Module Validity of Peer Counselor Character Service in State University of Medan

Rosmala Dewi[1]   Muhammad Fitri Rahmadana[2*]   Muhammad Bukhori Dalimunthe[2]
1. Faculty of Education, State University of Medan, North Sumatera, Indonesia
2. Faculty of Economics, State University of Medan, North Sumatera, Indonesia

Abstract
Many ways can be done to address the problem of students, one of them involving the students themselves (peer counselor). It required a standard model that can be applied by students as guidelines for the implementation of the guidance. Validity of the module it must be done according to the rules of various scientific tests. State University of Medan has designed the module and has conducted test for the module. The testing results showed that the five aspects, which consisted of 34 items in a module that is designed, is valid and reliable. The student can understand the module at department, faculty and university level. The correlation between aspects also indicates that the module is well integrated between aspects and equipped with a good internal consistency of the results. From the results of these test can be recommended, modules can be used in the implementation of peer counseling services.
Keywords: Module Validity, Peer Counselor Character Services.

1. Introduction
Students are youth who face challenges in the development of cognitive, psychological, social, moral, and spiritual. Cognitive challenges experienced by students when faced with new ways of processing information using critical and creative thinking skills. Psychological challenges experienced by students in the process of forming a new personal identity and ethnic identity. Social challenges relating to the expectations of parents, families, and communities. Various problems in their daily lives that relate to the personal self, social, academic and non-academic. Academic issues such as; relationships with professors, difficult to meet with lecture, difficulty writing scientific papers, worrying about a career in the future and so on. Non-academic issues such as; economic limitations, problems of lodging, the adjustment in the society, the problem of personal conflicts, lack of student awareness of the issues in the environment, involved the drug, broken heart, politics, and so on. To help these students, the State University of Medan has Counseling Services Unit *(Unit Pelayanan Bimbingan Konseling/UPBK)*. The unit has 18 lecturers' as a counselors, and academic supervisors in each department for the entire student body more than 20,000 people. However, if seen from the number of students and the number of lecturers, it is not balanced, and consequently, guidance services are not implemented optimally. In 2010 UPBK have tried to do peer counseling services, but the results are less than optimal. This is due to the lack of modules and guidelines for peer counseling services.

Peer counselors considered important because most students often discuss their problems with their friends than with their parents, or the supervisor. To be considered a very serious problem that they are also talking with friends (peers). This phenomenon arises as a result of the development of personal characteristics fable driven by cognitive development in formal operational period. Closeness, openness and a sense of shared destiny among students can be an opportunity for an effort to facilitate the development of students. On the other hand, some of the psychological characteristics of students are also a challenge to the effectiveness of counseling services conducted peer counselors.

It is necessary to develop a model for peer counseling services and creating communities of peer counselors. The model was a peer counselor who has the character of a major effort to develop student life on campus that facilitates the achievement of student competence in learning. Interaction between the students to help each other, care and responsibility in students with problems can be solved with a peer-counseling model.

2. Literature Review
Developing character counselor in Indonesia, according to the national commitment on the need for character education, imperatively stipulated in Law No. 20 of 2003 on National Education System. In Article 3 of the Act states that "The national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible". When examined 5 (five) of 8 (eight) the potential of individuals who want to develop is closely related to the character.

Hamachek (in Shertzer & Stone, 1981), state that peer group can serve as a surrogate family, to be the stabilizing influence during the transition period, as a source of gain self-esteem, protection from coercion of adults. Students will be life in secret, the strong need for curiosity accepted the importance of peer groups and

peers as an agent of socialization and the background of their search for identity. Howe (2010) states that positive peer groups allow teens to feel welcome, allowing teenagers to catharsis, as well as allow teens to test the new values and new insights. Further Howe (2010) asserts that positive peer groups provide an opportunity for teens to help others, and encourage youth in developing networks to give each other positive encouragement. Buhrmester & Prager (1995), Gibson-Cline (1996) Turner (1999) (in corey, 2011) Young people generally prefer to seek help from their friends much earlier than their parents or other adults.

According Tindall & Gray (1985) peer counseling is a service counseling assistance provided by peers (age /level of education is almost the same) that have already been trained to become peer counselors, is expected to provide assistance either individually or in groups to their friends problems or experience a variety of obstacles in its development. Peer counselor who is not a professional in the field of counseling, but they are expected to be an extension of the professional counselor. Peer counseling includes helping relationship individually (one-to-one helping relationship), group leadership, leadership discussions, advisory, tutorial, and all human interpersonal activities to assist or help. Another definition emphasizes peer counseling as a method, that Peer counseling is the use of problem solving skills and active listening, to support people who are our peers. Distinguishes between peers counseling with peer support. Peer support is more general in nature, while the peer counseling is a structured method.

Basically peer counseling is a way for teens to learn how to pay attention and to help other children, and apply it in everyday life (Carr, 1984). Meanwhile, Tindall and Gray (1985) defines peer counseling as a variety of help in interpersonal behavior committed by non-professional individuals who are trying to help others. According Tindall & Gray (1985) peer counseling is done by non-professionals, it means that individuals who act as peer counselors not a professional counselor or therapist. In other words, non-professional personnel who perform the role of helping it are more or less the same age with individuals who served (Tindal & Gray, 1985). They are the students (teens / youth / students) who provide assistance to other students under the guidance and supervision of a professional counselor (Shertzer & Stone, 1981). This means that the role and presence of expert counselors to be needed in peer counseling. Thus it appears that the relationship model in this peer counseling patterned triadic, like the relationship between professional counselors, peer counselors and counselees peers. Kottler and Brew (2003) suggests some relationship building skills, reading body language and skills attending.

Research conducted Hartup Willard (in Santrock, 2004) for three decades shows that peers can become sources of cognitive and emotional since childhood until old age. Peers can strengthen self-esteem and feelings of happiness. In line with these findings, Cowie and Wellace (2000) also found that peer support much help or provide benefits to children who have social problems and family problems, can help improve the school climate, and provide social skills training. Turner (1990) view, there was a significant increase in the CPI students are counseled, after a nine-week peer counseling, while not receiving peer-counseling group showed no improvement.

There are nine things that have contributed to the importance of peer counseling developed (Carr, 1981) : (1) a small portion of students who are willing to consult with a counselor, (2) there is a simple skill of interaction which can be effective to help, (3) Friends allows for help each other, (4) peer counseling can strengthen students in the face of the harmful effects, and reduces the damaging condition psychological factors, (5) Students need to have the competence to understand the atmosphere, and take on roles of responsibility, so meaningful for others. These competencies into the needs of students, (6) students also wanted to achieve independence in relation to the perspective of cultural peers, (7) The results of the research showed that the use of peers can improve achievement and self-esteem, (8) peers as a place to share, have the same attention, along with solving problems using the support and catharsis as a way of solving the problem, (9) Cost of services counselor increasingly expensive, unaffordable students, the students actually know friends who are having problems compared to adults.

To be able to carry out a role as a peer counselor, a person must have the skills to respond in order to help a friend. Carkhuff (1969) suggests communication skills need to be trained 'Peer Counselor' includes: (1) Acceptance, is a technique used counselor to show interest, understanding of the matters raised counselee and accepting personal counselee as a overall, (2) Attending, behavior that directly shows the full attention to the counselee/helpee, through verbal communication and non-verbal, demonstrate the commitment of peer counselors and focus on counselee, (3) summarizing, a skilled counselor to get a conclusion or summary of the what has been put forward by the counselee, (4) Questioning, the technique provides an opportunity for the counselee to elaborate, explore or answer the various possibilities in accordance with the wishes of the counselee and profound, (5) Genuineness, is to communicate honestly feeling as a way to improve relations with two or more individuals, (6) Assertiveness, the ability to express thoughts and feelings honestly, as indicated by the forthright manner, and respect for others, (7) Confrontation, is an expression of its inconsistence with the counselor about the behavior of the counselee. In other words, the confrontation is counselor to demonstrate their skills gaps and incongruence within counselee, (8) Problem Solving, is someone from the phase change process to explore the problems, understand the causes of problems, and evaluate the behavior that affect the settlement

of the problem.

The same opinion Tindal and Gray (1985) suggests there are seven skills required as a peer counselor. Tindal and Gray (1985), suggests the existence of a number of conditions that are needed to deliver programs peer counseling with success, among others: (1) any person who is involved in the program need to be involved in planning, (2) a specific training program, can be in the classroom, workshop, or seminar training, (3) the exercise program structured, simply allowing trainees to acquire integrated training, (4) individuals who have the qualities of sensitivity, warmth, and awareness of others, effectively becoming trainees (5) supervisor of trainees (people trained) is very important presence, including to provide follow-up on peer counseling that is being run helper, (6) evaluation should be part of the training programs and peer counseling, to measure progress and problems, become an integral part of the overall program held professionals, (7) Ethical aspects of the exercise must be taught properly and thoroughly supervised.

Laursen (2005) insists that positive peer groups provide an opportunity for teens to help others, and encourage teens to develop a network to give each other positive encouragement. The interaction among peers can be used to establish the meaning and perceptions and new solutions. Positive peer culture that provides the opportunity for young people to test the effectiveness of communication, behavior, perceptions, and values they have. Positive peer culture is helpful teens to understand that he is not alone in facing challenges. Positive peer culture that can be used to help change behavior and values of adolescents (Laursen, 2005). One effort that can be done to build a culture of positive peer counseling is to develop a community of peers in adolescence (Suwarjo, 2008). Furthermore Perschy (2004) provides a procedure or step icebreaker group of adolescents in order to feel more comfortable.

Peers contains a desire to be involved in the world of peer groups such as dressing together with friends, and spending most of her time with the group members. Conformity positive behavior towards peers, among others together peers to raise funds for humanitarian purposes (Santrock, 2004). Peers also have a very important role for the prevention of drug abuse among adolescents. A positive relationship between adolescent parents and also with their peers is very important in reducing drug abuse (Santrock, 2004).

Peer counselors are trained to apply the skills students responding to discuss problems with the six pillars of character that is: think, feel, behave, act, and responsible *(berfikir, merasakan, berprilaku, bertindak dan bertanggungjawab/BMB3)*. Adolescent problems according Geldard and Geldard (2012) is how to deal with the concept of self-confidence and self-destructive. While Oyiborhoro (2005) suggested the events in adolescents and how to help them avoid AIDS and HIV. Kiselica et al. (2008) suggests ways to improve self-control, aggressive children, boys Gay, and forth. Opinion of the opinion leaders can be held on peer counseling BMB3. De (1992) puts the individual problems caused by errors in communication, on this basis, the research team also includes the topic of peer counseling training to familiarize yourself with transactional analysis.

3. Research Methodology

To produce a model peer counselor services character it takes the module to be used as guidelines for the implementation of services of peer counselor's character. The module consists of five aspects; (1) introduction aspect consists of 5 items; (2) Learning aspect consisted of 10 items; (3) Content aspect consists of seven items; (4) Task/evaluation aspect consists of seven items; and (5) Summary aspect consists of 5 items. Modules are designed and then tested at the department, faculty and university level. To test the module, this research used validity test of items for each aspect, reliability test, the correlation between aspect and internal consistency of the module.

4. Findings and Discussion

4.1. Validity and Reliability Test of Module

To achieve a good instrument, after the instrument was designed, we need used validity test using the product moment formula and reliability test of the instrument using Cronbach's alpha. Validity and reliability of the items set at an alpha level of 5%. Invalid instrument will not be used in the module.

Tabel.1 Validity and reliability test for the five aspects of the modules

No	Pertanyaan	r-value	Result
	Introduction Aspect (x₁)		
1	Clarity learning instructions (instructions for use)	0.499	Valid
2	Clarity steps in lesson preparation	0.604	Valid
3	The precision of the application of learning strategies	0.522	Valid
4	The linkage of activities in modules and continuous	0.456	Valid
5	Completeness of components preliminary	0.466	Valid
	Learning Aspect (x₂)		
1	Conformity with the basic competence indicator	0.420	Valid
2	Conformity basic competencies with program material	0.377	Valid
3	Conformity competency standards with basic competence	0.440	Valid
4	Clarity program title	0.503	Valid
5	Clarity users' goals	0.407	Valid
6	The precision of the application of learning strategies (self-learning)	0.496	Valid
7	Variations of delivering the type of information / data	0.461	Valid
8	The accuracy of the theoretical material explanation	0.395	Valid
9	Accuracy in explanation of practical materials	0.521	Valid
10	The attractiveness of the material in motivating users	0.505	Valid
	Content Aspect (x₃)		
1	Coverage (breadth and depth) material content	0.397	Valid
2	Organizational structure of material content	0.456	Valid
3	Up to date of material content	0.433	Valid
4	Actualization material content	0.514	Valid
5	Clarity and adequacy examples included	0.434	Valid
6	Clarity and relevance of the language used suitability	0.431	Valid
7	The attractiveness of the content of the material in motivating users	0.436	Valid
	Task/Evaluation Aspect (x4)		
1	Clarity manuals, exercises / tests	0.484	Valid
2	A series of questions presented a comprehensive	0.453	Valid
3	Level of difficulty about	0.408	Valid
4	Suitability training / test with the basic competencies	0.397	Valid
5	Balance the proportion of exercises / tests with the content	0.411	Valid
6	Appropriateness of giving feedback on user response	0.518	Valid
7	Clarity of evaluation in providing problem-solving	0.584	Valid
	Summary Aspect (x5)		
1	Clarity summary module (comprehensive)	0.442	Valid
2	The accuracy of the summary module as a matter of repetition	0.545	Valid
3	Benefits summary as material enrichment	0.505	Valid
4	Glossary / list / glossary	0.604	Valid
5	Bibliography	0.378	Valid
	Cronbach's Alpha	**0.89**	**Reliable**

The results of the validation test in table 1 for the module that consists of five aspects can be concluded that; (1) Introduction aspect consists of 5 items entirely valid; (2) Learning aspect consists of 10 items entirely valid; (3) Contents aspect consisted of 7 items entirely valid; (4) Task/evaluation aspect consists of 7 items entirely valid; and (5) Summary aspect consists of 5 items, entirely valid. Therefore, these instruments are already eligible for use in the module.

Item reliability calculation was performed using Cronbach's alpha reliability = 0.890 show that the instruments are stated to have a very high reliability. Based on the results of tests that module instrument was valid and reliable. It means the module can be used in peer counselors character service.

4.2. The test module

Implementation of the test conducted on three levels, department, faculty, and university. This is done to ensure the feasibility of the module in which students have different educational background. Tests at the department level conducted in the Department of Counseling, test at faculty level conducted at the faculty of science education and test at the university level carried out at the State University of Medan. The following data are presented the test results of the module at department, faculty and university level.

Table 2. Descriptive Statistics Test of Module at Department, Faculty and University Level

	Department Level (N=45)		Faculty Level (N=75)		University Level (N=125)	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Introduction Aspect (x_1)	15.58	3.69	15.91	3.527	16.6	3.955
Learning Aspect (x_2)	32.98	7.572	32.87	4.886	34.48	7.532
Content Aspect (x_3)	22.27	4.634	22.37	3.921	25.7	4.626
Task/Evaluation Aspect (x4)	22.44	4.403	21.13	3.8	25.59	5.235
Summary Aspect (x_5)	16.42	3.209	16.04	3.125	17.83	3.123

The results of the module testing in table 2 at the department, faculty and university level for introduction aspects (x_1) indicate that the module is able to understand by the student above the average. This is indicated by the ideal mean = 15, while the actual mean at the department level = 15.58, at the faculty level = 15.91, and at the university level = 16.6. Learning aspects (x_2) also show the same thing. With ideal mean = 30, we conclude that aspect can be understood by the student above the average, where the average at the department level = 32.98, at the faculty level = 32.87, and at the university level = 34.48. Mean ideal for content aspect = 21, while the actual mean at the department level = 22.27, at the faculty level = 22.37 and at the university level = 25.7. Content aspect (x_3) also concluded to be understood by students above the average. Task/evaluation aspect (x_4) with an actual mean at the department level = 22:44, at the faculty level = 21:13 and at the university level = 25.59 also concluded to be understood by students above the average, since this aspect has ideal mean = 21. Summary aspect (x_5) with ideal mean = 15, compared with the mean at the department level = 16:42, at the faculty level = 16:04 and at the university level = 17.83 inferred also be understood above average by the student.

Table 3. Relation Between Aspects In Module

	Department Level (N=45)			
	Learning Aspect (x_2)	Content Aspect (x_3)	Task/Evaluation Aspect (x_4)	Summary Aspect (x_5)
Introduction Aspect (x_1)	.871**	.758**	.685**	.647**
Learning Aspect (x_2)		.750**	.814**	.737**
Content Aspect (x_3)			.635**	.616**
Task/Evaluation Aspect (x_4)				.665**
	Faculty Level (N=75)			
	Learning Aspect (x_2)	Content Aspect (x_3)	Task/Evaluation Aspect (x_4)	Summary Aspect (x_5)
Introduction Aspect (x_1)	.529**	.350**	.356**	.270*
Learning Aspect (x_2)		.597**	.499**	.367**
Content Aspect (x_3)			.408**	.325**
Task/Evaluation Aspect (x_4)				.446**
	University Level (N=125)			
	Learning Aspect (x_2)	Content Aspect (x_3)	Task/Evaluation Aspect (x_4)	Summary Aspect (x_5)
Introduction Aspect (x_1)	.602**	.541**	.264**	.356**
Learning Aspect (x_2)		.627**	.377**	.516**
Content Aspect (x_3)			.394**	.608**
Task/Evaluation Aspect (x_4)				.351**

The results of the module testing in table 3 shows that the correlation between introduction aspect (x_1) and learning aspect (x_2) = 0.871 at the departments level, 0.528 at the faculty level, 0.602 at the university level, and significant at the 0.01 level. Introduction aspects (x_1) and content aspect (x_3) has 0.758 coefficient of correlation at the departments level, 0.350 at the faculty level, 0.541 at the university level, and significant at the 0.01 level. Introduction aspects (x_1) and task/evaluation aspect (x_4) has 0.685 coefficient of correlation at the departments level, 0.356 at the faculty level, 0.264 at the university level, and significant at the 0.01 level. Introduction aspects (x_1) and summary aspect (x_5) has 0.647 coefficient of correlation at the departments level, 0.356 at the university level, and significant at the 0.01 level. At the faculty level, score of coefficient correlation = 0.270 and significant at the 0.05 level.

Based on the data from these test can be concluded that all five of the modules are interconnected with each other. It shows the contents of every aspect of the module has integrated to all of the overall content. In other words module with fifth aspect has good and decent value for use as a peer counselor training at the department, faculty and university level. The results of these trials strengthened with internal consistency test in table 4 with cronbach's alpha coefficient at the department level = 0.953, at the faculty level = 0.837 and at the

university level = 0.890.

Table 4. Internal Consistency Test Results Module

Cronbach's Alpha (Department Level)	Cronbach's Alpha (Department Level)	Cronbach's Alpha (Department Level)
0.953	0.837	0.890

Comprehensively both based on the validity and reliability of the module, descriptive statistic analyzes, correlation between aspect and consistency tests at department, faculty, and Medan State University level found that the modules are eligible to be used as a module of peer counselors character.

5. Conclusions

In all aspects of the content and items designed in modules already meet the rule and the existing scientific criteria, so the module can be used in the implementation of the peer counselors. Based on the results of the test modules to students at the department level, faculty level and university level, it can be concluded that the modules of skills to respond to the peer counselors character is able to understand students with good ratings, in accordance with the needs of the student, the correct way of presentation and clear sentence. The fifth aspects of the modules are interconnected with one aspect to the other. It shows the contents of every aspect of the module is the integrity of the overall content, means having a good and decent value for use as a peer counselor training. This is reinforced by the results of internal consistency test module.

6. Recommendations

Module implementation of peer counselors help students perceived character to understand the role and function as peer counselors, so it is advisable to use the module as a guideline to respond when help assist students in counseling. Skills training to respond should be forwarded to the peer counselors in every department of the State University of Medan in particular the implementation of the module using peer counselors. Difficulties in responding to student peer counselors are advised to still get the assistance of a senior counselor in the state university field. This module can be used not only used in the field of public universities, but can be used at other universities and can be developed to be used in different educational levels. Otherwise it needs to be designed that the pattern of peer counselors can be sustainable.

References

Carr, R.A. (1981). Theory and Practice of Peer Counseling. Ottawa: Canada Employment and Immigration Commission.

Carr, R.A. (1984). Theory and Practice of Peer Counseling. University of Victoria BC

Carkhuff. (1969). Helping, and Human Relation, New york: Hok.Rinehart & Winston

Corey, Gerald. (2005). Theory And Practice Of Counseling & Psychotherapy. USA: Thomson Brooks/Cole.

Cowie, H., dan Wallace, P. (2000). Peer Support in Action: From By standing to Standing By. London : Sage Publications.

De. Blot SJ, P. (1992). Analisis Transaksional. Jakarta: PT. Gramedia

Geldard, Kathryn and Geldard, David. (2012). Konseling Anak. Jakarta: PT Indeks

Kiselica, Mark S. Englar Carlson, Matt, and Horne, Arthur M. (2008). Counseling Troubled Boys A Guidebook for Professionals New York: Routledge Taylor & Francis Group

Kottler, Jeffrey.A and Brew Leah. (2003) One life At Time Helping skills and Interventions. New York: Brunner-Routledge

Howe, Christine. (2010) Peer Groups and Children's Development. Malaysia: A John Wiley & Sons, Ltd., Publication

Oyiborhoro. (2005) Aural rehabilitation for people with disabilities. London. : Elsevier Inc.

Perschy, Mary Kelly. (2004) Helping Teens Work Through. Grief (Second Edition). New York: Brunner-Routledge

Shertzer & Stone, (1981) Fundamentals of Guidance (4th.ed).Boston: Houghton Mifflin

Turner, Reardon Michelle. (1990) Jurnal Education Research Information Center. Effectiveness of Peer Counseling on High School Students Who Failed Two or More Classes in a Nine Week Quarter.

Santrock, J.W. (2004) Life-Span Development. Ninth Edition. Boston : McGraw-Hill Companies.

Suwardjo. (2008) Adolescents. Journal of Adolescent Development, 7, p.110-128.

Tindall, Judy A & Gray, H.Dean. (1985). Peer Counseling, In Depth Look At Training Peer Helpers. United State of America.