

PROCEEDINGS of
THE 8TH ANNUAL
INTERNATIONAL
CONFERENCE 2018
ON SOCIAL SCIENCES

Connecting the world through innovation
and sustainable development

September 12-14, 2018
Banda Aceh, Indonesia





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of
The 8th AIC on Social Sciences

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Syiah Kuala University**

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Sustainable Development”**

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Welcome Speech from the Rector of Syiah Kuala University —

Assalamualaikum Wa Rahmatullahi Wa Barakatuh,

In the name of Allah, the Most Beneficent and the Most Merciful, may peace, mercy, and blessings of Allah be upon you.

Dear colleagues, professors, lecturers, researchers, ladies and gentlemen. On behalf of Syiah Kuala University, it is a great pleasure to welcome you to the 8th Annual International Conference (AIC) on Social Sciences 2018. Moreover, I is also an honor welcome our keynote speaker Dr. Evan Lau from University Malaysia Sarawak, Malaysia, and our invited speaker, Dr. M. Shabri Abd. Majid from Syiah Kuala University, Indonesia.

I am optimistic that the 8th AIC on Social Sciences 2018 is able to accomplish its goals in addressing critical research priorities in social sciences, as well as information and knowledge gaps in global and specific regions. This event gathers academicians, researchers, and practitioners from all over the world to discuss and share important societal challenges, social and sciences contributions and capacities, and make recommendations for future research, practice and policy for a sustainable development.

Sustainability is a strategy that drives long-term growth and effectiveness in development, either in the social sciences, science and engineering, and health and sciences fields. Therefore, encompassing technology with the society is crucial for attaining long-term sustainable development because it bears the largest potential for improvement. In this era, the digital revolution creates both new opportunities and challenges for the humankind. Society is required to transform and adapt to the new environment and situation. However, not all of us can adapt and embrace the changes. Many are left behind, and there are also those who do not receive the opportunities offered by the digital revolution. We believe that that technology, innovation and societies can facilitate sustainable development. For that matter, all academicians, researchers, and practitioners should focus their research on helping countries and people to sustain their development. Corresponding to this matter, the theme of the conference this year is “Connecting the world through innovation and sustainable development”. This conference envelops a wide range of interesting topics related to all theoretical and practical aspects in social sciences, but not limited to Economics, Business & Management, Art, Law & History, and Education & Language.

I would also like to take this opportunity to express my deep appreciation to the Advisory Board, Organizing Committee, International Scientific Committee, institutions, companies, and volunteers for their efforts to make this conference happen, and many others who have generously given help in the process. Although we try our finest to be professional, on behalf

of Syiah Kuala University, please accept our sincere apologies should there be inconveniences that occur before, during, or after the event. I hope everyone have interesting and stimulating discussions in these couple of days. I sincerely pray that this conference is a great success not only as a platform to share knowledge and experience, but also as a chance to begin continuous and productive cooperation and friendships.

May God bless us all with good health to have a great and prosperous time at the conference, and I hope you enjoy your stay in Banda Aceh!

Best Regards,

Prof. Dr. Ir. Samsul Rizal, M.Eng.
Rector of Syiah Kuala University

Welcome Speech from the General Chair

Assalamualaikum Wa Rahmatullahi Wa Barakatuh,

On behalf of the organizing committees, I would like to welcome all of you to Banda Aceh, Indonesia for the 8th Annual International Conference on Social Sciences as a part of the 2018 Annual International Conference (AIC) Syiah Kuala University. The AIC is an annual international conference carried out regularly by Syiah Kuala University since 2011. The past seven conferences held in the past seven years have achieved great success, making this series prestigious and influential to academicians, researchers and practitioners.

Under the theme of “*Connecting the world through innovation and sustainable development*“, this conference features a rich program, including Syiah Kuala University Innovation Expo 2018, a keynote speech delivered by Dr. Evan Lau from University Malaysia Sarawak, Malaysia, and our invited speaker, Dr. M. Shabri Abd. Majid from Syiah Kuala University, Indonesia. The 8th AIC on Social Sciences 2018 offers a special opportunity to bring together professors, researchers and scholars around the globe to deliver innovative research results and latest trends and development in the fields of social sciences.

The selected papers in this conference will have the opportunities to be published in The International Journal of Language Studies (IJLS) (indexed in SciVerse SCOPUS), and Journal of Finance and Banking and Al Ta’lim Journal (both Nationally Accredited by the Ministry of Research, Technology and Higher Education/Ristek DIKTI). The conference has received 44 submitted papers from Indonesia, Germany, and Russia and have been accepted by the committees for presentation and to be included in the proceedings. These papers on various topics are divided into 10 parallel sessions in the conference. To all members of the organizing committees, the international scientific committees, the reviewers, and the collaboration partners, we would like to thank all of them for their tremendous efforts to organize this conference successfully.

We look forward to having a successful conference, and we hope that all attendees enjoy and benefit from this conference.

Best Regards,

Dr. Heru Fahlevi
General Chair

Keynote Speaker

Social Economics: Empowering Statistical Analysis

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Socioeconomics study refers to the use of economics theory/idea in the setting of society. More importantly, economists look at the contemporary behavioral interactions of individuals, groups and society as a whole. With this setting at hand, the current presentation summarized the collection of quantitative research papers that focus on crime, deterrence, fertility and suicide especially with the focus on Malaysia.



Evan Lau serves as the Associate Professor and Managing Editor for International Journal of Business and Society (IJBS) in Faculty of Economics and Business, Universiti Malaysia Sarawak (UNIMAS). He was the Deputy Dean for Research and Postgraduate at Faculty of Economics and Business from 2016–2017 and the Director of Centre for Business, Economics and Finance Forecasting (BEffore), UNIMAS from 2013–2016. He visited the Faculty of Economics, University of Cambridge from October 2013–April 2014. Evan speaks at numerous international conferences in countries like Indonesia, UAE, Sri Lanka, Italy and Malaysia. Besides, he also an active workshop instructor. He provides lectures, consultations and supervisions to students and received positive evaluations from both undergraduates and postgraduates. He often shares his life story and research findings in class. As today, his journal articles publications stand at 88 and he has 86 research papers published as chapters in books, conference proceedings, working papers, newsletters and newspaper articles. His excellence in research has brought him several award winnings includes Young Researcher Award in UNIMAS, Excellent Service Award, research medals from Research Expos, best papers and Highest Impact Journal Paper Award. To date, he has 60 post-graduate students under his supervision. He has examined 44 postgraduate thesis and 136 undergraduate research projects. As an active researcher, he has been awarded a total of 27 research grants. He was listed among the Top 10% economists in Malaysia in 2008 and the Top 12% in Asia in 2012 by the Research Papers in Economics (RePEc) database. He is among the highly cited authors in UNIMAS. Apart from the academia journey, he joined numbers of running events and enjoy travelling around the world.



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The Development of Empty Chair Techniques Module for Teachers to Improve Students Self-Dialogue

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Abstract

The ability to communicate with oneself is important to help the thinking process. This study aims to develop the media in the form of an empty chair technique module to improve self-dialogue that is suitable for use both independently by teachers and as a medium in counselling guidance services in schools. The research approach used a research and development procedure. Subjects in this study were experts of conceptual and media on the stages of product validation, as well as guidance and counselling teachers as potential users of products at the evaluation stage. The data collected in the form of quantitative and qualitative data with questionnaire and interview as data collection tool. The validation of the product with the conceptual and the media expert leads to the conclusion that the module is in sufficient category and decent to be used after improvement. Experts' suggestions had been used for module improvements. Teachers of Guidance and Counselling generally rate that the module is very good and also demand for some refinement.

Keywords: module development, Empty Chair Technique, self-dialogue.

Introduction

Adolescence is a transition from childhood to adulthood which involving not only physical changes but also important psychological changes (Rumini & Sundari, 2004; Sarwono in Suryani 2013; Coal, 2016). The transformation in this period ranging from hormonal, physical and psychosocial changes (Coal, 2016) causing teenagers to become more sensitive, compare themselves with their peers, sometimes even make them less confident. In addition, their desire to be considered the same as yet denying the responsibility of adults' makes adolescents are considered to have identity crisis (Setianingsih, Uyun & Zuwono, 2006; Bugiardo, 2015). Setianingsih, Uyun and Zuwono (2006) stated that even during normal conditions the adolescent period is a difficult period for both individuals and groups.

Having those teenager's problems might impact student's effort in learning to improve self-competence. The problems occur in these students can be grouped into four common problems (Nurihsan and Yusuf, 2006) which are academic, personal-social, career, and family problems. Help and guidance from adults both parents and teachers is very important (Maharan & Andayani, 2003; Maslihah, 2011) because when the problem stay, student might lost their enthusiasm to learn that will impact on their achievement.

Individuals of any age will be able to deal with the problem better if they have a positive emotional maturity, confidence and self-concept (Fatchurahman & Pratikto, 2012). Those terms are not far from the concept of positive self-esteem which will be gain by each individual when he perceives himself positively. Calhoun and Acocella (Indrarani, 2014) explain that individuals who have a positive self-concept can understand and accept any case happened to them so that self-assessment also becomes positive. They also explained that the concept of self is entirely based on perception of self.

Perception of self is the product of the mental process or the thinking process that occurs within a person. When thinking, people often do internal dialogue or self-dialogue. Plato (Theodorakis, Hatzigeorgiadis & Zourbanos, 2012) even explained that thinking is a conversation within a person's soul, e.g talking to ourselves. This process is also called self-talk or monologue (Hermans & Dimaggio, 2005). Related to this Shaw (2001) said that human are creatures of self-awareness (selfconscious) and tend to judge themselves (self-monitoring). Humans gather information about themselves and make it the basis for thinking and acting in the future. Having various information in the brain makes man has the ability to communicate with himself. But not everyone is able to use this information and do self-dialogue well. Some realize their thoughts well and be able to lead themselves in right direction, but some even fall into negative self-criticism (Kannan & Levitt, 2013).

Good communication skills with self are characterized by the ability to recognize positive and negative thoughts, as well as the ability to choose, challenge and change counter-productive thoughts (Chohan, 2010) so that a person is able to orient himself according to his positive thoughts in a positive direction. If a person does not have such ability then he will tend to do what the most powerful thinking grips his mind, so if his mind is negative, then he will do negative things. When a person is not able to solve problems that occur within himself or problems with others, then their daily life becomes less effective. Therefore, self-dialogue is considered important in problem solving and adults need to help teenagers to have this skill.

Literature Review

Skills Self-Dialogue

Self-dialogue is an ability to communicate to ourselves. Shaw (2001) explains that self-dialogue is a conversation between different elements of identity or perspective within a person. The term self-dialogue in other languages is often referred to as self-talk or internal dialogue (Marková, 2006; Chohan, 2010). Self-dialogue is a communication where an individual as a sender as well as receiver of a message, providing feedback to himself against a message that is also delivered by him. So, this self-dialogue is a communication that takes place within a person, he speaks to himself, he asks himself and get answered by himself. Chohan (2010) states that the way people perceive themselves will be greatly influenced by how he speaks to himself. He also states that realizing the conversations that occur in the mind can help a person recognize "...whether the internal voice is self-limiting or self-encouraging..." (p. 10). This internal conversation is important in terms of self-reflection and will greatly affect people's behavior. When the inner conversation is pessimistic, negative and self-blaming, we tend to feel sad, anxious or even depressed, but if our minds are optimistic, hopeful and positive we will feel happy, positive and hopeful (Payne & Manning in Chohan, 2010). Self-reflection allows people to choose, identify, challenge and change counterproductive thoughts.

Empty Chair Techniques

Self-dialogue can be trained employing empty chair techques. The empty chair technique was often referred to as chair work (Kellogg, 2004) or two-chair technique (Shahar, Carlin, Engle, Hedge, Szepsenwol & Arkowitz, 2012). This technique was told

to derive from gestalt therapy (Greenberg & Malcolm, 2002). However today this technique has been widely used in various other therapies such as process-experiential therapy, re-decision therapy, cognitive-behavioral therapy, schema therapy (Kellogg, 2004) and emotion-focused therapy (Greenberg, 2017). The empty chair technique aimed to help clients overcome intrapersonal (Cornish & Wade, 2015; Alladin, 2016; Mungtigi, Chubak & Angus, 2017) and interpersonal conflicts (Lubis, 2011; Thoma & Greenberg, 2015); North & North, 2016; Alladin, 2016; Mungtigi, Chubak & Angus, 2017)

The empty chair as an exercise technique, just like the name, is uses an empty chair as a tool. To strengthen the process of experimentation usually the empty chair is placed in front of the client and then the client is commanded to imagine someone who had been a problem to them. According to Corey (2007), empty chair technique is a way to invite clients to externalize their introspection. In this technique two chairs are placed in the middle of the room, the therapist first asks the client to sit in one chair and play his role as a top dog, then asks him to move to the other chair and becoming underdog. Basically this technique is a role playing technique that all role played by client. Through this technique, the introjection can be brought to the surface and the client can experience a full conflict, this conflict can then be resolved through the acceptance of both sides of the client's personality. In conducting this empty chair technique the therapist encourages the client to express the words, even abuse is allowed, the most important is the client could be aware of the experience he had not been acknowledged (Safaria, 2005).

Module Development

Teachers can help students have problem-solving skills. Among the several of problem-solving skills, self-dialogue is considered important because it can help students' thinking process. Because teachers rarely have this skill, providing a learning media can be very useful. Therefore, the development the module was considered important. Previously, the module on empty seat techniques has been developed by Dyastuti (2012), Larasati (2013), Ardilla (2014) and Suryaman (2017). However, these modules do not specifically aimed to increase students' self-dialogue, instead to overcome aggressive behavior, improve student self-esteem, and improve student verbal communication.

The module is chosen as a media to be developed for several reasons i.e. the module is a learning unit that is considered complete and practically brought to be read anywhere (Nurbaity et. al, 2017). The module also contains the stages of implementation of a complete activity and its implementation can be repeated in accordance with the stages described in it (Nursalim & Mustaji, 2010; Izzati, 2015). While the teacher is seen as a very important party in the life of students. Teachers can help more students with their mastery of problem-solving techniques including empty chair techniques. So it is important and more useful to develop a module for teachers.

Research Method

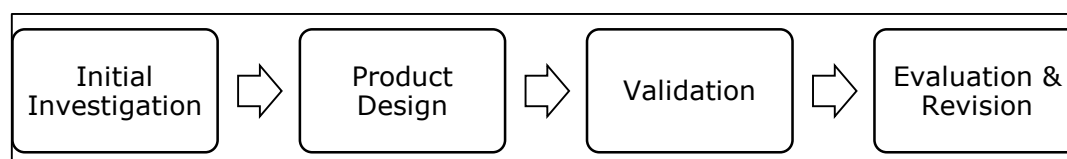


Figure 1. Stages of module development

The study aimed to develop a learning media, i.e. module to be used by school teachers. The research applied research and development procedure (Sugiyono, 2012, Emzir, 2013). The current stage of module development has been done in four stages in accordance with the steps in Figure 1. The development process had to be continued next time for the process to be completed.

The subject in this study includes the parties involved in the phase of validation and evaluation. At the validation stage each of the three material experts and media experts were the subject of research. While in the evaluation phase, ten counseling teachers were involved as research subjects. Data collection conducted using three different questionnaires which collect information about content, language, presentation and graphical feasibility as well as the objectives compliance. Data generated from this process were quantitative and qualitative data. Quantitative data processed using percentages and categorization, while qualitative data were qualitatively analyzed as suggestions for the module improvements.

Results and Discussion

The development of the module had gone through four stages. According to media development stages (Setyowati, Parmin & Widiyatmoko, 2013; Suarsana, 2013; Mulyatiningsih, 2016; Nurbaity et. al, 2017) the stages which has been trough was not completed. It still need to be put into trial and refined. Each of the stages that has been passed to be described as follow.

Initial Investigation

At the initial investigation stage, the probe was conducted to check the suitability of the plan according to the field requirement, involved examining the various literature regarding the module to be developed. The conclusion of the initial investigation is as follows:

1. Guidance Teacher in the school overwhelmed to handle various problems experienced by students in school and need help, among others in the form of media
2. Media such as a module is still very rarely seen in the field, let alone directly concerning techniques to help students.
3. The empty chair module has indeed been compiled but does not directly address self-dialogue. These modules also not available for teachers in Aceh.
4. Self-Dialogue is considered important because it is directly related to the student's thinking process, so it will fit any problem related to the conversion of negative thinking into positive.

Based on this initial investigation, this module is considered important to be developed.

Product Design

The module is developed based on the previous module about empty chair technique (Ardilla, 2014). To specify about self-dialogue, the module is adapted to the purpose of improving self-dialogue, including adding appropriate new materials. Elements of the module consist of cover page, introduction, table of contents, introduction, objectives and competency standards. While the contents of the module is divided into two parts, namely module I which contains the theoretical concept and module II which contain practical procedures.

Product Validation

The module validation was carried out by six experts covering three media experts and three material experts. The material and media experts involved are lecturers of Guidance and Counseling Department with appropriate educational background and work experience. These experts have produced and guided the preparation of works which are considered to be appropriate or similar to the module being developed.

Quantitative results are briefly described in Table 1. Six experts asked to rate the module according to each component they had to assess including feasibility of content, presentation and language for the content experts as well as presentation and graphical quality for the media experts. The initial rating categories (before module improvements) are generally sufficient. The experts also rate that the module are feasible to be used after revision.

The qualitative suggestions of improvements provided by experts are obtained directly through face-to-face meetings and revision controls as well as through written suggestions provided by experts on the returned assessment sheet. In general, comment to the expert is that the module design is in line with the intended purpose, but there are many suggestions for improvement on the construction design including steps used in practical part.

Table 1. Assessment results of content and media expert

| Subject | Aspect / Component | Values / Category |
|----------------|---|---------------------------------------|
| Content Expert | Feasibility of Content | |
| | Introduction (clarity of module introductory section, user manual and the table of contents) | Mean = 65.75% Category: Sufficient |
| | Material Concept (the suitability of theoretical and practical concept content, the accuracy of image and illustration) | |
| | Feasibility of Presentation (Systematics Presentation) | Mean = 67,5% Category: Sufficient |
| | Language Eligibility (The effectiveness of sentences, language standardization and the clarity of examples) | Mean = 68.75% Category: Sufficient |
| | Averagecz | Mean = 67.33% Category: Sufficient |
| Media Expert | Display quality (suitability of background, cover, images, and clarity of printing) | Mean = 70% Category: Sufficient |
| | Quality of layout presentation (suitability of letter type and size selection) | |
| | Quality of Illustration (image quality, illustration, layout, and beauty value) | |

Evaluation and Revision

The revision stage is done through two stages: revision after validation and revision after evaluation. An important improvement after the validation stage from the suggestion of content experts is the issue of the construction design and content including the practical part of the technique used. Advice from media expert that had been followed among others were changes in cover and graphical layout. The improved module was then evaluated by ten potential module users. The quantitative results of teachers assessment is summarized in Table 2.

According to table 2, in general the improved module rated to be very good. Dissatisfaction only shown in content and illustration appealing which indicate that the module still need some refinement. Some suggestions provided by teachers was to add some description, images, meaning, case examples as well as example of words/sentences to be used in practical treatments. In general they consider the module very useful and can be used in schools, however some teachers were still not sure whether or not they can implement the module in school activity especially related to teacher role and efforts.

Table 2. Results of product evaluation

| Aspects / Components | Rating Mean (%) | Category |
|--------------------------|-----------------|-----------|
| Language smoothness | 95 | Very Good |
| Content appealing | 75 | Good |
| Understanding convenient | 95 | Very Good |
| Materials broadness | 90 | Very Good |
| Materials completeness | 85 | Very Good |
| Ease of implementation | 85 | Very Good |
| Illustration appealing | 75 | Good |
| Utilization | 95 | Very Good |
| Material weightiness | 90 | Very Good |
| Purpose attainment | 95 | Very Good |

Furthermore, suggestions will be used later to refine the module for the module to enter the next stage which will not be reported in this article.

Conclusion

The development of the empty chair technique module for teachers to improve students' self-dialogue has been done up to 4 planned phases. The modules had been constructed by taking into account the various literatures in terms of both media and module contents. The module designed in two fragments namely the theory and practical part and has been through the stages of validation by content and media experts. The module has also been evaluated by the user candidates and is ready to enter the next stage of testing and product improvement.

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