The Development of Module as a Learning Media on Communication Psychology Course

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Abstract. The goal of this study is to assess the feasibility of a module as a learning media for the Communication Psychology course at the Guidance and Counseling Study Program, Faculty of Science Education, State University of Medan. The ADDIE model of research and development is used in this research. Validation sheets are utilized as the data gathering methods. According to the results of the feasibility analysis, material expert gave a value of V is 0,82 with "the very feasible" criteria for the material and media expert gave a value of V is 0,75 with "the feasible" criteria for the media.

Keywords: Module, Learning Media, Communication Psychology Course, Feasibility

1 Introduction

The most crucial metric for a nation is its level of education. Education is a deliberate and organized effort to establish a learning environment and learning process so that students actively develop their potential to have moral strength, self-control, personality, intelligence, and a high moral code, as well as the skills they require for society, the nation, and the state [1]. Education must be meaningful and effective where students can learn actively and be actively participatory in the form of knowledge construction with the guidance and quality of teachers [2]. Therefore, the efforts that may be made to realize the concept of education can be undertaken via a solid and well-planned educational process. The educational process gives students the chance to realize their potential as rational thinkers and academic geniuses by offering context to everything they encounter in their daily lives, including what they see, hear, read, and experience [3].

The purpose of the national education system is to enhance Indonesians' quality of life and human dignity as part of efforts to achieve national objectives [4]. Learning must be adapted to the psychological development of learners at different age levels. Learning will be more effective and successful when lecturers are able to create learning media that are in accordance with the material and the age level of college students. Using the right learning media can increase interaction in the learning process so that college students will not feel bored in learning and make learning activities more interesting and also effective. The right learning media in the learning process will produce satisfactory outputs including changes in college student behavior. Technology, often known as educational media, is the scientific application of the human learning process to the real-world tasks of teaching and learning [5]. One way to overcome communication failures and receive messages appropriately to college students is to use learning media. Learning media has become a part that can provide meaningful experiences in the

learning process. Learning media provide an important function in education.

There are many references about the functions of learning media. Learning media has several functions, namely: (a) the function of attention, which is to make students feel interested in convergency, (b) affective function, learning activities to read illustrated texts so as to make students enjoy learning, (c) cognitive functioning, in this case can facilitate the achievement of goals to understand and remember information, and (d) compensatory function, providing excuses to help the understanding of the text of the content of the lesson presented [6]. The other functions of using learning media are to: (a) present actual objects and rare objects in learning, (b) make duplications of actual objects in learning, (c) make abstract concepts to concrete concepts, (d) give similar perceptions to all learners, (e) overcome obstacles to time, place number, and distance in learning, (f) consistently re-present information to learners, and (g) provide learners with a non-stressed, relaxed, and engaging learning atmosphere [7]. Next, the functions of learning media are divided into 5 other types: (a) educational function, this is because learning media affects the learning process and outcomes which will certainly also affect education, (b) social function, namely through learning media, students get the opportunity to develop and expand interaction between students, interaction with society and interaction with the surrounding nature, (c) economic function, meaning that learning media can be use d intensively, for example, one tool can be enjoyed by a number of students and can be used continuously, this happens due to technological advances, (d) political function, meaning that learning media can be used by educational masters to express views and teaching between the center and the regions in the implementation of teaching, and (e) the function of cultural arts, namely through educational media, students can obtain and get to know various cultural art results of human works [8].

Along with the sophistication of scientific and technological advancement, learning media utilization has advanced significantly in recent years. So that the benefits are deeply felt by learning implementers, such as being able to help in accelerating the delivery of material, facilitating students' understanding and others. The advantages of learning media are extensively documented. According to a source, the following are some advantages of adopting learning media: (a) make concrete abstract concepts. Through the use of learning media, concepts that are still seen as abstract and challenging to explicitly explain to students can be made concrete so that students can understand the course material, (b) can bring materials into the learning environment that are excessively risky or difficult. For example, the teacher explained with the television media about the beasts that could not be presented in the classroom directly, (c) can introduce items into the learning environment that are overly big or little. For example, the teacher will show airplanes or bacteria through the medium of images, and (d) may display motions that are overly quick or slow. For example, the teacher will show the movement of darting arrows or the growth of sprouts [9]. The other benefits of using learning media are: (a) giving criticism to help improve learning that has already occurred or will soon be scheduled, (b) the subject topic for students who are more functioning and perceive its advantages, (c) delivering enrichment opportunities to students based on what they have expressed, (d) acquaint the student with the material to make them more persuadable about the lessons being taught, leading to an increase in the student's esteem and appreciation, (e) By comparing the learner's concepts with those he acquires outside of school, the learner's feelings will become deeply ingrained in him, and (f) indirect comparison of the information gained from learning media outside of the classroom with that provided by the teacher [10].

The advantages of learning media then include: (a) learning messages and information can be communicated in a more compelling, concrete manner than just through written or spoken words (verbalistic); and (b) they can transcend the constraints of time, space, and sensory

capacity. For instance, a massive object could be substituted with reality, pictures, frame videos, movies, or models. Film footage, videos, and other media can be used to replay current events or past occurrences. It is possible to present too-complex objects using models, diagrams, and other tools, (c) improves students' active attitude in learning, (d) creates interest and desire for learning, (e) enables students to interact with reality and the environment more directly, (f) provides for personalized learning based on each student's skills and interests, and (g) provides students with the same stimulants, experiences, and perceptions [11].

The Classification and variety of learning media are very diverse, diverse media will be able to help lecturers in creating learning every day. Various learning media are needed for lecturers to be able to make their college students more enthusiastic in learning. One method or tool used in the teaching and learning process is learning media. This is done to encourage learning patterns in order to support the success of the teaching and learning process so that teaching and learning activities can be successful in accomplishing the desired goals. There are many references about the variety of learning media. The opinion found expressed that grouping learning media based on technological developments, namely: (a) print technology media. The media group of print technology results includes text, graphics, photographs or photographic and reproductive representations, (b) audio-visual technology produced media. Projectors, movies, and tape recorders are just a few examples of the equipment used in audio-visual training during the teaching and learning process, (c) computer-based technology media. The difference between media produced by computer-based technology and those produced by print technology and audio-visual technology is because information or material is stored in digital form, and (d) media combined print and computer technology. This media generates and stores material by combining the use of several forms of computer- controlled media [12]. According to the opposing viewpoint, there are different categories into which learning media can be categorized.

a. Judging by their characteristics, the media can be divided into:
   1) Auditory media, also known as media with only a sound component or media that can only be heard.
   2) Visual media, which is a kind of communication in which sound is not present and can only be seen.
   3) Audio-visual media, a kind of media that in addition to including audio components also includes visual components, such as visible images.
b. Judging from its range ability, the media can also be divided into:
   1) Media with a broad and concurrent coverage power. Students should be able to learn about real items or events while using this medium, without the need for a dedicated space.
   2) Media has a finite amount of time and space for coverage.
c. Judging from the way or technique of use, the media can be divided into:
   1) Projected media. To project this form of media, special projection equipment is needed, such as a film projector, a slide projector, or an OHP. The media cannot operate without this support tool.
   2) Unprojected media [13].

Next opinion classifies media on the basis of the complexity of a medium. On that basis, this opinion divides media into two groups, namely: (a) large media (expensive and complex media) which include major media for example: film, television, and NCD video, and (b) small media (simple and cheap media) which includes small media for example: slides, audio, transparency, and text. In addition, this opinion also distinguishes the media on the basis of its reach, which is: (a) mass media (the coverage is wide and simultaneous) which includes mass

media are radio and television, (b) group media (the coverage is as wide as a certain room), which includes group media are: audio, video, OHP, and slide tapes, and (c) individual media (for individuals), those that include individual media are: textbooks, telephones, and learning computer programs (CAI) [14]. Then, there is a viewpoint that claims that as technology, information, and communication (ICT) have advanced, there have been changes in the sorts of learning media. These newer learning media include: (a) audio media, media that relies on sound capabilities, such as radio, cassette tapes, vinyl records, and MP-3; (b) visual media, media that relies on the sense of sight, such as photographic media, images, graphics, and posters; (c) audiovisual media, which includes both sound and visual components and includes things like television, videotapes, and video compact disks (VCD), (d) animated media, that is, moving images/ graphics made by recording still images, then the recording of these images is played back in sequence so that they are seen no longer as each separate image, but as a unity that produces the illusion of uninterrupted movement. While the animation's characters are made up of two-dimensional (2D) and three-dimensional (3D) images that represent people, animals, or other real objects, animated characters can be perceived as images that contain objects that appear to be alive because of the collection of images' regular and alternate display changes. Writing, object shapes, colors, and special effects are all examples of objects that can be seen in an image, and (e) multimedia, which combines a variety of elements including audio, visual, audio visual, and animation, as well as text, graphics, images, and photos, can also be considered [15].

As a learning media, the module is very important for lecturers and college students. There are many statements about module. Module is an independent learning package that contains a set of planned learning activities to help students achieve clearly formulated learning objectives [16]. Module is an effective medium to use and has a function in learning activities. In addition, in terms of its usefulness, the module has four uses in the learning process, namely: (a) the module as a provider of basic information, (b) modules as instructional materials or instructions for students, (c) modules as complementary materials with communicative illustrations and photos, and (d) the module can be an effective teaching guide for educators and a material for students to practice in conducting self-assessment [17]. Then, modules can improve learning outcomes compared to without using the module, and learning outcomes between students using the learning module and students not using it or not using the module varied significantly [18]. The other statement stated that by using modules can increase student learning activities [19]. Next, the module's goal is to provide teaching materials that meet the requirements of the curriculum while taking students' needs into account, specifically teaching materials that are in line with students' characteristics and tailored to the social context [20]. Based on the description above, the module is very useful in providing information and substitutes for teachers in providing information, is useful in increasing mastery of the material for students, and generates strong motivation to learn optimally.

A module must have criteria. There are many opinions regarding the criteria of a module. The criteria for modules in the independent curriculum are as follows: (a) essential, that is, each subject has a concept through learning experiences and across disciplines, (b) interesting, meaningful, and challenging, namely the teacher can foster interest in students and include students actively in learning, related to their cognitive and experience so that they are not too complex and not too easy for their age, (c) relevant and contextual, namely relating to the cognitive elements and experiences that have been previously owned and according to the conditions of the time and place the students are in, and (d) continuous, namely learning activities must be related to the student's learning phase (phase 1, phase 2, phase 3) [21]. Next, the development of the resulting module has a suitable approach to learning, is effective and

efficient in achieving competence, in accordance with the characteristics of the target, practice questions and evaluation questions in accordance with the RPS [22]. Based on the description above, the module has different characteristics from other teaching materials in which the module's material is modified to meet the demands of the curriculum and the students. If students still utilize and rely on other teaching resources in addition to the module they are using, the teaching material is not classified as a module that satisfies the criteria. Instead, it is labeled as a teaching tool that students use to study or complete assignments on the module.

The module must also have elements. Technically the module is composed of four elements, namely:

    a. Module title
       This title contains the name of module of a particular course.
    b. General instructions.
       This element contains an explanation of the steps taken in learning, as follows:
       1) Basic competencies
       2) Subject matter
       3) Achievement indicators
       4) References (filled with the source of the books used)
       5) Learning strategies
       6) Explaining approaches, methods, steps used in the learning process
       7) Learning activity sheets
       8) Instructions for students to understand the steps and material
       9) Evaluation
    c. Module material
       Contains a detailed explanation of the material at each meeting.
    d. Semester evaluation

This evaluation consists of the middle and the end of the semester with the aim of measuring the competence of students according to the material provided. Next, the core components of the teaching module include learning objectives, assessments, meaningful understanding, lighter questions, learning activities, and reflection of students and teachers. So, the elements in the module cannot experience deficiencies or defects, because it will have an impact on the quality of the module. Then, a good module must know the elements of the existing module. That is, there are seven elements that must be achieved in making the module, namely the title, learning instructions, competencies to be achieved, supporting information, and evaluation. Based on the description above, a good and appropriate module is a module that fulfills every existing element for achieving the learning goals. The elements are as follows: (a) module title which contains the name of the module in a material, (b) general instructions containing the rules for using the module, (c) material that contains a variety of information and skills that will be studied by students in detail, and (d) evaluation that contains repetition and tests that aim to determining the level of students' abilities.

One of the higher educations in Indonesia that also plays a role in carrying out the functions of national education system is State University of Medan (Universitas Negeri Medan) that has the duty to create graduates who are capable of becoming qualified teachers. As a crucial component of State University of Medan, the Guidance and Counseling study program contributes to the accomplishment of State University of Medan's purpose to produce professional and competitive teacher candidates and to respond the challenges, opportunities, and community demands. But, based on the findings of observations that have been made in the Communication Psychology course in the Guidance and Counseling study program, it was found that college students have difficulty understanding the course material because there is a

shortage of literature or references connected to it. Therefore, it is essential to acquire learning media, particularly modules that may enhance college students' understanding of Communication Psychology course. Lecturers can create modules for learning media. According to the information, it is important to carry out a study titled "The Development Of Module As A Learning Media On Communication Psychology Course".

2 Research Methods

This study employs the ADDIE model of research and development. The main purpose of this research and development method is to produce certain products and determine the feasibility of the products developed [26]. From January to November 2022, a total of 11 months were spent conducting this study in the Guidance and Counseling study program. In this study, observation and validation sheets were used as data gathering methods. In order to build product that are in line with the findings of the observation, observation was made to learn more about issues relating to learning media. Meanwhile, for the product that is currently being created, validation sheets are utilized to gather data from media and material experts in order to determine if the produced module is feasible. Material expert is required for this study as a validator, a provider of ideas or comments on the subject matter. Media expert is required for this study as a validator, a provider of ideas or comments on the media.

3 Result and Discussion
3.1 Analysis

At the analysis stage carried out are: a. Identifying the CPMK for the Communication Psychology course and the Sub CPMK for the Communication Psychology course. b. Identifying learning activities in the Communication Psychology course. c. Analyzing the learning media used. d. Analyzing the activeness of students in participating in learning. e. Conduct a needs analysis of the learning media that will be developed.

3.2 Design

At the design stage carried out are:
a. Preparation of the draft module through the following stages: 1) Using the results of the analysis stage to choose the title of the learning module. 2) Determine learning objectives, namely CPMK and Sub CPMK that must be achieved by students after studying the module. 3) Determine the outline of the learning module. 4) Develop the material that will be used in the module by taking into account the results of the needs analysis that has been carried out.
b. The stage of making research instruments is an assessment sheet for media experts and an assessment of material experts to measure the level of feasibility.

3.3 Development

At the development stage carried out are:
a. Developing learning module
   At this stage the module drafts are developed according to their respective structures. The resulting module outputs are: (1) cover page, (2) front page, (3) introduction, (4) table of contents, (5) list of images, (6) list of tables, (7) introduction, (8) content of the subject matter, (9) summary, (10) practice questions and evaluations, (11) final evaluation, (12) answer keys, and (13) references.
b. Product feasibility test.
   Assessment products and instruments are distributed to media experts and material experts in order to determine the feasibility level of the learning modules that have been made. The results of the analysis of the assessment of material experts and material experts are as follows.

Table 1. Assessment By Media Expert

No.	Rated Aspects	$\sum S$	V
1	Balance the size of each component of the digital book media	6	0.75
2	Screen display	4	0.50
3	Accuracy of color selection and composition	5	0.63
4	Background color with text	6	0.75
5	Image display quality	6	0.75
6	Clear video sound	7	0.88
7	Writing is readable	8	1.00
8	Navigational clarity	5	0.62
9	Consistent use of buttons	6	0.75
10	Clarity of instructions	5	0.62
11	Ease of use	6	0.75
12	Text efficiency	5	0.62
13	Image efficiency	6	0.75
14	Program speed	6	0.75
15	Media fascination	3	0.38
16	Ease of selecting menu items	5	0.62
17	The application is not running slow	6	0.75
18	The application does not stop during operation	8	1.00
19	Easy application to run	6	0.75
20	Have a clear flow of application usage	7	0.88
21	Simple operation	4	0.50
	Total	126	15.75
	Average		0.75

Based on the table, it can be seen that the results of the data from media expert validation obtained the results of the average validation analysis using the Aiken index obtaining V = 0.75 which is included in the feasible category.

Based on the Table 2, it can be seen that validation of the data results from material experts obtained the results of the average validation analysis using the Aiken index obtaining V = 0.88 which fall into the very feasible category.

Table 2. Assessment by Material Expert

Indicator	Assessment Item	∑S	V
Sub aspect of content feasibility			
Suitability of the material with basic competence	suitability of digital book material with learning indicators	7	0.88
	the depth of material presented in the digital book is in accordance with core competencies and basic competencies	7	0.88
Material accuracy	the accuracy of the concepts presented	8	1.00
	accuracy of the sequence of concepts presented	7	0.88
	truth of the material presented	7	0.88
	reference accuracy	7	0.88
	suitability of the order of the material on the indicator	6	1.00
Sub-aspect of language			
Language fluency	the effectiveness of the language used in the media	7	0.88
Sentence presentation	the accuracy of the sentence structure used in the digital book	7	0.88
	material presented in writing in easy-to-understand media	8	1.00
	sentences used in the media are in accordance with good and correct Indonesian	8	1.00
	suitability of the language used in the media with the intellectual development of students	7	0.88
Suitability for developmental level	material in digital books with students' intellectual development	7	0.88
Trial flow of thought	sequence of experimental steps presented in the digital book	7	0.88
The accuracy of using terms	the accuracy of the terms presented	6	0.75
	consistency of term use	6	0.75
Total		112	14
Average			0.88

4 Conclusion

The results of this study can be concluded as follows
a. This development research uses several stages, namely analysis, design, development, implementation, and evaluation. However, because this semester lectures only started in August so that the implementation and evaluation stages have not been carried out, until this progress report is made, this research is only up to the development stage.
b. At the analysis stage includes identifying the CPMK for the Communication Psychology course and the Sub CPMK for the Communication Psychology course, identifying learning activities in the Communication Psychology course, analyzing the learning media used, analyzing the activeness of students in participating in learning and conduct a needs analysis of the learning media that will be developed. While, at the design stage includes preparation of the draft module and the stage of making research

instruments. Next, at the development stage includes develop learning modules and test product feasibility.

c. Validation of the data results from material experts obtained the results of the average validation analysis using the Aiken index obtaining $V = 0.88$ which fall into the very feasible category and the results of the data from media expert validation obtained the results of the average validation analysis using the Aiken index obtaining $V = 0.75$ which is included in the feasible category.

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