

The Essence of Multiculture for Students through Module in Faculty of Education, Medan State University

Nur'aini

Guidance and Counseling Department, Faculty of Education, Universitas Negeri Medan, Indonesia
nurainigudi@gmail.com

Abstract

The learning process has not been optimal in the multicultural counseling course. There are many ways that lecturers can do so that the learning process can be optimal, one of which is by using learning media such as modules. This study aims to develop a multicultural counseling course module and describe the feasibility level of the module by experts and students. This research is a development using a model namely Define, Design, Develop, Disseminate. The subject of the research product validity test involved two material experts and two media experts and the product quality testing was carried out on 40 academic year 2018 students Guidance and Counseling Study Program Faculty of Education, State University of Medan. Data analysis techniques for product feasibility use quantitative descriptive analysis. The results showed (1) a developed multicultural counseling course module was available, (2) a multicultural counseling module was assessed as feasible by material experts, obtained a percentage of 80.36% and a media expert obtained 77.50% and a module quality test by students obtained at 87.20% with very decent category. This result is in the feasible category and the product can be used by lecturers and students in the learning process, especially in the multicultural counseling subject.

Keywords

module; multicultural counseling; guidance



I. Introduction

In the learning process activities in the classroom, a lecturer must use learning media. The development of technology, communication and information, especially the internet has become a demand for teachers in Indonesia to be able to use it as a source of positive learning media in supporting teaching and learning processes (Prasasti, 2019). According to Syakur (2020) the development of information and communication technology in the Industrial 4.0 era has had a great influence on the teaching and learning process in the world of education, especially in higher education and universities. In the industrial era 4.0, digital technology can have a negative impact on education if its use is not appropriate.

In general, media users for communicating knowledge and information will provide several benefits to their users, namely the delivery of message content and knowledge to be standard, the learning process clearer and more interesting, the learning process takes place more interactively, the user of time and energy in obtaining information and knowledge becomes more relaxed. Efficient Improve the quality of the learning process. The learning process becomes more flexible. Increases a positive attitude towards the content or learning material. The function of learning media in a learning process include:

first; be a guideline for students, so that the learning activities they do are directed and refer to the educational goals to be achieved including the basic competencies that have been set. Second; a guide for teachers or educators so they can also provide targeted and relevant teaching with educational goals. And third; learning media serves as an attraction for students to learn so that they are not bored or bored young (Sitorus, 2020).

Arsyad (2011) explains that one of the learning media is modules. Module is also one of the teaching materials which has one of the characteristics is the principle of independent learning (Lismiyati&Idris Treasure, 2014). Students can learn independently and actively so that students are expected to gain new understanding and knowledge in accordance with the goals to be achieved. But in reality the teacher does not use modules in the learning process, this shows that 98% of students do not have textbooks or other handbooks such as modules and others besides textbooks and worksheets that have been provided by the school (Diyah Ayu Widyaningrum and Lila Wahyuni, 2020). Next Most students who take multicultural counseling courses do not have a module in which there is written material along with a chart. Whereas competency standards in the curriculum require students to understand concepts and be fluent in multicultural counseling courses.

Based on the problems that occur, researchers are interested in developing learning media in the form of modules so that it can be used by students in cultural counseling courses. This is because using modules can increase student motivation. The application of modules in learning can increase motivation and learning outcomes up to 85% of the total students (Lies Terbanganti, 2015).

Therefore, researchers developed a multicultural counseling course module in the guidance and counseling study program of the Medan State University of Education as a reference and guide for lecturers and students when the learning process in the classroom.

II. Research Methods

The research method used is research and development or Research and Development (R&D) with a 4-D model, namely Define, Design, Develop, Disseminate (Thiagarajan, 1974: 5). The research and development method aims to produce certain products and test the effectiveness of the product (Sugiyono, 2014: 407). The subjects of the research product validity test consisted of two material experts and two media experts, as well as quality testing. students in 2018 Guidance and Counseling Study Program Faculty of Education, State University of Medan. The data analysis technique for the feasibility of the module used quantitative descriptive analysis. The ideal average value (Mi) and deviation (Sdi) are obtained using the formula as shown in Figure 1 below:

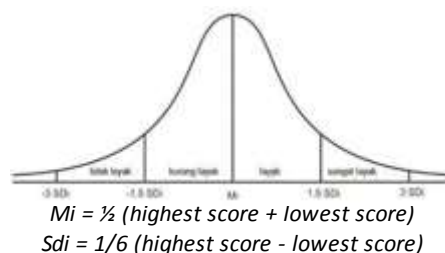


Figure 1. Normal Distribution Curve (Source: Nana Sudjana, 2016: 122)

III. Results and Discussion

3.1 Results

The results of this study are intended to answer the problems that exist in the research objectives. The following are the research results that have been obtained during the study. Based on the research objectives, the results of this study were twofold. First develop modules and second describe the eligibility level of the module.

a. The Define Stage

Based on the analysis of the Semester Implementation Plan for the multicultural counseling course, nine topics were obtained in the multicultural counseling module, namely: (1) The essence of culture in multicultural counseling; (2) ethical and emic approaches; (3) Culture with cognitive behavior; (4) Culture with perceptual behavior; (5) Culture with emotionns; (6) Culture with social behavior; (7) Culture with psychomotor behavior; (8) culture with language; (9) Ethics of multicultural counseling.

b. The Design Stage

After completing the preparation of the multicultural counseling module design, then through activities at this design stage, an initial product design is obtained, namely the Multicultural Counseling module. Furthermore, the design of this module is validated by experts and distributed to students.

c. Develop Stage

This development stage is carried out through two types of activities, namely module development and product revision. The following is the assessment data conducted by media material experts using the instrument as the basis for the feasibility of a product that has been designed with aspects of content, language, presentation, and graphics.

Table 1. Distribution of Assessment Data of Each Material Expert

No.	Content Expert	Σ	%	Information
1	I	71	84.52	Very Worth it
2	II	64	76.19	Well worth it
Average		67.50	80.36	Well worth it

Table 2. Data Description of the Results of Material Expert Assessment Based on Aspects

No.	Aspect	Content Expert		%	Sd	K
		I	II			
1	Contents	20	19	81.25	1.70	$\frac{S}{L}$
2	Language	25	22	84.00	2.12	$\frac{S}{L}$
3	Serving	20	17	77.08	1.50	L
4	Graphics	6	6	75.00	0.00	L
Amount		71	64	80.36	3.50	L

Tables 1 and 2 show that the overall assessment given by material experts on the multicultural counseling module is feasible, namely 80.36%, which means that the module can be used materially in the learning process. This can be seen from the results of the data on each aspect, including: the feasibility of the content is in the very feasible category, which is 81.00%, language is in the very feasible category which is 84.00%, the presentation is in the feasible category which is 77.08% and graphics are at feasible category that is equal to 75.00%. Inputs that are used as material for consideration in revising the developed module. Based on the data from the assessment results of the instruments given to the two material experts, the module product was declared fit for use.

Table 3. Distribution of Assessment Data of Each Media Expert

No.	Media Expert	Σ	%	Information
1	I	60	75.00	Well worth it
2	II	64	80.00	Well worth it
Average		62	77.50	Well worth it

Table 4. Data Description Results of Media Expert's Assessment Based on Aspects

No.	Aspect	Media Expert		%	Sd	K
		1	2			
1	Design View	9	9	75.00	1.00	L
2	Convenience	18	21	81.30	2.12	SL
3	Consistent	5	7	75.00	1.00	L
4	Format	6	5	68.80	0.50	L
5	Benefit	10	11	87.50	1.50	SL
6	Graphics	12	11	71.90	0.50	L
amount		60	64	77.50	2.00	L

Based on Tables 3 and 4 it can show that the overall evaluation of the module by experts on the media is feasible, namely 77.50%, which means that the media in the module is interesting. This can be seen from the data on each aspect, including: the appearance of the design is in the feasible category, which is 75.00%, the ease of being in the very feasible category is 81.30%, consistently being in the feasible category, which is 75.00%, the format is at the feasible category was 68.80%, the benefits were in the very feasible category, namely 87.50%, and the graphics were in the feasible category, namely 71.90%. Inputs that are taken into consideration in revising the designed module so that the module that has been assessed can be used.

Based on the results of the assessment by material and media experts, it can be concluded that this module based on the material is suitable for use. So, in general, the quality of this module is suitable for use in the learning process, especially in the multicultural counseling course.

d. Disseminate Stage

The module for the disseminate stage is given to students, because this multicultural counseling module will be used by students. Furthermore, the findings of the module distribution are presented. The data presented in this activity were data relating to student responses to the level of module usability. The following is a description of the student assessment results data on the usability of the module as shown in Table 5 below.

Table 5. Frequency Distribution of Student Assessments by Category (n=40)

Interval	Category	Frequency	%
≥ 75	Very Worth it	30	75.00
57 - 74	Well worth it	10	25.00
39 - 56	Not worth it	0	0.00
≤ 38	Not feasible	0	0.00
Total		40	100

Table 6. Data on Student Assessment Results for Each Aspect

No	Aspect	Score			K
		Mean	%	Sd	
1	Presentation of Material	25.25	90.18	2.09	SL
2	Language	14.57	91.09	1.50	SL
3	Graphics	22.40	80.00	2.30	L
4	Benefits	18.10	90.00	1.88	SL
Whole		80.22	87.20	5.56	SL

Based on Tables 5 and 6, it can show that the overall assessment given by students is very feasible, namely 87.20%, which means that the module developed can be used in the learning process, especially for multicultural counseling subjects. This can be seen from the data on each aspect, including: the presentation of the material is in the very feasible category, which is 90.18%, language is in the very feasible category, which is 91.09% graphics are in the feasible category, namely 80.00%, and benefits are in the very feasible category, which is equal to 90.00%.

3.2 Discussion

Based on the description and data analysis contained in the previous data presentation section, the following is a discussion of research findings as a result of product development.

a. Multicultural Counseling Subject Module Guidance and Counseling Study Program FIP Unimed

The results of the preparation of the multicultural counseling course module are realized in print and the outline of the contents consists of the initial parts: title page, introduction word, table of contents, list of diagrams / tables, course descriptions and instructions for using the module. Core parts: activity titles (1,2,3, and so on), descriptions of learning materials, assignments / exercises, summaries, and bibliography.

The title section is applied to the front cover of the module whose design and images reflect the overall material discussed. The module consists of 9 learning activities. Learning topics are listed on the start page of each learning subject. Each module has a description of the material so that this module can be used as an independent learning medium. Completeness for assignment and training activities is conveyed so that from the start students can prepare and be ready to follow instructions at the work step stage. Assessment of learning outcomes is implemented in the results of assignments / exercises which will be collected in a report format.

b. Feasibility Level of the Multicultural Counseling Subject Module, Guidance and Counseling Study Program, FIP Unimed

1. Level of Eligibility Module by Material Experts

The results presented in the develop stage show that the material in the module has reached the feasible category. The feasibility of the material is viewed from four aspects, namely the feasibility of content, language, presentation, and graphics. This is in line with the results of research by Lasmiyati&IdrisHarta (2014) showing that the learning module in each component of the feasibility of content aspects, language and image aspects, presentation and graphics for SMP / MTs students deserves to be used in a good category. Furthermore, the opinion of Mulyasa (2005) states that the module contains an independent learning package which contains material, methods and ways of evaluating which are designed systematically and attractively to achieve the expected learning objectives.

Based on the research results above, the material in the module is easy to understand. Every instruction and information exposure that appears is helpful for the wearer. Use simple language, easy to understand, and use commonly used terms. This further strengthens that the multicultural counseling module is suitable for use by lecturers and can be used by students, especially students of the Guidance and Counseling Study Program, Faculty of Education, Medan State University.

2. Level of Eligibility Module by Media Experts

The results of the analysis of the research findings indicate that the overall media in the module is in a feasible category. The feasibility of the media in terms of aspects, namely the media developed, both in terms of design appearance, convenience, consistency, format, usefulness, and graphics. This is in line with Susilawati's research (2016) which shows that high effective and attractive modules can affect student learning outcomes. As well as the appearance and attractiveness of the module can increase student interest and motivation (Dian Agusti, Hafnati Rahmatan & Sulastri,2019). Furthermore, Rayandra (2011) states that students using modules can learn at their own pace and learn more independently.

Based on the results of the research above, the appearance / attractiveness of an attractively arranged module can increase student interest and motivation to discuss the material in it.

3. Level of Eligibility of the Module by the Student

The results of the module usability test show that the overall assessment given by students is very feasible with a value of 87.20%, which means that the module developed can be applied by students during the learning process in the multicultural counseling course. The results of the feasibility test by students were reviewed from four aspects, namely, module presentation, language, graphics, and benefits. This is in line with the

research results of Diyah Ayu Widyaningrum and Lila Wahyuni (2020) showing that as many as 95% of students are less enthusiastic about participating in learning because students admit to having difficulty understanding the sub-material.

Based on the results of the above research, the research product in the form of a multicultural counseling module in practice can be used by students of the Guidance Department, Faculty of Education, Medan State University.

IV. Conclusion

The product in the form of a multicultural counseling course module for students of the PPB / BK FIP UNIMED department was developed using 4-D models, namely (1) Define, (2) Design, (3) Development, (4) Disseminate with 9 themes of learning activities: (1) The essence of culture in multicultural counseling; (2) ethical and emic approaches; (3) Culture with cognitive behavior; (4) Culture with perceptual behavior; (5) Culture with emotions; (6) Culture with social behavior; (7) Culture with psychomotor behavior; (8) culture with language; (9) Ethics of multicultural counseling.

Product feasibility in the form of a Multicultural Counseling module for students of the PPB / BK FIP UNIMED Department that was developed has been declared fit for use in learning.

References

- Arsyad Azhar. (2014). *Learning Media*. Jakarta: Rajagrafindo.
- Dian Agusti, Hafnati Rahmatan, Sulastri. (2019). Development of a Learning Module for a Reproductive System Based on the Al-Quran / Hadith to Increase the Motivation and Learning Outcomes of Students. *Edusains*, 11 (1), 2019, 132-140. <http://doi.org/10.15408/es.v11i1.10270>
- Diyah Ayu Widyaningrum and Lila Wahyuni. (2020). Analyst Development of Learning Module Based on Reciprocal Teaching Pair Share. *Pedagogy: Journal of Education*, 9 (1), 99-107. doi: 10.21070 / pedagogia.v% vi% i.268
- Lasmiyati and Idris Harta. (2014). Development of Learning Modules to Improve Concepts Understanding and Interests of Junior High Schools. *Pythagoras: Journal of Mathematics Education*, 9 (2), 161174. <http://journal.uny.ac.id/index.php/pythagoras>
- Mulyasa, E. (2005). *Competency-Based Curriculum: Concept, characteristics, and implementation*. Bandung: Youth Rosdakarya.
- Pebruanty Lies. (2015). Basic Programming Lessons Using Modules at SMKN 2 Sumbawa. *Journal of Vocational Education*, (1), 365–376.
- Prasasti, T.I., Solin, M., and Hadi, W. (2019). The Effectiveness of Learning Media Folklore Text of North Sumatera Based on Blended Learning by 10th Grade Students of Vocational High School Harapan Mekar-1 Medan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 2 (4): 480-490.
- Sitorus, L.S., Mardianto, and Matsum, H. (2020). Development of Powerpoint-Based Learning Media on Learning Aqeedah Morals. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (2): 958-964.
- Sudjana Nana. (2016). *Assessment of Teaching and Learning Process Results*. Bandung: PT Youth Rosdakarya.
- Sugiyono. (2014). *Educational Research Methods with Quantitative Approaches, Qualitative, and R & D*. Bandung: Alfabeta.

- Susilawati, Neneng, L., & Miranda, Y. (2016). Development of Biology Learning Modules to Improve Science Process Skills and Learning Outcomes of Class X High School Students, *Journal of EduSains*, 4 (2), 104–114.
- Syakur, A., Fanani, Z., and Ahmadi, R. (2020). The Effectiveness of Reading English Learning Process Based on Blended Learning through "Absyak" Website Media in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (2): 763-772.
- Triagarajan Sivasailam et al. (1974). *Instructional Development for Training Teachers of Exceptional Children*. Indiana: Indianan University, Bloomington.