



Development of Ruhiology-based Islamic Counselling Guidance Module for Student Stress Management during Online Learning

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Received : June 23, 2023

Revised : July 10, 2023

Accepted : July 10, 2023

Online : August 7, 2023

Abstract

Stress levels increased throughout the online learning period due to the COVID-19 pandemic. High learning demand, copious tasks assigned by teachers, high targets set for student achievements, and even hurdles in using digital technology were some factors triggering stress among students. Under such conditions, the development of Islamic counselling guidance services is required to assist students in managing stress so that it does not lead to negative consequences, such as reduced motivation to study or even depression. Accordingly, the current research aims to produce a module that guidance and counselling teachers and counsellors can use to provide counselling services in the form of stress management for students, particularly when they engage in online learning. The perspective used as the basis for developing this module is ruhiology, a perspective in Islamic psychology. Stress management in the ruhiology perspective is based on ruhani awareness as the main subject within the human self, which can control, manage, regulate, and even prevent stress. The method used is research and development (R&D) using the ADDIE model covering five stages: analyze, design, development, implementation, and evaluation. After testing or feasibility study was done by experts and usability testing was done by guidance and counselling teachers, findings show that the module for developing ruhiology-based Islamic counselling guidance is deemed highly viable to follow up and implement in the broader field test stage in order to help students manage their stress during online learning.

Keywords *Islamic Counselling Guidance Module, Stress Management, Ruhiology*

INTRODUCTION

The COVID-19 pandemic has caused people to suffer multiple stressors on a global scale. In Indonesia, according to the results of a survey conducted by the Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia – KPAI) in the period of 13-21 April 2020 on 1700 respondents consisting of kindergarten to high school students in 20 provinces, stress symptoms were found to be experienced by students during online distance learning. The KPAI report is supported by several research indicating the influence that online learning has on stress levels among school students, such as research by Lindasari et al. (2021) and Mamahit (2021), or university students as shown in research by Harahap et al. (2020), Putri et al. (2020), Nurcita and Susantiningsih (2020).

Given the circumstances outlined above, guidance and counselling (GC) teachers or counsellors need to put in efforts to develop GC services to help the student manage their stress. Previous research, such as Barseli et al. (2020) and Hasibuan and Jamila (2021), who used general psychological perspectives, made efforts to develop a guidance and counselling module for stress management. Unlike those studies, the current research employed ruhiology as the basis for developing the module. Ruhiology is a novel perspective in Islamic psychology developed by the writer (Ushuluddin et al., 2021; Ushuluddin, 2019).

The ruhiology perspective, rooted in Islamic psychology, is relevant with the Islamic counselling guidance module being developed because the discipline of Islamic counselling

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guidance (ICG) maintains a different basic assumption about human beings compared to guidance and counselling rooted in general psychology. ICG considers ruhani as a huge potential within the human self (Kusnawan et al., 2017), which in general guidance and counselling lacks proper study, if not likely overlooked.

Based on the above background, the current research aims to develop a learning medium in the form of ruhiology-based Islamic counselling guidance module that counselling teachers or counsellors can use in providing students with stress management counselling by leveraging the ruhani potentials inherent within their own selves.

LITERATURE REVIEW

Counselling Guidance Module

A module refers to a tool or means of learning containing materials, limits, and methods of evaluation that have been designed to be systematic and interesting to achieve the expected competencies (Dharma, 2015). A module is prepared as teaching material aligned with the curriculum requirement by considering the students' social environment's needs, characteristics, and setting or background (Suprawoto, 2019). Module characteristics, according to the Directorate of Vocational High School Development (2020), should include self-instruction, self-contained, stand-alone, adaptive, and user-friendly. By providing an effective learning module, students are expected to develop their potential optimally, including managing their stress independently.

Stress Management

Not all individuals can manage stress independently; hence, psychologists have developed a technique called stress management that can be taught to others (Taylor, 2003). Stress management is a program for controlling or regulating stress, and it is intended to identify the cause of stress and understand techniques for managing stress (Schafer, 2000). Several past studies have attempted to use stress management to support students' online learning (Listyanti & Wahyuningsih, 2020; Barseli et al., 2020; Chairul & Tjakrawiralaksana, 2021; Hasibuan & Jamila, 2021). Unlike previously implemented strategies that involve physical, emotional, cognitive, and social aspects, the ruhiology-based Islamic counselling guidance module offers stress management using religion as a strategy by introducing ruhani as the main subject within the human self.

Ruhiology Perspective

Ruhani, according to neurophysiologist Paul Chauchard, as cited by Leahy (2001), is not something material in nature. According to research by Lashley, Laubenthal, Marjouanine, and Cornil about the human brain, it is known that the brain is no more than a tool for actualising and selecting mental life (Leahy, 2001). Similarly, Eccles, a neurobiologist (Nobel laureate), stated in his widely acclaimed book *The Self and Its Brain* (1977), which was co-written with the philosopher Karl Popper, that ruh is the 'person' as recognized by the personal self. This is also asserted by Penfield (as cited in Jaki, 1980), a brain surgeon, who concluded from research that ruh is free and is able to take the initiative.

Ruhiology study is founded upon the basic assumption that ruh is breathed into man by God to perfect the creation of man (Q.S. 32:9). This means that the creation of man would not have been perfected unless God breathed ruh into man. From the Islamic perspective, ruh has the ability to sense/feel. The feeling is an extraordinary fundamental potential that the ruh possesses. With feelings, humans can think using their reason (*al-aql*), which is contained within the brain (Syahputra & Hafiar, 2019).

Since ruh resides in the heart (*al-qalb*) that radiates feelings throughout all the senses including the mind, the heart (*al-qalb*) will always be inclined to voice honesty/truthfulness

(*siddiq*), be responsible (*amanah*), deliver good tidings (*tabligh*), and possess intelligence (*fathanah*). Nonetheless, sense/reason (*al-aql*) and the self (*an-nafs*) may become difficult to control due to bad influences from human being's external conditions (Skinner et al., 2019).

In this perspective, al-Qur'an categorizes *al-nafs* (self/soul) within each human being into three tiers, i.e., *al-nafs al-muthma'innah*, *al-nafs al-lawwāmah*, and *al-nafs al-ammārah bi al-sū*. *Al-Nafs al-Mutma'innah* refers to the reassured self/soul. However, after interacting with the surrounding environment, the reassured self/soul (*Al-Nafs al-Mutma'innah*) may complain and become restless, hence becoming *al-nafs al-lawwāmah*. Meanwhile, *al-Nafs al-Ammārah* is inclined toward all kinds of vice (al-Ghazali, 1992).

According to al-Badwī (1993), ruh has a highly significant role in controlling carnal desires. From the perspective of ruhiology, the emergence of stress symptoms is closely associated with the uncontrollable *al-nafs al-lawwāmah* and *al-nafs al-ammārah*. Unlike any common stress management, which involves physical, emotional, cognitive, and social aspects, the ruhiology-based Islamic counselling guidance module offers stress management through religious strategy, starting from introducing ruhani as the main subject within the human self.

RESEARCH METHOD

This research is a research and development model in which an Islamic counselling guidance module was developed. Several types of instructional design can be used in research and development; one of them is the ADDIE model. This model was preferred over other models as it is more systematic and has a framework in stages, making each element intercorrelate (Mudjiran, 2011). According to the ADDIE model, the development steps include: analyze, design, development, implementation, and evaluation (Molenda, 2003).

In line with the ADDIE model, the research procedures were designed as follows:

1. The analysis phase. At this stage, the researcher conducted a needs analysis, i.e., identifying the lack of understanding about the module's content, defining the possible solutions, and, subsequently, using the analysis results to feed inputs into the module design.
2. The design phase. Based on the analysis results conducted in the initial stage, the researcher designed a module that aligns with the need of the students.
3. The development phase. At this stage, the module was developed by validating the module design to produce a module blueprint by analyzing the necessary elements and those that need to be revised.
4. The implementation phase. At this stage, the developed module was implemented in counselling services through trials done by experts and Islamic counselling guidance teachers.
5. The evaluation phase. This stage is meant to acquire a comprehensive description of the module to obtain considerations on whether the module still needs to be revised.

The subjects in this research comprised three experts in Islamic counselling guidance who conducted a feasibility study on the module and five GC teachers/ counsellors who conducted usability testing on the developed module. In the present research, product development activities carried out by the researcher were only up to the small group testing/ product usability testing stage by GC teachers/ counsellors.

Data collection was done by using the Likert scale, questionnaire, and focus group discussion (FGD). Testing was done in two parts, material testing by experts and applied or usability testing by practitioners (GC teachers/ counsellors). To further understand the assessment results on the developed module, statistical testing was done by using non-parametric statistics employing

Kendall's coefficient of concordance so that assessment consistency and alignment could be known.

FINDINGS AND DISCUSSION

In the current research, the module development stage was only carried out up to the trial or testing stage by experts and module usability testing by GC teachers. The following are descriptions and analyses of the stages in preparing and developing the module. In the first stage, early analysis and identification were done by interviewing GC teachers on students' conditions while engaging in online learning during the COVID-19 pandemic. The following data were acquired from the interview results:

1. While being engaged in online learning, many students experience psychological issues like boredom, reduced concentration and motivation to learn, and rising stress symptoms.
2. The learning process using online media is more tiring and boring for the students because they cannot directly interact with teachers or their schoolmates.
3. The numerous online independent assignments teachers gave made it difficult for students to work on them due to the lack of obtained information.
4. GC teachers had no specific Islamic counselling guidance module to help students manage stress during online learning.

Based on the early analysis and identification above, it can be known that there is an urgency for having an Islamic counselling guidance module to help students manage stress during online learning.

The result of the product design in the research and development (R&D) is in the form of a ruhiology-based Islamic counselling guidance module design that guides GC teachers/ counsellors to help students manage stress during online learning. The contents of the module design are as follows: cover, module user guide, module materials, references, and profile of module developer.

The design of the module material refers to the concept of ruhiology or ruhioscience developed by Ushuluddin using the SMaRT (Sains (Science), Manusia (Human), Ruhani, Tuhan (God)) relation model (Ushuluddin, 2020). In the SMaRT perspective, stress management can only be done given that ruhani is educated directly by God (direct influence) by controlling the conscience. Thus, ruhani is able to maintain its prophetic nature (sidiq (honest), amanah (trustworthy), tablig (communicative), fathanah (intelligent)) to control all stressors, which are triggered by both internal (human nature) and external (surrounding) factors (Ushuluddin, 2021).

The process of module development included the following steps:

1. Collecting materials on ruhiology-based stress management;
2. Preparing ruhiology-based stress management outline;
3. Making a concept for the delivery of materials that suits student characteristics;
4. Choosing techniques based on the discipline of Islamic counselling guidance.

The trial was done to observe the viability of the content/ construct of the developed module. The trial or feasibility testing on the developed module was done by three experts comprising: a professor of Islamic counselling guidance from the UIN Sumatera Utara, a lecturer and practitioner of Islamic counselling from Yogyakarta, and a lecturer/ expert on Sufism from UIN Sunan Kalijaga Yogyakarta. The expert on Sufism was one of the experts requested to test the viability of the module since the concept of ruhiology contained in the module is strongly associated with Sufism.

Based on the results of viability testing done by the experts, the following data were acquired:

Table 1. Data of Experts Validation Results on Aspects of Module Design

No	Statement	Assessment	Category
1	The attractiveness of module content and cover layout design	3	Viable
2	Easy to read font type and size	4	Highly Viable
3	Clear use of illustrations	4	Highly Viable
4	Punctuation marks used in line with EYD (perfected Indonesian spelling)	4	Highly Viable
5	The use of terminologies in sentences is easy to understand	4	Highly Viable
Average		3.8	Highly Viable

Source: results of data processing

Table 2. Data of Experts Validation Results on Aspects of Module Materials/ Content

No	Statement	Assessment	Category
1	The module user guide is easy to understand	4	Highly Viable
2	Alignment between module content and concept of ruhiology	4	Highly Viable
3	Use of sentences and grammar according to standard Indonesian language	4	Highly Viable
4	Stress management steps are easily implementable	4	Highly Viable
5	Alignment between the language used in the module and student characteristics	3	Viable
Average		3.8	Highly Viable

Source: results of data processing

According to the assessment results or expert validators above, the development of ruhiology-based Islamic counselling guidance module as a whole is included in the highly viable category in terms of both material/content and design. The average score of both assessment aspects was 3.8, which qualitatively wise is considered highly viable ($X \geq 3.1$). This means that experts positively assessed the content and design of the developed module, making it feasible for further field testing.

Subsequently, the probability of 0.000 was acquired based on Kendall's coefficient of concordance (below 0.05 significance level). Therefore, it can be concluded that there is alignment and consistency in the assessment made by the three experts on the developed module product. During the focus group discussion (FGD) along with the team of researchers, the three experts extended positive appreciation and expected that the module can be immediately implemented in

schools. Nonetheless, the three experts provided evaluation notes to improve the module in two aspects. First, in terms of design, they suggested improving the content and cover layout and design to make it more interesting. Secondly, in terms of content, the use of the language in the book is in line with the characteristics of high school students.

In the next stage, the module usability testing was carried out by five GC teachers wherein the following data were obtained:

Table 3. Data from Results of Module Usability Testing

No	Aspects	Assessment	Category
1	Module design and layout (cover & content)	4	Highly viable
2	Module user guide for GC teachers	4	Highly viable
3	Module material/ content	4	Highly viable
4	Module's linguistic aspect	4	Highly viable
5	Steps for implementing the module to manage student stress	3	Viable
Average		3.8	Highly viable

Source: results of data processing

According to the above table, the assessment given by GC teachers regarding module usability as a whole is in the highly viable category. The average score of the five aspects of assessment on module usability was 3.8, which qualitative-wise is considered highly viable ($X \geq 3.1$). This is also confirmed by Kendal's coefficient concordance test result, which shows a probability of 0.000 (below the 0.05 significance level). It can, thus, be concluded that there is alignment and consistency in the assessment made by the five GC teachers on the examined module product.

During the focus group discussion (FGD), GC teachers extended positive appreciation to have the module implemented in schools. However, during the practice trial, the GC teachers conducted, the stress management measures were considered too time-consuming, and they hope that it can be made more practical. Furthermore, similar to the note mentioned by the experts, the use of the language in the module content is more aligned with the characteristics of high school students and less so with students below high school, particularly in relation to the concept of ruhiology, which has not gained popularity among school students.

Discussion

The research product generated in the current research is a ruhiology-based Islamic counselling guidance module for managing student stress during online learning. In the development of the product, the steps outlined in the ADDIE model were followed: analyze, design, development, implementation, and evaluation. Based on the results presented in the development stage, it was found that the developed module is considered the viable criteria by experts.

The viability rating given by the experts is based on the objectivity of the module's design and content (material). Based on the test, it was found that the alignment level of the given assessment indicates a strong correlation among the experts, i.e., a Kendall's W value of 0.000 (below the 0.05 level of significance).

The design/attraction aspect of the module is considered interesting. This means that the

design of the developed module can raise students' interest in discussing its contents. Implementing measures in the developed module can be carried out by the GC teachers or counsellors. This implies that GC teachers or counsellors can make use of the developed module.

Moreover, the material or content of the developed module is easily understood by GC teachers or counsellors. Each instruction and information presented are helpful and user-friendly, including ease in responding and accessing the module as they want. Simple, easy-to-understand language with commonly used terms is one of the module's user-friendly aspects.

This supports the argument that this module is viable for GC teachers/ counsellors use and can be used for GC service activities. GC teachers or counsellors should be able to provide understanding and knowledge to students about stress management during online learning by using the module developed by the researcher as one of their methods.

The research findings made in order to identify the level of product usability indicate that the module has a high level of usability by GC teachers or counsellors in service provision. This fact is verified by the product usability assessment having a score of 3.8. This implies that GC teachers or counsellors will be able to use the module to provide GC services.

Subsequently, based on the statistical test results using Kendall's coefficient concordance, it is known that Kendall's *W* value was at 0.000 (below the 0.05 level of significance), indicating a high level of assessment alignment among GC teachers or counsellors. In general, the module has achieved a sufficient level of usability.

The product developed in this research was merely tested in a small group; hence further field tests are necessary to examine the effectiveness of the module's use. Implementation of this learning tool can be well achieved given that GC teachers/counsellors have a complete set of supporting tools, and they are expected to always prepare thorough planning before providing service to their students. Using this module will also orient students to discover their own concepts, so providing service using this module will focus more on the students while the GC teachers or counsellors will simply function as facilitators (Putri et al., 2013).

CONCLUSIONS

Based on the research results and discussion, two conclusions can be drawn. First, the evaluation results from the experts indicate that they agree that the module is implementable or usable by guidance counselling teachers for providing stress management services to students. Second, the results of the trials conducted by guidance counselling teachers show a high level of usability. This suggests that guidance counselling teachers were able to put this module into practice properly when providing stress management services to students. Nonetheless, both the experts and guidance counselling teachers noted that the module could be improved in terms of its design so that it is more interesting, and the language use should be adjusted accordingly to align with students' characteristics. Hence, the module can also be used by students independently.

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