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Teaching materials for Spiritual Life Skills in Counseling Services through the EDUDA Application for Junior School Student

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Abstrak: The research background of students' low spiritual life skills and the absence of online teaching materials for practicing spiritual life skills. The research objective is to produce online teaching materials for spiritual life skills that are effective in implementing student counseling services. The development research design was carried out using the ADDIE model. The research subjects of the seventh-grade students of Tunas SMP Swasta Tunas Karya Batangkuis for the 2019/2020 academic year with total of 30 students. The instruments used were questionnaires and interviews, worksheets for practicing spiritual skills. Data analysis techniques were qualitative analysis and the percentage of data analysis. Based on the validation by material experts, it was 75.71% for the category "Valid and the media experts were 86.42% for the" Valid "category. The effectiveness of teaching materials is obtained from the results of the students' practice scores of the students' training showed that 27 people had passed with an average percentage of 85% and achieved very good classification. This study stated that spiritual life skills teaching material is effective for use in counseling services to students.

Keywords: Teaching Materials, Spiritual Skills, Counseling, Education

Introduction

Facing the 21st century, counseling guidance services must adapt to developments in technology and information. Changes in information, communication, and technology (ICT) affect how to live, work/act, and also learn and teach (Niess, 2005). Advances in ICT have ushered in the digital era or what is also called the global era, which is an era where knowledge develops rapidly (Yalçin & Çelikler,

2011), technology and information play an important role in people daily life (Guerrero, 2010) on the technological equipment in his life.

The Covid-19 pandemic is forcing people around the world to define the meaning of life, learn the purpose and nature of humanity. If by this time people have been forced to live in fast-paced situations, endless jobs, and pursue economic growth targets in a competitive system, however the spread of the Corona Virus (Covid-19), which is a major crisis for modern humans, forces them to stop from the vortex of the system, and look back to life, family, and the social environment in their true meaning. Humans are forced to "stop" from their routine, to interpret what they really seek from life.

When the pandemic became a world epidemic, the government temporarily closed school as an effort to resist the spread of the Covid-19 pandemic by implementing distance learning which was a necessity for educators at all levels of education. Schools force themselves to use online learning media, including online and offline counseling services. The research team developed an online counseling service application program to build students' resilience with 7 life skills, one of the spiritual skills. Spiritual life skills are important during a pandemic, all people are asked to stay at a distance guardhouse to break the Covic 19 chain which is very uncomfortable for habits and ethics so far, it requires shaking hands when meeting, visiting each other to family homes to strengthen kinship. Staying at home for a long time can lead to isolation for individuals, anxiety, low motivation, irritability, easily discouraged from being isolated for too long. This situation requires spiritual skills for all parties, including students.

Handling individual problems living side by side with Covid-19. Indonesia faces several real challenges that must be implemented immediately: (1) inter-school technology policies in big cities and regions, (2) limited competence of teachers/lecturers in the use of learning applications, (3) Resources limited resources for the use of educational technology such as the internet and quotas, (4) teacher/lecturer-student-parent relations in online learning that have not been separated. (Suharwoto. 2020).

The learning process in schools is the best public policy tool as an effort to increase knowledge and skills (Caroline Hodges Persell, 1979). Education must continue even through online and offline learning because of its impact on the learning process in schools, especially in Indonesia there is a lot of evidence when school students greatly affect productivity and economic growth. (Baharin, R., Halal, R., etc., 2020)

The purpose of this research is to produce effective teaching materials to improve students' spiritual life skills, as one of the life skills that are trained through the eduda application program. Skills are defined as the ability to complete a task (https://kbbi.web.id/terampil). Spirituality is the spirit of life principles or the essence of human existence which is expressed through relationships with oneself, others, nature, and the creator or the source of life and is shaped through cultural experiences. Spirituality is a universal human experience (Caroline & Cyndi, 2007). According to Tischler (in Raihana, 2016), spirituality is a way of dealing with certain emotions or behaviors and attitudes of an individual. Being spiritual means being open, giving, and loving. Spiritual life skills as a person's ability to understand and practice oneself concerning the meaning and purpose of life, his relationship with other people, his relationship with nature, and his relationship with the Teachings of God Almighty.

Related with Law of Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. , society, nation, and state. The importance of applying the skills of spiritual values in schools so that students become morally good, shape youth morale to be good. If a teenager cannot embed spirituality in his life, he will fall into bad behavior. Spiritual manifests from the family, environment, and daily life. if adolescents are in a good family, which is teaching about ways to behave well in socializing, in an environment in which almost all of them are good communities, namely the community can provide good examples for the adolescents around them, and deep spirituality can make a teenager be a teenager with good morals. This spiritual skill needs to be possessed by all parties, especially when facing the Covic-19 pandemic.

Rosalina & Audrie (2007) stated that spirituality in adolescents, spirituality plays a role in overcoming problems related to developmental tasks. They use the religious teachings they get and then manifest it in their daily lives. When adolescents have high spirituality, the problems that arise can be overcome both related to developmental tasks and decision-making problems related to the future. Spiritual behavior patterns in adolescents are not something that is obtained suddenly but the result of how the adolescent is raised in his family, in which a learning process occurs. Adolescents who do not

have spiritual skills are prone to spiritual crises, spiritual isolation, spiritual pathology, and other spiritual ailments. These are mental illnesses of modern humans who lack spiritual life skills. In the usual case, students who have low spiritual skills tend to be easily affected by negative friend requests, easily give up, easily get angry with their friends' criticisms, easily hold grudges / take revenge, are not afraid of making mistakes, do not have the courtesy to people. older. Fisher (2011) found several conclusions about the nature of spirituality, namely 1) spirituality is a core part of human identity, 2) spirituality is closely related to the emotional dimension of the individual, this is because the spiritual dimension touches human feelings and hearts which are part of the essence of individual existence, 3) spirituality is dynamic, this shows that the spiritual dimension within individuals can grow and develop as an indicator of the health quality of individual spirituality.

Based on the results of interviews with the BK Teachers at Tunas Karya Batangkuis Junior High School on April 14, 2020. When the school was opened some students were still lazy to carry out worship activities such as the Dzuhur prayer together school, they would ditch by hiding in the canteen or the walls of the school without feeling Fear of penalties for truancy, fights often occur between female students both directly and on social media because they are caused by simple problems such as friendship problems, problems with envy with higher grades of friends. From this result, it is known that there are still many students who have low spirituality. The counseling teacher revealed that at SMP Tunas Karya Batangkuis there were no teaching material media that made it easier for the counseling teacher to prevent or overcome the problems of the low spiritual life of students.

In this case, the counseling teacher attempts to prevent student habits from worsening by providing understanding and practicing spiritual life activities. Corey (2000) said that the counselor needs to recognize and understand the spiritual and religious values of the counselee because counseling is a process of transferring values between counselor and counselee, so the counselor needs to pay attention to the values that the counselee has and the values that will be built in the process. counseling. Spiritual integration in the context of guidance and counseling both as part of individual growth and development, as well as as a therapeutic form, has now entered a new era where the spiritual dimension is a fundamental part of individual development (Imaduddin, 2017).

The research team developed teaching materials in the form of materials, habituation exercises, and assessments using the educational application that was provided in the form of videos, implementation steps, exercises related to spiritual aspects, and assessment. Eduda stands for the education of drug adversity. The educational program aims to build students' self-resilience to be prevented from drugs as an activity to increase spiritual skills. The education program is designed for guidance and counseling teachers during the pandemic to still be able to carry out remote services through a smartphone, computer, or laptop facilities. Counseling learning materials through educational applications have never existed so far. During the pandemic demands for learning from home, education is the right application program for counseling teachers to carry out guidance services.

The advantages of this teaching material are to make it easier for counseling teachers to provide students with understanding and training about spiritual life which can be accessed only using a smartphone. The teaching materials provided by counseling teachers aim to make students pay more attention to their daily activities by relating all their activities to the spiritual aspects they will learn. Students can understand that the importance of spiritual skills is applied in daily activities as ingredients to form a more peaceful life. Thus, during the pandemic, students are isolated at home, not restless or gloomy. With spiritual skills can carry out school tasks calmly, safely, happily getting closer to the creator. Changes will be experienced include aspects of attitude, knowledge, and skills.

Method

This research was a type of research and development (Research & Development). Sugiyono (2012) stated that research and development methods were research methods used to produce certain products and test the effectiveness of these products.

The subjects in this study were seventh-grade students of the Tunas Karya Batang Kuis Junior High School for the 2019/2020 school academic-year with 30 students. Criteria in determining the subject such as 1) students who had android mobile phone version 5.0 and had a data package, 2) willing to be active in EDUDA through online, 3) approved by the principal and BK teacher. The object of the research, spiritual life skills teaching materials.

The instrument used was a spiritual life skills questionnaire, a validation questionnaire for material experts, media experts, and student responses. The purpose of using a questionnaire was to find out how spiritual life skills students have. While the validation questionnaire is used for material experts and media experts and students related to product feasibility so that a score was obtained as material for further product development. Interviews were also conducted with counseling teachers and students.

This study used the ADDIE model design (analysis, design, development, implementation, evaluation) as follows.

(1). Analysis, the activity stage of analyzing student problems in school was the first step in making an effective teaching material. It was found that skills teaching materials were needed and had not been available so far. Based on the results of the spiritual life skills questionnaire at the beginning of table 1. It can be said that grade VII students have low spiritual life skills.

Table 1. Results of the Spiritual Life Skills Questionnaire

Interval	Frequency	Percentage	Category
76 – 100 %	4	13,33%	Very Good
51 – 75 %	10	33,33%	Good
26 – 50 %	16	53,33%	Average
0 – 25%	0	0%	Need Improvement

(2) Design, the stage of aligning needs with the type of product being developed. In this research design, there were materials, methods, steps, media, exercises, and assessments. Given the Covid-19 pandemic conditions, 19 students did not enter the classroom, an online learning program was designed in the form of an educational application program. The stage of designing teaching materials for spiritual life skills consisted of 4 steps, they were the preparation of a teaching material framework, collection, and selection of references, preparation of designs and features of teaching materials, and preparation of teaching material assessment instruments.

Figure 1. Design of Teaching Materials in the EDUDA Application

(3) Development, the stage of developing teaching materials in the form of materials, methods, steps, media, exercises, and assessments developed in print and audiovisual forms which were then compiled in the educational application. The results of product validation by media experts were 86.42%, the category was very suitable for use. The overall results obtained from the validation by material experts were 75.71% categories suitable for use. Based on the results of the validation of media and material experts, the input is obtained, such as the colors of the teaching materials for spiritual life skills are adjusted to the theme, the material was arranged based on 5W + 1H, the writing is according to EYD, the instructions for the exercise were clarified, examples of the exercise were more focused.

Table 2. Validation Results of Content Experts and Media Experts

NO	Aspect	Assessment Indicators	Total	Percentage	Category
1.		Size	7	87,5 %	Very Valid
	Media	Cover Design	25	89,28 %	Very Valid
		Content Design	33	82,5%	Valid
2.		*Self Instructionn*	22	78,57%	Valid
		Self contained	15	75,00%	Valid
	Content	*Stand Alone*	6	75,00%	Valid
		Adaptive	6	75,00%	Valid
		User friendly	12	75,00%	Valid
Score Total			126	637,85 %	
Avarage				79,73%	Valid

(4) Implementation, conducting trials of teaching materials consisting of materials, steps, methods, media, exercises, and assessments for students through the use of educational applications. Teaching materials were tested in small groups of 20 grade VII students of Tunas Karya Batangkuis Junior High School. From the results of the experiment, the researchers improved the practice instructions and the key to assessing the spiritual life skills practice and made short explanations of the words less understood by students.

(5) Evaluation, evaluating teaching materials and the achievement of spiritual skills training objectives as seen from the recapitulation of attitudes and results of spiritual life skills training which can be seen from the educational application program.

Data analysis used percentages, and qualitative data from interviews with teachers and students to add quantitative data. Qualitative data analysis steps a. Reducing research data from students during learning.

b. Display data by specifying which data was selected and discarded. Data validation used triangulation between the results of observations, and assessment sheets, and questionnaires on the Google Form.

c. Withdrawal and verification of conclusions in this stage the researcher analyzes the results and concludes the results of the data received. Triangulation is carried out between data validity checking techniques that utilize something other than the data for checking purposes or as a comparison.

Results and Discussion

The purpose of the Results and Discussion is to state your findings and make a interpretations and/or opinions, explain the implications of your findings, and make suggestions for future research. Its main function is to answer the questions posed in the Introduction, explain how the results support the answers and, how the answers fit in with existing knowledge on the topic. The Discussion is considered the heart of the paper and usually requires several writing attempts.

The discussion will always connect to the introduction by way of the research questions or hypotheses you posed and the literature you reviewed, but it does not simply repeat or rearrange the introduction; the discussion should always explain how your study has moved the reader's understanding of the research problem forward from where you left them at the end of the introduction.

To make your message clear, the discussion should be kept as short as possible while clearly and fully stating, supporting, explaining, and defending your answers and discussing other important and directly relevant issues. Care must be taken to provide commentary and not a reiteration of the results. Side issues should not be included, as these tend to obscure the message.

The results of the development of teaching materials for spiritual life skills using the ADDIE design developed by Endang Mulyatiningsih (2012: 183), such as analysis, design, development, implementation, and evaluation.

Table 3. ADDIE Research Process

ADDIE STEP	ADDIE's ACTIVITY	ADDIE RESULT	PARTICIPANTS
Analysis	Needs analysis Field Analysis	The absence of spiritual life skills teaching materials 6 out of 30 students have low spiritual life skills	BK Teachers and students
Design	Preparation of the teaching material framework Reference collection and selection Preparation of designs and features of teaching materials Preparation of teaching material assessment instruments.	The formation of teaching materials consisting of an opening, a content and a closing Collecting references in teaching materials The formation of a harmony between colors, letters, fonts and images There is a student response questionnaire, a validation questionnaire for media experts, a validation questionnaire for material experts	Content and Media Experts, Students
Development	The results of material expert validation The results of the media expert's validation	Teaching materials are valid / can be used Teaching materials are valid / can be used	Content and Media Experts
Implementation	Applying teaching materials using the Eduda application	Students understand and apply the material, practice teaching material skills through the educational application, and get an assessment	Students and BK Teachers
Evaluation	Conduct an assessment of spiritual life skills practice, and fill out a student response questionnaire	Students' spiritual skills improve, Teaching materials are not revised and are suitable for use	Students

Based on preliminary analysis taken from previous research, Raihana (2016) revealed the need to embed or implement spiritual education in adolescents from an early age in order to become good morals, because those with morals will shape the adolescent's morale to be good. If a teenager cannot instill spirituality in his life, he will fall into bad behavior. Deny (2017) revealed that the development of youth spirituality at Dharma Putra High School, specifically in terms of the development of religion/faith, is an important requirement for adolescents to develop healthy and acceptable behavior by their environment. The absence of specific teaching materials regarding spiritual life skills apart from the religious context, this is because religion and spirituality are different. Miller et al, 1999 (in Novitasari, 2017) stated that religion tends to be ritualistic, has institutions, has organizational and position systems, has certain boundaries according to the teachings of religious teachers which have the potential to cause world pursuits. While spirituality is broader than religiosity, holistic, it is difficult to mention the boundaries, does not emphasize ritualistically, but emphasizes more on meaning, spirituality does not depend on religion, and spirituality is free from potential worldly pursuits.

The implementation step, carried out for 4 months of activities during implementation in table 4.

Table 4. Implementation Stage of Spiritual Skills Teaching Materials through Eduda

No	Activities	Date
1	Introduce and Download the Eduda Application	15 -25 April 2020
2	Eduda Application Registration	25 April -10 Mei 2020
3	Using teaching materials through the Eduda application	11 Mei -30 Jun i2020
4	Students fill out a response questionnaire about the spiritual skills they practice	1-10 Juli 2020

Researchers started the activity of introducing Education of Drugs Adversity as an online application for training educational skills in counseling learning. Students downloaded the education application & register for the education application so that they can access the material and exercises that have been provided.

The researcher directed students to see the material in the learning video that has been available in educational applications which will be connected to YouTube, the YouTube link, such as https://youtu.be/onHeGvO-OgU. After that, the students filled out spiritual life skills practice starting from attitude practice where the subject had to write down the activities, they did in 1 week based on spiritual aspects. After completing the filling in, the evaluation questions related to spiritual life attitude practice will appear. The question consists of 40 questions and when you finish filling in the value you get will automatically appear.
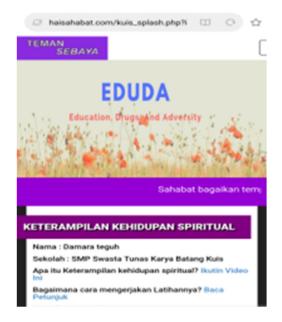

Figure 3. Views for accessing teaching materials

Students took spiritual life skills practice. This exercise aimed to practice and familiarize yourself with a spiritual attitude by filling in one by one the exercises in the table within 1 week. The exercises that must be filled by students are practicing worship, practicing gratitude, practicing realizing the wisdom of an event, practicing apologizing, practicing dealing with other people's criticism, practicing adaptability, practicing sharing happiness with others, practicing realizing goodness, practicing forgiveness, and training. find meaning and purpose in life. After students finish doing the exercises for 1 week. Then an assessment will appear in the form of a question. To start the assessment students, click "Start", and can work on the questions. The number of questions in this exercise is 40 questions. The assessment will appear when students have finished working on the exercise within 1 week. An example of a student's work.

Figure 4. Display value of spiritual life skills

Furthermore, the researcher directed students to fill out a student response questionnaire in the form of a Google form link to see student responses to the teaching materials that have been used, the results of student responses will be a consideration for researchers to evaluate teaching materials.

Table 5. Conclusion of student response questionnaires

No	Statements	Score Total	Maximum Score	Percentage	Category	Information
1.	I understand the competencies that must be achieved after using this teaching material.	105	120	87,5%	Very Good	No Revision
2.	The content in this teaching material is fit in the basic competencies to be achieved.	104	120	86,66%	Very Good	No Revision
3.	The description of the examples given in this teaching material helps me to understand the material clearly	107	120	89,16%	Very Good	No Revision
4	I can follow the exercises in this teaching material gradually.	103	120	85,83%	Very Good	No Revision
5	I understand doing the exercises contained in this teaching material.	102	120	85,00%	Very Good	No Revision
6	I can understand the material easily.	105	128	87,5%	Very Good	No Revision
7	The content is specific	103	120	85,83%	Very Good	No Revision
8	The content has been arranged systematically.	104	120	86,66%	Very Good	No Revision
9	I can understand teaching materials easily because the materials, exercises, and assessments are related.	113	120	94,16%	Very Good	No Revision
10	I have a better understanding of spiritual life after doing the exercises in this teaching material	105	120	87,5%	Very Good	No Revision

11	I can practice my spiritual life skills after following the exercises contained in this teaching material	108	120	90,00%	Very Good	No Revision
12	I discovered new knowledge after using this teaching material	109	120	90,83%	Very Good	No Revision
13	The new knowledge that I acquired is in accordance with the current development of science	105	120	87,5%	Very Good	No Revision
14	The new knowledge I have acquired will make it easier for me in the future	102	120	85,00%	Very Good	No Revision
15	I can easily understand the language used in this teaching material.	112	120	93,33%	Very Good	No Revision
16	The language used in this teaching material is suitable students on this grade.	105	120	87,5%	Very Good	No Revision
17	The terms in this teaching material are easy for me to understand.	104	120	86,66%	Very Good	No Revision
18	The instructions/ instructions set forth in this teaching material are clear.	111	120	92,5%	Very Good	No Revision
19	It is easy for me to read the title on the cover page of this teaching material because the size and colour of the letters used are dominant.	111	120	92,5%	Very Good	No Revision
20	The list of references makes it easy for me to find reading references about this teaching material	110	120	91,66%	Very Good	No Revision
	CONCLUSSION	2128	2400	88,66%	Very Good	No Revision

The average of all items in the student response questionnaire obtained a percentage of 88.66% in the very good category. Thus, the teaching materials are good and do not require revision or improvement at the implementation stage.

At this step, the effectiveness of teaching materials will be assessed based on student activities and student training results. Based on the recapitulation of student activities, students work on and understand the content of the exercise, this was also supported by the results of student training, namely students who were in the score range 62-67 totaling 2 students with 6.66%, students who are in the score range 68-73 totaled 2 students with a percentage of 6.66%, students in the score range 74-79 amounted to 3 students with a percentage of 10%, students in the 80-85 score range amounted to 3 students with a percentage of 10%, students in the score range 86 - 91 totaled 12 students with a percentage of 40% and students in the range 92-98 amounting to 8 students with a percentage of 26.6%. Then there are 27 students who are in the good category (passed). Chakraborty (2014: 782-802) revealed several factors that can create an interesting learning experience for online learners. The main factors are as follows: creating and maintaining a positive learning environment; building learning communities; provide consistent feedback in a timely manner; and using the right technology to deliver the right content.

Students were stated to have an understanding of good spiritual life skills if the score is ≥71. Therefore, if students' understanding of spiritual life skills met the criteria, the teaching materials for spiritual life skills were considered effective in their use. The following is a recapitulation of student training results.

Table 6. Recapitulation of student training results data

No	Students' Code	Score	Maximum Score	Criteria	Category
1	S1	77	100	Good	Passed
2	S2	64	100	Need Improvement	Not Passed
3	S3	74	100	Good	Passed
4	S4	80	100	Good	Passed
5	S5	80	100	Good	Passed
6	S6	74	100	Good	Passed
7	S7	85	100	Good	Passed
8	S8	90	100	Very Good	Passed
9	S9	86	100	Very Good	Passed
10	S10	93	100	Very Good	Passed
11	S11	87	100	Very Good	Passed
12	S12	69	100	Need Improvement	Not Passed
13	S13	95	100	Very Good	Passed
14	S14	71	100	Good	Passed
15	S15	62	100	Need Improvement	Passed
16	S16	89	100	Very Good	Passed
17	S17	91	100	Very Good	Passed
18	S18	98	100	Very Good	Passed
19	S19	88	100	Very Good	Passed
20	S20	89	100	Very Good	Passed
21	S21	86	100	Very Good	Passed
22	S22	95	100	Very Good	Passed
23	S23	88	100	Very Good	Passed
24	S24	93	100	Very Good	Passed
25	S25	92	100	Very Good	Passed
26	S26	88	100	Very Good	Passed
27	S27	92	100	Very Good	Passed
28	S28	91	100	Very Good	Passed
29	S29	91	100	Very Good	Passed
30	S30	92	100	Very Good	Passed
	Total	**2550**	3000	**Good**	
	Avarage	**85,00**			

Based on the table recapitulation of the student training results above, it shows a good category with a percentage of 85%. Based on these results, the spiritual life skills teaching materials are effectively used and the spiritual life skills teaching materials that have been developed are good. According to Lewis (2015: 143-157) as online learning opportunities increase in today's society; librarians need to consider additional ways to design online instruction effectively.

The limitation of this research is when this research takes place online learning of all fields of study, students prefer completing assignments in their field of study. Some parents ask the counseling teacher about

the purpose and purpose of spiritual skills practice, after being given an explanation the parents are happy and continue.

Conclusion

Based on the results of the research and discussion that has been done, the condition of the teaching materials for spiritual life skills is very necessary. In addition, in the implementation of counseling services in schools, teaching materials for spiritual life skills do not yet exist. Conditions in the field students have low spiritual life skills. Based on these two problems, it is necessary to develop effective spiritual life skills teaching materials in the form of materials, methods, instructions, exercises, and assessments of ineffective counseling services at Tunas Karya Batangkuis Junior High School. Based on the results of the research, the spiritual skills teaching materials in the educational application are effectively used as teaching materials for counseling services in schools.

Teaching materials for spiritual life skills that have been compiled through the educational application for both students, teachers, and parents, are very easy to access anywhere and anytime. For students, it can increase students' understanding and skills in the spiritual life, for parents and teachers can monitor and participate in assisting the development of children's spiritual life.

Acknowledgment

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