

Counseling Guidance Module To Prevent Students's Hedonism Lifestyle Attitude

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Abstract — This study aims to formulate the feasibility of the counseling guidance module to prevent student's hedonism lifestyle attitude and also the use of counseling by counseling teachers / counselors in senior high school. This research method uses the ADDIE model. The subject of the research trial consisted of three experts to test the feasibility, and three counseling teachers / counselors. The instrument used was the Likert Scala, questionnaire and Focus Group Discussion (FGD). Data from the research results were analyzed using descriptive analysis and nonparametric statistical analysis. The research findings show that the Guidance and counseling module can be used by counselors to assist teachers in preventing the students' hedonism lifestyle attitude.

Keywords — *Hedonism Lifestyle Attitude, Counseling Guidance Module*

I. INTRODUCTION

Westernization is an attempt to imitate the western lifestyle, imitating from all aspects of life, both in terms of fashion, behavior, culture, and others. (Koentjaraningrat, in Suharni 2015). This excessive imitating attitude is often seen around us. One of the westernisations that the trend in Indonesian society today is the lifestyle of hedonism. Hedonism is a doctrine which states that pleasure is the most important thing in life, or hedonism is a notion held by people who are solely seeking life pleasures (Dauzan & Anita, 2012).

The doctrine of hedonism is materialistic, tends to give birth to humans who are influenced by illusions, absolute freedom and free lifestyles that sacrifice moral values. This is contrary to the purpose of education in Indonesia. Based on the results of research conducted by Timartati (2014), the hedonism lifestyle is influenced by internal factors, namely the desire to be seen as more fashionable and not outdated, while the external factor is lack of awareness of the dangers of hedonism lifestyle among individuals such as drugs, liquor, and promiscuity.

Furthermore, the results of the study of Dauzan & Anita (2012) show that the impact of the hedonism lifestyle converges on 4 things, namely (1) a decrease in motivation and learning achievement, (2) changes in lifestyle to materialistic, (3) mindset changes to be pragmatic and apathy, and, 4) choosing activities that are excessive,

immoral and behave negatively, eventually falling into the nightlife, free sex and drugs.

Based on the description and results of expert research on previous hedonism, it is increasingly emphasized that the need for counseling teachers / counselors to develop the practice of counseling guidance services to develop students' potential to avoid the hedonism lifestyle. The development carried out to able to accommodate the factors that influence the occurrence of the hedonism lifestyle in order to create students' daily life effectively.

The current issue, what kind of counseling teachers / counselors can do in dealing with hedonism lifestyle phenomena that is able to accommodate various factors of the hedonism lifestyle that has spread and very complex. In this study, the researcher tried to provide alternative prevention by making a counseling guidance module to prevent hedonism lifestyle in school. Modules are learning tools or facilities that contain material, boundaries, and ways of evaluating systematically and interestingly designed to achieve the expected competencies according to the level of complexity (Dharma, 2015).

By utilizing the module, students are expected to be able to be independent and be able to develop their potential optimally. This is in accordance with the purpose of counseling guidance services, namely to help students independently through directed services. Prayitno (2017) states that counseling services are aimed at personal conditions that are independent, successful and effective in their daily life.

The results of interviews with several counseling teacher, it is known that the counseling teacher / counselor does not have a relevant module to be used as material in providing counseling services related to the prevention of the hedonism lifestyle. Counseling teachers / Counselors are also less interested in developing modules, unable to form module forms that are in accordance with their rules, there are still counselors who consider the module not important because it adds to the activities of counseling teachers and even perceive module making as too complicated convoluted.

The phenomenon above indicates that there is still a lack of understanding of the counselor / counseling teacher

in compiling and utilizing the module. Even though by utilizing the module, the counseling teacher / counselor can provide useful and interesting services for students at school. Whereas one of the advantages gained from learning by using modules is increasing student motivation, because the material is clearly defined and in accordance with field conditions. The use of well-designed modules follows the rules for preparing modules, students can gain new understanding and knowledge to create views, insights, skills, values and attitudes that are suitable for life's purpose (Santyasa, 2015). The learning system with module facilities has been developed both at home and abroad, known as the Capital Learning System (SBB). Tjipto Untomo and Kees Ruijter (in Santyasa, 2009: 9), the Modular Learning System (SBB) has been developed in various forms with various names, such as the Individualized Study System, the Self-Passed Study Course, and the Keller Plan.

The results of the study by Ayriza (2015) entitled about the Personal Social Guidance Module for Guidance and Counseling Teachers for Facing Natural Disasters, in his paper revealed that the module is very useful as a medium to assist in providing personal - social guidance services to improve the psychological readiness of high school students in facing natural disasters. Furthermore, the results of Yandri's research (2013) entitled Development of a Guidance and Counseling Module for Prevention of Bullying in Schools. The researchers' findings illustrate that the guidance and counseling module for the prevention of bullying in schools shows good wear by counselors to help prevent bullying in schools.

Based on the explanations and results of the research described above, it is possible for module learning to effectively change students' attitudes, so to be able to improve their personal and social competencies to create effective daily life. However, module development requires more mature material preparation, more expensive costs compared to the lecture method, then planning must be mature which requires cooperation, facilities, media, resources, supporting references, plenty of time and other supporting matters. To overcome this, the researcher will collaborate with the counseling teacher / counselor in the field, conduct discussions with experts in the field of counseling guidance to validate the content / construct of the module being developed. This is done to obtain as many supporting references and inputs as possible in developing the module. The researcher hopes that the products developed in this study can help counselors to prevent hedonism lifestyle attitudes in schools and complement some of the shortcomings of guidance and counseling service practices as substantive strategies that have been running in the field.

Departing from this, the researcher wants to develop a Guidance and counseling module to prevent the hedonism lifestyle of students. The researcher hopes that the products developed in this study can be used in the practice of counseling services. Based on the explanation above, this study was designed to achieve the following development objectives: (1) produce a Guidance and counseling module to prevent the attitudes of the hedonism lifestyle of students who are properly content, and (2) describe the level of use of the Guidance and counseling module to prevent attitudes

hedonism lifestyle of guidance and counseling teacher or counselors.

II. METHODOLOGY

This research is a research and development (R & D) research. The development procedure applied in this study follows the development steps according to the ADDIE model which includes Analyze, Design, Development, Implementation, and Evaluation (in Molenda, 2003). The product development activities carried out by the researcher only reached the small group test stage or the product suitability test by the class teacher (counseling teacher / counselor). The subject of the trial in this study consisted of experts consisting of three people to conduct a feasibility test on the product and practitioners, namely the counseling teacher / counselor consisting of three people to assess the suitability test of the product that had been designed.

Data collection in this study used a Likert scale, questionnaire, and through Focus Group Discussion (FGD). The collected data is then processed descriptively to describe the distribution characteristics of the scores of each respondent by specifying a category from the product trial results. In addition, this study also uses nonparametric statistics by utilizing the Coefficient of Concordance Kendall's W. test.

III. RESULT AND DISCUSSION

Based on the results of the study, it can be revealed that through the feasibility trial at the development stage by experts on the Guidance and Counseling module to prevent hedonism lifestyle attitudes, the students showed overall with a percentage of 87.6 in the Very feasible category to be implemented in Senior high school after being completed according to the input validator so that a module of Guidance and counseling is produced to prevent student hedonism lifestyle attitudes as a product and ready to be implemented and tested for usage in schools by counseling teacher / counselors.

Furthermore, based on the results of the Concordance Kendall's W Coefficient, the expert assessment obtained Kendall's W^a of 0.822. Thus, it can be said that there is an alignment / appropriateness of the assessment of the three experts on the research product.

In the stage of implementation by the guidance and counseling teacher or counselor, the percentage test results obtained in the 90 category are very high. This means that the assessment given by the counseling teacher / counselor regarding the learning device prepared can be applied or used by the counseling teacher / counselor in the school. Then through the Concordal Kendall's W Coefficient test, Kendall's W^a was obtained by 1.00. This means that there is harmony / appropriateness of the assessment of the three guidance and counseling teachers or counselors for the research products.

Then, through the FGD process at the evaluation stage it was found that the overall assessment given by the FGD participants to the module was in a very good category

with a percentage of 91.2 and also the module guidance was in the excellent category with a percentage of 93.3. This means that the FGD participants gave a positive assessment of the Guidance and Counseling module to prevent students' hedonism lifestyle as a media in providing guidance and counseling services and were ready to be used in guidance and counseling services in schools.

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

1. Feasibility Level of Counseling Module to Prevent Students' Hedonism Lifestyle Attitudes

The research products produced in this study include modules to prevent students' hedonism lifestyle. This product is named "Guidance and Counseling Module to Prevent Attitudes of Students' Hedonism Lifestyle".

The implementation of this product development, the researchers guided the steps contained in the ADDIE model, namely analyze, design, development, implementation, and evaluation. From the results presented in the development stage, it is known that the modules compiled have reached the appropriate criteria by experts. This is evidenced by the average value of the entire product of 3.9 and is in the feasible category.

The value of feasibility provided by these experts is a value based on the objectivity of the content contained in the module. The objectivity can be supported by looking at the test results statistically using the Significance Test of the Kendall's Concordance Coefficient. From the test results it is known that the level of alignment of the assessment given indicates a strong relationship between experts, namely the Kendall's value of 0.932.

The aspect of appearance / appeal of the modules arranged is interesting. That is, the appearance of the module developed can attract students to discuss the material in it. Then for aspects of the module implementation steps developed can be operated by the counseling teacher or counselor. This means that the counseling teacher or counselor can use the module developed.

Furthermore, the module material developed is easily understood by counseling teachers or counselors. Each instruction and exposure to information that appears is helpful and friendly to the users, including ease of response and access as desired. The use of language that is simple, easy to understand, and uses terms commonly used, is one form of user friendly.

In addition, the assessment given by experts is related to 8 aspects, namely appearance / attractiveness, steps for implementing the module, the role of the counseling teacher or counselor, material, and no language usage that shows an assessment that is below the standard of eligibility. This further reinforces that the counseling module to prevent hedonism lifestyle attitudes of students is feasible to be used by counseling teachers / counselors and can be used in counseling service activities. Counseling teachers or counselors must be able to provide understanding and knowledge to students about preventing the attitude of hedonism, one

of which is by using a module that the researcher collects.

2. Level of Use of the Guidance and Counseling Module to Prevent Hedonism Lifestyle Attitudes

The research findings in order to determine the level of product use illustrate that the Guidance and Counseling module to prevent hedonism lifestyle attitudes of students with high levels of usage by counseling teachers or counselors in providing services. The fact described above is supported by the assessment of product usage, which is equal to 4.18. This can be interpreted that the counseling teacher or counselor will be able to practice the product in the counseling service.

In addition, based on the results of statistical testing using the Kendall's coefficient of significance test, it is known that the Kendall's value is 1.00 which indicates that the level of alignment is high among counseling teachers or counselors. Furthermore, the assessment given by the counseling teacher or counselor is related to three aspects, namely planning, implementation, and evaluation which do not show an assessment that is below the standard of use.

In general, the counseling module to prevent students' hedonism lifestyle attitudes has reached an adequate level of usage. For planning aspects can be done by the counseling teacher or counselor well. All tools needed for module use can be provided by counseling teachers or counselors. Furthermore, the implementation aspect shows that the counseling teacher or counselor can follow the steps that have been prepared. Next, the evaluation aspects used have been able to see the acquisition of students after joining the service.

This is relevant to the opinion of Mulyasa (2005) which states that modules as learning tools or facilities that contain self-learning packages which contain material, methods, and methods of evaluating which are designed systematically and attractively to achieve the expected learning goals. The use of this module will also direct students to find their own concepts so that services using modules will be more focused on students while counseling teachers or counselors only function as facilitators

This is in accordance with the opinion of Rayandra (2011) by using modules, students can learn at each other's pace and learn more independently. Thus, the research product in the form of a counseling module to prevent students' hedonism lifestyle attitudes in practice can be done by counseling teachers or counselors in schools.

This developed product is a special module to be implemented in senior high school. The learning tools developed are only limited to small group trials, so it is necessary to conduct field trials to see the effectiveness of the use of Counseling guidance Modules to Prevent Students' hedonism lifestyles attitude, and the implementation of these learning tools can be implemented properly if the counseling teachers / the counselor have complete supporting tools and are expected to always complete and carry out careful planning before providing services to students.

IV. SUMMARY

Based on the results and discussion, can be concluded that The Guidance and Counseling Module is to prevent the hedonism lifestyle of students in the decent category. This means experts agree that modules are prepared feasible to be implemented or used by Guidance and Counseling teachers or counselors in providing services to students. The level of using Guidance and Counseling module to prevent the hedonism lifestyle of students is in the high category. That means that the Guidance and Counseling module to prevent hedonism lifestyle attitudes can be used as a medium in Guidance and Counseling services. Thus, it can be concluded that the Guidance and Counseling module is to prevent students' hedonism lifestyle attitude can be utilized by Guidance and Counseling teachers or counselors to help students prevent a hedonism lifestyle.

V. ACKNOWLEDGMENT

The author give million expresses his deepest gratitude to the Committee as well as the editors of the The 4th Profunedu Conference University of Muhammadiyah , Makassar, who have provided the opportunity to publish the results of this research at this forum or proceeding, and all parties who have supported and help implement this

research program. Hopefully the results of this research can benefit to all of us.

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