

## Developing Modules of Spiritual Body Oriented Psychotherapy (S-BOP) To Enhance Human Potential

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### ABSTRACT

This paper describes the process of developing a systematic module that will be used by the student group in the technical training institute. This module of Body Oriented Psychotherapy (BOP) framework integrates with new element which is the spiritual element. In general, the module process in this study uses the ADDIE method (Analyse, Development, Design, Implement and Evaluate). Development of the module through analysing the prerequisite for the module development is subsequently followed by designing, developing and implementing modules. Each stage necessitates an assessment in ensuring the compatibility of the developed module with the target group for module development. Among the instruments adopted in the module development study included module prototypes, media and module reliability questionnaires which was customized to meet objective of the study. The module development method is described with clarity in this paper. Result from this study explains the importance of developing a BOP module that is integrated with spiritual elements for the development of potential and identity. In fact, the importance of spiritual elements can enhance the development of a student's identity in the Technical Training Institute. The spiritual integrity in BOP is a value-added element and improves the quality of counselling and psychotherapy sessions conducted at the Technical Institute.

**Keywords:** Module development, Body oriented psychotherapy, Counselling, Spirituality, Religiosity, ADDIE process

### INTRODUCTION

In this challenging contemporary world, the society are confronted with a pressing social quandary. Among the groups commonly associated with social issues are the adolescents. Changes throughout adolescence tend to have a significant impact on the progress of student well-being. Even environmental adjustments to technical and vocational stream have paved the way to education abandonment and health threatening behaviours such as smoking which pose a major obstacle to students pursuing secondary vocational training (Andersen, Hulvej & Stock, 2016). Low motivation and high absenteeism are among the problems faced by students in technical stream (Attwood & Croll, 2014). The solution opted by the management to tackle this problem is to send the student to a counselling session, hence the techniques in counselling sessions need to be creative and accommodating towards resolving their role ambiguity, emotions and thoughts. Counselling and psychotherapy techniques adopted in the Technical Training Institute are mostly cognitive and

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affective with an emphasis on assisting low-intellectual clients in solving their problems (Prout & Browning, 2011). Integration of religion in counselling should be given credence by counsellors and therapists in conducting counselling sessions (Dagang, Zirwatul, Raja, & Bakar, 2015). In addition, this religious sentiment serves as one of the elements that composes human behaviour and personality (Dagang et al., 2015). It should be a systematic technique module developed by combining creative elements and integrating spiritual elements on problematic students in Technical Training Institute. Notwithstanding that, there is yet a module of holistic counselling and psychotherapy that encompasses all the elements developed for application among students of technical stream. Developing modules in a field is one of the steps to improve the quality and credibility of a profession. The development of the module will facilitate the task at hand. Module is a set of systematic instructions developed in accordance to a place setting and various problems.

The development of a good module must be easy to follow such that it is understandable by the targets. Apart from that, the modules developed should be systematic and in accordance to the actual arrangement of the module development model (Alsagoff, 1981). This view is also in line with Russell (1974), which entails several sequences of steps that need to be followed by the module developer.

### Research Objective

This research is done to analyse the need for the formation of spiritual integration module in Body Oriented Psychotherapy and to develop a spiritual integration module in Body Oriented Psychotherapy.

### Significance of The Study

This study explicitly emphasizes the significant of studies in several parts which are:

- a) **Theoretical:** From the theoretical-based, Because this research proposes new elements in psychotherapy framework in BOP module development which is Spiritual Integration.
- b) **Methodological:** Because this research use advanced approach which is ADDIE approach with empirical data analysis (qualitative and quantitative, technology-based tools) that involves technical students as sample in the Malaysian context in order to get accurate and better output. Example mostly, ADDIE is using in other context (Fa'izah, 2010; Khairuddin, 2011) and seldomly use in counselling and psychotherapy field (Che Haslina, 2014; Saper, 2012).
- c) **Practical:** Because this research provide original and significant contribution by introducing new integrated modules and practically implemented to such target groups- i.e to the problematic technical students, counsellor, practitioners, policy-making in Higher Educational system.

This study explicitly emphasizes the importance of several groups namely:

- a) **Problematic technical students:** With the establishment of this module, it helps the counsellor handle students counselling session with the guidance of a systematic and easy-to-implement technique. It is capable of affecting the target group who partake in this module.
- b) **Counsellors at the Technical Training Institute:** The Counsellor may use one of the techniques through the use of this module. The use of the technique through this module will show changes that can be measured from time to time to assess the progress of the student.
- c) **Student counsellors generally:** This technique is developed to students at technical training institutes, but at the same time, this module can contribute to larger groups of ordinary school students who are inclined towards to physical movement or activity.

## LITERATURE REVIEW

### Module Development

Module is the tools of training and education that being used widely in order to handle and overcome human problem in various field such as education, counselling, training (Halid, 2011; Russell, 1974; Noah & Ahmad, 2005). So, to get excellent result and output, the researchers develop the module. To develop the module, we must go through rigorous techniques and methods. There are several approaches to develop good module. One of the methods is by using ADDIE approach. The ADDIE approach is an approach rehashed from the ISD (Instructional System Design) family model. It has been established long over the years to become a iterative, dynamic, and user-friendly (Clark, 2015). The concept of ISD has existed since the early 1950s, ADDIE first appeared in 1975. It was created by the Centre for Educational Technology at Florida State University for the US Army and then quickly adapted to all US Army forces. Five phases in ADDIE are based on the ISD model previously developed by the United States Air Force (1970) known as the Five Step Approach. It also share significant commonality with the Bela Banathy model (Clark, 2015). This model can be said to be the source of the derivation for other models such as Morrison, Ross and Kemp models, Seels and Glasgow models, and Dick and Carey models. This is evidenced by the fact that almost all instructional design models comprise of five main principles of ADDIE, namely "Analyze", "Design", "Develop", "Implement" and "Evaluate" (Nisa, 2004). ADDIE or ISD model consists of 19 steps that are of significant importance to the development of education and training programs. Steps that have been collected into five phases (Analysis, Design, Development, Implementation, and Evaluation) to assist communication of ISD model to another (Clark, 2015). ADDIE remains one of the most popular ISD models and continues to be updated and applied in education or training (Sink, 2014). Each phase of the model consists of varying procedural steps. For example, analysis typically constitutes requirements analysis, student analysis, context analysis, and content analysis. Output phase analysis is the objective of the module that acts as an input to the phase design for the progression of the basic ADDIE phase to a more detailed procedure guide (Sink, 2014).

The previous study incorporates ADDIE methods in human behaviour research. There are myriads of studies that conceptualize ADDIE models as well as their implementation. Previous research that adopts ADDIE in training and education include researches from (Danks, 2011; Khairuddin Nisa, 2004; McGriff, 2000). This study from Khairunisa (2004) emphasizes on ADDIE modulation study in learning method. This study focuses on the comparison in the application of ADDIE modules between different Universities from different countries. A recent study conducted by Danks (2011) contributes towards a module that caters to the elevated need for teachers to engage in the practices of effective instructional design, quality lesson delivery using research-based strategies, and data-enhanced reflection of student results which has piqued a flurry of interest in a form of professional development known as "instructional coaching". The research from McGriff (2000) revolves around the necessity of applying the ADDIE method in education. This implies that every component of the instruction is governed by the learning outcomes, which have been determined after a thorough analysis of the learners' needs. In counselling fields lately the ADDIE approach gains a staunch traction among researcher. The previous research employing ADDIE modules such as the module from Che Haslina, (2014), Fa'izah, (2010) and Saper, (2012). All the modules established in counselling session as an interventions modules are purposely for assisting therapies to run the session smoothly using the systematics tolls.

### Body Oriented Psychotherapy

Body Oriented Psychotherapy or knowns as BOP describes various therapeutic approaches that aim to remedy the mind and body and one's inner emotional function (Brown, 2002). BOP is the term whose connotation is appropriated from a variety of techniques proposed by thinkers in the BOP, which is Biodynamic Psychotherapy, Body-Mind approach, Psychomotricity, Tai-Chi, Analytical body Psychotherapy, Dance Movement Therapy, Rofling, Bioenergetics, Shiatsu, Yoga, Core-Energetics, Body Behaviour Therapy, Feldenkrais, concentrative movement therapy, Thymopraktik,

Biosynthesis, Character Analytic Vegetotherapy, Eutonie, Hakomi, focussing, Functional Relaxation. BOP is said to be one of the techniques that contributes to the unique recovery method especially to mental complications. Most therapy operators that administer said technique concede to the holistic attribute of this therapy in addition to its incorporation of creative body and mind manoeuvre (creative body-mind work). BOP is adapted from psychotherapy and even this technique is said to be more effective than oral therapy techniques (Rohricht, 2009).

Previous research incorporating BOP's techniques was executed by Corrigan Payne & Wilkinson (2006), Santostefano (2015), and Staples and Gordon (2011). All researches have hitherto adopted the BOP methods as an intervention for psychological problems such as depression, anxiety, post-traumatic stress disorder and others problems. The study reports also pave way to new directions for body psychotherapy research. Namely, it is important to compare meanings-emotions an individual expresses when responding to three types of stimuli: body activity, ink blots or pictures that stimulate fantasies, and the invitation to discuss upsetting events. In addition, the studies discussed in this report could serve as a catalyst for the construction of related conceptualizations concerning the interactions between the body modality and other modalities or systems involved in personality development and functioning which is the functions that is highly related to human spiritual function inseparable from a human being (Gockel, 2011; Heintzman, 2010; Robert & Kelly, 2015). Previous researches posit that integrating the spirituality elements especially in counselling and psychotherapy may help the therapies and client to enhance their therapy session. The benefits of spirituality in counselling and psychotherapy encompasses four dimensions of spirituality that influence the functionality of a human being, namely the cognitive part (interpreting life's happenings through spirituality, accepting the past, appreciating the present, and looking hopefully to the future); the behaviourist part (the religious rituals and practices through which the individual sees himself, the others and the community); the affective part (spirituality breeds hope, love, care, security); the developmental part (living spirituality throughout life, as the individual integrates the lessons and experiences of life) (Rusu & Turliuc, 2011).

### **Spirituality Elements**

Counselling and spiritual elements is among the crux of the issue in consideration which progresses with the passage of time. In point of fact, it is incumbent upon the therapists to integrate religious elements in sessions conducted (Rusu & Turliuc, 2011). The discourse on spirituality and religiosity should not be deprived of the action or activity involving the individual physical movements, thoughts, feelings and experiences. Nonetheless, spiritual intervention in counselling ideally should not have a semblance of ritual activities and practices which may upset an individual sensitivity in counselling sessions. It can be implemented in a general form such that it is neutral to religious issues, yet ultimately guides clients to explore and self-reflect themselves in the deepest aspect. Among the tools of spiritual intervention commonly performed by the counsellor during a counselling session includes prayer, meditation and reflection.

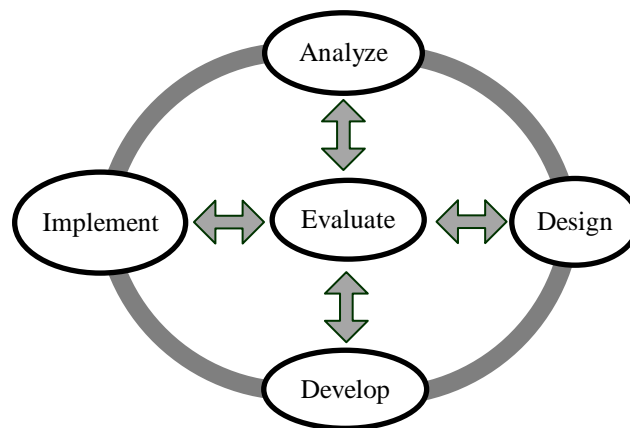
Counselling and spirituality is an important topic involved and growing in parallel with the passage of time. It is even essential for therapists to integrate religious elements in the session (Rusu & Turliuc, 2011). The spirituality in counselling is the key discoursed by the world populaces both from the west, as well as the middle east, especially the Asian countries since ancient times, but spirituality and religion have been identified among the key issues that need to be attended to in conducting a particularly concerned counselling session with mental health problems such as anxiety, depression, trauma, stress (Cornish, Wade & Post, 2012). Previous study that using spiritual From western and east has been clearly define that spiritual is difference from religiosity (Post, Wade, & Cornish, 2014; Worthington, Everett L & Aten J, 2009).The concept of spiritual not only emphasizes the treatment during therapy, but also the process of worship performed daily in one's life. The study performed by Amirfakhraei & Alinaghizadeh (2012) found that the impact of fasting and prayer on the students had a positive impact on mental health. the study found that individuals who fasted and performed prayers recorded high mental health scores compared to individuals who did not perform fasting and prayer. Other research in Islamic context done (Fariza, 2005; Hamjah, 2010; Roslee, 2008; Saper, 2012).

According to Corey (2009); Melati, Ida Hartina, Norfaezah, & Azmawaty (2014), spiritual intervention can take the form of prayer, meditation, visualization and spiritual imagery, focus, spiritual journal, bibliotherapy, adoption of the holy scriptures or literatures by religious authority, forgiveness and repentance.

## METHODOLOGY

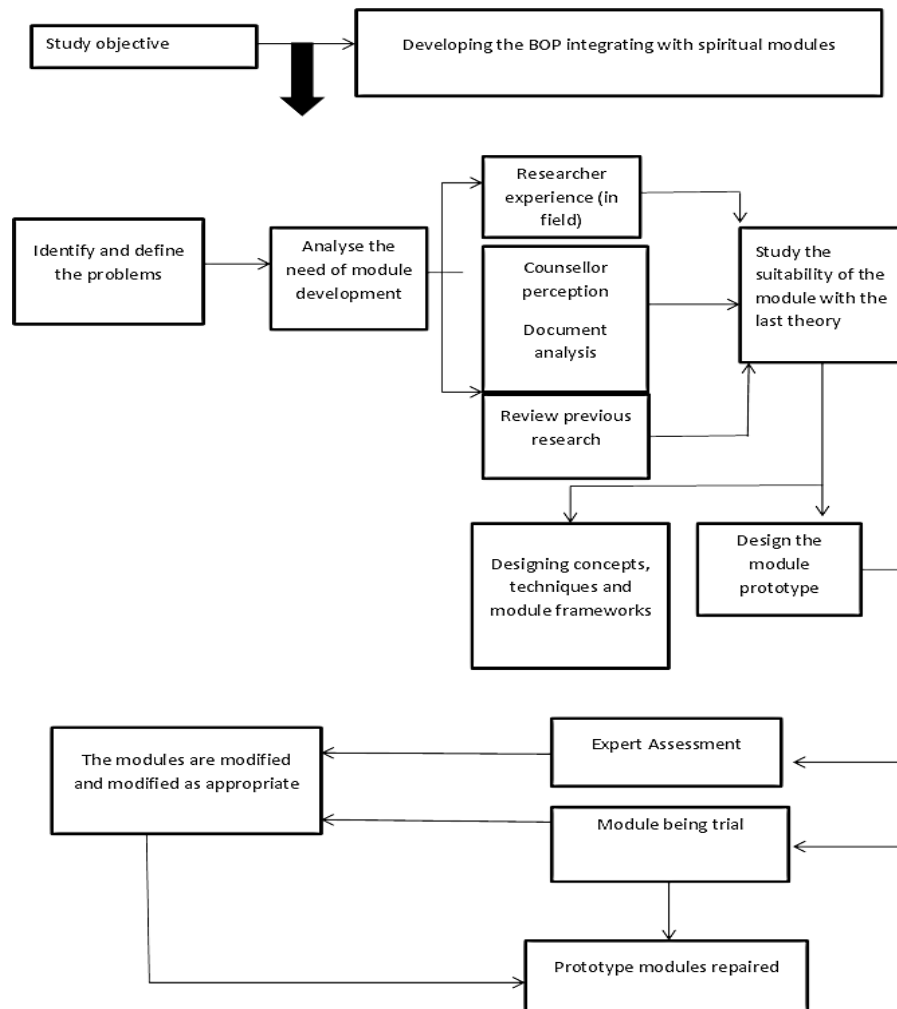
### Process of Module development

This study use the method of module development. In order to develop good BOP module, this article focus on advanced approach which are ADDIE approach. The selection of module design is based on ADDIE model due to its clarity, systematic and organized quality. This design has also been revamped and realized the development of modules in Malaysia. This design encompasses five repeated steps. The development of the module was initiated with analysis of the prerequisite of module to be followed with designing, developing and implementing modules. At each stage there is an assessment that needs to be made to ensure that the module developed really matches the target group of module development. A diagram of the development process of the ADDIE is shown in the figure below.



**Figure 1.** The process of module development

All in all, the module development begins with the process of analysing the requirement for module development through three methods namely study experience, counsellor experience in Technical Training Institute (TTI) and past studies related to target groups. When the determination of module requirements are analysed and designed for development, researchers establish a modular framework known as prototype modules. The module framework is composed of several items such as module title, time of application, media, materials, and module objectives. Subsequently the contents of the module are developed. This stage is known as the module development stage. At this stage, the modules are roughly ready in which the frame is already in place as well as the contents of the module. Following that, the modules have to be put to a test for its validity and reliability. The validity and reliability of the modular module is appraised based on several approaches and module contents so as to be modified several times and thusly, certifying its capability in conforming to the objectives of the module development. The module development procedure is shown as per the figure below.



**Figure 2.** The procedure of module development

Based on Figure 2 above, the module development procedure is started by analysing the necessity in module development. At this stage several issues has to be attended to namely identifying the existing problem and analysing the need for module development. At this level of analysis, the three steps implemented takes into account the researcher experience, counsellor interviews, document analysis and previous studies. All the data obtained in this analysing step is customized to the existing theory, are incorporated in the field of study such as Counselling, Body Oriented Psychotherapy and Spirituality. The concepts, techniques and frameworks of the module are designed. Upon that, the module prototype is designed. The module prototype is tested with two tests through the use of target clusters conducted by other counsellors, as well as observers to improve the content and suitability of modules along with the assessments from experts who evaluate the developed module. Subsequently, prototype is repaired accordingly. This process of preparation will continue until the participants of the study are able to comprehend the contents of the module developed and hence, achieve the objective of the module.

### Instrumentation of Study

The process of systematic study of module formation entailed several instrument as a means of study. Among the instruments involved in the module development study were module prototypes, media and module reliability questionnaires which were developed based on the objectives of the study. The reliability of the questionnaire was provided to the pilot study comprising of technical stream students to be completed upon the end of session. The questionnaire instrument contained 15

questions, and therein, each objective question comprises of three questions. Instruments were developed based on the recommendations put forth by (Ahmad, Amat & Yahaya, 2011).

## **DISCUSSIONS AND LIMITATIONS**

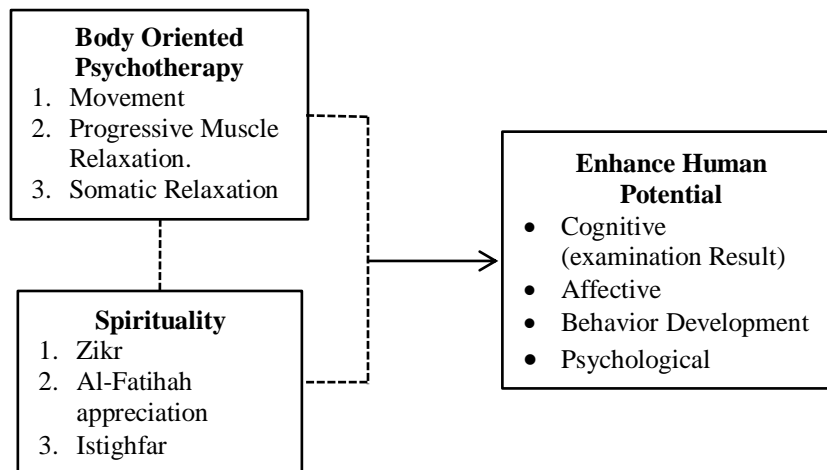
This module is designed specifically for the use of problematic students at the Technical Training Institute. The selection of this target is in agreement with the recommendation put forth by Alsagoff (1981), a module devoted to one target group based on the appropriate user category module. The adoption of the spiritual integration module in Body Oriented Psychotherapy is a form of motivational module or exercise that is an intervention for the complications confronted by the target group. This module was based on the module development method through instructional design using the ADDIE method. The selection of this model was due to the sequentially of stages and straightforwardness. Overall, the establishing process of this module must be through five phases namely analysis phase, design phase, development phase, implementation and evaluation phase. At each phase developed there was a dedicated step to ensure that the developed module will yield significant impact upon the target.

In the first stage of the module development, the analysis of module requirement was overseen. Analytical context was conducted in a technical analysis, analysis requirements was carried out towards counsellors who conduct sessions at the Technical Training Institute.

The modules developed as prototypes had been through validity and reliability test modules which improves quality and usable in developed target groups. Validity and reliability test of the modules are performed with a number of techniques as suggested by Ahmad, Amat and Siti Yahaya (2011), Russell (1974), Noah and Ahmad (2005). Some validity and reliability processes were undertaken and the outcome of the test attested to the high reliability and validity values to be administered upon research targets.

The development of spiritual integration module in this body oriented psychotherapy will yield a significant impact on the picture and understanding of module controllers. Therefore, the module should be developed in a clear, consistent and interesting picture (Arshad & Shafie, 2010). The conception of this module incorporates a number of interesting theories and techniques such as expressive movement techniques by Feinstein (2010), and Rogers, Tudor, and Tudor (2012) spiritual integration through the techniques as proposed by Melati, Ida Hartina, Norfaezah and Azmaway (2014), and Meyer (2012). Appropriate theoretical and technical use of target groups is important to ensure that the developed module is apt for use by research groups. The expressive theory selection made use of the body is one of the most appropriate techniques most commonly used by a person who uses a lot of movements in learning settings Prout and Browning (2011), and in fact the use of this technique is not only effective as intervention but also as an exploration in the issues encountered by the students. This module is best suited for counselling and psychotherapy sessions with problematic students from technical stream.

The spirituality element is very indispensable in the study for it can assist a client to achieve the session goals. In fact, the addition of spiritual elements induces a constant change even without follow-up therapies for the students. Even the added spiritual elements of the BOP can enhance the overall functionality of the human body that ultimately contribute to the development of identity, positive values and morals (Gockel 2011; Heintzman, 2010; Robert & Kelly 2015). In fact, the spirituality element also assists in the development of all aspects including cognitive, affective, behavioural and developmental aspects (Rusu & Turliuc, 2011). The new framework and its elements for spiritual models are as shows below



**Figure 3.** The new S-BOP modules

Figure 3 above is the new S-BOP moduls. The Spiritual elemens are added to complement the lack of previous studies. The addition of this spiritual element is capable of completing the necessity for the development of the separation and identity of a student at the Technical Training Institute. Limitation of this study using S-BOP modules is this module only focuses on some of the groups in the study. First of all, this module focuses only on Muslim students who are in TTI. Although the spiritual concept is general, the spiritual techniques used in the study mostly focus on the technique of doing the ritual part in Islam. In addition, this spiritual concept needs to be more focused, especially involving students from various spiritual backgrounds. In fact, the choice of respondents is thoroughly involving the respiration of various spiritual levels to ensure that the data obtained are unobjectionable and facilitate the application of ideas in all study circles.

## CONCLUSION

In conclusion, the development of spiritual integration modules in body oriented psychotherapy is crucial to be one of the complete sets that facilitate counsellors in conducting counselling and psychotherapy sessions with students. The integrated modules need to complement the shortcomings inherent in the last BOP study and develop a more thorough and comprehensive module in helping to enhance the potential of students at the Technical Training Institute. A complete integrated module will be a more systematic session implementation guide and at the same time, the students undergoing the session will certainly be more conscious of the instructions specified by the counsellor or therapist. In fact, the spiritual element incorporated can be one of the psychoeducation forms that not only assist in the session, but after the end of the session. The effect of S-BOP module development will be a tool that helps reduce the problem of students in the same time enhancing the self-development of students of the Technical Training Institute.

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