DEVELOPMENT OF A LEARNING MODULE BASED ON REMO DANCE VALUES TO OVERCOME IDENTITY CRISIS AMONG FEMALE STUDENTS AT IBNU KATSIR ISLAMIC BOARDING SCHOOL JEMBER

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Abstrak

Masa remaja merupakan tahapan perkembangan manusia yang telah memasuki masa transisi dari masa kanak-kanak menuju masa dewasa. Masa remaja merupakan titik awal perkembangan fisik manusia menuju kematangan. Nilai-nilai yang terkandung dalam tari remo menjadi daya tarik dalam pengembangan modul. Tujuan penelitian ini adalah menganalisis kelayakan pembuatan modul baru yang dapat membantu mengatasi krisis identitas siswa. Metode yang digunakan dalam penelitian ini menggunakan desain ADDIE yang meliputi lima tahap pengembangan yaitu: Analyze, Design, Development, Implementation, Evaluation. Uji kelayakan modul dilakukan dengan cara validasi. Siswa yang menjadi sampel dilakukan observasi dan wawancara untuk menguji keberhasilan modul. Sampel yang digunakan dalam penelitian adalah siswa Ibnu Katsir yang sebelumnya telah memperoleh informed consent. Hasil penelitian ini menunjukkan bahwa modul pembelajaran yang dibuat dengan mengambil nilai-nilai tari remo dinyatakan layak untuk digunakan oleh guru dalam menyelesaikan masalah krisis identitas. Hasil penelitian juga menunjukkan bahwa siswa yang telah memperoleh pembelajaran menggunakan modul ini mengalami perubahan dalam dirinya. Pengembangan tari remo dikatakan dapat membantu siswa dalam menyelesaikan masalah krisis identitas. Dampak dari terciptanya modul terbaru ini dapat menjadi metode terbaru yang nantinya dapat digunakan oleh guru yang ingin membantu siswa mengatasi krisis identitas. Kebaruan dari penelitian ini adalah penggunaan metode ADDIE sehingga memudahkan pembaca dalam memahami isi penelitian. Penggunaan nilai-nilai tari remo menjadi daya tarik bagi pembaca sehingga membuat penelitian ini cukup menarik.

Kata kunci: krisis identitas; tari remo; modul

Abstract

Adolescence is a stage of human development that has entered a transition period from childhood to adulthood. Adolescence is the starting point for human physical development to mature. The values contained in the remo dance are an attraction in module development. The purpose of this study is to analyze the feasibility of creating a new module that can help overcome the identity crisis of students. The method used in this study uses the ADDIE

design which includes five stages of development, namely: Analyze, Design, Development, Implementation, Evaluation. The module's feasibility test is carried out by validation. The students who were the samples were observed and interviewed to test the success of the module. The sample used in the study was Ibn Katsir students who had previously obtained informed consent. The results of this study indicate that the learning module created by taking the values of the remo dance is declared feasible for use by teachers in solving identity crisis problems. The results of the study also show that students who have received learning using this module experience changes in themselves. The development of the remo dance is said to be able to help students in solving identity crisis problems. The impact of creating this latest module can be the latest method that can later be used by teachers who want to help students overcome identity crises. The novelty of this research is the use of the ADDIE method, making it easier for readers to understand the contents of the research. The use of remo dance values is an attraction for readers, making this research quite interesting.

Keywords: identity crisis; remo dance ; module

INTRODUCTION

Adolescence is a transitional period from childhood to adulthood, commonly known as the teenage years. During this phase, physical development occurs, including the maturation of reproductive organs (Jamaluddin et al., 2022). Adolescents are individuals undergoing development toward maturity and independence. Identity crises are increasingly relevant, particularly among students in Islamic boarding schools (mahasantri), where many struggle to choose appropriate behaviors, build aspirations, and maintain hope amidst various competing worldviews claiming to offer the truth about their existence. Erikson defines identity crisis as a phase characterized by decision-making concerning significant identity-related questions. The identity crisis among adolescents varies in development; some successfully navigate it, while others do not. The ease of access to modern influences often exacerbates the tendency to struggle with self-identity.

Self-identity involves a heightened awareness of oneself, including character traits, decision-making regarding meaningful life choices, and establishing behavioral standards. Some adolescents develop rapidly, others more slowly, and some may fail altogether. It is not uncommon for adolescents, especially in Islamic boarding schools, to challenge existing norms or conform to reality inconsistently. From the perspective of identity formation, some may experience identity diffusion—characterized by a lack of direction, exploration, and commitment—which leads to an inability to establish a clear self-identity. These individuals often avoid challenges and seek instant gratification. Contributing factors include family dynamics, social relationships, and negative media influences.

Identity crises generally stem from emotional regulation issues, peer relationship problems, body image concerns, or a lack of positive role models. Adolescents experiencing identity crises tend to exhibit destructive behaviors. Currently, identity crises are widespread, especially among youth who often lack guidance on how to act, set principles, and live with purpose amid conflicting ideologies.

One approach to addressing identity crises is through the development of local cultural values that emphasize courage, resilience, and self-confidence. Ethnicity and culture play central roles in self

METHODS

The type of research is experimental research with an elaborative hermeneutic approach. This developmental research is designed using the ADDIE research model. The research and development process conducted by the researcher is adapted to the selected method and is structured according to the ADDIE model, which includes five development stages: Analyze, Design, Development, Implementation, and Evaluation (Isriyah et al., 2023).

The subjects of this research are "mahasantri" (Islamic boarding school students at the higher education level) studying at Ibnu Katsir, selected based on inclusion and exclusion criteria, resulting in 18 mahasantri as the research subjects. The researcher outlines the process of research and development to clarify the research description. The following is an explanation of the ADDIE model research conducted by the researcher (Sulistianingsih, 2024):

1. Analyze

This research began by analyzing the problems and needs of the mahasantri. In the analysis process, the researcher conducted direct observation at the research site and interviews with the dormitory staff. The findings are as follows: Based on the observations of the students at PPA Ibnu Katsir Jember, the researcher found several situations:

   a) The total number of mahasantri is 18.

   b) Some mahasantri frequently experience identity crises regarding their tasks or other responsibilities.

   c) Character building activities are conducted weekly.

From the observations and interviews, the researcher found a main issue: the students tend to experience identity crises or are unable to define their own futures. Through interviews with the dormitory staff, it was identified that to address the identity crisis, there is a need to develop a guidance service manual that can help teachers provide character education or counseling services to mahasantri, oriented around local cultural values.

In this stage, the researcher formulated the concept of the product to be developed. This includes identifying what the module will contain. Based on the problem analysis, two variables were found: the problem itself and the proposed solution. Here, the researcher designed the concept of a guidance service module that aligns with the issues observed in the field. This research aims to develop a service module product that integrates local cultural values—in this case, the traditional Tari Remo dance.

2. Design

After analyzing the problems, the next step is designing the product to be developed—in this case, a module. The design phase involves creating a conceptual basis for module

development. Designing the product is the first step undertaken by the researcher, which involves planning and formulating the concept of the module. In this phase, the module sequence is determined, the content is organized, and the topics are selected. The formulation of material aligns with the service theme and the issues to be addressed and is adapted to counseling services.
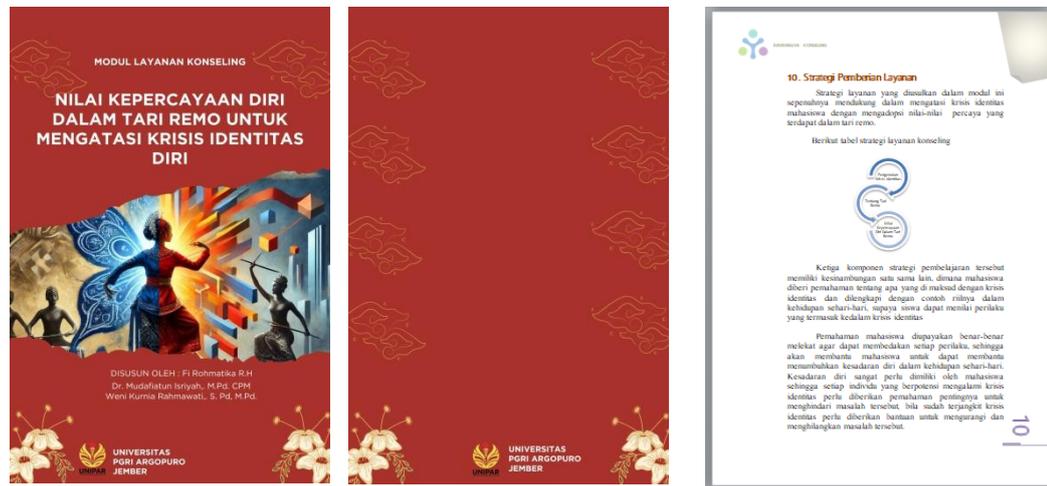

Figure 1. Module Layout

The developed module also includes the fundamental policies for school counseling teachers, principles of counseling service implementation, and several competencies required for counseling teachers, referring to (A IN, 2011). Thus, the module is considered complete and can serve as a practical guide for counseling teachers in delivering guidance services.
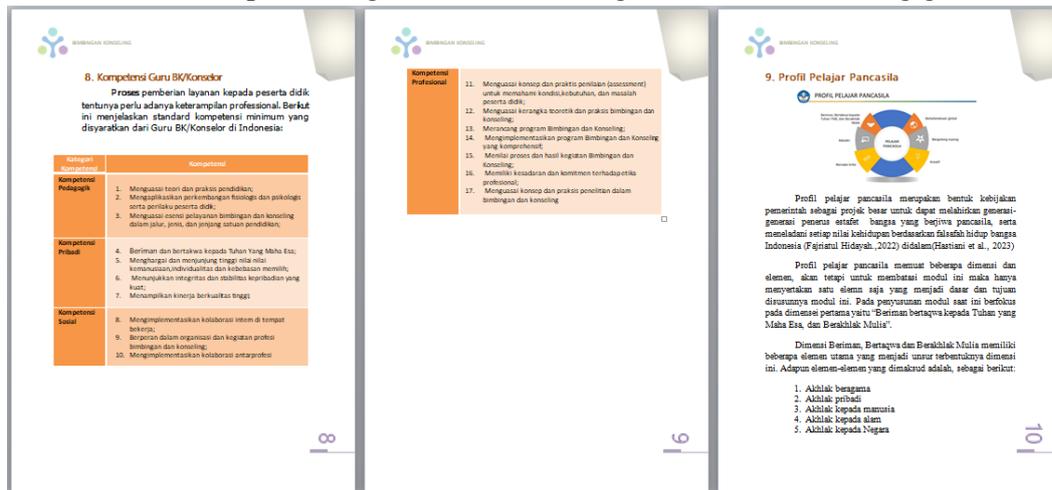

Figure 2. Module Completeness

A critical component in the developed module is the counseling service implementation plan, which includes planning aspects such as topics, media, and strategies used during counseling sessions. The implementation is structured into three parts: introduction, core content delivery, and conclusion.
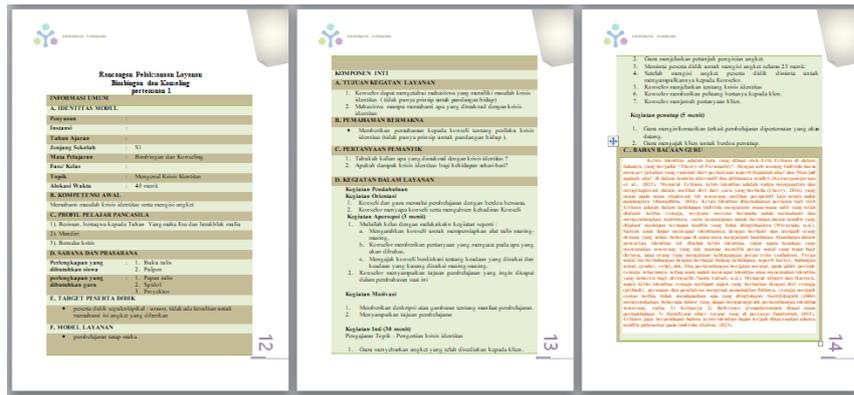
Figure 3. Counseling Service Plan in the Module

3. Development

This stage involves producing the module and conducting validation by expert reviewers to ensure its feasibility before use. The module was validated by a team of experts, including material experts, design experts, language experts, and practitioners. The validation process used the Akbar method to determine the feasibility level of the counseling service module.

Table: Validity Criteria of the Self-Care Module

Skala kelayakan %	Kriteria
81-100	Sangat valid
61-80	Valid
41-60	Kurang valid
21-60	Tidak valid
0-20	Sangat tidak valid

The results from the expert validation serve as a basis for evaluating and refining the module to ensure it is practical and easy to use. In this study, the validation was conducted by a material expert who is a Counseling and Guidance lecturer at PGRI Argopuro University, Jember—Nailul Fauziyah, S.Sos., M.Pd. Based on the calculation, the module received a score of 80%, indicating it is "valid and feasible to use with minor revisions."
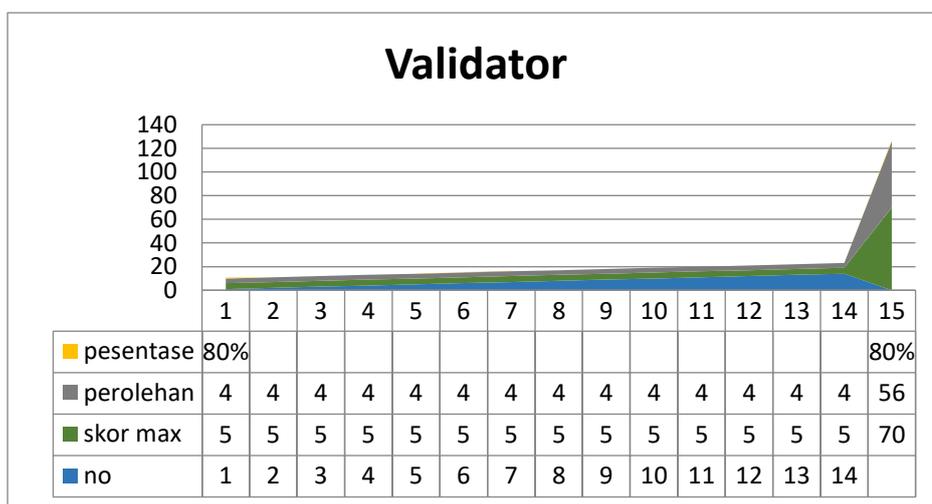

Validator

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
pesentase	80%														80%
perolehan	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
skor max	5	5	5	5	5	5	5	5	5	5	5	5	5	5	70
no	1	2	3	4	5	6	7	8	9	10	11	12	13	14	

Figure 4. Expert Validation Chart

4. Implementation

After validation, the module was tested on the research subjects, the mahasantri at PPA Ibnu Katsir Jember. The trial involved 18 students and was conducted from November 11 to November 25, 2024, across three sessions over three weeks. After the implementation phase, the researcher distributed a questionnaire on December 2, 2024, to evaluate the effectiveness of the developed module. The questionnaire results indicated that the identity crisis level among the mahasantri had decreased from 83% to 57%, suggesting a reduction in identity-related behavioral issues. Therefore, the module based on Tari Remo interaction values is deemed effective in addressing identity crises in mahasantri.

5. Evaluation

The evaluation of the developed module revealed the need to revise and improve the service delivery material and to include a glossary to help readers understand unfamiliar scientific terms.

RESULTS AND DISCUSSION

1. Research Findings

The results from this research and development process addressed the three research questions: (1) What are the steps for developing the product? (2) What is the validity level of the developed module? (3) How effective is the Remo dance in reducing identity crises among students at Ibnu Katsir?

Based on the observations and interviews, the developed learning module was deemed suitable for use. Questionnaire results revealed that the identity crisis level among students was 57%, showing a significant decrease in procrastination behavior from 83%. Therefore, it can be concluded that the development of the Remo dance value-based module is effective in overcoming students' identity crises.

This study is considered unique because it integrates two disciplines: traditional dance art and guidance counseling. The artistic approach is believed to provide a distinct advantage compared to traditional learning modules. Students reported that counseling using this module was easier to follow and helped them better understand their personal characteristics.

SUMMARY

Conclusion

Based on the data obtained, the module developed using Remo dance to address identity crises is considered feasible for use and implementation among students. The module development conducted by the researchers was found to be practical and beneficial for clients. The researchers hope that this study can significantly contribute to assisting guidance and counseling teachers in resolving identity crisis issues among students and serve as a valuable product and reference for further research.

Research Limitations

This study is the first to integrate two disciplines to solve a single problem, requiring further refinement and improvement. Since the research was conducted using observation and interviews, some responses may have been influenced by the respondents' sense of obligation. However, the researchers mitigated this by informing respondents that their answers would have no personal consequences. Additionally, the limited number of respondents was a constraint.

Suggestions

The authors recommend that adolescents undergo their identity formation process wisely and responsibly to avoid inappropriate behavior and social influences, enabling them to discover their true selves and reach their future goals. Suggestions for future researchers include further developing modules that integrate two disciplines. It is also recommended to conduct experiments with respondents from different sociodemographic backgrounds to enrich the diversity of research outcomes.

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