



Group Guidance Services Based on Massenrempulu Cultural Values to Improve Student Character

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Abstract

Character is a pattern of behavior that is shown in the form of actions. The focus of character development is the formation of students' mindsets. Strive for students to be positive, responsible, and have good morals. Massenrempulu cultural values are symbols of nobility that are passed down from generation to generation. Mutual respect, courtesy and ethics are termed mataratte. Mataratte is loving and respecting each other, and saying good things. This study aims to determine the effectiveness of massenrempulu cultural value-based group guidance on the character of SMK students. The approach used in this research is a quantitative approach. This type of experimental research, the research model used is Pre-Experimental Designs which examines the application of massenrempulu cultural value-based group guidance to improve student character. The experimental design used was One-Group Pretest-Posttest Designs. The population in this study were students of class X and XI at SMK Latanro Enrekang. The sampling technique used simple random sampling. Based on the results of calculations using SPSS for windows through a paired sample t-test, there is a difference in the mean value after treatment which is higher than before being given treatment, with a value of $t = 10.645$ with $df = 29$. Price t_{table} at $t_{0.05} = 2.05$ with a significant value $(P) = 0.000 < \alpha = 0.05$. This means that the null hypothesis (H_0) which is "group guidance based on massenrempulu cultural values is not effective in improving student character is declared rejected. Hence, the working hypothesis (H_1), namely "group guidance based on massenrempulu cultural values is effective in improving student character" is declared accepted. From the previous statement, it can be concluded that group guidance based on massenrempulu cultural values is effective in improving student character.

Keywords: group guidance, massenrempulu value, character

INTRODUCTION

Schools and related elements have a responsibility to strive for the achievement of national education goals. Starting from preparing learning activities, management and administration to guidance and counseling services. Guidance and counseling can be an effort by guidance and counseling teachers to form good student character. Character as stated by Simon Philip in Mu'in (2011: 160) is an attitude or behavior displayed which is based on a thought from a set of values by forming a system. The definition of character according to the Ministry of National Education (2010:3) is personality in the form of character that is believed and becomes the basis for thinking, behaving and acting. All of these things form virtues so as to make students have influence in shaping and changing character. In other words, improving the character of students will be influenced by their actions and attitudes in the social environment. Efforts to improve the character of students are influenced by the interaction of students with the surrounding environment, including the family, school, or community environment. Hence, the character of students is influenced by the relationships that are built in a socialization process. As previously explained, that the purpose of national education is the development of the potential and noble character of students. Meanwhile, to strengthen the nation's noble values and morals through character education is supported by Adisusilo (2014: 70) who argues that the purpose of character education is to develop the character of students by making values and norms in society the basis for action and behavior. This also supports the achievement of national education goals.

There are various main characters that are the focus in improving the character of students as mentioned by the Ministry of National Education (2010) including discipline, creative, hardworking, democratic, independent, tolerant, religious, honest, nationalist, achievement-oriented, literate, responsible and love the environment. In these various kinds of characters, each individual is certainly different in their manifestations so that they have their own uniqueness. For this reason, Buchori (2007: 3) believes that in developing children's character, they should be more directed to recognize cognitive values, then live them affectively, then experience them in a real way. Kohlberg (Gibson and Mitchel, 2011: 310) supports and proposes a group guidance service that focuses on real or hypothetical situations with the aim that the morale of students is

more mature. The cultivation of character values is sought in the form of discussions that hone the intellectual maturity of students through group guidance services.

Student character development in group guidance services is directed at social aspects such as tolerance, mutual respect, good cooperation, empathy and responsibility. Mifzal (2012: 20) believes that the influence of parents or teachers is often overshadowed by the influence of peers. Therefore, it is appropriate if group guidance is used as a service that can help students overcome the problems, they face by utilizing the dynamics in the group. Group guidance is an activity to utilize dynamics in a group. Relationships and interactions within the group are sought to be interactive and dynamic so that each member of the group can understand themselves and the environment around them. The benefit of group guidance is the establishment of interaction between group members by utilizing the dynamics that take place so that mutual respect for fellow group members emerges.

Local cultural values should get serious attention in schools, especially in the provision of guidance and counseling services. This is supported by Tilaar (2004: 17), local culture can be used as a basis for solving problems that surround students. Therefore, every student definitely wants themselves to be accepted in a social environment by promoting good character. Individuals are said to have good character if they are able to adapt to their environment, empathize, communicate and interact effectively. An individual will be considered to have a weak character if they do not show the characteristics previously mentioned. The assumption that an increase in students' social character is formed by internalizing local cultural values around the student's environment is supported by Samsaifil (2015: 10). In the social environment, whether in the family, school or community, cultural values have become the main guideline for acting and interacting. Norms that are actually unwritten are more effective in instilling individual awareness with other individuals. Some of the views and theoretical support of the experts that have been described have made researchers interested in developing a group guidance services so that student character can be improved by using local cultural values as a basis. It is hoped that this will help students become individuals of good character. One of the developments of this model can be done at SMK Latanro, Enrekang Regency. Based on the researcher's observations at SMK Latanro Enrekang,

it is known that some students need a specific approach when counseling services are carried out by the teacher. Students often talk when guidance counseling teachers provide services. In fact, sometimes there are those who fall asleep during guidance counseling services take place.

RESEARCH METHODS

Researchers use the type Research and Development (R&D). This research seeks to produce new products and then test their effectiveness. Regarding this type of research, Sukmadinata (2006:169) also explains the purpose of this method, namely that in addition to producing new products and perfecting them, this type of research also aims to test the effectiveness of these products. The researcher conducted the research and then developed a group guidance service based on *Massenrempulu* cultural values to improve student character.

Sukmadinata (2006: 169-170) cites Borg & Gall's opinion by detailing the steps of activities in this type of research and development as follows: 1) Research and data collection, including needs measurement, literature study, research on a small scale and considerations in terms of value. 2) Planning, namely preparing a research plan, including the abilities needed in carrying out the research, the formulation of the objectives to be achieved with the research, the design or steps of the research, and possibilities within a limited scope. 3) Development of product drafts, developing learning materials, learning processes, and evaluation instruments. 4) Initial field trials, field trials in one to three schools with six to twelve test subjects (students). During the trial, observations, interviews and questionnaires were distributed. 5) Revise the test results (main product revision). 6) Field testing (main field testing). 7) Completion of product field test results (operational product revision). 8) Field implementation test (operational field testing). 9) Completion of the final product (final product revision). 10) Dissemination and implementation.

Researchers adapt the steps developed by Borg & Gall with limitations. As stated by Borg & Gall (in Emzir, 2013: 271) that researchers may conduct research on a small scale. Another thing that is also possible is limiting the steps in a study according to the needs of the researcher.

The following are the stages or steps that will be carried out by researchers with several considerations (time and cost), namely:

1. Data collection. At this stage the researcher collects as much data and information as possible relating to the object and subject of the study.
 - a. Field study, identified the group guidance services needed by students at SMK Latanro Enrekang to improve their character. Conducting an analysis of the curriculum, the service methods carried out by the guidance and counseling teacher, an analysis of the stages of student development, and analyzing several cases related to the problem of low student character.
 - b. Literature study, collecting references related to group counseling services, character education and its relation to *Massenrempulu* cultural values.
2. Planning. Develop a counseling guidance service plan (*Rencana Penyelenggaraan Layanan*) as an instrument in organizing group guidance services. The material discussed with group members is material related to the goals and steps in character education, namely regarding courtesy, honesty, tolerance, discipline and cultural values of *Massenrempulu*, Enrekang Regency. At this stage an analysis was also carried out regarding what values could be extracted from the life of the *Massenrempulu* community to be integrated into the components of character education. Next, an evaluation is carried out by compiling an assessment grid.
3. Product Development. Collecting information from guidance and counseling teachers regarding student character development, examining the methods and approaches used by guidance and counseling teachers at schools. Then develop a group guidance model based on the stages in group guidance based on *Massenrempulu* cultural values.
4. Validating and Testing. The group guidance model was designed and then evaluated. Evaluation of the product is validating with 2

(Muhammad Junaedi Mahyuddin, Handayani Sura', Muliyadi, dkk)

stages. In the first stage, validation was carried out by 2 people who were experts in their fields, namely material experts and Counseling Guidance experts. In the first stage, some data was obtained regarding the feasibility of the model including accommodating suggestions and input from experts. The input and suggestions provided are useful when improving the product. In the second stage, the revised product was then tested on 10 students of SMK Latanro Enrekang.

Uji COBA PRODUK

1. Trial Design. As previously explained, in the design of this product trial, the model and input were then refined to be tested on 10 students of SMK Latanro Enrekang.
2. Trial Subjects. The test subjects were 10 students of SMK Latanro Enrekang class X. The selection of test subjects was taken from several existing departments while still using the purposive sampling method, namely the students selected had low character based on the absence data of the guidance and counseling teacher and homeroom teacher.
3. Types of data research is conducted by collecting some data as follows:
 - a. Data regarding the design process with stages or steps that have been carried out such as input and suggestions from practitioners (guidance and counseling teachers) as well as experts with an educational background in counseling and counseling Masters degrees.
 - b. Data from the trial results of ten students who were given the service.
4. Research instruments data in the initial research, using instruments, observations, interviews and questionnaires.
 - a. Observation. Observations were made by direct observation of events or social phenomena that occurred in the field; in this case the observations were made at SMK Latanro Enrekang.
 - b. Interview. Interviews were conducted to collect important information from

sources related to the development of this method. Forms of questions are prepared based on analysis and grids in product or model development by taking the basis that; 1) Statements from sources to researchers are valid and credible. 2) The information obtained by the researcher is analyzed and elaborated through complete and thorough data processing. In this study, the interviews aimed to find out more about the application of *Massenrempulu* cultural values at school.

5. Questionnaire. In this study, the questionnaire was intended to determine the character development of students before the method or product was tested (pretest) and after the product was applied (posttest). Another function of this questionnaire was also used to draw conclusions about the product being feasible and effective.

FINDINGS AND DISCUSION

This service is based on the results of empirical data analysis/objective field conditions, namely the condition of student character and the condition of the implementation of services in schools based on guidelines for organizing group guidance. There are important components in the development of this model consisting of: (1) Rationale, (2) Key Concepts, (3) Vision and Mission, (4) Objectives, (5) Content, (6) Service model with nine aspects, namely: (a) Definition of Group Guidance Based on *Massenrempulu* Cultural Values, (b) Role of the Counselor, (c) Functions of the Counselor, (d) Counselor Qualifications, (e) Working Procedures of Group Guidance Based on *Massenrempulu* Cultural Values, (f) Group Members, (g) nature of the topic, (h) Interaction atmosphere and (i) Stages of Group Guidance implementation. Next, the last component of the model, (7) Evaluation.

No	Conventional Group Guidance Services	Group Guidance Service Based on <i>Massenrempulu</i> Cultural Values
1	Aims to develop socialization and communication skills	It aims to make individuals aware that they are part of the

	that refer to general guidelines for the implementation of guidance and counseling services.	socio-cultural environment in society so that their attitudes and actions do not conflict with values and norms. This model also has a specific goal, namely that students have personalities that reflect the cultural nobility of <i>Massenrempulu</i> . Furthermore, students are expected to be able to adapt and communicate politely according to regional cultural values.
2	Service materials: In general, do not offend and contain materials related to regional cultural values or local wisdom.	The content or material for group guidance services with this model is intended to provide assistance to students (group members) to maximize the character and behavior of discipline, honesty, and tolerance. From a social perspective, the focus is on self-development on the noble cultural values of the <i>Massenrempulu</i> community, and having responsibility and social sensitivity. The material raised is related to character education, self-understanding, motivation, politeness, as well as the core material, namely the cultural values of the <i>Massenrempulu</i> community.
3	Stages: All service stages are carried out based on general group guidance service procedures.	Each stage in this model inserts <i>Massenrempulu</i> cultural values in interactions between group members. Such as when opening activities, greeting, interrupting,

		asking permission, and ending activities.
4	The Group Member Pledge is carried out to build trust among group members by emphasizing the principle of confidentiality.	In the initial atmosphere of the meeting, the group leader invites group members to make a pledge (promise). Pledges are made using the local language with the aim of group members absorbing and realizing the importance of maintaining the confidentiality of each individual in the group.
5	Conduct reinforcement at the end of the activity by the group leader, inviting group members to give impressions and hopes.	At the closing stage, in addition to providing reinforcement, presenting the results that have been achieved, listening to suggestions and expectations of group members, the group leader conveys advice or ancestral advice as provision for group members in living their lives in the school and community environment.

Hasil Uji Coba Terbatas

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1. Findings

The results of this product trial are presented in table form by providing services without using a model (pretest) by providing services that have implemented a group guidance model based on *Massenrempulu* cultural values (posttest).

Item	Score	Mean
ScorePretest	603	60.30
ScorePosttest	727	72.7

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The table above showed that the mean score on the post test has increased compared to the mean score on the pretest. The value of the student questionnaire results when the pretest was carried out was 603 while when the post-test was carried out the value increased to 675. Based on these results, it can be concluded that the posttest > pretest. This meant that there was an increase in the character of students after being given services using the group guidance services based on *Massenrempulu* cultural values.

2. Character Aspect Ability Score

The results of data analysis on the ability to be loyal to fit per student character from 10 students or groups who received group guidance services based on *Massenrempulu* cultural values are listed in the attachment to calculations through the SPSS program in this study, namely it was found that $t_{\text{test}} = 5.70 > t_{\text{table } 5\%} = 2.306$, then it can be said that $t_{\text{count}} > t_{\text{table}}$. Thus, the group guidance service model based on *Massenrempulu* cultural values was effective for improving the character of students at SMK Latanro Enrekang.

CONCLUSION

Research that has been conducted at SMK Latanro Enrekang has the following conclusions:

1. The implementation of group guidance services at SMK Latanro Enrekang is still experiencing problems due to several obstacles, namely the absence of time allocation for implementing group guidance and limited facilities and infrastructure.
2. The group guidance model based on *Massenrempulu* cultural values is effective for improving the character of students at SMK Latanro Enrekang.

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