the research lies primarily in evaluating the feasibility of the developed product through validation techniques.

Data collection was conducted using product validation instruments in the form of expert judgment questionnaires. These questionnaires were distributed to two subject matter experts and two media experts to assess the quality and appropriateness of the module. The data obtained were analyzed using descriptive statistical methods. Each questionnaire item was rated using a Likert scale with the following scoring system: 5 = Very Good, 4 = Good, 3 = Fair, 2 = Poor, and 1 = Very Poor (Taufiq & Agustito, 2021).

The total scores from each expert were averaged, and the results were then converted into qualitative categories to describe the level of feasibility of the product. The final scores were interpreted and summarized in tabular form to provide a clear and concise overview of the validation results. This method allowed for an objective assessment of the module's quality in terms of both content and media design, serving as the foundation for potential revisions and improvements prior to wider implementation.

2.4. Research Instruments

The instruments used in this study were

1) A module validation sheet in the form of a questionnaire and used to determine the feasibility of the module. As validators are material experts and media experts, with the determination of 5 choices or scores. Module feasibility data and student responses are analyzed based on percentages and then consulted in the criteria classification table,

   Eligibility percentage (%) = $\frac{observed\ score}{expected\ score}\ x\ 100\%$

2) A student response questionnaire sheet was created to determine student responses as module users. The results of the feasibility percentage calculation are used to determine the conclusion or category of media feasibility according to the aspects studied, the following is a classification of feasibility that is divided equally according to 5 categories on a Likert scale. The division of the range of media feasibility categories can be seen in the table below.

Table 1. Teaching Module Eligibility Categories

Category	Percentage
Very feasible	>80% - 100%
Eligible	>60% - 80%
Quite feasible	>40% - 60%
Not feasible	>20% - 40%
Very not feasible	0% - 20%

At the practicality test stage, the module can see the practicality of the module that will be developed for students. Categorizing the results of the percentage data is analyzed to determine the practicality of the module using the response score criteria, as in Table 2 below:

Table 2. Teaching Module Eligibility Categories

Category	Percentage
Very Practical	>80% - 100%
Practical	>60% - 80%
Enough	>40% - 60%
Less	>20% - 40%
Very less	0% - 20%

The data analysis technique is quantitative descriptive with score conversion to percentage and eligibility classification. This study does not involve inferential analysis because it aims to be an initial evaluation; These limitations are explicitly explained in the discussion.

3. FINDINGS AND DISCUSSION

3.1. Define stage

At this stage, information was obtained that currently there is no learning media used to carry out learning in an effort to increase interest in independent learning in clinical supervision learning. The activity begins by determining and defining the needs in the learning process and collecting various information related to the product to be developed. This stage is divided into 5 (five) main steps. Here is an explanation of each step:

3.1.1 Initial Analysis (Front-end Analysis)

As an initial analysis carried out in preparation for development, this was done in two ways, namely observation and interviews. From the results of the observations and interviews, it can be concluded that a learning module is needed to assist the learning process in clinical supervision courses. This fact is used as an alternative solution to make it easier for researchers to compile learning modules. So that students achieve the established competencies and the learning process runs well according to the curriculum.

3.1.2 Learner Analysis

The results of the observation showed that students were less enthusiastic in participating in learning, students appeared passive when studying in class, and students were only focused on papers as group assignments made by students. Student analysis includes characteristics of academic ability, age, and motivation towards subjects, student attitudes, learning styles and skills.

3.1.3 Task Analysis

This stage aims to determine the competencies that must be mastered by students and identify the main tasks that will be carried out by students in accordance with the RPS. This is done to determine what material will be discussed in the clinical supervision learning module. This stage identifies the curriculum in accordance with the PRS (Lasmiyati & Harta, 2014).

3.1.4 Concept Analysis

Concept analysis aims to determine the concept of the content of the material that will be used in the clinical supervision course learning module that is being prepared. The analysis of theoretical concepts is reviewed through literature in the form of books or relevant sources. Innovation in learning modules to increase student learning motivation was developed through the integration of several stages. The role of this clinical supervision learning module is to be used as a companion for students in the learning process, so that it can be used by students as an independent learning material at home and can provide sufficient time for students to understand the learning material well (Lasmiyati & Harta, 2014).

3.1.5 Analysis of Learning Objectives (Specifying Instructional Objectives)

Learning objective analysis is carried out to determine learning achievement indicators based on material analysis and curriculum analysis. Through this analysis, researchers can find out what studies will be presented in the learning module in the clinical supervision course, determine the question outline, and finally determine how many of the learning objectives have been achieved. Of the 5 (five) main steps above, according to the results of the feasibility test by material experts, it falls into the Very Feasible classification with a score of 87.05. The media expert's feasibility test scored 83.33 and was classified as Very Feasible.

3. 2. Design Stage

This stage aims to design a learning module in the clinical supervision course. This stage includes the preparation of the necessary elements, which include:

3.2.1 Test Construction (criterion-test construction)

The preparation of formative tests is based on the preparation of learning objectives, which serve as a benchmark for student abilities.

3.2.2 Selection of module materials

The selection of module materials is carried out to identify learning that is relevant to the characteristics of the material and in accordance with the needs of students. The material is selected based on concept analysis, task analysis, target user characteristics, and distribution plans with varying attributes of different materials. and based on learning outcomes in the RPS for clinical supervision courses.

3.2.3 Format selection

The selection of the format is done to suit the learning material. The selection of the presentation form is adjusted to the learning media used. The format referred to in development is designing learning content, selecting approaches and learning resources, organizing and designing the contents of learning modules, creating learning module designs that include layout designs, images, and text in the clinical supervision learning module.

3.2.4 learning module

Initial design is the stage of designing the clinical supervision learning module. This design is the layout of the module. In order for the module to be attractive and in harmony with the material that has been prepared, the material script is written in Microsoft Word and the right font is chosen so that it is easy for users to read.

At this stage, the results of the feasibility test from the material expert were classified as Very Feasible with a score of 87.05. The media expert's feasibility test scored 83.33 and was classified as Very Feasible.

3.3. Development Phase

3.3.1 Creating Learning Modules

After completing the initial module design, the researcher proceeded to develop an interactive learning module using Microsoft Word, which was later converted into PDF format through Canva software. The development process involved several integrated stages. First, the module file was created in Canva based on the previously finalized instructional design, ensuring consistency in layout, structure, and content flow. Following this, all components of the module—originally stored in separate flash document files—were merged into a single cohesive document. This compilation stage ensured that the module could be accessed as one unified file, enhancing usability for both students and instructors. Finally, a testing phase was conducted to evaluate the functionality and usability of the module. This involved checking whether all interactive features, formatting, and content presentation aligned with the original design plan and functioned as intended across different devices and platforms.

3.3.2 Material Validation

Furthermore, a feasibility test was carried out through an expert, namely Mrs. Dr. Susnaini Julita, SE., M.Pd, as the principal of SMP Negeri 04 Palembang, as a material expert feasibility test. When conducting the feasibility test of the learning module, experts were given instruments that the researcher had prepared in the previous stage.

The results of the feasibility test are then analyzed by calculating the average score of the clinical supervision learning module assessment results and then converting the average score into a qualitative value according to the assessment aspects. A module is said to be feasible if it meets the assessment classification. The following are the results of the feasibility test assessment of the clinical supervision learning module.

Table 3. Grid of Material Expert Assessment Instruments

No	Indicator	Number of items
Content Suitability Aspect		
1	Suitability of learning module materials created with RPS	1
2	Indicator suitability with the learning module created	1
3	Media Suitability with Student Characteristics	1
4	Suitability of the method of delivering material to student development	1
5	Suitability of Material so that it can provide opportunities for students to learn independently	1
6	The material prepared can demand student activity.	1
Presentation Aspects		
7	Suitability of apperception with objectives and materials	1
8	Sequence of presentation of material	1
9	Material truth	1
10	Clarity of Material	1
11	Depth of material	1
12	Breadth of material	1
13	The attractiveness of the presentation of the material	1
14	Suitability of presentation of material and examples	1
Linguistic Aspect		
15	Language Compliance with EYD	1
16	Suitability of language to user targets	1
17	Compliance of Practice Questions with Indicators	1

Table 4. Results of the material expert's feasibility test

No	Elements of Assessment	Assessment Score				
		5	**4**	**3**	**2**	**1**
1	Suitability of learning module materials created with RPS	√				
2	Indicator suitability with the learning module created	√				
3	Media Suitability with Student Characteristics		√			
4	Suitability of the method of delivering material to student development		√			
5	Suitability of Material So that it can provide opportunities for students to learn independently	√				
6	The material prepared can demand student activity.		√			
7	Suitability of apperception with objectives and materials	√				
8	Sequence of presentation of material	√				
9	Material truth		√			
10	Clarity of Material		√			
11	Depth of material		√			
12	Breadth of material		√			
13	The attractiveness of the presentation of the material		√			

14	Suitability of presentation of material and examples	√	
15	Language Compliance with EYD	√	
16	Suitability of language to user targets	√	
17	Compliance of Practice Questions with Indicators	√	
Total score		**74**	

Eligibility percentage (%) = 74/(85) x 100% = 87.05

Based on the calculations, it is known that the material expert's feasibility test score is 87.05 and is classified as Very Feasible.

Table 5. Media Assessment Instrument Grid

No	Indicator	Number of items
Appearance and Content		
1	How accurate is the background with the material?	1
2	How accurate is the layout position	1
3	The right choice of fonts makes it easy to read	1
4	Accuracy of size for easy reading	1
5	Text size accuracy for easy reading	1
6	Composition of images and writing	1
7	The attraction of the front cover	1
Characteristics		
8	Appearance conforms to content	1
9	Suitability/flexibility (can be used independently and guided)	1
10	Completeness of the user manual	1
11	User manual display	1
12	Providing benchmarks for learning success	1

Next, Mr. KMS. M. Wahyu Hidayat, S.OM., M.KOM, as a Lecturer in Information Technology at the Muhammadiyah University of Palembang, as a media expert, conducted a feasibility test. When conducting the feasibility test of the learning module, experts were given instruments that the researchers had prepared in the previous stage. The results of the feasibility test were then analyzed by calculating the average score of the clinical supervision learning module assessment results, and then converting the average score into a qualitative value according to the assessment aspects. A module is said to be feasible if it meets the assessment classification. The following are the results of the feasibility test assessment of the clinical supervision learning module.

Table 6. Results of the media expert's feasibility test

No	Elements of Assessment	Assessment Score				
		5	**4**	**3**	**2**	**1**
1	How accurate is the background with the material?		√			
2	How accurate is the layout position?		√			
3	The right choice of fonts makes it easy to read		√			
4	Accuracy of size for easy reading		√			
5	Text size accuracy for easy reading	√				
6	Composition of images and writing		√			
7	The attraction of the front cover		√			

8	Appearance conforms to content	√	
9	Suitability/flexibility (can be used independently and guided)	√	
10	Completeness of user manual	√	
11	User manual display	√	
12	Providing benchmarks for learning success	√	
Total score		**53**	

Eligibility percentage (%) = 50/60 x 100% = 83.33

Based on the calculation, it is known that the media expert's feasibility test score is 83.33 and is classified as Very Feasible. Furthermore, the response of students or learners.

Table 7. Student Response Instrument Grid

No	Aspect	Sub Aspect	Number of Items
1	Material	Aspects of content suitability	6
		Presentation	8
		Language	3
2	Media	Appearance and Content	7
		Characteristics	5

Table 8. Questionnaire Data on Student Response Results

No	Aspect	Sub Aspect	Percentage of agreement	Category
1	Material	Aspects of content suitability	85.25%	Very practical
		Presentation	93.05%	Very practical
		Language		Very practical
2	Media	Appearance and Content	90%	Very practical
		Characteristics	85%	Very practical

3.4. Dissemination Stage

The modules developed through the Define, Design, and Develop stages—after being revised based on expert feedback and deemed suitable for instructional use—were subsequently reprinted for distribution. The dissemination of the Clinical Supervision learning module was conducted on a limited scale and intended specifically for students of the Faculty of Teacher Training and Education (FKIP) at the University of Muhammadiyah Palembang. More precisely, the module was distributed to seventh-semester students enrolled in the Educational Administration study program as part of their Clinical Supervision coursework.

Discussion

The validation results from both material and media experts indicate that the clinical supervision learning module meets the criteria for high feasibility. Validation by material experts revealed that the module's content aligns well with the *Rencana Pembelajaran Semester* (RPS), is easy to comprehend, and supports student autonomy in learning. With an average score of 87.05%, the module was categorized as "very feasible," meeting the benchmarks for quality instructional materials (Handayani et al., 2022). Similarly, media experts evaluated the module's visual design, user interface, and navigation, awarding it a score of 83.33%, which also falls into the "very feasible" category. The experts noted that the digital format and aesthetic elements of the module—developed using Articulate Storyline and Canva—were appropriate for the digital literacy level and preferences of current university students. These platforms enabled the integration of multimedia elements and interactive features, contributing to the module's accessibility and appeal.

A limited trial was conducted with students from the seventh semester of the Educational Administration program at the University of Muhammadiyah Palembang. The students gave positive responses regarding content clarity, the logical flow of the material, ease of use, and visual presentation. Their feedback resulted in an average score exceeding 85% across all assessment indicators. This high level of student satisfaction demonstrates that the module is not only feasible but also highly practical for self-directed learning—one of the core principles of module-based instruction (Rafi'y, 2022).

Despite these promising results, the study acknowledges certain limitations. The number of expert validators was relatively small, which could limit the generalizability of the findings. Additionally, this research did not include empirical testing of the module's effectiveness in improving learning outcomes, such as through pre- and post-tests or longitudinal tracking of student performance. To address this, future studies should consider employing quasi-experimental or mixed-method research designs. These methods would allow for a more comprehensive evaluation of the module's impact on student achievement, critical thinking skills, and practical competence in educational supervision (Darling-Hammond & Gardner, 2017).

The development of this clinical supervision module was driven by a practical gap: the absence of instructional materials that support both independent learning and course-specific competencies. Through a structured design process following the Define, Design, and Develop stages, the module was created to fulfill the learning needs of students in the Clinical Supervision course. This course plays a crucial role in preparing future educational administrators to carry out supervisory functions in real-world school settings. The module is expected to serve as a core learning resource that not only conveys theoretical content but also facilitates skill development through reflection activities, case studies, and self-assessments.

In line with the National Education Department's module criteria (Depdiknas, 2003), the module was designed with five core characteristics: (1) self-instructional, enabling learners to study independently; (2) self-contained, incorporating all learning materials for a competency unit within a single module; (3) stand-alone, functioning independently without relying on external media; (4) adaptive, accommodating current technological advancements; and (5) user-friendly, ensuring ease of use for all users. Each of these characteristics was purposefully integrated into the module design to enhance its instructional effectiveness and accessibility. Moreover, the module layout followed instructional design best practices by ensuring consistency in formatting, logical organization, engaging visuals, appropriate typography, adequate white space, and content coherence—all essential aspects for maintaining user attention and comprehension (Handayani et al., 2022).

The validation process followed a standard Likert scale with five response categories—ranging from "very poor" to "very good." After completing the assessments, the scores from each expert were totaled, and an average was calculated by dividing the obtained score by the maximum possible score. These averages were then converted into qualitative ratings based on predetermined thresholds for feasibility. The material and media experts' evaluations confirmed that the module satisfied the criteria for content quality, media presentation, and alignment with learning objectives.

Following the expert validation, a user response test was conducted to assess the module's practicality. Students served as respondents, providing feedback on various aspects of the module's usability, such as navigation, layout, instructional clarity, and overall engagement. Their responses consistently placed the module within the "very practical" category. This suggests that the module is effective in promoting self-paced learning, an essential element for higher education students who are increasingly expected to develop independent learning strategies (Rafi'y, 2022).

In conclusion, this feasibility study demonstrates that the clinical supervision learning module developed in this research meets both expert and user expectations for quality, practicality, and alignment with course objectives. The module addresses a critical gap in existing instructional resources, offering a structured, interactive, and accessible learning tool for students in the Educational Administration program. Although the study does not yet measure the module's effectiveness in improving learning outcomes, the results strongly suggest that the module is ready for broader implementation and future testing. To strengthen its impact, further research is recommended to assess

the module's effectiveness through empirical data collection and to refine its content based on iterative feedback and broader trials.

5. CONCLUSION

Based on the research findings and discussions, it can be concluded that the developed clinical supervision learning module is highly suitable for use as instructional material in higher education, particularly for Clinical Supervision courses within the Educational Administration program. Validation by material experts yielded an average score of 87.05%, placing the module in the "Very Feasible" category, which indicates that the content is relevant, clearly presented, and aligned with the intended learning outcomes. Likewise, media experts rated the module with a score of 83.33%, also within the "Very Feasible" classification, affirming that the module's visual design, layout, and interactivity meet modern pedagogical standards and are appropriate for current student needs. These findings demonstrate that the module successfully combines well-structured content with effective media elements, supporting student engagement and independent learning. The module's integration of real-world cases, reflective activities, and digital tools provides students with a more interactive and meaningful learning experience, which is expected to enhance their theoretical understanding and practical skills in conducting clinical supervision.

However, this study is limited in scope, as it focuses solely on assessing the feasibility of the module through expert validation and initial user response, without measuring its effectiveness in improving actual learning outcomes. The limited number of validators and absence of experimental testing restrict the generalizability of the results. Therefore, future research is recommended to evaluate the module's impact on student learning performance, skill development in clinical supervision, and user experiences across broader educational contexts. Employing quasi-experimental or mixed-method research designs would allow for a more comprehensive analysis of the module's effectiveness and provide valuable insights for ongoing refinement and adaptation to diverse instructional settings.

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