

Arrangement of Life Skills Module for Improving Critical Thinking Ability and Creativity in Guidance and Counseling Students of Medan State University

Erwita Ika Violina¹, Nani Barorah Nasution², Rahmulyani³, Nur Arjani⁴
{erwitaika@unimed.ac.id}

Faculty of Education, Universitas Negeri Medan¹²³⁴

Abstract. Development of life skills is how an individual activated and mobilize all positive values and competencies possessed to the maximum to be implemented in maintaining his daily life. This research is Research and Development (R&D) which aims to develop learning innovations that can be used by counselors to develop their existing skills, including attitude, creativity, and interaction. The development models are 4-D models (Define), (Design), (Develop) and (Desseminate). Score of trials on 100 students is 94.17 in "very good" category, this module was very easy to understand, very clear, very interesting, very appropriate, easy to understand, and very useful for improving student's life skills

Keywords: Modul, Life Skills Development.

1 Introduction

Learning is a process that occurs in humans by thinking, feeling, and moving to understand every reality they want to produce a behavior, knowledge, technology or a new skill that they have to be able and survive to do something well. The current state of educational development, especially in our country, demands that all parties, both educators and stakeholders, make changes in their teaching approach that feels conventional and purely doctrinal. This is still a lot in areas that seem to position students as objects of education. This also happens at the university level. In fact, students are actually creatures that are completely different from animals.

There is a lot of potential that God has given to humans, which in this case students just ignore. The position of lecturers when transferring knowledge to students, sometimes they still forget that their position as the subject of education is neglected. This is because they demand that existing students have to master the theories as they have, often without any real application to develop life skills in real life. So that students are impressed like a bank that only use for knowledge storage.

Hurlock (1980) identified the developmental tasks of adolescents, namely: (1) Achieving new and more mature relationships with peers, both male and female, (2) Achieving male and female social roles, (3) accepting one's physical state and using it effectively. effective, and (4) Achieve emotional independence. In an effort to achieve the social roles of men and women which includes career achievement efforts. Adolescents in the category of a student must prepare for a successful adult life to increase their abilities and life skill competencies without experiencing barriers to communication and students can also deal with stressful situations

effectively (Kumar, 2014). According to Chhadva (2013) life skills are defined as psychosocial abilities for adaptive and positive behavior that enable individuals to face the challenges of everyday life. Skills are grouped into three skill categories: Cognitive skills used to analyze information, personal skills to develop personality and manage oneself, and interpersonal skills to communicate and interact effectively with others.

Students are individuals who have high intellect, intelligence in thinking and have a plan in every action (Siswoyo, 2007). In line with that, Takwin (2008) also mentions that students are independent individuals and have good life plans in terms of careers and relationships with the opposite sex. In addition, the lecture period is the right time to learn new things such as language and social roles and is a vital time to shape their life skills (Mofrad, 2013).

Some of the difficulties that will be experienced by students because they do not have life skills include being unable to make the right decisions, being excluded from the social environment, and so on (WHO, 1997; Mofrad, 2013). Therefore, students also need to be equipped with the basis for healthy mental development, so that adolescents are able to go through the transition period and can reach adulthood without problems. Life skills are skills or abilities to be able to adapt and behave positively, which allows a person to be able to deal effectively with various demands and challenges in daily life (Anwar, 2012).

As is understood together, that in the current context, education as referred to above (education is like a bank), if examined with a broader and deeper perspective, completely overrides human aspects and makes students stunted and uncreative. This is because the class is only controlled by the lecturer. For this reason, it is necessary to develop a system that is applied by developing life skills, namely an education system where life skills are something that needs to be developed in every life.

So that in time they become part of the community who are able to think and act maturely, critically, have character in responding to life, can make a positive contribution and survive in the midst of life in their time. In principle, the development of life skills is how a person can activate and mobilize all positive values and competencies possessed to the maximum to be implemented in maintaining daily life. Therefore, in this article the author wants to describe about education and skills guidance life skills for students, which all of us have tended to ignore.

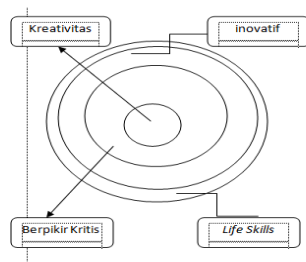
Life Skill

Life skills are defined as skills that are learned to do something well. Life skills are the habits of every individual by learning something that can help improve the quality of life. Life skills can be interpreted as "skills that help an individual be successful in living a productive and satisfying life". The meaning of life skills is a habit for positive and adaptive behavior that allows each individual to relate effectively to the demands (needs) and challenges in everyday life. The Ministry of National Education (2003) states that life skills are skills possessed by a person to be willing and brave to face life's problems and life naturally, without feeling pressured, then proactively and creatively seek and find solutions so that they are able to overcome them.

Life skills must be possessed and well understood by everyone to behave positively and adaptively, which enables individuals to deal effectively with everyday needs and challenges. The main life skills include problem solving, decision making, creative and critical thinking, effective communication, interpersonal skills, empathy, and self-awareness, coping with stress and emotions. Life skills are grouped into thinking skills, social skills and emotional skills (Dhingra, R., & Chauhan, K, 2017).

The module is one form of teaching material that is packaged in a complete and systematic way which includes a set of learning experiences as an independent learning tool so that students can learn independently. (Daryanto, 2013). This opinion is in line with the Ministry of National

Education (2008: 20) which explains that the module is a set of teaching materials that are presented systematically so that students can learn with or without a teacher. Furthermore, Purwanto (2007: 9) suggests that the module is a learning material that is systematically designed based on a certain curriculum and packaged in the form of the smallest learning unit and allows it to be studied independently in a certain time unit.



Based on the explanation above, it shows that the module is one of the media that can be used in the learning process which is packaged in the form of the smallest learning unit and allows it to be studied independently by the counselor. The development of the life skills module allows students majoring in BK, Faculty of Education, to learn and practice independently, to develop themselves in creating directed counseling relationships and improve skills when providing counseling services later. Experts point out that there are a number of skills that are basic skills and play an important role in improving the health and well-being of children and adolescents. These skills include decision making, problem solving, critical thinking, creative thinking, effective communication, fostering interpersonal relationships, self-awareness, empathy, coping with emotions and coping with stress (Anwar, 2012).

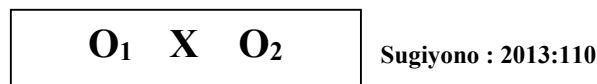
As is also stated in the National Education Law no. 20/2003 article 26 paragraph 3 that Life Skills Education (LSE) is classified as non-formal education, which provides personal, social, intellectual and vocational skills to be able to live and work independently. Starting from the development of life skills, it can be obtained through the learning process in a university environment by providing various opportunities to discover, explore, analyze, and evaluate various experiences, so that it can grow one's new thoughts and knowledge and benefit oneself, the organization, and society. and society as well as making students able to think critically, have creativity in problem solving, and be innovative as a manifestation of the development of life skills that exist in themselves. And it can be explained in Figure 1 below.

The World Health Organization (1999) suggested life-skills education as a way to promote emotional and social development and thus to prevent health and social problems. They proposed nine core life skills: (1) problem solving, (2) stress management, (3) assertiveness, (4) social adjustment, (5) pressure resistance, (6) decision making, (7) critical thinking, (8) interpersonal skills, and (9) effective communication. The United Nations defines life skills as a large group of psychosocial and interpersonal skills that can help people make informed decisions communicate effectively, and develop coping and self-management skills, which can lead to a healthy and productive life (United National Children's Fund, 2012).

2 Research Methods

This research was conducted at the Guidance and Counseling Department - Unimed Faculty of Education for second semester students of the 2019/2020 Academic Year. This research is a descriptive research with a quantitative approach to see how the influence of the development of the life skills module on the formation of skills in students in the Guidance and Counseling department – Faculty of Education, State University of Medan. This study uses a 4D model (four-D models). According to Trianto (2014: 184) the development of the four-D model consists of 4 main stages, namely: 1) define (determine the material), 2) design (design), 3) develop (development), and 4) disseminate (dissemination).

This questionnaire was given to students to measure the effectiveness of the module in the form of an assessment questionnaire aimed at a limited field trial group of 20 students and an operational field trial with a total of 100 students. However, in this research, only 3 stages were carried out, namely defining, designing, and developing. The dissemination stage was not carried out due to cost and time constraints. The population in this study were all students of the Guidance and Counseling Department of Stambuk 2020 as many as 100 people. The research design used in this study can be seen in Figure 2 below:



The data collection in this study used a questionnaire that will be filled out by the 2020 Sttambuk guidance and counseling students. The type of questionnaire used in this study was a closed questionnaire type, that is, the answer to the questionnaire has been provided so that respondents just choose. Questionnaire research in this study is to use a Likert scale with favorable statements which are statements that support or favor the object of research, and unfavorable statements that do not support or favor the object of research. The questionnaire that will be distributed first is tested for validity and reliability.

3 Results and Discussion

The development of the life skills module is made to help students develop the ability to identify problems or life skills in guidance and counseling. The results obtained in this module require competence in attitudes, creativity, interaction with oneself, others and the environment as well as the ability to overcome problems and pressures between peers, emotional conflicts and stress, all of which students can possess and are able to become independent counselees in good decision making for himself in the guidance and counseling services.

Researchers are interested in discussing the development of life skills modules for second semester students of BK FIP UNIMED. This module was created based on Nasution's opinion saying that "a module can be formulated as a complete unit that stands alone and consists of a series of learning activities that are structured to help students achieve a number of goals that are formulated specifically and clearly". The specific and clear goal is material about life skills. As the chairperson and team members in the preparation of Life Skills modules, BK majoring students feel responsible for preparing standard Life Skills modules for the Guidance and Counseling Study Program. The module preparation team is determined to make modules that are in accordance with field needs so that learning outcomes are achieved and graduates have good performance in providing counseling services

Assessment and evaluation on the development of life skills modules (life skills) according to media experts and material experts is carried out after the process of filling out the questionnaire and consulting the expert test. Meanwhile, the assessment and evaluation to the main field as well as operational field trials were carried out after the questionnaire was filled out. The following is presented in table 1 below.

Table 1. Feasibility Result Questionnaire for Life Skills Module Development

	Hasil evaluasi ahli media	Hasil evaluasi ahli materi	Hasil uji coba lapangan
Amount	70	90	2514
Score	87,5	90	78,56
Description	SB	SB	B

From the data in Table 1. above, it can be concluded that the evaluation results from media experts obtained a total of 70 with a value of 87.5 and was in the very good category, then on the assessment of material experts the number of 90 with a value of 90 was in the very good category, and Finally, on the results of the field trial, the total was 2514 with a value of 78.56% and was in the good category.

So it can be concluded based on the results of the evaluation of media tests, material tests and test results in a description that is acceptable, with the category that the development of the life skills module can be understood, the language is very clear, interesting, very appropriate, and useful and can be accepted as reference material in the process. learning specifically in the Guidance and Counseling department as a forum for the development and formation of life skills, especially during the counseling service process in schools. Media expert assessment data on the quality of the developed media products.

Media experts provide an assessment of various matters concerning aspects of media quality specifically and in depth. Very good category includes: Very easy to understand, very clear, very interesting, very appropriate, and very useful given a score 4. Good category includes: Easy to understand, clear, interesting, appropriate, and useful given a score 3. Poor category includes less easy understood, less clear, less interesting, less appropriate, and less useful were given a score of 2. The bad category includes: Not easy to understand, unclear, uninteresting, inappropriate, and not useful given a value of 1.

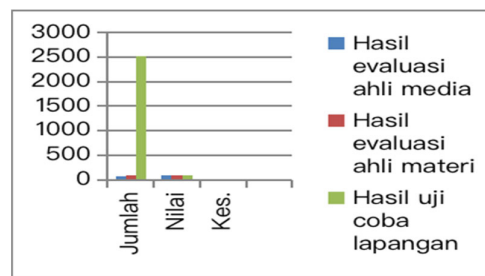


Fig 1. Chart of evaluation results

The explanation of Figure 1 above is a description of the results of the development of the life skills module after evaluation from media experts, material experts and the results of field trials. The result is that the development of the life skills module is worthy of being used as a

medium that can be used for BK Lecturers in providing information about the development of life skills. From the foregoing, it can be concluded that the process of developing the life skills module from this research started from the preparation of the outline of the module content, module design, trial review and revision through experts (material experts, service experts, and media experts), trial small groups, large group trials, and finalization and printing.

4 Conclusion

The conclusions in the research are as follows:

- a. This module is one of the media that can be used in the learning process regarding an integrative and comprehensive study or analysis using various techniques.
- b. Life skills are skills and abilities possessed by a person to be willing and brave to face the problems of life and life naturally without feeling pressured.
- c. Based on the results of the assessment data of media experts on the quality of the developed media products. Media experts provide an assessment of various matters concerning aspects of media quality specifically and in depth, it is known that the total score of 70 with a score of 87.5 is in the very good category.
- d. Based on the results of the material expert assessment data on the quality of the material developed. Material experts provide an assessment of various matters concerning aspects of the use of sentences specifically and in depth, it is known that the number is 90 with a value of 90 being in the very good category.
- e. The results obtained in this module require competence in attitudes, creativity, interaction with oneself, others and the environment as well as the ability to overcome problems and pressures between peers, emotional conflicts and stress, all of which students can possess and are able to become independent. counselees in making good decisions for themselves in guidance and counseling services.

Suggestion

The suggestions in this research are as follows;

- a. As a student majoring in guidance and counseling, I hope you can use this life skills development module as a reference material in improving your quality as a prospective counselor.
- b. Students who have problems related to the achievement of life skills that are less balanced should make more use of this module as a reference material.
- c. It is recommended for students if they want to improve their life skills in order to pay more attention to counseling skills in providing services at school.
- d. This life skills development module deserves to be used as a guide in developing counseling skills. This is based on the evaluation results from media experts, material experts and field trials that have been carried out and are in the very good category, meaning that the module is feasible to use.
- e. As a guide for prospective BK/Counselors, Lecturers, and Education Practitioners in carrying out counseling services in order to develop skills in counseling services by utilizing this module.

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