Development of Social Acceptance Module to Improve Social Acceptance Skills of Students

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Abstract
This study aims to develop a social acceptance module to improve social acceptance skills for Yogyakarta State University students. The research was conducted with a research and development approach. The research subjects involved were 50 students of Yogyakarta State University. Data collection techniques in this study used open questionnaires, closed questionnaires, and interviews. The data analysis technique used descriptive quantitative. The results of this study indicate that 88% of students think it is necessary to develop a module to overcome the low social acceptance among students of Yogyakarta State University. This study compiled a prototype of a hypothetical module containing social acceptance, factors influencing social acceptance, and developing social acceptance skills. The social acceptance module was declared feasible by material and media experts to be used by Yogyakarta State University students. The module in this research is expected to be an alternative media to increase social acceptance for Yogyakarta State University students.
Keywords: module, social acceptance, students

Pengembangan Modul Penerimaan Sosial untuk Meningkatkan Penerimaan Sosial pada Mahasiswa

Abstrak
Penelitian ini bertujuan untuk mengembangkan modul penerimaan sosial untuk meningkatkan keterampilan penerimaan sosial bagi mahasiswa Universitas Negeri Yogyakarta. Penelitian dilakukan dengan pendekatan research and development. Subjek penelitian yang dilibatkan adalah 50 orang mahasiswa Universitas Negeri Yogyakarta. Teknik pengumpulan data dalam penelitian ini menggunakan kuesioner terbuka, kuesioner tertutup, dan wawancara. Teknik analisis data menggunakan kuantitatif deskriptif. Hasil penelitian ini menunjukkan bahwa terdapat 88% mahasiswa yang memandang perlu dikembangkannya modul untuk mengatasi rendahnya penerimaan sosial di kalangan mahasiswa Universitas Negeri Yogyakarta. Penelitian ini berhasil menyusun prototipe modul hipotetik yang berisi pengertian penerimaan sosial, faktor-faktor yang memengaruhi penerimaan sosial, dan mengembangkan keterampilan penerimaan sosial. Modul penerimaan sosial dinyatakan layak oleh ahli materi dan media untuk digunakan pada mahasiswa Universitas Negeri Yogyakarta. Modul yang diharapkan dalam penelitian ini diharapkan dapat menjadi salah satu alternatif media untuk meningkatkan penerimaan sosial pada mahasiswa Universitas Negeri Yogyakarta.
Kata Kunci: modul, penerimaan sosial, mahasiswa

INTRODUCTION

College students need to establish good social relationships with those around them. Students need to adapt or adjust to be well-accepted in their social environment on campus (Wolsink, 2018). Social acceptance is the acceptance of a person in a group or social environment (Özlü & Serin, 2021). Students who get social support from their social environment have better psychological well-being (Cipolletta et al., 2021). However, not all students can be well received and get support from their social environment. Research by Lorger et al. (2015) shows that students with learning disabilities tend to have lower social acceptance than others. Low social acceptance is also often found in students who display negative behavior in their social environment. The results of the researchers' observations on students showed that students still often encountered unexpected behavior, such as a lack of ability to communicate with lecturers, displaying demanding behavior, wearing unethical clothes, and having a consumptive lifestyle that was not following their economic situation. Research result by Malek et al. (2018) also shows that students have obstacles in communicating with lecturers regarding language, emotional, and perceptual aspects. The condition can be caused because students are in a transition period between adolescence and entering early adulthood. Santrock (2011) argues that the transition period is often regarded as a stage of development that experiences many problems and stresses.

Social acceptance is a condition that shows the extent to which a person is accepted or not accepted by other people or group members in social interactions and activities in the group (Bartholomeu et al., 2021). Social acceptance needs to be owned by students. Research by Zarei et al. (2013) shows that social acceptance is related to loneliness in college students. Students with low social acceptance tend to feel lonely and isolated from their social environment. Students with low social acceptance tend to have higher anxiety than their peers (Puklek & Berce, 2012). Social interaction can improve student learning outcomes because of increased knowledge and skills in critical thinking and problem-solving (Hurst et al., 2013). Low social acceptance can affect students' self-confidence (Tanjung et al., 2020). Students who are not liked and not accepted by their social environment tend to be insecure because they feel that there is something wrong or lacking in themselves, so they cannot be accepted in the social environment. Various factors can influence the condition of social acceptance of students. Research result by Syahri & Daharnis (2020) shows that self-presentation, which includes the ability of students to display good attitudes and behavior, has a relationship with the social acceptance of the person. Students who show a positive and pleasant attitude will be accepted and liked in their social environment.

Various factors can influence the social acceptance of students. The existence of the same interests or desires, understanding of friends, good attitudes and manners, and a sincere and happy attitude to helping others can affect social acceptance in educational institutions (Brown, 1954). Research conducted by Schwartz et al. (2006) also shows a negative relationship between aggressive behavior and social acceptance, students who display aggressive behavior tend to have poor social acceptance at school. On the other hand, students who show good social skills tend to have good social acceptance and are rarely rejected by their environment (Bartholomeu et al., 2021). Female students also tend to have higher social acceptance than boys (Gökbulut et al., 2017).

The social acceptance of students can be increased in various ways. Dewi & Suwarjo (2017) stated that media use could influence students' social skills. One media that can be a choice to enrich the understanding of social acceptance is the module. A module is a learning teaching material with relatively short and specific contents that are arranged to achieve learning objectives (Zaharah et al., 2018). The module can facilitate the provision of feedback for students to find out the shortcomings and things that have not been mastered from a material (Lasmiyati & Harta, 2014). The characteristics of the module follow the research results by Schwab et al. (2022), which show that teacher feedback can affect students' welfare and social acceptance. The use of the module is expected to improve students' social acceptance skills. The module generally consists of a series of well-coordinated activities related to materials and media, and evaluation. The advantage of using the module is that it can provide more flexible time for students to study independently and be packaged in an exciting way (S.Sirate & Ramadhana, 2017). The aspect of independence in this module follows university students accustomed to learning independently in their lecture system. In addition, the module is also considered

more effective as a learning resource because it is complete in content (Amri, 2017). Modules can make it easier for students to understand social acceptance more effectively.

Several previous studies have tried to develop modules to improve students' social skills. Khusumadewi et al. (2017) have developed a module to increase cultural awareness in students. Both of these studies use modules to improve social aspects, but in this study, the social aspect that was improved was cultural awareness, while in this study, what was improved was the aspect of social acceptance. Kurniawati (2020) has also developed e-modules to increase students' learning motivation. The similarity between this research is that they both develop modules but differ in the dependent variable, namely learning motivation. In addition, the subjects of the two studies were students in schools, while the subjects in this study were students in universities. The use of modules has been shown to improve various aspects of students, but no research has developed modules to increase social acceptance in students. This module is expected to improve students' quality, especially social acceptance so that they can build good social relations. This study aims to produce a social acceptance module to increase student social acceptance.

METHOD

This type of research is Research and Development, which refers to the design model by Borg & Gall (2003). This model is considered appropriate in development research that produces certain products. The study results were in the form of a social acceptance module to overcome the low level of social acceptance among Yogyakarta State University students.

The subjects of this study were 50 students at Yogyakarta State University. The sampling technique used was simple random sampling. The validators in this study consisted of two material experts and media experts. Material experts focus on social acceptance to overcome low social acceptance, while media experts focus on educational media.

Data collection techniques in this study used closed questionnaires, open questionnaires, and interviews to get input in developing the module. All instruments were validated using expert judgment. Preparing the instrument includes observing problems, compiling questionnaires and interview guides, testing expert judgment, and conducting a need assessment survey. The interview instrument was used to reveal the respondent's opinion about the phenomenon of the low tendency of social acceptance, ways that can be done to overcome the low social acceptance, and efforts to overcome the low tendency of social acceptance among Yogyakarta State University students. Through the development of modules and regarding the material that needs to be reviewed in the modules developed to increase social acceptance in Yogyakarta State University students.

Closed questionnaires were used to determine the number of respondents who agreed and disagreed if a module was developed to overcome the low social acceptance of Yogyakarta State University students. An open questionnaire is used to reveal the respondents' reasons if they agree or disagree with the questions in a closed questionnaire.

The data analysis technique in this study used descriptive quantitative analysis using the Statistical Package for Social Science (SPSS) software. The results of data analysis in this study explain the importance of the resulting module to overcome the low social acceptance among Yogyakarta State University students.

RESULT AND DISCUSSION

Result

The social acceptance module was developed to assist students in efforts to increase social acceptance. This module contains various materials and strategies to increase social acceptance, which are expected to be applied by Yogyakarta State University students in everyday life, especially in life on campus. The research and development steps to produce the module are information gathering, initial product development planning, initial product development, and expert validity testing.

Research and information gathering through need assessment.

According to Borg and Gall design (2003), this development research begins with a needs

assessment of the extent to which the research subject requires material from the module to be developed. The subjects taken for the need assessment were 50 students. The results of the needs analysis can be seen in Table 1.

Table 1. *Respondents' Perceptions Regarding the Development of the Social Acceptance Module*

Items	Answer	Frequency	Presentation (%)
Need for module development	Agree	44	88
	Disagree	6	12
Total		50	100%

Based on Table 1, 88% of students agreed to develop a module to overcome the low social acceptance among Yogyakarta State University students.

The results of the needs analysis in this study also show that when faced with the behavior of students who have low social acceptance, lecturers, employees, and other students make the following efforts.

Table 2. *Efforts made in Dealing with Student Behavior with Low Social Acceptance*

No.	Efforts
1.	Direct rebuke
2.	Give a written warning
3.	Set a good example
4.	Give firm sanctions
5.	Tells you how to communicate ethically
6.	Build effective communication with students
7.	Publishing about ethical socializing on campus
8.	Always emphasize politeness in lectures
9.	Train students to be good listeners, have empathy, simple appearance, and social sensitivity
10.	Train students with empathy skills
11.	Conduct training, create training materials, and develop behavioral assessment tools
12.	Implementing character education
13.	Make a lecture contract by adding points about the dress code
14.	Conducting socialization with students about norms in society
15.	Involving activities to increase student social acceptance
16.	Do socialization through banners

The existence of efforts to overcome the low social acceptance aims so that students can have good social skills. Respondents agreed regarding the development of modules to increase the social acceptance of Yogyakarta State University students. The reasons for the approval of the module developed to increase social acceptance in students are at Table 3.

Table 3. *Reasons for Approval of Module Development*

No.	Reason for approval of module development
1.	Save time, effort, and cost.
2.	Acquire knowledge of socially acceptable behavior and its application
3.	It can be used anytime and anywhere
4.	It is a guide for building understanding, practicing skills and self-evaluation (in practice sessions)
5.	Practical as a reference that is easy to carry and study independently or in groups
6.	Very effective and efficient in its application
7.	Provide more detailed information
8.	Students can evaluate themselves through the module

Most respondents agree with the need to develop a social acceptance module. However, 8.5% of respondents do not agree with developing a module to increase the social acceptance of Yogyakarta

State University students. Some of the reasons put forward at Table 4.

Table 4. *Reasons for Disapproval of Module Development*

No.	Reasons for disapproval of module development
1.	The behavior change is less than optimal if it is just a module
2.	If it is only a module, what changes is only knowledge, while behavior requires other efforts, especially in terms of practice
3.	Less attractive, less effective
4.	Many students underestimate, so they do not read
5.	Students only read the module on the surface without perceiving its meaning
6.	Reading awareness is low, and costs are high, so it is better to carry out direct socialization

Although some respondents do not agree, efforts to increase social acceptance still need to be done so that students have good social skills. Respondents submitted several suggestions related to the material in developing the social acceptance module. The suggestions from the lecturers include at Table 5.

Table 5. *Suggested Module Development Materials from Lecturers*

No.	Material proposal
1.	Rules and etiquette on campus
2.	Effective communication
3.	Sanctions for students who break the rules
4.	Strategies and ways of communicating, which include how to communicate directly, how to communicate via short messages or telephone
5.	Effective behavior
6.	Politeness
7.	Adjustment
8.	Emotion management
9.	Healthy lifestyle physically and mentally
10.	Building karma and life behavior on campus
11.	Student character development
12.	Building awareness and social skills
13.	Social manners based on philosophy and information technology
14.	Society norms, relationships, and the importance of socializing
15.	Be a hard worker, honest, never give up, patient, diligent, thorough, committed, and responsible

Suggestions from students for the module material are not much different, namely the theme of social interaction and the pattern of applicable cultural rules. The respondents from the employee category gave the following suggestions at Table 6.

Table 6. *Proposed Module Development Materials from Employees*

No.	Material proposal
1.	Customs and norms in the association
2.	Morals and mental strengthening through religion
3.	Attitudes and manners in learning
4.	Examples of ethical behavior.

Suggestions for the development of modules from employees include material on customs, morals and mental strengthening, good attitudes and character, and examples of good behavior in learning activities. All these suggestions are considered for researchers to develop modules to suit the needs of students.

Initial product development planning

At this stage, the researcher determines the materials developed to be used as modules. Based on the need assessment and literature study, the next step is preparing the material so that a draft module is ready to be tested. In the next stage, researchers determine the materials developed to be used as modules. Module materials based on literature studies and needs assessments conducted by researchers

(Table 7).

Table 7. *Content in the Social Acceptance Module*

No.	Content
1.	Definition of social acceptance
2.	Factors affecting social acceptance
3.	Develop social acceptance skills

In addition to requiring materials and training, modules also need to be delivered to Yogyakarta State University students with a module delivery strategy. There are several suggestions for the mechanism for using the module from respondents, namely the module is distributed at the beginning of entering college, create strategies so that students want to read, assist the use of the module, and need a forum or institution to manage student ethics.

Early product form development

The initial product of the social acceptance module for Yogyakarta State University students to increase social acceptance includes the following components at Table 8.

Table 8. *Components of the Social Acceptance Module*

No.	Component	Isi
1.	Cover	Module title, module objectives, module compilers, and illustration images.
2.	Introduction	The general purpose of the module
3.	Foreword	A brief explanation of the overall contents of the module
4.	Contents	Understanding social acceptance, influencing social acceptance, and developing social acceptance skills.

The order of presentation of each module content is instructional objectives, theoretical studies, strategies to increase social acceptance, and summaries. The novelty of this study is that the material presented is taken from the results of empirical research at Yogyakarta State University, so the material presented in the module follows the characteristics of the problems experienced by students and does not only cover theory. The prototype of the social acceptance module in the third part is equipped with summaries or conclusions and exercises to evaluate the substance of the targeted material.

Expert validity test

A further step from the initial product that has been developed is to conduct a validity test by Isti Yuni Purwanti, M.Pd from the guidance and counselling study program and Estu Miyarso, M.Pd, with expertise in educational technology. Based on the media and material validation sheets, the results of the percentage assessment of the feasibility of the social acceptance module for UNY students that have been developed can be described in Table 9.

Table 9. *Results of Validation of Social Acceptance Module for Yogyakarta State University*

No	Category	Score	Presentation (%)
1.	Material Validation	Not feasible	0
		Feasible	55,56
		Very feasible	44,44
		Total	100
2.	Media Validation	Not feasible	0
		Feasible	33,33
		Very feasible	66,67
		Total	100

The table explains that the validation of material experts obtained results of 55.56% in the very feasible category, 44.44% in the feasible category, and 0% in not feasible category. The material aspects in the module assessed in the feasible by the material validator include the introduction, table of

contents, understanding of social acceptance, factors that affect social acceptance, and closing.

The material aspects in the module assessed in the very feasible by the material validator included the title, introduction, social acceptance skills, and reading sources. Furthermore, written suggestions given by material expert validators need to be followed up with module revisions, including the need to provide a summary in each section and add examples or applications in students' daily life. The validation test by media experts on the social acceptance module for UNY students in Table 2 shows that as many as 66.67% are in the very feasible category, 33.33% in the feasible category, and 0% in the non-feasible category.

Aspects in the module that are rated in the excellent category by the media validator include the suitability of the title with the content of the material, clarity of preface, periodic table of contents, clarity of introduction, the accuracy of bibliography, preparation of sentence editors, the accuracy of writing arrangement, and overall appearance.

The aspects in the module that include cover appearance, use of images in the material, suitability of type and size of letters, and accuracy of color composition are assessed in the excellent category. In connection with the assessment results from media experts, module revisions must be carried out on the cover display, adding images, choosing colors, and setting the appropriate type and font size.

Based on the results, it can be concluded that validators think that the social acceptance module for Yogyakarta State University students developed by the researcher is feasible to use after improvements have been made to the suggested revisions.

Discussion

The results of the preliminary study in this study indicate that students display several behaviors that indicate low social acceptance. Some of these behaviors include rarely reprimanding each other when they meet, sending impolite messages to lecturers, wearing clothes that are too tight, a lack of mutual understanding between students, and a lack of respect for the surrounding community. Unhealthy social acceptance can impact educational and non-educational aspects, so each individual is essential to increase social acceptance (Lahijanian et al., 2012).

Low social acceptance in students can be caused by negative self-perceptions related to several symptoms of depression, withdrawal, lack of effort and weak performance in academic life on campus. In general, it can be said that student social acceptance is related to emotions and feelings (Lahijanian et al., 2012). The results of previous studies also explain that students who experience social anxiety are included in the sociometric group of rejected students. His classmates described the condition as being anxious and having a negative mood. Students who are more socially anxious have lower degrees of well-being in class and lower acceptance levels by their classmates. In the end, higher social anxiety results in lower academic self-efficacy and academic performance (Puklek & Berce, 2012).

Students with low social acceptance tend to experience rejection from the surrounding environment. Research results by Khurshid & Hafeez (2012) show that 31% of students experienced social rejection, only 22% experienced high social acceptance, and the remaining 45% experienced moderate acceptance. These conditions indicate the need for efforts to overcome the low social acceptance so that students can avoid negative behaviors and are acceptable in their environment.

Modules have proven to be a medium that can improve various skills in students. Sirate & Ramadhana (2017) suggested that the module could have the advantage of more flexible time for students to study independently and the packaging of exciting material. In addition to containing the material in the module, some exercises can be done because the module has one of the characteristics, namely, the principle of independent learning. According to Naibaho (2019), Independent learning patterns have various advantages for students. Students who study independently can get better academic results. Independent learning is an active and participatory way of learning to develop everyone who is not tied to the presence of educators, lecturers, face-to-face meetings in class, or the presence of friends. The independent exercise feature in this module is that students are asked to provide a small book to record the attitudes and words of friends in class. The findings are for evaluation and assessment material for students.

The social acceptance module for Yogyakarta State University students consists of three parts. The first part is the notion of social acceptance. The instructional goal to be achieved after students learn about the meaning of social acceptance is to be able to explain the meaning of social acceptance and its importance for one's social life, especially for students. Understanding social acceptance in students is individual behavior that is formed intentionally through positive self-perception to adjust to others so that individuals can be known, accepted, and recognized by peers, family, and academics at the university (lecturers, employees). In the social environment. The prototype of the social acceptance module is equipped with a summary or conclusion and exercises to evaluate the substance of the targeted material.

The second part is the factors that influence social acceptance. The instructional goal to be achieved after students learn about the factors that influence social acceptance is to be able to explain the factors that influence a person's social acceptance and forms of social acceptance behavior. The factors that influence social acceptance were put forward by Keyes (1998), which include social integration, social contribution, social coherence, and social actualization. The prototype of the hypothetical social acceptance module in the second part is equipped with a summary or conclusion and exercises to evaluate the substance of the targeted material.

The third part is developing social acceptance skills. The instructional goal to be achieved after students learn about developing social acceptance skills is to explain and improve social acceptance skills in everyday life. The development of social acceptance skills in students can be taken with the following steps by Shapiro (2004): developing verbal and nonverbal communication, being part of a group, expressing feelings, problem-solving, and conflict management.

The purpose of developing the module is that Yogyakarta State University students can be accepted socially and develop high self-esteem. The purpose is supported by Harris & Orth (2020), who argues that individuals with good social interactions tend to have good self-esteem because they feel accepted and liked by their social environment. Social support and good acceptance from family and friends can also affect student achievement (Tinajero et al., 2020). The development of this social acceptance module is expected to increase social acceptance, which leads to an increase in self-esteem and good learning achievement in students. Support from various parties to develop social acceptance skills for students is a priority that must be socialized. The academic community, stakeholders, the wider community, and families must strive for a culture of ethics, manners, courtesy, and character to be internalized in every individual and manifested in social behavior that various parties can well receive.

CONCLUSION

The results showed that the need assessment analysis was known as follows: (1) A total of 94% of students agreed with the opinion regarding the phenomenon of low social acceptance among UNY students, and (2) Some 88% of students' agreed regarding the development a module to overcome the low social acceptance among UNY students. The prototype of the social acceptance module for Yogyakarta State University students, which was developed based on the results of a need assessment, contains the notion of social acceptance, the factors that influence social acceptance, and the development of social acceptance skills. The results of validation testing by material experts in the field of guidance and counselling on the social acceptance module for Yogyakarta State University students were found to be 55.56% in the good category, 44.44% in the very good category, and 0% in the inadequate and inadequate category. The results of the validation test by media experts in educational technology on the social acceptance module for Yogyakarta State University students were found to be 66.67% in the very good category, 33.33% in the good category, and 0% in the inadequate and inadequate category.

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