

The Practicality of Developing Module as a Learning Media in Communication Psychology Course

Nasrun
Guidance and Counseling
Department
State University of Medan
Medan, Indonesia

Edizal Hatmi
Primary School Teacher
Education Department
State University of Medan
Medan, Indonesia

Dody Feliks Pandimun
Ambarita
Primary School Teacher
Education Department
State University of Medan
Medan, Indonesia

Abstract: This study aims to determine the practicality of module as learning media on Communication Psychology course at Guidance and Counseling department, State University of Medan. This study is Research and Development using the ADDIE model. The data collection techniques used are observation, validation sheets and questionnaires. The practicality analysis results show that one learning practitioner gives an average score of 55 where the average value is in the range $X > 47.6$ which is included in the very practical category. Furthermore, 25 students gave an average score of 54.8 where the average score is in the range $X > 47.6$ which is also included in the very practical category. It means that the practicality of this module is in the very practical category.

Keywords: Practicality, Module As Learning Media, Communication Psychology Course

1. INTRODUCTION

Education is the most important indicator in a country. Education in Undang-Undang Nomor 20 Tahun 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need, society, nation and state [1]. Therefore, the efforts that can be made to achieve the definition of education can be pursued through a good and planned educational process.

Furthermore, the education process according to Permendikbud Nomor 59 tahun 2014 is a process that provides opportunities for students to develop their potential in rotational thinking skills and academic brilliance by giving meaning to what they see, hear, read, and learn to apply in everyday life [2]. Meanwhile, according to Undang-Undang No. 2 Tahun 1989 concerning the National Education System, the national education system functions to develop capabilities and improve the quality of life and human dignity of Indonesia in the context of efforts to realize national goals [3].

In Pasal 4 of Undang-Undang No. 12 Tahun 2012 concerning Higher Education states that higher education functions:

- a. develop abilities and form character and dignified national civilization in order to educate the life of the nation;
- b. developing innovative, responsive, creative, skilled, competitive, and cooperative academics through the implementation of the tri dharma and;
- c. develop science and technology by paying attention to the value of the humanities [4].

Furthermore, the Pasal 5 states that higher education aims:

- a. developing the potential of students to become human beings who believe in and fear God Almighty and have noble character, healthy, knowledgeable, capable, creative, independent, skilled, competent and cultured for the benefit of the nation;

- b. produce graduates who master the branch of Science and/or Technology to fulfill national interests and increase the nation's competitiveness;
- c. producing Science and Technology through Research that pays attention to and implements Humanities values so that they are beneficial for the progress of the nation, as well as the progress of civilization and the welfare of mankind; and
- d. the realization of Community Service based on reasoning and research works that are useful in promoting general welfare and educating the nation's life [5].

To realize these, State University of Medan as one of the state universities in Indonesia has a responsibility to produce graduates who are competitive in the form of qualified teaching staff. The Guidance and Counseling department as an integral part of State University of Medan has contributed to the success of State University of Medan's mission to respond to challenges, opportunities, community demands, and prepare professional and competitive teacher candidates.

However, based on the results of observations on the Communication Psychology course that has been taking place in the Guidance and Counseling department, it was found that the low mastery of college students in understanding the Communication Psychology course material was due to a lack of literature or references related to the Communication Psychology course material. This is contrary to the opinion of Usman and Asnawi which says that if a subject requires more than one infrastructure, the teacher can use the infrastructure as much as possible according to needs, this is used so that it can benefit and facilitate learning process and can stimulate students in learning [6]. As for the literature that can be used according to the Surat Keputusan Menteri Pendidikan Nasional Republik Indonesia No. 053/U/2001 concerning educational facilities including:

- a. space includes education room, administration room, and supporting room,
- b. educational tools and media, and

- c. books include basic textbooks (teachers and students), complementary textbooks, reading books and source books (references) [7].

Therefore, it is necessary to procure learning media, especially module that can improve student mastery of the subject matter of Communication Psychology that can be done by lecturers by developing module as learning media. Majid defines the module as part of the types of teaching materials used in assisting the learning process for students [8]. Then Gafur, module is essentially a message delivery planning activity [9]. Meanwhile, Maulinda said that teaching modules are very important in the learning process for teachers and students. Indeed, teachers will have difficulty upgrading teaching effectiveness if they are not paired with a complete teaching module [10]. Furthermore, Budiono and Hadi, preparation of learning modules aim to guide students to actively learn, experience learning experiences for themselves, one of which is through the exercises provided in the module [11].

Based on the description above, researchers need to know the practicality of the module as a learning media developed in the Communication Psychology course at the Guidance and Counseling department, State University of Medan. Therefore, research was carried out entitled "The Practicality Of Developing Module As A Learning Media In Communication Psychology Course".

2. METHOD

The method applied in this study is included in the type of research and development. Sugiyono says that the main purpose of this research and development method is to produce certain product and test the effectiveness of the product [12]. Then Samsu said that this research and development research is essentially carried out to develop previous research products in a sustainable manner, so that there are ideal changes and developments as expected [13]. Furthermore, Yuliana, research and development is a research method used to produce new product designs, test the effectiveness of existing products and develop and create new products [14].

The subject of this research consists of several elements as follows:

- a. Material expert
This research requires a material expert as a validator or a giver of suggestions or comments on the material.
- b. Media expert
This research requires a material expert as a validator or a giver of suggestions or comments about the media.
- c. Trial subjects
This research requires a learner practitioner and semester III college students in Guidance and Counseling department at State University of Medan for the 2022/2023 academic year as giver of suggestions or comments about the media. The selection of test subjects was carried out randomly with the hope that they could become a source of data from representatives of learner practitioner and

semester III college students in Guidance and Counseling department at State University of Medan for the 2022/2023 academic year.

This research will be carried out in the Guidance and Counseling department, State University of Medan for 11 months, starting from January to November 2022. Data collection techniques in this study were observation, validation sheets and questionnaires. Observation will be made to obtain information on problems related to learning media so that the product to be developed is in accordance with the results of the observation. Meanwhile, questionnaires were used to collect learner practitioner and college students assessments data regarding the product being developed.

This development research uses descriptive analysis techniques to analyze data by describing the data that has been collected from the results of development, learner practitioner and college students responses to obtain the practicality of the developed module. The development model used in this study is the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. Baharuddin (2012) in Izzati (2015) suggests that one of the guidelines for validating and developing a product is the ADDIE model. This paper only explains the practicality of the product being developed because the feasibility of the product being developed has been published in a previous article.

3. RESULTS AND DISCUSSIONS

3.1 Results

The practicality data of module was obtained through a practicality questionnaires. This stage involved 1 learner practitioner and 25 college students. The practicality assessment are as follows:

Table 1. Practicality Assessment Questionnaire From Learner Practitioner

Respondent	Respondent Assessment														Total	Average
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
Bapak Harpen Silitonga, S.Pd., M.Hum.	4	3	4	4	4	4	4	4	4	4	4	4	4	4	55	55

Based on the table, it can be seen that at the module practicality test stage, 14 response statements were used regarding the practicality of the module and one learning practitioner as a respondent who gave a response about the practicality of the module with an average value of 55.

Table 2. Practicality Assessment Questionnaire Analysis From Learner Practitioner

No.	Range	Frequency	%	Category
1.	$X > 47.6$	1	100	Very practical
2.	$39.2 > X \leq 47.6$	0	0	Practical
3.	$30.8 > X \leq 39.2$	0	0	Quite practical
4.	$22.4 > X \leq 30.8$	0	0	Less practical
5.	$X > 22.4$	0	0	Not practical

Based on the table, it can be seen that the average practicality value of the module from one learning practitioner as a respondent is in the range $X > 47.6$ where this value is in the very practical category.

Table 3. Practicality Assessment Questionnaire From College Students

Respondents	Respondents Assessments														Total	Average
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
MSOD	4	3	4	4	4	4	3	4	4	4	4	4	3	3	52	54.8
MM	4	4	4	3	4	4	4	4	4	4	4	4	4	4	55	
LMT	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
WKD	4	4	4	4	3	4	4	4	4	4	4	4	4	4	55	
LP	4	4	4	4	3	4	4	4	4	4	4	3	4	4	54	
MTS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
NRBM	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
LRM	4	4	4	4	4	3	3	4	4	4	4	4	4	4	54	
YDS	4	4	4	4	3	3	4	4	4	4	3	4	4	4	53	
NG	3	4	4	3	3	4	4	4	4	4	4	4	4	4	53	
MES	3	3	4	4	4	4	4	4	4	4	4	4	4	4	54	
MP	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
MAERM	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
MONP	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
NAL	3	4	4	4	4	4	4	4	4	4	3	4	4	4	54	
LRS	4	4	4	4	4	4	4	4	4	4	3	4	4	4	55	
LK	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
MLM	4	4	4	4	4	4	4	3	4	4	4	4	4	4	54	
LM	4	3	4	4	4	4	4	4	4	4	4	4	4	3	54	
LHR	4	4	4	4	4	4	4	4	4	4	4	4	4	3	55	
LAPA	4	4	4	4	4	4	4	3	4	4	4	4	4	4	55	
MWS	4	3	4	4	4	4	4	4	4	4	4	4	4	4	55	
MKS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	
MCAN	4	4	4	4	4	4	4	3	4	4	4	4	4	3	54	
MPS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	

Based on the table, it can be seen that at the module practicality test stage, 14 response statements were used regarding the practicality of the module and 25 college students as respondents who gave responses about the practicality of the module with an average value of 54.8

Table 4. Practicality Assessment Questionnaire Analysis From College Students

No.	Range	Frequency	%	Category
1.	$X > 47,6$	25	100	Very practical
2.	$39,2 > X \leq 47,6$	0	0	Practical
3.	$30,8 > X \leq 39,2$	0	0	Quite practical
4.	$22,4 > X \leq 30,2$	0	0	Less practical
5.	$X > 22,4$	0	0	Not practical

Based on the table, it can be seen that the average practicality value of the module from 25 college students as respondents is in the range $X > 47.6$ where this value is in the very practical category.

3.2 Discussions

At the practicality test stage, 14 response statements were used regarding the practicality of the module. One learning practitioner as a respondent who gave a response about the practicality of the module with an average value of 55. The average is in the range $X > 47.6$ where this value is in the very practical category. Meanwhile, 25 college students as respondents gave feedback on the practicality of the module with an average score of 54.8 where the average score is in the range $X > 47.6$ which is included in the very practical category.

4. CONCLUSIONS

This research and development uses several stages, namely analysis, design, development, implementation, and evaluation. This paper only describes the practicality of the product being developed because the feasibility of the product being developed has been published in a previous article. Regarding practicality, the practicality of this module is in the very practical category because one learning practitioner gives

an average score of 55 where the average value is in the range $X > 47.6$ which is included in the very practical category. Furthermore, 25 students gave an average score of 54.8 where the average score is in the range $X > 47.6$ which is also included in the very practical category.

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