

## Sidek's Module Development Model in the Adler Marital Therapy Module

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### Abstract

This study aims to develop the Adler Marital Therapy Module and to identify the validity and reliability of the module. The construction of the module includes discussions related to the module drafting stage and the module testing and evaluation stage. The module was built by the researcher himself based on the design of the Sidek's Module Development Model and the Adler Marriage Therapy approach. There are two stages in the production of the module, the first stage is the process of producing a draft of the module and the second stage is the process of evaluating the module. The module contains 5 sub-modules which are relationship building, exploration, common sense, reorientation, and reeducation. The module contains 11 session topics related to conflict strategies, communication and stress. Each subtopic contains objectives, introduction, steps, and activities that are equipped with attached forms for reference. The module evaluation is divided into two, validity and reliability. A total of eight experts who evaluated the validity of the module participated in the evaluation of the validity of the module, while the reliability evaluation involved 22 study subjects or 11 married couples. The study findings show that the module has a high content validity index value of 0.92 and the reliability coefficient value of the module is also high, which is 0.977. The Adler Marital Therapy module is a new contribution for guidance and marital and family counseling professionals in Malaysia and is suitable for use in the local cultural context. This module can also be used by counselors involved in marriage counseling sessions as one of the alternatives or tools for married couples.

**Keywords:** Sidek's Module Development Model, Adler Marital Therapy Module

### Introduction

Counseling is necessary to help families identify, understand, and implement coping strategies in managing stress so that the relationship in the marital can be maintained. There are studies examining the effects of divorce and the need for counseling on families and marital. When dealing with problems and conflicts in a marital, marital counseling therapy is very important. Undoubtedly, discussion and negotiation strategies are among the main strategies in almost all approaches to couples therapy (Gurman & Kniskern, 1991). Marital counseling also known

as couples therapy, is a type of psychotherapy performed by a certified therapist (Jackson et al., 2017). Kitili (2020) suggests that there must be adequate couples therapy in all couples counseling as a therapeutic intervention. Afu and Nteh (2020) recommend that married couples try to resolve differences by seeking the help of professional counselors for proper guidance. Therefore, it is important that future research implements this counseling intervention in the form of an experimental study to see the effectiveness of the intervention (Ibrahim & Mubarak, 2022). While Hoesni et al., (2020) suggested future studies to focus on aspects of the cognitive process that occur when studying the anxiety of communicating with a partner.

Development of a module includes discussions related to the selection of a module construction model, the module drafting stage, and the module testing and evaluation stage. As well as a detailed explanation of the process of building the draft module, testing the validity of the module content, testing the reliability of the module and evaluating the effectiveness of the module. To produce the best effect, the construction of modules must take into account various rules and procedures (Noah & Ahmad, 2005). In developing a module, the rules and procedures are the basis to ensure that the module has been built based on valid and reliable sources. The module has been used by counselors in their interventions, either in individual or group counseling sessions and in counseling activities with clients. The history, methods and application of the modules in the field of counseling have been widely discussed and presented by experts on counseling modules in Malaysia (Noah & Ahmad, 2005; Noah, 2002). Counselors were exposed to the use of modules in the 1990s, but Noah (2001) introduced the standard model of module construction.

The researcher chose Sidek's Module Development Model (SMDM) for modules because many researchers in the counseling field develop modules using this model. According to Noah and Ahmad, (2005); Noah, (2001) the application of modules in the field of counseling has been widely discussed and presented by experts in counseling modules in Malaysia. Furthermore, SMDM is considered to be very thorough and system oriented in producing a module design. SMDM also has better module production workflows. SMDM was introduced in 2001 as a module development procedure, either in training or academic form (Noah & Ahmad 2005). SMDM is a more complete integration model compared to two other approaches by Russell (1974) and Alsagoff (1981). This model is suitable as a reference because Malaysian cultural norms are also taken into account in the construction of this module model (Madihie, 2015). The phases in the design of the development of the module according to the SMDM consist of two stages. The first stage covers goal building, theory identification, justification, philosophy, concept, goal and time period, needs study, goal setting, content selection, strategy selection, logistics selection, media selection, and preliminary module unification. Before the validity and reliability of the information is realized, it is a draft. The second stage includes a pilot study, determining the validity and reliability of the module and evaluating the effectiveness (Noah & Ahmad, 2005). The validity and reliability index testing process of the draft module. To test the validity of the module, a group of experts consisting of at least six to nine people is appointed to test the validity of the module content (Mohamed, 2001). Comments or feedback from experts are considered to improve the draft of the module. Once the draft of the module has been improved and adjusted, tests should be carried out to measure its content and reliability in the target group.

Previous studies using the SMDM in the field of counseling are the study by Saper (2012) developing a youth counseling module, the study by Saper et al., (2016) developing a module on students with behavior problems, the study by Saad et al., (2013) developing a module on self-concept, depression and resilience of pregnant adolescents, Saad (2013) study to develop a group counseling module on adolescent social anxiety and self-focus, Ahmad (2013) study also developed a student behavior psychoeducational intervention module, Nee's (2011) study developed a adolescent self-concept module, Mahmud et al., (2017) study also developed a module to study the effects of dysfunctional thinking and professional efficiency, the study by Arip (2010) developed a module on self-concept, resilience and resilience of adolescents, the study by Sipon (2007) developed a module on stress, job satisfaction, coping strategies and teacher social support, the studies Jusoh and Hussain (2015) developed the group module, the study by Rizubi and Mat Rani (2017) and the child counseling module, the study by Mat Rasik and Mohd Sani (2019). The study by Ismail (2019) and Abd Razak (2019) developed a module on decision-making skills and resilience of intelligent and talented students. Therefore, there is a need to develop a marital counseling intervention module based on the SMDM for married couples facing conflict strategies, communication problems, and marital stress.

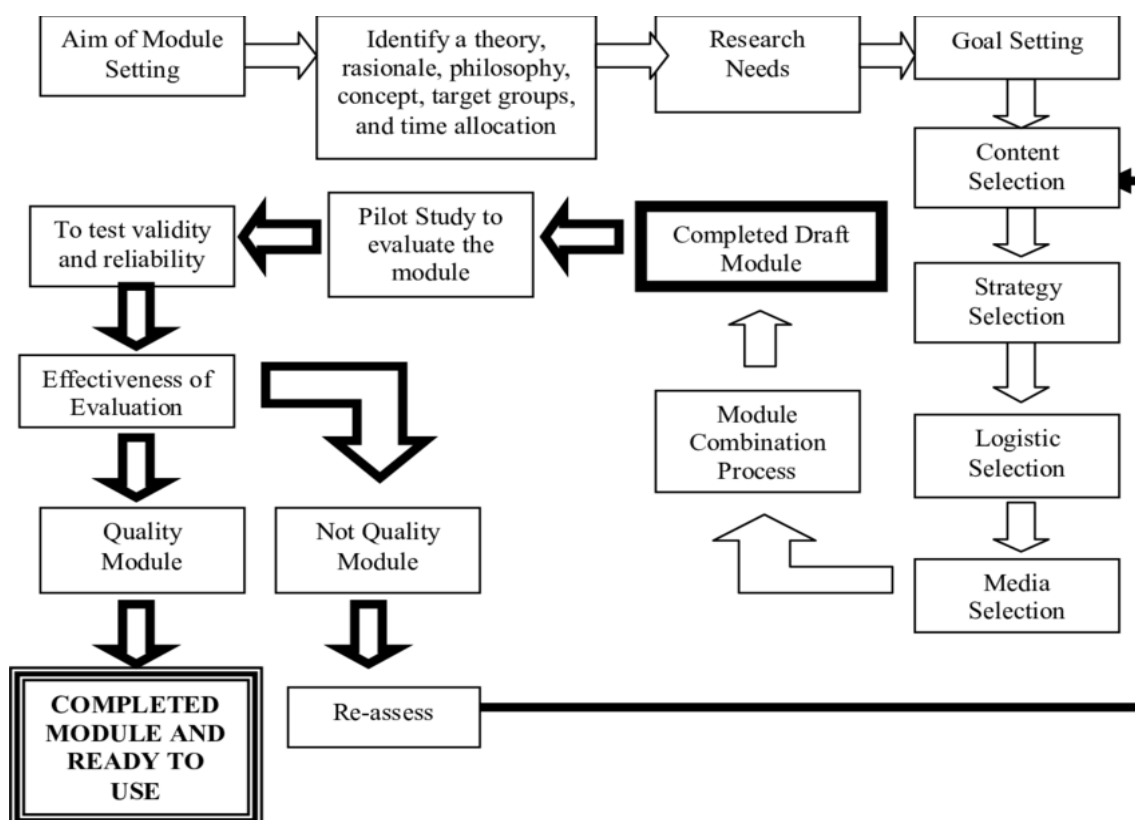


Figure 1 Sidek's Module Development Model (SMDM)

### Objectives

The objectives of this study are:

1. Explain the process of developing the Adler Marital Therapy Module using the Sidek's Module Development Model in the first stage

2. Explain the content of the Adler Marital Therapy Module.
3. Determine the content validity of the Adler Marital Therapy Module.
4. Determine the reliability of the Adler Marital Therapy Module.

### Methodology

This study is a survey study conducted to determine the validity and reliability of the constructed module. The main focus is to obtain validity values through answers written by a group of experts in the field of psychology and counseling. In addition to that, obtain a reliability value through a pilot study carried out on 22 study subjects or 11 married couples. The design of this study involves a descriptive study that aims to determine the content validity and reliability of the module. This purpose is in accordance with the recommendation of Konting (1998), that descriptive research is a study that aims to explain a phenomenon that is happening and does not aim to prove the truth of a hypothesis (Ahmad, 2002). Therefore, eight expert evaluators of the module have been identified who work in universities and public and private organizations. The group of experts are those who have areas of expertise, experience, and compatibility with the built module. The selection criteria for the experience is knowledge in the field of psychology and counseling, professionals in the field of psychology and counseling, with knowledge in the field of family and marital counseling. The profile of the panel of experts is as follows:

No.	Experts	Experts Background
1.	Lecturer (PhD)	Faculty of Management and Leadership, Universiti Sains Islam Malaysia (USIM).
2.	Senior Lecturer (PhD)	Faculty of Management and Leadership, Universiti Sains Islam Malaysia (USIM).
3.	Senior Lecturer (PhD)	Faculty of Management and Leadership, Universiti Sains Islam Malaysia (USIM).
4.	Lecturer (PhD)	GENIUS Insan College, Universiti Sains Islam Malaysia (USIM).
5.	Registered Counselor (PhD)	Pusat Keluarga LPPKN Johor State
6.	Registered Counselor (PhD)	Bahagian Undang-Undang Keluarga Islam, Jabatan Hal Ehwal Agama Islam Pulau Pinang (JHEAIPP).
7.	Registered Counselor	Counseling Department, Majlis Agama Islam Negeri Sembilan (MAINS).
8.	Registered Counselor (PhD)	Psychology Department, Jabatan Perkhidmatan Awam (JPA)

Table 1 Panel of experts

### Scope of the Study

According to Creswell (2011), the scope of the research is based on the target population, the research hypothesis, the sample selection method, and the planning of the data analysis. Based on that statement, the scope of this study is to focus on developing, implementing, and testing the content validity of the module on conflict strategies, communication, and marital stress. The module construction procedure is based on the model of Sidek and Jamaludin (2005) which contains 13 steps to produce a complete module. The module development process involves five steps, conducting a needs assessment, identifying test tools, preparing a draft of the module, peer review, and refinement based on feedback from peer reviewers.

For the evaluation of the validity of the content of the module, the recommendations of Russell (1974) are taken into account as items to be evaluated by external evaluators with experience in the field of psychology and counseling. The validity of the module content is based on the expert reference method. This is in accordance with Konting (1998) recommendation that in order to increase the content validity of a measurement tool, the researcher is recommended to obtain an external evaluator who is an expert in the relevant field. In the context of this study, the researcher has selected eight panels of experts for the validity of the content of the module. This coincides with the recommendation of Najib (1999) who explains that the evaluation of a module requires six to nine experts, as has been done by Ali and Mahamod (2016); Jusoh et al., (2011); Saad (2013); Saper et al. (2016); Arip et al., (2014); and Salleh and Jusoh (2015); Bacotang et al., (2017).

## **Research Findings and Discussion**

### **1.1 The Process of Developing the Adler Marital Therapy Module using the Sidek's Module Development Model in the First Stage**

This model has two main stages are the draft stage and the module testing and evaluation stage. A develop module is considered a draft before it is evaluated and tested for its effectiveness. Therefore, the Adler Marital Therapy Module was developed by the researcher himself based on the design of the SMDM. Noah and Ahmad (2005) there are two levels of module production, the first level is the module draft production process, and the second level is the module evaluation process. The steps cover the first stage, which is aim of module setting, identify the theory, rationale, philosophy, concept, target group and time allocation, needs study, goal setting, content selection, strategy selection, logistics selection, media selection, and module combination process. While the second stage is to test and evaluate the module covering a pilot study, testing validity, reliability and norms, evaluation of effectiveness and the complete module. Here is an explanation of the process of developing a module in the first stage:

#### *a. Aim of Module Setting*

In this step, the researcher establishes the main objective or goal of module development, which is the implementation of interventions for married couples who have weak in strategies conflict, lack of communication, and high stress. In the goal building process, the results of the needs analysis are used to identify the theme of needs for a module or session in a module. Among the findings of the needs analysis, there is a great need to develop a marital counseling intervention module. Therefore, the objective that is develop is aimed at how to produce a different approach and also be able to explain the content of the activity.

#### *a. Identify the theory, rationale, philosophy, concept, target group and time allocation.*

Before carrying out the construction of the module, the researcher identified the theory and the model involved in the study of the development of this module. The theories and models chosen by the researcher are Adler's Individual Psychological Theory, Adler's Marital Therapy, Family Theory/ Strategic Communication, Conflict Theory, and Stress Theory combined to explain the variables measured according to the problems faced by married couples.

#### *b. Needs analysis*

A requirements study is a requirements analysis performed to obtain information about the module's requirements. The needs analysis phase involves quantitative methods that are questionnaires and are answered by experienced counselors who undergo marital counseling sessions. The findings show that there is a need to develop a suitable and comprehensive module for married couples to improve conflict strategies and communication so that stress can be reduced.

*b. Set objectives*

The content of the module and the selection of appropriate strategies and sessions should take into account the objectives that have been set. The construction of this module has general objectives and specific objectives. The general objective explains the general purpose of the implementation of the module while the specific objective explains the purpose according to the sub-module and the session carried out.

*c. Content selection*

After the researcher establishes the objectives of the module, the researcher can make a list to choose the content of the module. The content of the module is based on Adler's Individual Psychological Theory, Adler's Marital Therapy, Strategic Family/Communication Theory, Conflict Theory and Stress Theory. Each sub-module based on Adler's Marital Therapy approach and content selection influences the objectives of the activity based on the Adler's Marital Therapy process.

*d. Strategy selection*

The selection of strategies will consider the level of understanding of the facilitator, the compatibility with the participants, the place or venue of the session and the suitability of the meeting time. All of these factors are taken into account to determine the smooth implementation of the module and thus affect the effectiveness of the module.

*e. Logistic selection*

This step refers to the selection of tools in the session used in this module and refers to the atmosphere of the counseling room or the place where this intervention takes place in an auspicious way. The researcher develops a checklist as a manual guide to ensure that the logistics requirements are satisfactory and meet the established criteria.

*f. Media selection*

Media selection are electronic or print materials that are used as an intermediary for the facilities used. Assistive tools such as pens, related forms, and therapeutic equipment such as pens will be used to engage the client to actively participate in each session.

*g. Module combinations process*

Drafts of completed modules will be collected and coordinated for each session in an organized manner. The module draft construction phase has been completed and will move on to the second phase, which is to test and evaluate the module. After the researcher finished assembling the draft module, the researcher conducted a membership verification process that involved a Ph.D holder and two Ph.D candidates who have experience developing modules. Member checking meetings have been held twice. Member checking verification takes place prior to the pilot study.



## 1.2 Content of Adler's Marital Therapy Module

The content of the module is based on the philosophical content and the strategies or techniques contained in the Adler Marital Therapy, the domain of conflict strategies, communication and stress. This preliminary module is based on the process of family and marital counseling contained in Adler Marital Therapy that is realized as a submodule. Adler has presented four levels or stages in the family counseling process that are now the basis of the practice of the family counseling process. Four stages in family counseling that are a) relationship b) evaluation and analysis c) insight and d) reorientation/re-education (Dreikurs, 1959). While the process of family and marital counseling sessions according to Mohd. Noor, Mahmud and Abd. Rahman (2012) a) construction of relationships, b) stage of analysis and evaluation of family problems, c) stage of emotional awareness and insight, d) stage of family restructuring and e) orientation of family re-education and finally d) stage of termination. Based on these processes, the researcher produces a combined process that is a) relationships building, b) exploration, c) insight, d) reorientation and e) reeducation.

While the conflict domain of the Theory of Strategic Conflict Behavior (Peterson 1983) describes five strategies, separation, dominance, compromise, integrative agreement, and structural improvement. While Lulofs and Cahn (2000) also suggested five strategies, avoidance, accommodation, competition, compromise, and cooperation. Based on those domains, the researcher produced a combination of domains, compromise, avoidance, interaction reactivity, separation, dominance, and submission. While the communication domains of Strategic Family Therapy are the social level, the problem level, the interaction level, the goal formation level, the interview completion level, the directive level and the reframing level. Lazarus Stress Theory refers to the domain of stress, which is the primary appraisal, when an individual assesses the environment that causes stress or not. While the second assessment (highly appraisal) refers to the involvement of individuals in assessing their own ability to solve problems arising from their relationships with the environment.

The researcher produced a combined domain that is a relationship building submodule emphasizing communication variables that contain units of social level and goal formation level; the exploratory submodules that emphasize stress variables contain units of problem level, interaction level, avoidance, and separation; the insight sub-module emphasizes stress variables containing domain units, interaction reactivity, and primary assessment; then, the reorientation submodule that involves the conflict strategy variable contains units of the level of completion of the interview, commitment and second evaluation; and the re-education sub modules emphasizing conflict strategies contains directive level, reframing and submission level units. The content of the module is divided into five sub-modules, a) relationship building, b) exploration, c) insight, d) reorientation and e) re-education. These are the main focuses and objectives of the module:

### *a) The Relationship Building sub-module (45 minute)*

The Relationship Building sub-module is an introductory sub-module that focuses on improving communication and the therapeutic relationship between counselor and couple. This sub-module allows the couple to develop a realistic self-image and has the ability to enhance cooperation and interaction between married couples and counselors. In addition

to being able to pave the way for communication between couples and counselors to continue with other submodules.

*b) The exploratory sub-module (120 minute)*

The exploratory sub-module focuses on stress management through understanding to identify and investigate the presented problems and conflicts of the couple, as well as knowing how each member feels about their relationship. These issues are then understood in a larger context that includes each couple's stage of development and how each handles and feels about each life task in their personal lives.

*c) The insight sub-module (120 minute)*

The insight sub-module focuses on stress management through a deeper understanding of the purpose of current problem behavior that has affected both the couple and the marital. At this stage the counselor begins to get an idea of the individual's logical system, which is the Individual's Lifestyle. The rules, values, and myths that are the basis of both husband and wife in the system of marital and family relationships function as a marital relationship style, and both spouses gain a clearer understanding of how they view themselves, their life, their marital, and their family relationships.

*d) The reorientation sub-module (120 minute)*

The reorientation sub-module focuses on conflict strategies by challenging dysfunctional attitudes and perceptions between married couples and helping couples develop more attitudes, perceptions, and expectations that work in their relationship.

*e) The re-education sub-module (120 minute)*

The re-education sub-module focuses on conflict strategies through the learning of constructive relationship skills. Listening skills and partner feedback skills can be taught. It may also be appropriate to teach conflict resolution skills and negotiation skills to develop new contracts regarding responsibilities and expectations between couples. Some couples may need to learn how to build quality marital time into their schedule and enjoy it in the company of others.

### **1.3 Validity of Adler's Marital Therapy Module**

In the context of content analysis, reference to Russell's (1974) model modified by Ahmad (2002) and the researcher has been used as a measure to test the conceptual accuracy and content validity of a module. Among the validity items, the content of the module contains six items, i) the content of this module serves its target population; ii) the content of this module can be perfectly implemented; iii) the content of this module corresponds to the allotted time; iv) the content of this module can improve communication and manage marital stress; v) the content of this module can improve stress management in marital; and vi) the content of this module is suitable for use in counseling sessions for married couples. This is in line with the content validity process carried out by Arip (2010), Jusoh et al. (2011), Mohd Shahril (2013) and Saper et al. (2016) and also modified by researcher. All the selected experts have read, researched, studied, provided opinions and suggestions on the module. To determine the level of validity of the module content, the total score completed by the expert (x) will be divided by the real total score and multiplied by one hundred. A module is confirmed to have high content validity when it is shown to score 70% and is considered



mastered or at a high level of achievement (Tuckman & Waheed, 1981). This means that if the percentage obtained from the module exceeds 70%, then the module has high content validity. The findings of the module content validity study for all module content and the validity value of Adler Marital Therapy Module sessions and activities based on expert assessment can be seen in table 1 and table 2 as follows:

No	Statements	Percentage	Content Validity Coefficient	Expert View
1.	The content of this module meets the objective.	92.5 %	0.92	Accepted
2.	The content of this module can be implemented perfectly.	85.0 %	0.85	Accepted
3.	The content of this module corresponds to the allotted time.	92.5 %	0.92	Accepted
4.	The content of this module can improve communication in marital.	92.5 %	0.92	Accepted
5.	The content of this module can improve stress management in marriage.	92.5 %	0.92	Accepted
6.	The content of this module is suitable for use in counseling sessions for married couples.	97.5 %	0.97	Accepted
	<b>Overall</b>	<b>92.0 %</b>	<b>0.92</b>	<b>Accepted</b>

Table 1 is the result of the expert consensus.

Table 1 is the result of the expert consensus. The findings explain that the minimum percentage obtained is 85% for the item 'the content of this module can be implemented perfectly'. For this part, the maximum percentage obtained was 97.5% for the item 'The content of this module is suitable for use in counseling sessions for married couples'. Therefore, the overall score obtained for all items is 92%, which is also equivalent to a content validity coefficient of  $.92 > .70$  and shows very good, high, and acceptable content validity. The findings of the expert evaluation based on Russell's (1974) content validity questionnaire that was modified by Jamaludin (2002) to determine the content validity of the Adler Marital Therapy Module are shown in table 1 below:

Sub module and topics of sessions	Percentage	Content Coefficient	Validity
<b>Submodule 1: Relationship building</b>	<b>91.2 %</b>	<b>0.912</b>	
Komitmen Bersama	92.5 %	0.92	
Matlamat Kita	90 %	0.90	
<b>Submodule 2: Exploration</b>	<b>91.2 %</b>	<b>0.912</b>	

Cerita Gambar	90 %	0.90
Lakaran Hati	91.2 %	0.91
Audit Personaliti	92.5 %	0.92
<b>Submodule 3: Insight</b>	<b>92.6%</b>	<b>0.926</b>
Kanta Hidup	94 %	0.94
Bincang Bersama	91.2 %	0.91
<b>Submodule 4: Reorientation</b>	<b>93.2 %</b>	<b>0.932</b>
Label Aura Positif	92.5 %	0.92
Mentari Bahagia	94 %	0.94
<b>Submodule 5: Reeducation</b>	<b>91.8%</b>	<b>0.918</b>
Sepakat Membawa Berkat	92.5 %	0.92
Percaya Teras Cinta	91.2 %	0.91
<b>Overall</b>	<b>92 %</b>	<b>0.92</b>

Table 3 shows the content validity of the submodules.

Table 3 shows the content validity of the submodules. The results show that the content validity coefficient is 0.92, which shows that it exceeds the minimum value of 0.70. While the submodule-based comparative analysis shows that the coefficient value for the relationship building submodule is 0.912, the exploration submodule is also the same which is 0.912, the insight submodule is 0.926, then the reorientation submodule is 0.932, and the reeducation submodule is 0.918. Next, based on the sessions, the sessions titled 'Kanta Hidup' and 'Mentari Bahagia' show the same validity coefficient value and get the highest coefficient value which is 0.94. Meanwhile, the session titles 'Matlamat Kita' and 'Cerita Gambar' recorded the lowest validity coefficient value of 0.90. This shows that all coefficient value scores are above 0.70 for all sessions. This means that the content validity of the session is high and good. In conclusion, the coefficient value of the module based on the expert evaluation of each submodule and session shows that the agreement of the experts is above the minimum value of 0.70 and this finding shows that the module has high content validity and can be used in experimental studies. Findings from expert evaluation based on Russell's (1974) content validity questionnaire that was modified by Jamaludin (2002) to determine the content validity of the module.

Expert	Feedback and comments
Expert 1	This module is formulated on the basis of a solid and organized theoretical framework. This module is good and interesting to use in marriage therapy and this module can be developed for the benefit of all.
Expert 2	Nice script of the module and it is suggested to update or summarize the introduction part of the module because it is too long. It is also recommended to discuss the role of the facilitator who will use the module (Knowledge, skills, attitude) and update the citation according to APA style. In addition to performing refinements for each activity.
Expert 3	In general, this module has achieved the stated objective, however, in terms of language organization, it needs to be revised from the aspect of grammar, language adjustment and conjunctions.
Expert 4	In my opinion, the content of this module is suitable to be used as an intervention for couples experiencing communication problems and marital

stress. The activities provided are also suitable for improving communication and improving stress management skills.

- Expert 5 It is recommended to add activities related to the couple's marital style, the couple's approach to managing conflict, and parenting (for couples who already have children). There are several objectives that must be improved according to the weight of the main message of the activity. Suggested improvements in terms of format, such as detailing the order of the instructions chronologically, a synopsis of each activity, a short summary of each one, and a general summary of each session. In general, it is considered that the content of the module can be improved.
- Expert 6 This module is suitable for married couples facing mild to moderate conflict. It is also suitable to help improve marital well-being. However, for clients who have a high problem of conflict and high perfection in the application of the module, they may face limitations from the point of view of acceptance and obtaining cooperation, especially couples who are reluctant. and have high resistance. But in general, this module is suitable for married couples.
- Expert 7 No comment
- Expert 8 Overall, the Adler Marital Therapy module can be applied in the sessions conducted.

Table 4 findings of feedback and comments for improvement by experts

#### 1.4 Reliability of the Adler Marital Therapy Module

In module reliability tests, the researcher selected 14 respondents or seven married couples as a sample in the study. The determination of the number of samples of the pilot study according to Johanson and Brooks (2010) is between 10 and 40 people. While Isaac and Michael (1995) are between 10 and 30 people. This reliability test was conducted in a marathon family counseling session that took 2 days and involved 8 hours and 45 minutes to complete all the sessions. According to Graves (2008) and Nyatul (1988), the duration of the family counseling process can be longer if the counseling professional conducts the counseling process like a marathon, which is 6 to 8 hours. The researcher involved seven registered counselors who had experience conducting marital counseling sessions. Reliability values based on sessions and session titles in the Adler Marital Therapy Module are found in table 5:

Submodules	Topics	Alpha Cronbach	Expert View
<b>Submodule 1</b>	<b>Relationship building</b>	<b>0.925</b>	<b>Accepted</b>
Topic 1(A)	Komitmen Bersama	0.929	Accepted
Topic 1 (B)	Matlamat Kita	0.942	Accepted
<b>Submodule 2</b>	<b>Exploration</b>	<b>0.939</b>	<b>Accepted</b>
Topic 2 (A)	Cerita Gambar	0.836	Accepted
Topic 2 (B)	Lakaran Hati	0.849	Accepted
Topic 2 (C)	Audit Personaliti	0.769	Accepted
<b>Submodule 3</b>	<b>Insight</b>	<b>0.921</b>	<b>Accepted</b>
Topic 3 (A)	Kanta Hidup	0.938	Accepted
Topic 3 (B)	Bincang Bersama	0.761	Accepted
<b>Submodule 4</b>	<b>Reorientation</b>	<b>0.929</b>	<b>Accepted</b>
Topic 4 (A)	Label Aura Positif	<b>0.790</b>	Accepted

Topic 4 (B)	Mentari Bahagia	0.930	Accepted
<b>Submodule 5</b>	<b>Re-education</b>	<b>0.927</b>	<b>Accepted</b>
Topic 5 (A)	Sepakat Membawa Berkat	0.846	Accepted
Topic 5 (B)	Percaya Teras Cinta	0.851	Accepted
	<b>Overall</b>	<b>0.977</b>	<b>Accepted</b>

Table 5 reliability values based on sessions and session titles in the Adler Marital Therapy Module.

Table 5 shows that the overall value of Cronbach's alpha reliability coefficient for the Adler Marital Therapy Module is 0.977. While the value of the reliability coefficient of the relationship building submodule is 0.925, the exploration submodule 0.939, the insight submodule 0.920, the reorientation submodule 0.929 and the reeducation submodule 0.927. While the value of the reliability coefficient according to the session title shows that the highest is the 'Matlamat Kita' session, which is 0.942 in the relationship building sub-module, while the session title that obtains the lowest coefficient is the 'Bincang Bersama' session, which is 0.761 in the exploration sub-module. Therefore, the value of the reliability coefficient of the module, the submodule and the session is high,  $0.977 > 0.70$ . This demonstrates that the module has high reliability and is acceptable for use in quasi-experimental studies to improve communication and reduce stress for married couples.

### Conclusion

In general, this study uses the Sidek's Module Development Model as a guideline in creating a module. This model contains two phases in which the implementation of the create of this module follows each of the steps specified in the model. The study findings also found that the module had high validity and reliability. This shows that counselors can use this module to conduct marital counseling sessions, which has the potential to create change in marital relationships to emphasize the importance of conflict management, communication and stress management skills. The findings of this study can also be shared with friends who are experts in the field of marital and family counseling through participation in academic writing, seminars, and workshops, either at home or abroad. This study can provide a conceptual and practical contribution to the relationship between husband and wife, especially to Adler's Marital Therapy.

The results of this study had several theoretical implications. In general, this finding contributes to the development of knowledge, especially regarding the development and evaluation of the construction of a module related to its psychometric quality. Through the construction of this module, it helps married couples to manage conflict, communication and stress, thus improving the quality of marital. This study has shown that counselors can use the Adler Marital Therapy Module to help them manage marital and family counseling sessions. Based on the practical aspect, this module can be used to explore problems, get the insight, reorientation and re-education of married couples. This study has also shown that the approach used by the researcher to determine the level of validity and reliability of this module is appropriate. This will help any researcher to create a new module in terms of determining the validity and reliability of the module. The construction of this module is one of the strategies to base education producing capable husbands and wives to face changes and the development of relationships.

Based on the findings, discussion and implications, some recommendations are presented. This study is expected to be a guide and encouragement to certain parties to conduct similar studies in the future. Therefore, the researcher suggests that further studies examine the effectiveness of the module by involving married couples in counseling sessions who have problems managing conflicts, communication problems and stress in relationships. This is because the evaluation of module effectiveness is also the last step in the Sidek's Module Development Model. Module effectiveness evaluation aims to measure the completeness and effectiveness of a module. A good module can measure the achievement of the objectives of the module, see the effectiveness of the module through comparative tests (pre-test and post-test) (Russell 1974).

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