
Guidance of the Sociodrama Engineering Group Loaded with Chess Values of Sunan Drajat to Develop Altruistic Attitudes of High School Students

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ABSTRACT

This research and development aims to produce group guidance guidelines with sociodrama techniques loaded with Sunan Drajat chess scores that are feasible according to experts and proven effective in developing the altruistic attitude of high school students. This product was developed in accordance with the ADDIE model research and development procedure, which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. This research and development involved 8 students in class X at SMA Negeri 1 Sukodadi, counselors, and guidance and counseling experts. The instruments used in this study include altruistic attitude scales and assessment questionnaires of experts and potential users. The product validity test is carried out through assessments by material experts, media experts, cultural experts, and potential users using inter-rater agreement analysis. Furthermore, to determine the effectiveness of the product, it was carried out through the analysis of the Wilcoxon signed-rank test. Based on the results of data analysis, the developed guidelines show very high validity in the aspects of acceptability which include accuracy, usability, convenience, and attractiveness. The results of the effectiveness test showed that the intervention carried out by the counselor was effective in developing the altruistic attitude of high school students. The results of this research and development are recommended to be implemented in group guidance services as one of the intervention strategies that can develop students' altruistic attitudes.

Keywords: group guidance, sociodrama techniques, chess, altruistic attitude

INTRODUCTION

Humans are social creatures who cannot live alone and always need the presence of others to survive (Rizky et al., 2021), humans need support from the closest people such as family to unknown people (Atamsari et al.,

2022). The way humans survive is by showing care, cooperation, and helping each other as part of the self-adjustment process for the creation of harmonious social relationships (Nasution, 2021). Individuals who have high social awareness will prioritize common

welfare and provide assistance with selfless sincerity (Susanti & Ildil, 2023). This action is carried out sincerely and sincerely because it provides emotional satisfaction and psychological pleasure for the individual who helps, because it is able to cause positive feelings in the helper (Rizky et al., 2021).

One of the behaviors of helping without expecting anything in return is altruism. Altruism is a voluntary act that is driven by a sense of concern for the welfare of others without expecting anything in return (Arini & Masykur, 2020). Myers (2012:187) states that altruists are the opposite of egoism. An altruist is a person who has a concern for helping others without expecting profit or reward for the help provided. An altruistic attitude prioritizes and prioritizes the interests of others, which means that when someone else needs help, then an altruistic attitude will immediately help even if he has personal affairs or interests that must be completed (Yulitri et al., 2020). This altruistic attitude has become part of social culture, and is one of the values in religious teachings, which can be done anytime, anywhere, and by anyone (Mawadah & Mulawarman, 2020).

Low altruistic attitudes among students can lead to various social problems, such as increased selfish behavior, lack of concern for others, and weakening solidarity between students (Rizky et al., 2021). This can lead to acts of *bullying*, discrimination, intolerance and interpersonal conflict. In addition, students who lack an altruistic attitude may have difficulty building healthy social relationships, which can negatively impact students' emotional and psychological development (Rahmawati, 2019). Nowadays humans are increasingly individualistic, they are more selfish and things that benefit them (Hasanah & Munir, 2024).

This is evidenced by the results of several studies that show the conditions that occur in the field today that there are still not many students who show that they have an awareness of altruistic attitudes. Based on the results of research conducted by Risqy et al., (2021) showed that high school teenagers in Sooko District had altruism of 79.1%, which

was at a moderate level. Another study conducted by Mawadah & Mulawarman (2020) found that the level of student altruistic behavior was in the medium category (55%). In addition, the results of research on students at Eka Sakti Junior High School in Semarang show that 71.4% of students are in the medium category (Arini & Masykur, 2020). And it is also supported by research conducted by Mulia (2021) that altruism in grade students at SMP Negeri 5 Banjarmasin is included in the medium category with a score of 79%. In providing assistance to others, some students still look at social factors, whether they know it or not, and it can be concluded that some students are still hesitant to provide assistance to others (Atika et al., 2024).

So there needs to be an appropriate intervention in responding to the lack of altruism that students have. This aims to develop student altruism so that they can avoid social problems that occur. One of the services that aims to prevent and develop students so that they do not experience a problem is through guidance services provided by BK teachers or counselors. The implementation of guidance services provided by BK teachers can be done through group guidance. Group guidance is an activity that involves several people and utilizes group dynamics (Prayitno et al., 2017). The purpose of group guidance is to help individuals in the group to achieve self-understanding, self-acceptance, self-direction, and realize their potential for optimal development (Marjohan, 2022). The target of group guidance is individuals in the group in order to gain self-understanding, self-acceptance, self-direction, and self-realization towards optimal development (Hartanti, 2022).

Guidance services can be carried out using various techniques, one of which is sociodrama or role-playing techniques. Sociodrama is a role-playing method that aims to practice skills in solving social problems that arise from interactions between individuals (Hapsyah, 2019). According to Winkel (2004) explained that sociodrama is a form of role playing that is carried out by

dramatizing behavior in social relationships. The application of sociodrama techniques can be used to improve and prevent the occurrence of social behavior disorders encountered by students (Sanjaya, 2021). Therefore, the researcher chose the sociodrama technique to strengthen the altruistic attitude because in the application of the sociodrama technique, students are involved directly. This will help students to be able to feel and learn about a social problem. In addition, through sociodrama, it can also help provide understanding and direct images to students in dealing with social problems such as the lack of altruistic attitudes that students have.

Sociodrama techniques that integrate the value of local wisdom can be a breakthrough for guidance and counseling teachers in developing student altruists. Local wisdom contains a variety of values and teachings that are rich in character formation and noble ethics. These values can be used as a source of inspiration in guidance and counseling services to help build counseling character (Hidayat, 2023). One of them is in the noble value of Sunan Drajat's teachings, namely *Catur piwulang*. *Catur piwulang* is four teachings inherited by Sunan Drajat in community life. This teaching is passed down from generation to generation through a continuous genealogical series (genealogy), but does not lose its true meaning. The content of *Catur piwulang* is *Wenehono sign for people who are wuto*, *Wenehono food for people who are kaliren*, *Wenehono clothes for people who are wudo*, *Wenehono umbrella for people who are kawudanan* (Rofiq & Rozaq, 2023).

However, there are still few studies that integrate sociodrama techniques with local wisdom values, such as *Catur Piwulang Sunan Drajat* which provides teachings on social care and harmony in community life. So this research and development seeks to fill this gap by developing a group guidance guide based on sociodrama techniques that contains the value of *Catur Piwulang Sunan Drajat*. The integration of local wisdom values in guidance and counseling services not only makes this approach more contextual with

student culture, but also strengthens the character of student care.

Until now, group guidance services have not been developed with sociodrama techniques loaded with local values and traditional wisdom that teach about character, ethics, and have an appreciation for tradition. Therefore, it is necessary to conduct research and development on group guidance services for sociodrama techniques with *Catur piwulang* values as one of the strategies in group guidance to develop the altruistic attitude of high school students.

METHODOLOGY

The research and development method used is a type of research and development (R&D) with the ADDIE development model. In this ADDIE model, there are five stages according to Branch (2009), namely *Analysis*, *Design*, *Development*, *Implementation*, and *Evaluation*. The procedure for the activities carried out by the researcher is to carry out the *Analysis stage*, at this stage the researcher analyzes the potential and problems that occur in the field by conducting a preliminary study. In addition, the researcher also conducted a literature review to strengthen product development. The next stage of *Design*, at this stage the researcher began to make a construction of the guidance of the sociodrama engineering group loaded with *Catur Piwulang* and make a prototype design. The product design concept is made in the form of a grid that includes the content arrangement of the developed guide.

At the *Development stage*, the activities carried out include the development of guidelines, the preparation of instruments to assess product acceptance, and the preparation of instruments for the assessment of material experts, cultural experts, media experts, and potential users. Next is *Implementation*, conducting a pilot guide for grade X students of SMA Negeri 1 Sukodadi in five sessions of group guidance services with sociodrama techniques. The trial involved eight students with a moderate level of altruistic attitude. Data analysis in this development research uses an *interrater agreement model* to determine product

acceptance and a *Wilcoxon signed-rank test* to determine the effectiveness of the product. The *Evaluation* stage is carried out to evaluate each stage. That is, evaluating the achievement of the target at each stage.

RESULT AND DISCUSSION

This research and development produces a product with the expected specifications in the form of guidance for sociodrama techniques groups with the value of *Catur piwulang* Sunan Drajat to develop the altruistic attitude of high school students. The specifications of these research and development products are described according to the product description and product acceptance. In this guide, there are three parts, namely part I of the introduction which contains rationale, goals, user goals, participants, and components of the guidebook consisting of RPL BK and scenario flow. Then in part II of the basic concepts which contains a description of getting to know altruistic attitudes, *Catur piwulang*, and the integration of *Catur piwulang* in the implementation of group guidance services with sociodrama techniques to develop students' altruistic attitudes. Furthermore, in part III of the steps of group guidance activities which contain a grid of group guidance service activities, general instructions and special instructions. In the general instruction section, it contains the implementation of guidance for sociodrama techniques groups with *Catur piwulang* sunan drajat values to develop the altruistic attitude of high school students from the first meeting to the last meeting, discussing themes/topics, objectives and activities.

The research data includes the results of tests of BK material experts, media experts, cultural experts, potential product users and limited group tests (small group tests). This research and development produces quantitative and qualitative data. The final assessment of all experts showed very high validity with a score of 1.00. This states that the group guidance guide product with sociodrama techniques based on chess scores to develop the altruistic attitude of high

school students has very high validity and is considered feasible in terms of material, media, culture, and from prospective product users. However, experts also provided a number of inputs for product improvement revisions. This is in line with the opinion of Larasati et al. (2020) who stated that product revisions based on criticism, suggestions, and inputs aim to improve product quality to be better in terms of acceptance and more in line with the needs of potential users. The test of material experts, media and prospective users obtained the results of the assessment through the acceptance instrument described in Table 1.

Table 1. Product Expert Test Results

Product	Score	Category	Information
Expert Test			
Material Expert Test	1,00	D	Very High
Media Expert Test	1,00	D	Very High
Cultural Expert Test	1,00	D	Very High
Potential Users	1,00	D	Very High

Guidelines that have gone through expert assessments can be implemented on high school students as an effort to develop students' altruistic attitudes. To determine the effectiveness of the product, *pretest* and *posttest* were carried out using the altruism attitude scale. Figure 1 shows the *pretest* and *posttest* values.

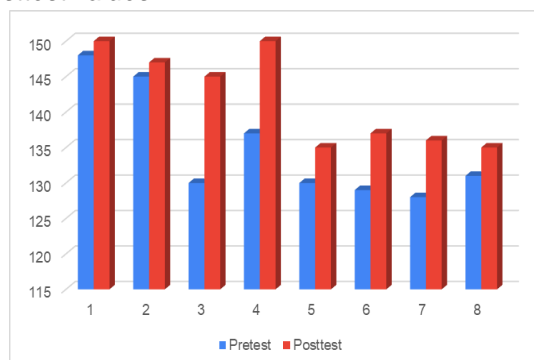


Figure 1. *Pretest* dan *Posttest* Results

The pretest and posttest data were then analyzed using *the Wilcoxon Signed-Rank Test*. This data analysis technique was chosen because the data was not normally distributed so that the analysis was non-parametric. Table 4 shows the results of the data normality test and Table 5 shows the results of *the Wilcoxon Signed-Rank Test* analysis.

Table 2. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		8
Normal	Mean	.0000000
Parameters ^{a,b}	Std. Deviation	4.18558756
Most Extreme Differences	Absolute	.339
	Positive	.339
	Negative	-.186
Test Statistic		.339
Asymp. Sig. (2-tailed) ^c		.007
Monte Carlo Sig. Sig. (2-tailed) ^d		.008
	99% Lower Bound	.006
	Confidence Interval	
	Upper Bound	.011

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Tabel 3. Wilcoxon Test Results

Test Statistics ^a		Posttest - Pretest
Z		-2.527 ^b
Asymp. Sig. (2-tailed)		.012

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of the analysis of *the wilcoxon signed-rank test*, it can be known that the significance value is 0.012 (<0.05) which means that there is a significant change between the scores of students' altruistic attitudes. Thus, there is an influence from the intervention carried out by the counselor using the guidance guide of the sociodrama technique group containing chess values to develop the altruistic attitude of high school students that has been developed.

An altruistic attitude that reflects concern for the welfare of others, has an important role in shaping a positive and conducive environment (Dewanti, 2019). When students have a low altruistic attitude, a number of negative phenomena can arise and have an impact on various aspects of school life. One of the most visible impacts is the increase in antisocial behavior among students (Lina et al., 2023). Without empathy and a desire to help others, students tend to be more selfish and selfish, thus triggering conflicts, bullying, and acts of violence (Susanti & Ildil, 2023). In addition, low altruistic attitudes can also hinder students' social-emotional development (Yuniar et al., 2019). Students who care less about others tend to have difficulty building healthy interpersonal relationships (Hasrian & Rahmat, 2024). Students will have difficulty communicating effectively and solving problems together (Rahmawati, 2019).

Therefore, the role of counselors is very important in providing guidance and counseling services to facilitate the development of students' altruistic attitudes in schools (Atika et al., 2024). The implementation of services provided by counselors can be done through group guidance services. The implementation of group guidance services to develop altruists can be done with sociodrama techniques. Sociodrama techniques are integrated with the value of *Catur piwulang* teachings of Sunan Drajat. The teachings of *Catur piwulang* Sunan Drajat are Javanese cultural heritage that is rich in moral values that are relevant for the development of students' character including altruistic attitudes. The meaning of *Catur piwulang* teaches basic human values that are in accordance with altruistic aspects such as caring, empathy, and mutual cooperation or cooperation. The teaching of the value of *Catur piwulang* is manifested through thoughts, words, and deeds that are used to train students in developing concern to improve the welfare of others.

The teachings of *the value of Catur piwulang* which are integrated into sociodrama are related to the aspect of

altruistic attitudes. Namely in the value of *Wenehono signing for people who are willing to do what is right*, it can be adjusted to the aspect of cooperation, in the value of *Wenehono food for people who are concerned* and *Wenehono umbrella for people who are worried* can intervene in the aspect of helping, and in the value of *Wenehono clothing for people who are wudo* can intervene in the aspect of empathy. There is a way to integrate the value of *Catur piwulang* to students to develop an altruistic attitude, namely the counselor presents problems or cases that are relevant to the situation that occurs in the school environment. After that, the counselor prepares a scenario and then students are invited to develop a sociodrama dialogue independently based on the case. Through this technique, students are expected to understand the values of *Catur piwulang* which are also related to the altruistic attitude more deeply and be able to develop and apply the altruistic attitude in daily life.

CONCLUSION

Based on the studies that have been presented, it can be concluded that in this research and development, it has produced a product in the form of a sociodrama technique group guidance guide with the value of *Catur piwulang Sunan Drajat* which is feasible and proven effective in improving the altruistic attitude of high school students.

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