

The Development of Empty Chair Techniques Module for Teachers to Improve Students Self-Dialogue

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Abstract

The ability to communicate with oneself is important to help the thinking process. This study aims to develop the media in the form of an empty chair technique module to improve self-dialogue that is suitable for use both independently by teachers and as a medium in counselling guidance services in schools. The research approach used a research and development procedure. Subjects in this study were experts of conceptual and media on the stages of product validation, as well as guidance and counselling teachers as potential users of products at the evaluation stage. The data collected in the form of quantitative and qualitative data with questionnaire and interview as data collection tool. The validation of the product with the conceptual and the media expert leads to the conclusion that the module is in sufficient category and decent to be used after improvement. Experts' suggestions had been used for module improvements. Teachers of Guidance and Counselling generally rate that the module is very good and also demand for some refinement.

Keywords: module development, Empty Chair Technique, self-dialogue.

Introduction

Adolescence is a transition from childhood to adulthood which involving not only physical changes but also important psychological changes (Rumini & Sundari, 2004; Sarwono in Suryani 2013; Coal, 2016). The transformation in this period ranging from hormonal, physical and psychosocial changes (Coal, 2016) causing teenagers to become more sensitive, compare themselves with their peers, sometimes even make them less confident. In addition, their desire to be considered the same as yet denying the responsibility of adults' makes adolescents are considered to have identity crisis (Setianingsih, Uyun & Zuwono, 2006; Bugiardo, 2015). Setianingsih, Uyun and Zuwono (2006) stated that even during normal conditions the adolescent period is a difficult period for both individuals and groups.

Having those teenager's problems might impact student's effort in learning to improve self-competence. The problems occur in these students can be grouped into four common problems (Nurihsan and Yusuf, 2006) which are academic, personal-social, career, and family problems. Help and guidance from adults both parents and teachers is very important (Maharan & Andayani, 2003; Maslihah, 2011) because when the problem stay, student might lost their enthusiasm to learn that will impact on their achievement.

Individuals of any age will be able to deal with the problem better if they have a positive emotional maturity, confidence and self-concept (Fatchurahman & Pratikto, 2012). Those terms are not far from the concept of positive self-esteem which will be gain by each individual when he perceives himself positively. Calhoun and Acocella (Indrarani, 2014) explain that individuals who have a positive self-concept can understand and accept any case happened to them so that self-assessment also becomes positive. They also explained that the concept of self is entirely based on perception of self.

Perception of self is the product of the mental process or the thinking process that occurs within a person. When thinking, people often do internal dialogue or self-dialogue. Plato (Theodorakis, Hatzigeorgiadis & Zourbanos, 2012) even explained that thinking is a conversation within a person's soul, e.g talking to ourselves. This process is also called self-talk or monologue (Hermans & Dimaggio, 2005). Related to this Shaw (2001) said that human are creatures of self-awareness (selfconscious) and tend to judge themselves (self-monitoring). Humans gather information about themselves and make it the basis for thinking and acting in the future. Having various information in the brain makes man has the ability to communicate with himself. But not everyone is able to use this information and do self-dialogue well. Some realize their thoughts well and be able to lead themselves in right direction, but some even fall into negative self-criticism (Kannan & Levitt, 2013).

Good communication skills with self are characterized by the ability to recognize positive and negative thoughts, as well as the ability to choose, challenge and change counter-productive thoughts (Chohan, 2010) so that a person is able to orient himself according to his positive thoughts in a positive direction. If a person does not have such ability then he will tend to do what the most powerful thinking grips his mind, so if his mind is negative, then he will do negative things. When a person is not able to solve problems that occur within himself or problems with others, then their daily life becomes less effective. Therefore, self-dialogue is considered important in problem solving and adults need to help teenagers to have this skill.

Literature Review

Skills Self-Dialogue

Self-dialogue is an ability to communicate to ourselves. Shaw (2001) explains that self-dialogue is a conversation between different elements of identity or perspective within a person. The term self-dialogue in other languages is often referred to as self-talk or internal dialogue (Marková, 2006; Chohan, 2010). Self-dialogue is a communication where an individual as a sender as well as receiver of a message, providing feedback to himself against a message that is also delivered by him. So, this self-dialogue is a communication that takes place within a person, he speaks to himself, he asks himself and get answered by himself. Chohan (2010) states that the way people perceive themselves will be greatly influenced by how he speaks to himself. He also states that realizing the conversations that occur in the mind can help a person recognize "...whether the internal voice is self-limiting or self-encouraging..." (p. 10). This internal conversation is important in terms of self-reflection and will greatly affect people's behavior. When the inner conversation is pessimistic, negative and self-blaming, we tend to feel sad, anxious or even depressed, but if our minds are optimistic, hopeful and positive we will feel happy, positive and hopeful (Payne & Manning in Chohan, 2010). Self-reflection allows people to choose, identify, challenge and change counterproductive thoughts.

Empty Chair Techniques

Self-dialogue can be trained employing empty chair techques. The empty chair technique was often referred to as chair work (Kellogg, 2004) or two-chair technique (Shahar, Carlin, Engle, Hedge, Szepsenwol & Arkowitz, 2012). This technique was told

to derive from gestalt therapy (Greenberg & Malcolm, 2002). However today this technique has been widely used in various other therapies such as process-experiential therapy, re-decision therapy, cognitive-behavioral therapy, schema therapy (Kellogg, 2004) and emotion-focused therapy (Greenberg, 2017). The empty chair technique aimed to help clients overcome intrapersonal (Cornish & Wade, 2015; Alladin, 2016; Mungtigi, Chubak & Angus, 2017) and interpersonal conflicts (Lubis, 2011; Thoma & Greenberg, 2015); North & North, 2016; Alladin, 2016; Mungtigi, Chubak & Angus, 2017)

The empty chair as an exercise technique, just like the name, is uses an empty chair as a tool. To strengthen the process of experimentation usually the empty chair is placed in front of the client and then the client is commanded to imagine someone who had been a problem to them. According to Corey (2007), empty chair technique is a way to invite clients to externalize their introspection. In this technique two chairs are placed in the middle of the room, the therapist first asks the client to sit in one chair and play his role as a top dog, then asks him to move to the other chair and becoming underdog. Basically this technique is a role playing technique that all role played by client. Through this technique, the introjection can be brought to the surface and the client can experience a full conflict, this conflict can then be resolved through the acceptance of both sides of the client's personality. In conducting this empty chair technique the therapist encourages the client to express the words, even abuse is allowed, the most important is the client could be aware of the experience he had not been acknowledged (Safaria, 2005).

Module Development

Teachers can help students have problem-solving skills. Among the several of problem-solving skills, self-dialogue is considered important because it can help students' thinking process. Because teachers rarely have this skill, providing a learning media can be very useful. Therefore, the development the module was considered important. Previously, the module on empty seat techniques has been developed by Dyastuti (2012), Larasati (2013), Ardilla (2014) and Suryaman (2017). However, these modules do not specifically aimed to increase students' self-dialogue, instead to overcome aggressive behavior, improve student self-esteem, and improve student verbal communication.

The module is chosen as a media to be developed for several reasons i.e. the module is a learning unit that is considered complete and practically brought to be read anywhere (Nurbaiti et. al, 2017). The module also contains the stages of implementation of a complete activity and its implementation can be repeated in accordance with the stages described in it (Nursalim & Mustaji, 2010; Izzati, 2015). While the teacher is seen as a very important party in the life of students. Teachers can help more students with their mastery of problem-solving techniques including empty chair techniques. So it is important and more useful to develop a module for teachers.

Research Method

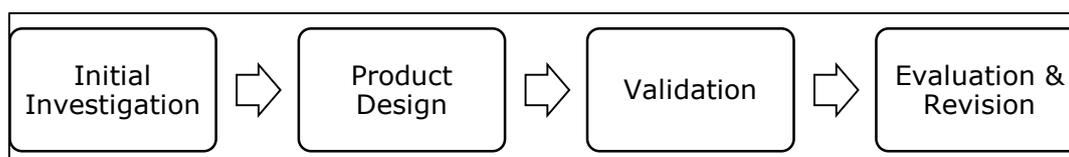


Figure 1. Stages of module development

The study aimed to develop a learning media, i.e. module to be used by school teachers. The research applied research and development procedure (Sugiyono, 2012, Emzir, 2013). The current stage of module development has been done in four stages in accordance with the steps in Figure 1. The development process had to be continued next time for the process to be completed.

The subject in this study includes the parties involved in the phase of validation and evaluation. At the validation stage each of the three material experts and media experts were the subject of research. While in the evaluation phase, ten counseling teachers were involved as research subjects. Data collection conducted using three different questionnaires which collect information about content, language, presentation and graphical feasibility as well as the objectives compliance. Data generated from this process were quantitative and qualitative data. Quantitative data processed using percentages and categorization, while qualitative data were qualitatively analyzed as suggestions for the module improvements.

Results and Discussion

The development of the module had gone through four stages. According to media development stages (Setyowati, Parmin & Widiyatmoko, 2013; Suarsana, 2013; Mulyatiningsih, 2016; Nurbaity et. al, 2017) the stages which has been trough was not completed. It still need to be put into trial and refined. Each of the stages that has been passed to be described as follow.

Initial Investigation

At the initial investigation stage, the probe was conducted to check the suitability of the plan according to the field requirement, involved examining the various literature regarding the module to be developed. The conclusion of the initial investigation is as follows:

1. Guidance Teacher in the school overwhelmed to handle various problems experienced by students in school and need help, among others in the form of media
2. Media such as a module is still very rarely seen in the field, let alone directly concerning techniques to help students.
3. The empty chair module has indeed been compiled but does not directly address self-dialogue. These modules also not available for teachers in Aceh.
4. Self-Dialogue is considered important because it is directly related to the student's thinking process, so it will fit any problem related to the conversion of negative thinking into positive.

Based on this initial investigation, this module is considered important to be developed.

Product Design

The module is developed based on the previous module about empty chair technique (Ardilla, 2014). To specify about self-dialogue, the module is adapted to the purpose of improving self-dialogue, including adding appropriate new materials. Elements of the module consist of cover page, introduction, table of contents, introduction, objectives and competency standards. While the contents of the module is divided into two parts, namely module I which contains the theoretical concept and module II which contain practical procedures.

Product Validation

The module validation was carried out by six experts covering three media experts and three material experts. The material and media experts involved are lecturers of Guidance and Counseling Department with appropriate educational background and work experience. These experts have produced and guided the preparation of works which are considered to be appropriate or similar to the module being developed.

Quantitative results are briefly described in Table 1. Six experts asked to rate the module according to each component they had to assess including feasibility of content, presentation and language for the content experts as well as presentation and graphical quality for the media experts. The initial rating categories (before module improvements) are generally sufficient. The experts also rate that the module are feasible to be used after revision.

The qualitative suggestions of improvements provided by experts are obtained directly through face-to-face meetings and revision controls as well as through written suggestions provided by experts on the returned assessment sheet. In general, comment to the expert is that the module design is in line with the intended purpose, but there are many suggestions for improvement on the construction design including steps used in practical part.

Table 1. Assessment results of content and media expert

Subject	Aspect / Component	Values / Category
Content Expert	Feasibility of Content	
	Introduction (clarity of module introductory section, user manual and the table of contents)	Mean = 65.75% Category: Sufficient
	Material Concept (the suitability of theoretical and practical concept content, the accuracy of image and illustration)	
	Feasibility of Presentation (Systematics Presentation)	Mean = 67,5% Category: Sufficient
	Language Eligibility (The effectiveness of sentences, language standardization and the clarity of examples)	Mean = 68.75% Category: Sufficient
	Averagecz	Mean = 67.33% Category: Sufficient
Media Expert	Display quality (suitability of background, cover, images, and clarity of printing)	
	Quality of layout presentation (suitability of letter type and size selection)	Mean = 70% Category: Sufficient
	Quality of Illustration (image quality, illustration, layout, and beauty value)	

Evaluation and Revision

The revision stage is done through two stages: revision after validation and revision after evaluation. An important improvement after the validation stage from the suggestion of content experts is the issue of the construction design and content including the practical part of the technique used. Advice from media expert that had been followed among others were changes in cover and graphical layout. The improved module was then evaluated by ten potential module users. The quantitative results of teachers assessment is summarized in Table 2.

According to table 2, in general the improved module rated to be very good. Dissatisfaction only shown in content and illustration appealing which indicate that the module still need some refinement. Some suggestions provided by teachers was to add some description, images, meaning, case examples as well as example of words/sentences to be used in practical treatments. In general they consider the module very useful and can be used in schools, however some teachers were still not sure whether or not they can implement the module in school activity especially related to teacher role and efforts.

Table 2. Results of product evaluation

Aspects / Components	Rating Mean (%)	Category
Language smoothness	95	Very Good
Content appealing	75	Good
Understanding convenient	95	Very Good
Materials broadness	90	Very Good
Materials completeness	85	Very Good
Ease of implementation	85	Very Good
Illustration appealing	75	Good
Utilization	95	Very Good
Material weightiness	90	Very Good
Purpose attainment	95	Very Good

Furthermore, suggestions will be used later to refine the module for the module to enter the next stage which will not be reported in this article.

Conclusion

The development of the empty chair technique module for teachers to improve students' self-dialogue has been done up to 4 planned phases. The modules had been constructed by taking into account the various literatures in terms of both media and module contents. The module designed in two fragments namely the theory and practical part and has been through the stages of validation by content and media experts. The module has also been evaluated by the user candidates and is ready to enter the next stage of testing and product improvement.

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