Validity and Reliability of the HM-Learning Module among High School Students in Malaysia

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Abstract

The study was conducted to obtain the validity and reliability of the HM Learning Skill Module. The HM Study Skills inventory was used to measure validity while the percentage method was used to measure the reliability of the module. The HM Learning Skills Inventory is used to measure the validity and reliability with the aims to measure the habits and learning methods of students. The value of validity is measured using Russel's Validity which consists of modules related to the content of this module to meet its Population target, 85.7%; The contents of this module can be implemented; perfectly; 80.0%, The content of this module is in line with the time allocated; 78.6%, The contents of this module can improve student performance; 81.4%, and the content of this model can transform students towards greater excellence; 80% and all these items are accepted by experts as a good legality. While for the reliability based on the pilot study of the HM-Learning Skills Module conducted by the application of the Small Group Learning Skills (n = 10) application in 3 small groups and the Study Group on the Learning Skills (n = 30) found that the reliability of the HM learning group module overall is .948. Hence, high alpha values prove that the HM-Learning Skills Module is acceptable and reliable to be used in the Intervention of Learning Skills Lesson Group and the Master's Guide to Learning Skills.

Keywords: Validity, Reliability, Small Group Guiding Skills Module, Learning Module, Module of the Big Group Guiding Skills, HM-Learning Module

Introduction

Malaysia's Certificate of Education (SPM) results have shown the best achievement over the last five years. However, there is a decline in Grade A. In order to ensure a stable performance, the Behavioral Cognitive Behavioral Module needs to be introduced. Ventaksah and Sebastian (2011) found that Behavioral Cognitive Therapy has an effect on improving self-efficacy and student achievement.

Menzel (2011) most of the students did not failed because they were unable to learn but did not have adequate study skills and supported by Hasmah (2014) students who did not

have effective study skills might face problems learning. The study by Faizan Maisarah, Nurul Adyani and Azlina (2016) found that self-concept influenced the study skills and this meant that if the students had low self-concept it would also influence the achievement of the students and likewise the opposite.

According to Davis (2011), students with less study time will get a less encouraging result. Thus, Wilenzick (1990) strives to change the mind from negative to positive that will lead to change of attitude while Briers (2012) makes the right choice to always ensure sufficient time to ensure continuous success.

Hence, to make it easier for students to understand the learning skills is a requirement for learning skills to be given a new breath by combining several techniques and methods in Cognitive Behavioural Therapy. This is because in Cognitive Behavioural Therapy there are some important aspects that enable them to be combined with learning skills. Among the aspects in Behavioral Cognitive Therapy it is said to be self-efficacy, a concept introduced by Bandura (1997a) stating that one is capable of controlling the situation and producing positive results. In every step of therapy process, students need to exaggerate their confidence by telling themselves "I will master my problem", "I can do" and so on. When an individual does such a thing then they will feel more confident to do something and that becomes an intrinsic impulse for him to solve his personal problems and in this study the intrinsic impulse is the thing concerned with learning skills. Hence, they will be more confident when they have learned the underlying learning skills of this study.

Self concept is self-reflection. It is actually a major drive of individual behavior and thinking. The formation of individual self-concept actually has a great influence on life whether the individual has low or high self-concept. Individual assessment or other self-assessment of all aspects including physical, psychological and childhood learning should be taken into account in the formation of self-concept. Azizi (2010) says that self-concept are feeling, value, goal and can be regarded as an individual's system of self-belief and this statement is well suited to the description given earlier.

This study also focuses on a group module based on Behavioral Cognitive Therapy that focuses on attitudes and behavior change from negative to positive through changes in student thinking. This counseling group is also used as an intervention to self-concept. Thus, the researcher will also study some aspects influencing the formation of student self-concept.

As a group counseling intervention, the Module of the Learning Cognitive Therapy Group Module was developed based on the Hm Learning Skill Theory introduced by Wilenzick (1990). This theory emphasizes the strengths and weaknesses of the students as well as changes in behavior and how students can adjust their behavior to be better. Interestingly, this theory is combined with Behavioral Cognitive Therapy that focuses on negative behavior change to positive through individual thinking changes which in turn leads to behavioral change and emotion. Hence, the Learning Skills Group Module focuses on strengths and weaknesses and how students can adapt negative positive thinking and learn better learning goals to help them develop and continue the learning plan as suggested by the West Virginia Department (2015) and can use it in a better and effective way.

The conclusion can be that every individual is believed to be able to solve the problems he faces, only the problem is that they still need help and guidance from others to solve it. Likewise with learning. Students are said to be in trouble in enhancing themselves in learning because they do not get help and good guidance from others. Hence, this module is expected to provide guidance to teachers to guide students in facing problems in schools. Hence, is

something that cannot be denied that learning skills are related to the success of a student. It can also help to improve students' self-concept towards a better and more effective way.

Research Objectives

The main purpose of the study is to examine the effect of the module of cognitive behavioral learning group (MCBLG) that will be applied in a small group learning skills (SGLS) of counseling classes on Cognitive Behavioral Behavior and a large group leraning skills (LGLS) of counseling skills of Cognitive Behavioral Therapy on Learning Skills and Self Concepts. Hence, the specific objectives of the study are as follows:

1. To identify the validity based on expert views on the Modules constructed based on Russell Model (1974).

2. To identify the reliability based on expert views related to module content module content meeting the target set

The HM Learning Skills Theory Framework

The HM-Learning Skills Theory is the main theory and is the basis of this study. Based on Wilenzick (1990), the real purpose of this study was to help students identify strengths and weaknesses in terms of their learning skills. The students' habits in learning process is also viewed and studied. This suggests that it is important for students to understand and know exactly what their strengths and weaknesses are, but they are not aware of their existence as stated by Brunner (2014b). After knowing the strengths and weaknesses of the self, then students will try to overcome their weaknesses using all the forces they have.

There are seven subscales measured in this study, Self Motivation, Self-Management and Time Management Skills, Listening Skills, Vocabulary Mastering, Notes Writing Skills, Learning Skills from Textbooks and Exam Skills.

Thus, Atkinson (1974) and McClelland (1961, 1965, 1985) state that Motivation is a tendency to produce something and that Motivation is an achievement that depends on the motive, the motive for achieving success and motives to avoid failure. Both of these motives are mutually interrelated as they are seen as opposed to each other. So, for this reason the individual started acting. Drucker (1966), time management based on the assumption that activity records information about time and self-use, managing and distributing time and adapting it to oneself can help someone to use time efficiently. In addition, Macan (1990) sees time management as a contract that contains four dimensions i.e. 1). Goals and priorities 2). The tendency to love the organization, 3). Mechanics and 4). Response to self in controlling the use of time. Listening Skills according to Barker (1971) is an active process and the word 'hear' itself means an active process. Active hearing involves listening process with the aim of understanding, remembering, evaluating and criticizing is more appropriate and practical. Mastering the Vocabulary means getting the meaning of a word out of context, while mastering the Vocabulary in terms of the individual is a set of known words in a language. Normally, it is also 'all the words that are known and used by someone. Knowing the word, however to know it is not as easy as it is thought to be because there are many things to learn and to know. It is also used as a tool to measure the level of mastery of individual words (Cambridge's Dictionary Online). Sketching Skills Mc Crimmon (1976) notes that a writing activity does not occur in an empty space because it often has the purpose of communicating or linking a person's message, appeal, information or idea. Learning from Textbooks is a printable artifact and bound by the rules set by an organization for each year or the Robinson

(1978). The Munchnick and Munchnick (2011) Exam Skills Ideas have divided the exams that are preparations for exam classes, exam tips, taking exams and what to do after the exam but they do not run away from a form of assessment to measure understanding, memory, mastery, skills and abilities.

The Model Of The Construction Model
Conceptual Framework HM Theoretical Module Construction Model Heron (1999)
Description of the conceptualized framework of the Heron Experience Learning Cycle Model, Heron (1999).

The SGLS and LGLS intervention processes were formulated based on HM Study Skills (HMSS) and Cognitive Behavioural Therapy (CBT) Models as described earlier. For this purpose, then figure 1 is referred to. It explains the impact and how the implementation of this study is done.

Prior to the research, all subjects were given a Willenzick (1990) HM Study Skills Instrument a pre-test instrument aimed at assessing how far the level of study skills (SS) belonging to the subject. The results of this pilot study will be formulated after a post test.

A total of 120 students were selected from two selected schools. Each school consists of 60 students. Ten students for each study group. The students are divided into 3 groups; the first groups of 30 people who are included in the Study are placed in Big Grouplearning skills, 30 people in the Small Group Learning Skills which are further divided into three groups. The control group was conssit of 60 students. Three small groups run in 10 sessions involving 10 students in each group. Treatment is carried out for 10 weeks by a counselor for each group and so is the big group run by a counselor in a group of 30 students also involving the same number of sessions with small groups.

Hence, for the purpose of applying the Experience Learning Cycle Module in SGLS and LGLS, there are 10 treatment group sessions used to view the increase of Learning Skills-Cognitive Behavioural Therapy (LS-CBT) among high school students. Explanation about Experience Learning Cycle Model begins from the Phase of Understanding and Understanding of Images.

In understanding of the Conceptual and image phase, the students are explained with the key concepts contained in the module so that they can have a clear understanding of the concepts and can imagine the journey of the session they will go through. Understanding these concepts and images is important to understand well because with that the students will be easy to understand and will then be able to apply the knowledge they will gain in the session that they are going through. Among the concepts to be explained are matters relating to learning skills, CBT concepts, ABC's concepts found in CBT and the concepts contained in this study module. The description of the concept can be clearly seen in the first and second sessions. At this session the students will be briefed on some concepts through LS-CBT activities, problem analysis and problem solving that are also combined with 'goal setting' which is one of the applications in CBT while in the second session the students are also exposed to ABC situations and identities rational and irrational beliefs.

In the next phases of understanding the Image phaseit is a good idea for students to be taught or demonstrated to do a task to be implemented. It is important for students to get the real picture of how to do the activities that will be implemented. Actually this Phase of Understanding covers all activities that require a demonstration from a mentor to the students.

The Practical Understanding Phase is the most important phase in this study as this phase is the training phase that is being carried out to the students. In this phase the students will be exposed to the exercises as they are in the module. The students will go through seven sessions in this phase, starting from the third session to the ninth session. In the third session, students will enter a self motivation session combined with Relaxation techniques first. The fourth session involves self-management and time management using provocative methods. In the fifth session, the students will go through a process of Mastering the Vocabulary combined with word processing. The sixth session involves the listening skills and at the end of the session the students are required to make an analysis on the advantages and disadvantages of activities performed through 'locusts and loaves' activities. The seventh activity involves recording notes and followed by correction of information while learning skills from textbooks combined with confrontational techniques at the eighth session and in the ninth session saw the final skills of the Exam Skills using Decision-Making Techniques.

The next phase is Understanding Experience Quiz. At this session, students are asked to state the experience gained during the program. Students are also asked to state the strengths and weaknesses they have encountered and renewed during the activity in the group. In this session, students will also have the experience from the results of the activities performed and the results of this experience can be identified through the work done.

After going through all the sessions, the students will be given the final test (post-test) aimed in obtaining information regarding the level of understanding and achievement of the students in the training being conducted, the appointed counselor will make a summary of all the activities that the participants have gone through and if they are appropriate to the students, they will also be asked to draw conclusions.

Conceptual Framework of The Learning group cluster module-CBT Approach the large group intervention of the Learning Skills Module and the Small Group of Learning Skills Modules
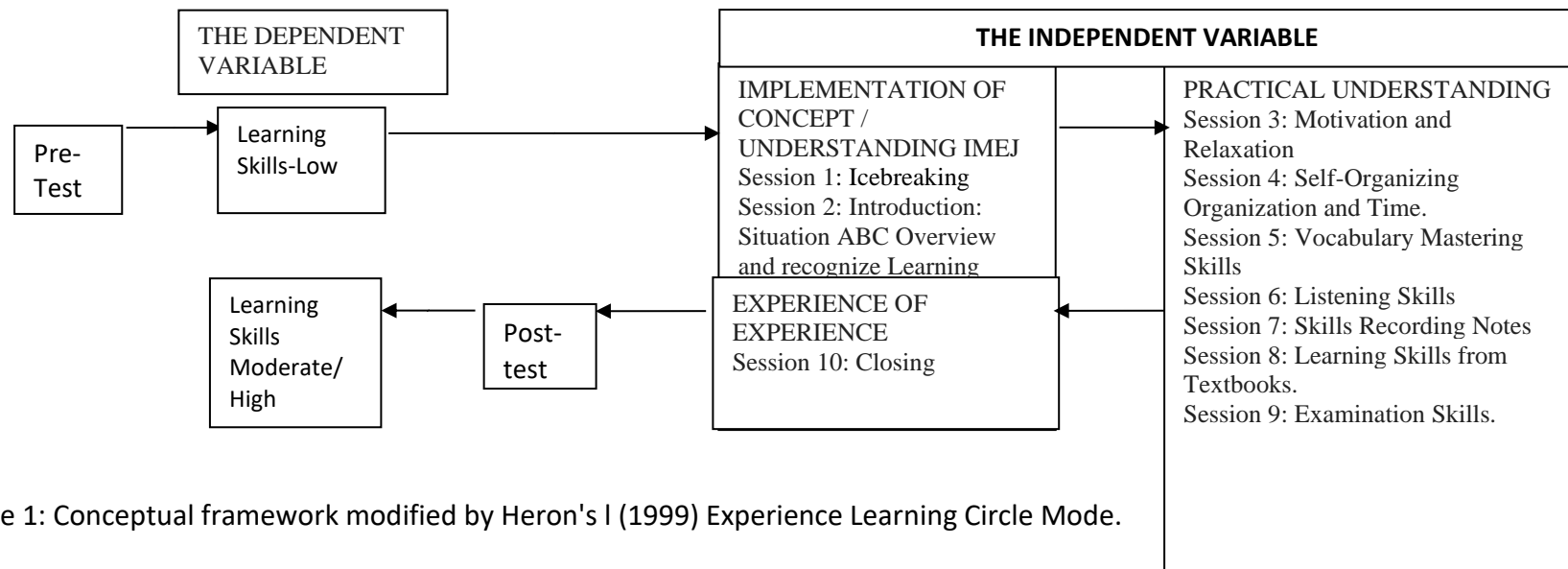
Figure 1: Conceptual framework modified by Heron's l (1999) Experience Learning Circle Mode.

Research Methodology

Research Design

This is an experimental quantitative study. The purpose of this study is to examine and test the hypotheses and to see the relationship between the study variables more clearly because according to Campbell and Stanley (1971) the approach of this study is quasi-experimental which states some of the quasi-experimental features that are located in the selection and placement of subjects into experimental groups and control groups performed randomly. Cook and Campbell (1979) point out that quasi-experiments have treatment and control groups, measurable, experimental, but they do not use random groups in comparison to summarize changes due to behavioral change while Cresswell and Miller (2000) and Sabitha (2006) stated that quasi-experiments were an experimental study conducted by the researchers but did not fully fulfill the conditions in pure experiments, namely: a) only one dependent variable manipulated at any given time, b) there should be a control group and c) the subject of treatment and control groups should be randomly selected. While these three conditions are met by researchers, environmental factors can not be completely controlled as in experiments performed in labs.

The purpose of this study is to examine the effectiveness of the Small Group Guided Learning Skills Module (SGGL) and the Big Group Guided Learning Skills Module (BGGL) on self learning and achievement skills. Experimental studies were conducted using pre-test and post-test designs to treatment groups and control groups such as descriptions in Table 4.1 below.

Table 1

Experimental study using Pre-test and Post-test designs on treatment groups and control groups

Jenis Group	Pre-test	Intervension Group	Post-test
Group R1			
Group R1a	01	X1	02
Group R1b	01	X1	02
Group R1c	01	X1	02
Group R2	01	X2	02
Group K1	01		02

Key Note:

R1	= SGGL (3 Treatment Groups R1a, R1b and R1c)	X1	= Intervention Study Skills Group Module
R2	= BGGL (1 Treatments Groups)	X2	= Intervention Study Skills Group Module
01	= Pre-test	02	= Post-test
K1	= Control Group		

Source: Mohammad Aziz Shah (2010) modified from Heppner, Kivlighan dan Wampold (1992)

The Validity of External Critics

The selected respondents involved are seven appointed experts to evaluate the validity of the constructs and module contents. Expert groups are those who have the expertise, experience and suitability of the module being built. The criteria for selection of expertise are: (i) Expertise and knowledge related to the field of psychology counseling (ii) and practitioners in the field of psychology and counseling. The expert panel profile is as in the following table:

In this section, elaborated statistical findings on the validity of external criticism methods are used in the Learning Skills questionnaire. This is because external criticism is one of the most effective methods of studying the validity of the research instrument. According to Mohd. Majid (1998) the numbers of three expert panels are sufficient to evaluate the expert's validity of a questionnaire. While Othman (2004) states that six to nine experts are sufficient in evaluating the constructs and research items. Based on external critics, the researcher has selected seven panel critics to evaluate the questionnaire,

Expert validity panel

Profile	Institution	Expertise Field
Ass. Proff. Dr. Mohd Hashim bin Othman &	USM	Career Counselling
Vocational/ FamilyAss. Ass. Proff. Dr. Roslee bin Ahmad Guid. & Counselling		UTM
Mdm. Cr. Normazwin bt Bahrin Counselling Practitioner	Vocational College K. Kangsar	
Dr. Abd Kadir bin Arifin Counselling	UPSI	Guid. &
Ass. Proff. Dr. Hj. Jamaluddin UPM bin Hj. Ahmad and various		Building Integrity Characters Validity Reliability of modules
Dr. Fauziah Hanim binti Abdul Jalal	UPSI	Family Counselling
Proff. Dr. Sidek Mohd Noah	UPM	Counselling & Psychology

Module Validity Study Tool

Module validity refers to the accuracy of the concepts and contents of a module. The researcher has listed Russell's, Russells (1974) to obtain a validity module item which has five things: a) Module Content Meet the population target; b) The contents of the Modules can be implemented perfectly; c) The content of the Modular Module with time; d) Module Content successfully enhances the level of student's own concession; and e) Module Content can alter the student's self-concept to a more brilliant way. This means that the validity of the good modules must contain these features.

The researcher has provided a complete copy of the i-SC module containing the introduction, general objective of the module, theoretical basis, the overall content and the modules of the modules prepared for review and evaluation and recommendations by expert's panel. A set of validated questionnaires of module content based on Russell's (1974)

views have also been given to experts to determine the level of content of the Learning Skills Group Module

The scale for this assessment is from 1 to 10 with 1 (strongly disagree) up to 10 (strongly agree). To determine the level of validity of module content, the number of scores were filled by the experts, (x) will be divided by the actual score (y) and multiplied by one hundred. A module has a high level of authenticity when it achieves 70% and is considered to have dominated or achieved high level of achievement Tuckman (1965); Sidek & Jamaludin (2005). The formula is as follows:

Expert Score Amount   [x]

_____ X 100% = level of content vadility

Total Actual Score   [y]

Module Reliability Study Tool
Reliability relates to consistency, meaning that a test is said to have high reliability if the same score is obtained from the same individual at different times Sidek (2002). According to Mohammad Aziz Shah (2010), module reliability refers to the consistency and stability of a module in treating what should be treated as in the objectives of a module. Testing the reliability of a module can be seen through how far the student can follow the contents of the module Rusell (1974).

According to Sidek and Jamaludin (2005), the method of determining the reliability of the module has an equation with the method for determining the reliability of the test or measuring device. This is because both are tools developed specifically for a particular purpose. To test the value of reliability of the module, the questionnaire can be done based on the objectives of a module or the implementation steps in the module Sidek and Jamaludin (2005). The study by Mohammad Aziz Shah (2010) in the construction of self improvement concept modules has built reliability items based on module implementation steps and obtained the reliability coefficient value .838. While the study by Ahmad, Abdul Malek, Mohammad Nasir and Mohammad Aziz Shah (2011) (2011) in the construction of the CTRT group counseling module also build reliability items based on the steps and obtain the reliability coefficient of 0.830.

The researchers have set a set of questionnaires based on the objectives to test the reliability of i-SC. This set of questionnaires is completed by the sample after they follow and completed every activity. The questionnaire was analyzed to obtain the reliability value using Cronbach alpha coefficient. According to Mohd Majid (2000), if the reliability value is high, at least .60 means the module has a good level of consistency. On the other hand, the value of reliability that does not reach the value of .60, means that the modules level of consistency are poor and need to be improved.

In this study, the determination of reliability has been carried out on 43 form four students who follow the module. The background of students is from daily schooling, moderate academic achievement as well as having a record of light and medium discipline behavioral records. Module reliability questionnaires were given to students after they followed every activity in the module. The questionnaire was analyzed to obtain the value of reliability by using Cronbach alpha coefficient method.

Module Validity and Realibility Findings

The findings of the validity of the module conducted by the selected experts were discussed based on the validity questionnaire of the module contents of Russell (1974) that have been modified to determine the level of module contents.

In addition to assessing the validity of the module based on sessions and activities, the researcher has constructed a special questionnaire based on the validity of the Russel module, Russel (1974) stating that for a validity evaluation module should have five main points; a) meeting the target population (taking into account the subject behavior), b) the teaching situation or modules implementation method is appropriate, c) the time allocated to carry out a module is adequate, d) the module has successfully led to increased student achievement in the targeted aspect, and e) the module succeeded in changing the attitude of the student towards a more brilliant. Therefore, the expert panel evaluation based on the validity of the module by Russel (1974) as in Table 2 follows.

Table 2
The value of the expert's expertise in the Russel module, Russel (1974) The HM-Learning Skills Group Module based on expert panel evaluation

Related Statement of the LSGM-CBT Assessment / Sub-Module Session	Percentage (%)	Expert view
The content of this module meets the population target	85.7	Accepted
The contents of this module can be implemented perfectly	80.0	Accepted
This module is compatible with allocated time	78.6	Accepted
The contents of this module can improve student performance	81.4	Accepted
The contents of this model can improve the student to a more brilliant direction	80.0	Accepted

Table 2 shows the minimum percentage value of 78.6% for the module's content statement corresponding to the allocated time while the maximum percentage is 85.7% for the content statement of this module to meet its target population. Overall, the findings show that the contents of this module are appropriate and relevant to the target module. The findings from the specialist for the realibility based on the sessions and acticities are as follows:

The findings of the reliability of the module conducted by the selected experts were discussed to identify the reliability based on expert views related to module content module content meeting the target set.

Table 3
The value of reliability of the session and activities of the Learning Skill Group Module hm

Session	Activity	α
	Value Result	
Session 1	Introduction 1	
	Activity 1: Name Chain	.878
Accepted		
	Ice Breaking/ Introduction	
	Activity 2: To approve SS based on cbt,	
	Analyzing Psychology Problems & Troubleshooting Aim	
Session 2	Introduction 2	.986
	Accepted	
	Activity 1: ABC Situation Overview & Identify	
	Unreasonable Beliefs and Rational Thought Alternatives.	
Session 3	Self Motivation & Relaxation	.921
	Accepted	
	Activity 1: Self Motivation	
Session 4	Self-Management and Time & Provocation	.849
	Accepted	
	Activity 1: Straw Tower	
Session 5	Mastering Treasury & Processing Again	.954
	Accepted	
	Activity 1: New Words	
Session 6	Listening Skills & Advantages Analysis	.927
Accepted		
	& Disadvantages	
	Activity 1: Listening Skills	
	Activity 2: Belalang Dan Belatuk (Grosshoper & Woodpecker)	.952
	Accepted	
	Activity 3: Advantages and Disadvantages	.986
	Accepted	
	Session 7 Skills Recording Notes & Corrections	
	Activity 1: Skills Recording Notes	.987
	Accepted	
	Activity 2: Correction of Information	.987
	Accepted	
Session 8	Learning Skills from Textbook & Confrontation	.906
	Accepted	
	Activity 1: SQ3R / Motion Map / Provocation	
Session 9	Skills & Examinations Decision	
	Activity 1: Discussion.	.986
	Accepted	
	Activity 2: Dream Island	.956
	Accepted	
Session 10	Summary / Analysis	

| Acitivity 1: Summary of SS-CBT | .959 |
| Accepted | |

The basis for the good modularity value of the module is taken from Kerlinger (1979) stating that the value of trust having a value of α (alpha value) exceeds 0.6 at the significant level .05 is a good and recognized assessment. Based on the HM-LSGM pilot study conducted by SGGL (n = 10) and BGGL (n = 30) analysis, the value of reliability of the HM study group (HM-SGLSM) learning skill modules was .948. Hence, high alpha values prove that hm-Learning Skills Group Modules (HM-LSGM) is acceptable and reliable for use in SGGL and BGGL interventions.

The basis for the good modularity value of the module is taken from Kerlinger (1979) stating that the value of trust having a value of α (alpha value) exceeds 0.6 at the significant level .05 is a good and recognized assessment. Based on the HM-SGLSM pilot study conducted by SGGL (n = 10) and BGGL (n = 30) analysis, the value of reliability of the HM study group learning skill modules was .948. Hence, high alpha values prove that HM-SLGsM is acceptable and reliable for use in SGGL and BGGL interventions.

Discussion

The purpose of this study is to develop a module of learning skill guidance group called HM Learning Skills Task Module. This module is based on the theory of learning-hm skills and the findings prove that its use as an intervention tool has succeeded in raising the level of learning skills.

This module can be considered as a complete module as it has been through validity and credibility studies in conformity with the Sidek & Jamaludin (2005) model construction procedures that say that a quality and considered complete module is obtained after its validity and reliability. In the construction of training modules and interventions, previous reviewers also conducted validity tests to ensure that the content of the modules they have built is strictly in place and can be applied to population targets. The researchers included the study of modules by Nik Zaharah (2007), Mohammad Aziz Shah (2010), and Ahmad Jazimin, Abdul Malek, Mohammad Nasir dan Mohammad Aziz Shah (2011).

The validity of the module through the validity of the content by external assessors has been made against this module. The findings from content validity by experts find that the module content includes the appropriate module content, according to the target population, meeting the objectives outlined in addition to the appropriate time allocation. This is in line with Russell's (1974) view, for a validity evaluation module should have five things; a) meeting the target population (taking into account the subject behavior), b) the teaching situation or module implementation method is appropriate, c) the time allocated to carry out a module is sufficient, d) the module successfully led to the improvement of student achievement in the targeted aspect, and e) the module succeeded in changing student attitudes towards greater excellence. The validity of content was also carried out by previous researchers on their modules by Mohammad Aziz Shah (2010) as well as by Ahmad Jazimin, Abdul Malek, Mohammad Nasir dan Mohammad Aziz Shah (2011).

The overall reliability of the module is well above the 0.60 level of 0.927. According to Mohd Majid (2000), if the reliability value is high, at least 0.60 means the KB-CBT module has a good degree of consistency. This means that this module is acceptable and reliable and can be used in intervention. The process of obtaining this reliability value is in line with what previous researchers have done on their modules by Fauziah (2014), Mohammad Aziz Shah

(2010) and the study of Ahmad Jazimin, Abdul Malek, Mohammad Nasir dan Mohammad Aziz (2011).

Module content is one of the main points in a module. The LS-CBT module requires content that meets the requirements and needs of the target. Module content is organized and consolidated according to the stage of development from pre-session to the end. This is in line with the study of Nik Zaharah (2007) and Mohammad Aziz Shah (2010) where the contents of a module need to be listed, selected and filtered to fit and coincide. This is important to ensure that it achieves the objectives of the study.

This study has also succeeded in highlighting a comprehensive theoretical framework in the approach of counseling learning based on behavioral cognitive therapy. Overall, this study explains the validity and reliability of learning skill modules based on behavioral cognitive therapy. Based on the findings, the validity and reliability of the modules are high, based on expert judgment. This shows that this module can provide significant implications in helping to address the issues of students' weakness in mastering learning skills.

Conclusion

The major findings of the study are the success of the hm-learning skills modules in obtaining high credibility and reliability from field experts. While, the overall finding of whether the validity of the module based on the Russell model (1974) shows the value of the high rivalry as well as the content of the module tested in terms of reliability. Moreover, this study is aimed at improving the level of students' mastery towards understanding and improving the level of mastering of learning skills as well as improving their level of achievement in life based on the existing knowledge they have. Therefore, it is understood that the research is based on self motivation (SM), self-management (STM), listening skills (LS), mastering vocabulary (MV), note-taking skills (NTS), learning skills from textbooks (LSFT), and Examination Skills (ES) based on the comparison between treatment groups compared to control groups. To increase the validity and reliability value, it is a necessity for this study to involve more and more experts from outside as many other field experts are able to see various variations of the answers given. This gives the added value needed to the study.

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