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Abstract

This study aimed to develop, validate and test a creative therapy module of child counseling using video. Module has been developed based on cognitive theory by Piaget (1962). As a whole, the module contains seven components of creative therapy that will be presented using video to counselors. The seven components of creative therapy are play, coloring, storytelling, sand, clay, puppet and collage therapy. This study is divided into three phases; 1) Module development, 2) Testing the validity of module content, and 3) Testing module reliability. This study uses a descriptive approach as a study design involving expert evaluation. In addition, to collect research data, survey methods are also used. To examine the need for module development, a literature review was conducted. To assess the validity of the module content, a total of 13 study samples consisting of experts in counseling and psychology. The next sample is 27 counselors to evaluate the reliability of the module. The instrument used to evaluate the content validity of the module was a set of content validity questionnaires which was a modification from Russell (1974) that had been suggested by Jamaludin (2002). To test the reliability of the module, researchers have developed a set of questionnaires built on the objectives of each module activity (Sidek & Jamaludin, 2005). The values computed for the content validity were high (80.0%). For the results of the survey, it shows that this module achieves high reliability with an Cronbach's Alpha of 0.97. These findings indicate that the modules developed are appropriate and ready to be implemented.

Keywords: Education, Well-Being, Social Support, Child Counseling, Creative Therapy, Module Development.

Introduction

Today there are very few developmental modules for counselors in the systematic development and through the process of validity and reliability. Therefore, this study aimed to develop a module specifically for primary school counselors using video to assist counselors or guidance teachers in providing counseling services to primary school children. It can contribute and be an alternative to school counselors and education departments in delivering quality child counseling services and meeting standards in the development of

children's psychological well-being. Therefore, this study is believed to be able to produce a special module for school counselors to apply to school children. This study provides creative therapies that are relevant to children's development of psychology (Stone et al., 2016). This is because school counselors need to be prepared to prepare a wide range of theoretical and practical skills and knowledge to build competencies in providing effective child counseling services.

Child Counseling Creative Therapy Module using Video

Child Counseling Creative Therapy module developed to enhance counselors' competency levels by using video in performing creative therapies in counseling sessions with clients, especially children. This module contains seven sub-topics that contain one activity each. To construct the content of the module, the researcher used the cognitive theory by (Piaget, 1962). To develop modules systematically, researchers have made the module construction procedure proposed by Sidek (2001) as the basis. This module development procedure was chosen because it is a systematic and comprehensive approach in the module construction process as well as suitable and practical to use in the Malaysian context. This module has three main objectives, namely, (a) To increase the level of understanding of using creative therapy in the implementation of counseling sessions with children, (b) To assist counselors in practicing creative therapy according to systematic procedures, and (c) To encourage the diversity of counselors in conducting counseling sessions with children using creative therapy.

Literature Review

Module Development Needs

In Malaysia, every primary school now has a counseling teacher or school counselor. They are tasked with helping and guiding students to address issues and problems they face, whether academic or personal. Therefore, counselors as trained guidance teachers need to help children in school to address well-being issues in a more systematic and planned manner. Creative therapy is one of the methods in counseling or psychotherapy by using games to communicate and explore the individual or client, especially children, to prevent or resolve psychosocial challenges. Previous studies have shown that playing is not just for fun, but can also contribute to the overall development of children from various aspects (Goldstein, 2011; Bastemur et al., 2016; Bergen et al., 2010; & Gray, 2011). Therefore, creative therapy is very important to be mastered by the counselor to be practiced on the client, especially children either in counseling or guidance sessions. According to Jacobs (1992), the use of creative therapy in counseling can meet the needs of counselors in implementing various approaches to help clients. Beaulieu (2003); Schimmel & Jacobs (2011) stated, there are various benefits of implementing creative therapy as a technique in counseling sessions, such as; (a) Can alleviate the anger of clients who are in a tense situation, (b) Helps in improving the learning process, and (c) Helps restore client focus during counseling sessions.

Module Implementation using Video

Now a days, technology is very important in the learning and training process. Therefore, the researcher chose to use video in the implementation of the module developed as a training medium for counselors. The importance of the use of video in the learning process can be seen in the increasing use of video in schools, universities and training centers (Johnson et al., 2014). Meanwhile, according to Jacobs (2013), the use of video as a medium of instruction is very effective. This is supported by Stover & Veres (2013) that the use of video

has a lasting impact in the process of education and training because it can support knowledge, training and guidance both theoretically, practically and technically. Therefore, the researcher chose to use the video method in the implementation of the module as training to counselors to improve the skills and knowledge of creative therapy.

Theoretical Foundation of Module

In addition to using video as a method of module implementation, researchers have used the play theory that has been proposed by Piaget (1962) as the basis of module content. Piaget's (1962) game theory has suggested there are three types of games namely sensorimotor behavior, symbolic, and play by rules, this is in line with the first three levels of human development theory (Anthony & Catherine, 2005). Each type of play behavior is a description of a way of thinking that indicates a person's level. While Piaget's Theory of Cognitive Development (1896-1980) sees play activities as a contributor to children's cognitive and social development. Therefore, the activity for each creative therapy in the module developed is to use the play method.

Objectives of the Study

This study has three specific objectives:

- Develop a Child Counseling Creative Therapy module using video for school counselors.
- Test the validity of the content of the Child Counseling Creative Therapy module using video to school counselors.
- Testing the reliability of the Child Counseling Creative Therapy Module using video to school counselors.

Research Method

Research Design, Instruments and Procedure

This study is a quantitative study that uses survey methods in the data collection process. To determine the validity of the content of the module the researcher has used the instrument proposed by (Jamaludin, 2002). The content validity instrument used is a modification of the instrument proposed by Russell (1974). A synthesis of relevant and up-to-date literature has assisted the researchers in constructing a Child Counseling Creative Therapy module using videos based on play theory by (Piaget, 1962). To determine the face validity and content validity, the researchers conducted a survey study. The face validity of the module was evaluated by language experts from two universities, namely Universiti Pendidikan Sultan Idris (UPSI) and Universiti Sains Islam Malaysia (USIM). The preliminary draft of the module was given to the experts to make evaluations and recommendations for the improvement of the sentence structure, syntax and grammar used in the module. All proposals were followed up with a review of the initial draft to ensure the proposed modules were appropriate for the target population.

The next step is the evaluation of the validation of the module content by a panel of experts. The panel of experts involved was a total of 13 people. According to Othman (2004) that six to nine experts are sufficient in examining the items and constructs of the study instruments, this indicates that the number of experts selected by the researcher is sufficient. 13 experts were selected because of their extensive expertise and experience in counseling, psychology, teaching and module development. Each expert was given a copy of the module manual, the complete module containing an introduction to the study, and a number of related appendices. Expert comments and suggestions were evaluated on a continuous scale, ranging

from 1 (strongly disagree) to 10 (strongly agree). To determine the validity value of the module content, the raw data were calculated as follows: the total score of the expert evaluation divided by the total score of the evaluation. The value calculated based on this procedure will highlight the level of validity of the research module, content validity is considered high if the value exceeds 70% (Sidek & Jamaludin, 2005).

To assess the level of reliability of the module, the researcher also used the survey method to collect research data. Researchers have developed a set of module reliability questionnaires based on the objectives of each activity contained in the module (Sidek & Jamaludin, 2005). Next, this set of questionnaires was distributed to 27 counselors. The data obtained were analyzed using Statistical Package for the Social Sciences (SPSS) computer software.

Participants

The study has two categories of study samples. The first category is experts from several public universities in Malaysia who are selected voluntarily. The experts have extensive experience in teaching as well as extensive experience in the field of research. Before the selection of the study sample is made, the researcher has ensured that the sample has credibility in the field of study. Meanwhile, the second category of the study sample is 27 counselors registered with the Malaysian Board of Counselors.

Findings

The raw data of the study collected as a result of the expert panel evaluation were analyzed using statistical software. Table 1 shows the total number of content validity evaluations as well as the total evaluations for each of the five statements representing the five items of the module content validity instrument.

Content Validity Percentages Of The Child Counseling Creative Therapy Module Using Video As Advocated By Jamaludin (2002)

No.	Statements	Content validity Percentages (%)	Experts' judgment
1.	The contents of the module meet the target population.	86.2	Accepted
2.	The contents of the module can be implemented successfully.	78.5	Accepted
3.	The contents of the module are appropriate with the planned duration.	81.5	Accepted
4.	The contents of the module can help to increase the level of understanding using creative therapy	72.3	Accepted
5.	The contents of the module can help counselor to become more excellent in creative therapy.	81.5	Accepted
	Overall content	80.0	Accepted

Table 1 shows that the overall value of content validity is at a high level for the Child Counseling Creative Therapy Module using video which is 80.0 percent, this value is above the value of content validity of the recommended module which is 70.0 percent. While the content validity value for each item of the instrument question also achieved a high validity value which is between 72.3 percent to 86.2 percent. Effectively, based on the conditions suggested by Jamaludin (2002) the validity value of the content of this module is certified. Therefore, the results of the study show that the validity of the content of the module as a whole is high and suitable to be implemented and adopted by counselors or relevant parties.

Once the module goes through the process of determining the validity of the content, the next stage of module development is to assess the reliability of the module. The reliability in question is how the modules developed are able to provide consistent results (Sidek & Jamaludin, 2005). Murphy and Davidshover (2005) state that reliability is the consistency of a measurement. Therefore, the survey findings show that this module achieves a high reliability value with a Cronbach's Alpha coefficient value of 0.97, Othman (2000) states that the value of the reliability coefficient of an acceptable instrument or module is between 0.65 to 0.85.

Discussion

In developing the Child Counseling Creative Therapy module using video, researchers first review and look at relevant past studies regarding creative therapy, particularly those related to theory, concepts, principles, and techniques. The information obtained as a result of the literature review has helped the researcher to develop a module that contains seven (7) sub-

modules and seven activities. All sub -modules and activities contained in this module are based on cognitive theory by Piaget (1962). From a theoretical and practical perspective, the development of this module is very important and useful to the target group and related parties as well as in the field of psychology and counseling in general and to child counseling in particular because it gives a positive effect especially helps in the implementation and practice of creative therapy.

In order to achieve the objectives of the study as well as see the impact of the implementation of the developed modules, the modules must undergo a process of content validity evaluation before implementing it. This matter is also emphasized and given attention by Sidek and Jamaludin (2005) who have stated that to determine the level of credibility of the modules developed, there are three main and important criteria to be given attention. The three criteria are reliability, usefulness of the module and validity of the content. As for the validity of the module content, it is the most important element in evaluating the construct of the developed module whether it is strong or not. To achieve high content validity is difficult because the modules to be developed require a thorough review of the relevant literature review (Shah et al., 2013). Through such a systematic development process, modules will be able to be developed more effectively to meet the needs of the target group. To meet the needs of this research, the researchers have used five statements representing the five items of the module content validity instrument that have been proposed by (Jamaludin, 2002). Next, all the validity of the module content that has been evaluated by experts will be analyzed. Through this process, the module will be able to be implemented effectively to achieve the objectives of the module towards the target group. To that end, the researchers have used five relevant statements in the questionnaire used as suggested by (Jamaludin, 2002). Then, the validity of the module content was evaluated by 13 experts who met the set criteria. The evaluation results show that the developed modules have high content validity based on all the evaluations of the experts involved. Therefore, modules with high content validity will benefit practitioners in enhancing counselors 'creative therapy competencies. The Children's Counseling Creative Therapy Module using video will be further improved to achieve maximum effectiveness to assist counseling practitioners in implementing counseling sessions using creative therapy. In addition, the development of this module can help counselors increase the level of competence in terms of knowledge, awareness and skills in the implementation of creative therapy. Hopefully, such modules can be comprehensively accepted by relevant stakeholders (i.e., policy makers and decision makers, course coordinators or counselor educators, practicum counselors, researchers, and counseling students or trainees) comprehensively to foster creative therapy in practicing counseling in Malaysia.

Recommendations

Based on the findings of a study that showed that the Child Counseling Creative Therapy module using video has high content validity, the researchers suggested three recommendations as follows:

1. Conduct a pilot study to see the applicability of the module for improvement purposes.
2. Conducted an experimental study to see the effect of the implementation of the Child Counseling Creative Therapy Module using video.
3. Develop a Child Counseling Creative Therapy module using video by conducting promotions so that more research related to this matter can be conducted.

Conclusion

Findings from this study have proven that the Child Counseling Creative Therapy module using video that has been developed is suitable for implementation. This is because the findings of the study have shown that this module has high content validity and reliability value. Both of these evaluations are very important because they are based on expert evaluation of the module content in terms of activity content, suitability of module implementation based on objectives, accurate use of time, and appropriateness of module content to the target group and so on. While reliability assessment refers to the evaluation by the target group that will implement the module developed.

In conclusion, using video in training to improve creative therapy competencies is effective. Therefore, through this study, it is hoped to contribute to the field of creative therapy and child counseling, especially in providing training to counselors (Tucker, 2017). In addition, it is hoped that more future studies will be conducted, especially in the field of creative therapy and child counseling, either conducting continuity studies to test the effectiveness of the developed modules or related new studies.

This study has contributed in the field of counseling that focuses on children's services. The use of video therapy serves as a guide and reference for counselors in implementing more effective counseling sessions. The use of video makes it easier for counselors to get information more quickly save time and be flexible in terms of use. In addition, children's counseling services that use therapeutic methods help speed up counseling sessions and are in line with the developmental nature of children who love to play.

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