BIBLIO COUNS

Jurnal Kajian Konseling dan Pendidikan

Need Assesment of Guidance and Counseling Module to Improve Freshmen Self-Adjustment

Rizky Andana Pohan*, Mawardi Siregar
Institut Agama Islam Negeri Langsa
*Korespondensi: andanapohan@iainlangsa.ac.id

Abstract
Adjustment has become one of the global problems for freshmen in the world. Intervention in the form of psychoeducation is needed to accelerate and increase the adaptive capacity of freshmen in tertiary institutions. The module is an alternative assistance that can be used by the counselor to help him. This study aims to analyze the description of the needs for guidance and counseling modules to improve the adjustment of freshmen. The study method used is a quantitative approach through a random survey of 112 students of the Islamic Guidance and Counseling Study Program of the Langsa State Islamic Institute through the Google Forms application in June 2020. The literature study rests on module theory and adjustment, while the analysis of the survey results analyzed through descriptive statistical analysis techniques by looking at the categorization of student answers. The results showed that freshmen had problems in their adjustment process. The freshmen need for guidance and counseling modules to assist him in the adjustment process is in a high category. Therefore, guidance and counseling modules to improve self-adjustment according to the characteristics of freshmen and their environment need to be developed immediately.

Keyword: Need Assessment; Module; Guidance and Counseling; Freshmen.

How To Cite : Pohan, R. A. & Siregar, M. (2020). Need Assesment of Guidance and Counseling Module to Improve Freshmen Self-Adjustment. *Biblio Couns: Jurnal Kajian Konseling dan Pendidikan*, 3(3), 113-119.

INTRODUCTION

Freshmen students are early adulthood who have new hopes regarding their future. (Chaplin & Kartono, 1989; Hurlock, 1980). The study program they commence could be something that has been planned and dreamed of since in school. It could be that the study program they are taking does not come from good option and analysis, but many aspects so that the decision is made. Consequently, whether it is planned or not, the process of entering higher education requires a way of adapting to each other, because higher education becomes a new culture where they will live in for at least eight semesters. The new culture mentioned means differences in ethnicity, language, mindset, academics, etc. (Wu & Hammond, 2011). Based on several studies on East Asian students who are international students in many countries, they are generally unable to adjust themselves well due to significant cultural and language differences. (Chen et al., 2009; Durkin, 2008).

In addition, several studies in Indonesia related to the adjustment of freshman show similar characteristics to those in East Asia. The study of (Wijaya, 2012) shows that the symptoms of the difficulty of freshmen bin adjusting to the college environment is such as doubtful of doing a good assignment because there are so many tasks. On the other hand, the provincial origins of university students in Indonesia also vary, this also raises the barriers of adjustment that must be faced, not to mention that there is a university policy that requires

students to live in dormitories or not, causing different conflicts in the adjustment process (Pohan & Sahputra, 2020). Therefore, this makes students have different ways of adjusting themselves. In addition, it also causes culture shock in students (Handayani & Yuca, 2018). Higher education is the main pillar of human resource development. The process of the transition period for freshmen from high school to higher education also raises obstacles because the learning habits that in school teacher guided the students, change into independent learning methods, and also life adjustments from being with parents to living independently, etc., (Universitas Pendidikan Ganesha, 2010).

Meanwhile, the data in the Islamic Guidance and Counseling Study Program of IAIN Langsa also shows almost the same data. The origin of BKI students in the last three years has come from a maximum of 3 provinces including Aceh. The adjustment barriers faced by students based on study program data are language with an indication that there are still freshmen who are not fluent in Indonesian, learning habits in schools that previously did not use computers, while on campus all are based on information technology (Biro Bimbingan dan Konseling Islam Syifaul Qulub, 2020; Chalidaziah, 2019). (Enung, 2016) states "Wrong self-adjustment is marked by attitudes and behaviors that are awry, undirected, emotional, unrealistic, blind, and so on." Maladjustment of freshmen cannot be left unchecked, there is needs to be changed into a well-adjusted (Mariah et al., 2016). The results of student research revealed problems transitioning to higher education. Future researchers should investigate steps that college administrators can take to help alleviate some of these problems, such as offering newly admitted university students a workshop on stress reduction (Pritchard et al., 2007).

The state of adjustment for freshmen has actually been prepared and anticipated through regulations issued by the Indonesian government. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology and arts through education, research and community service (Undang-undang Guru dan Dosen No. 14 of 2015). This means lecturer obligation is not merely a teacher in the class, more than that the lecturer is expected to be able to provide academic services to students such as academic guidance through the presence of a guardian lecturer or academic advisor. This situation is based on the fact that students undergoing lectures do not merely focus on the learning process in class alone, but there are still other things that interfere with their main assignments on campus, especially freshmen. The National Higher Education Standards also require all universities to provide integrated guidance and counseling, psychology, career and so on (Permendikbud No. 3, 2010). IAIN Langsa also established the Syifaul Qulub Counseling Bureau under the auspices of the Islamic Guidance and Counseling Study Program in 2017 (Decree of Dean of FUAD IAIN Langsa, 2020).

With regard to the new student adjustment problem, the academic advisors / guardians and counselors in the counseling department have a strategic role to help freshmen in the adjustment process on campus. The provision of assistance can be in the form of services carried out individually, in groups, or classically by utilizing learning media. Based on some previous research, guidance and counseling as well as psychology, counselors, psychologists and therapists, improving individual adjustment are carried out in group intervention (Lobato & Kao, 2002; Maghfur, 2018).

Therefore, this research seeks to develop appropriate guidance and counseling modules to improve the adjustment of freshmen. Since by using modules, students allow to carry out learning activities on their own without the presence of a counselor directly accompanying them (Depdiknas, 2008). In other words, by using module, students can learn independently and be active in solving problems, including improving their adjustment on campus by following to the direction and guidance of counselors and academic advisors (Tuasikal et al., 2016; Yandri et al., 2013). Based on this, the researcher will develop a module to improve the adjustment of freshmen, because there is no guidance and counseling module to help

freshmen improve the adjustment proses. So that the product of this research is a form of an accommodating and efficient guidance and counseling module which can be used by counselors and academic advisory lecturers to help freshmen improve and develop their adjustment in higher education. The initial stage in the development process is to analyze student needs for the modules that will be developed (Molenda, 2003). Needs analysis is part of understanding the characteristics of students, so that the modules that will be developed will actually suit the needs based on a priority scale (Panduan Operasional Penyelenggaraan Bimbingan Dan Konseling, 2016; Pohan, 2016).

METHODS

The researcher used literature study regarding the adjustment of freshmen as a groundwork for developing guidance and counseling modules for analyzing the feasibility, usefulness and effectiveness in guidance and counseling services. The needs analysis is supported by a study of fundamental and up-to-date theories for the development of guidance and counseling modules in increasing the adjustment of freshmen and not yet at the stage of producing a product. The survey was completed to analyze needs, in order to avoid the subjectivity of researchers towards answers that have high flexibility from respondent's responses to the questions asked.

The research subjects consisted of active students of the IAIN Langsa Islamic Guidance and Counseling Study Program using simple random sampling technique. The survey was distributed via the Google Forms application in June 2020 for one week. Out of 385 active students who filled in the instrument, only 112 data can be used and analyzed further.

The instrument used was the questionnaire for the needs analysis of the guidance and counseling module to improve self-adjustment in the form of questions about the fittingness of interests with the chosen study program, problems of adjustment when they were freshmen, and the need for guidance and counseling modules as one of the guidance and counseling service interventions assisting adjustment process. This questionnaire has been tested for validity by guidance and counseling experts as well as learning experts at the higher education level. The validation results revealed ten item questions that valid. This instrument uses a Likert scale with 4 answer options. The alternative scoring answers for favorable items are: Strongly agree = Score 4, Agree = 3, Disagree = 2, Strongly disagree = 1. For unfavorable items, strongly agree = 1, agree = 2, disagree = 3, strongly disagree = 4. In the instrument needs analysis, question items 1, 2, 3, 4, 6, 7, 8, 9, 10 are favorable items and item number 5 is unfavorable items. For clarity, the questions are presented in Table 1.

Table 1. The items in the questionnaire for the guidance and counseling module needs analysis to improve the self-adjustment of freshmen

No.	Questions
1.	Does the BKI study program match your interests?
2.	What do you think about the existence of the Guidance and Counseling Bureau in Higher Education?
3.	Do you like studying at the BKI Study Program?
4.	In your opinion, is adjustment important for freshmen?
5.	Do you find it difficult to adapt when you become a new student?
6.	is there a need for guidance in self-adjusting for freshmen?
7.	Have you ever read a module about knowing-yourself for freshmen?
8.	In your opinion, is there a need for a module as a guide in adjustment for freshmen?
9.	Do you agree about developing the Guidance and Counseling module to improve freshmen self-adjusment?
10.	Do you think that the Guidance and Counseling module can help freshmen in self-adjusting to campus?

The collected data was analyzed through descriptive statistical analysis using categorization. Categorization of data used with data intervals obtained by the following formula:

$$K\ Interval = \frac{Largest\ data - smallest\ data}{number\ of\ groups}$$ (Irianto, 2014)

RESULTS AND DISCUSSION

Online survey regarding the need for guidance and counseling modules has been completed on a population of all BKI IAIN Langsa Study Program students. A total of 112 responses have been collected. All respondents are active students, understand active Indonesian, and have internet access to complete surveys. Table 2. describes the characteristics of all respondents.

Table 2. Research Respondent Socio-Demographics

Respondents Characteristics	n= 112
Gender	
Male	11 (9.8%)
Female	101 (9.2%)
Semester/level	
2	57 (50.9%)
4	21 (18.8%)
6	22 (19.6%)
8	12 (10.7%)
Accomodation during study	
Parents house	80 (71.4%)
Boarding house/rent	29 (25.9%)
Others	3 (2.7%)
Source of tuition funding	
Parents	86 (76.8%)
Personal	4 (3.6%)
Bidik Misi Scholarship	17 (15.2%)
Others	5 (4.5%)

The data description of the guidance and counseling module needs analysis to improve the self-adjustment of freshmen can be seen in Table 3.

Table 3. Frequency Distribution and Percentage of Guidance and Counseling Module Needs Analysis to Improve New Student Self-Adjustment

Score Interval	Category	Frequency	Percentage
≥ 35	Very high	16	14.2%
29 – 34	High	86	76.8%
23 – 28	Moderate	9	8
17 – 22	Low	0	0
≤ 22	Very low	1	1
Total		112	100%

As can be seen at Table 3. that most of the students need guidance and counseling module to improve their adjustment are in the high category, specifically 76.8%. Table 4. shows that on average, overall students have high need for guidance and counseling modules to help them accelerate and improve their adjustment in college. These results clarify that freshmen need the assistance of counseling services in the adjustment process in higher education. In item no 4, the respondent's answer shows that 75% feel very important about adjustment as a new student, the remaining 24.1% shows important. Furthermore, in item number 5, 37.5% of students find it difficult adjusting to being freshmen. This similar to the results of research on Chinese foreign students which concluded that even at the master's level it is problematic and cannot adjust as long as they are freshmen (Chen et al., 2009;

Durkin, 2008). This is also in accordance to research in Zimbabwe on the problem of adjustment for freshmen with problems in social and academic adjustments (Mudhovozi, 2012). The results of current study also confirmed the findings of several previous researches in Indonesia regarding new student adjustment problems, ranging from language, climate, weather, financial, cultural problems such as culture shock, behavior such as home sick, as well as different academic demands between each study program and universities (Maulina & Sari, 2018; Mitasari & Istikomayanti, 2017; Wijanarko & Syafiq, 2017). On the other hand, many factors cause adjustment problems in students during the transition education period, not to mention if it is analyzed from gender difference, women and men also have different problems in their adjusment process (Chung et al., 1998). These show that freshmen' adjustment difficulty is a global problem experienced by all freshmen in the world.

Table 4 Description of Average and Percentage of Guidance and Counseling Module Needs Analysis to Improve New Student Self-Adjustment

| No | Variabel | Ideal | SCORE | | | | | | Ket |
			Max	Min	Σ	Mean	%	SD	
1.	Need Analysis	40	38	13	3555	31.74	79.35	3.09	T

The results of this study also show that psychological interventions are needed by freshmen to help themselves adjusting, regardless of their background, whether in terms of gender, culture, generation, accommodation during college or sources of tuition funding. The guide offer in the form of a module that the researcher proposes can be seen from the data in item 7, the results are 39.3% say it is very necessary, and 54.5% explain it is as necessary. This indicates that almost all respondent stated that they needed guidance to help them adjust when they became freshmen. When a more specific module is offered as a form of assistance and intervention to assist in item 9, then 40.2% of the respondents' answers strongly agree and the remaining 58% agree. When the questions lead to respondents' hopes and beliefs about the module that will be developed in item 10, the result is that 57.1% believe it is very helpful and 41% it is helping the adjustment process while being freshmen. This situation is really reasonable because freshmen can take advantage of modules that will be developed independently both in lectures and outside lectures with the help of counselors and academic advisor and lecturers in universities. On the other hand, the interventions that have been carried out to help freshmen in the adjustment process are mostly individual and group interventions (Grant, 2016; Lobato & Kao, 2002; Novalina, 2015). Meanwhile, modules have been proven to be very effective in helping individuals mastering learning and developing their potential to achieve their life goals (Fitriani & Setiawan, 2018; Johariyah & Mariati, 2018; Ramawati et al., 2013). The high results of need analysis of module become the foundation for researchers to develop an effective guidance and counseling modules to improve the adjustment of freshmen. The ADDIE development model that researchers will develop in this module reached the evaluation stage that planned until the large group test (Molenda, 2003).

CONCLUSION

Based on the results of research and discussion, students have a high need for guidance and counseling modules as a form of assistance intervention of guidance and counseling services in universities in order to assist freshmen in facilitating adjustment process. The upcoming module will be designed using the ADDIE approach, so that it will produce module that are applicable and effective to help students in the adjustment process in higher education.

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