

Development of a traditional game-based guidance and counseling module to promote prosocial behavior in students

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(Received: 21-12-2021; Reviewed: 14-06-2022; Accepted: 29-06-2022; Published: 30-06-2022)

Abstract: This study aims to: (i) describe the need of developing a guidance and counseling module based on traditional games to promote prosocial behavior in students of SDN (State Elementary School) 86 Longi; (ii) describe the prototype of a guidance and counseling module based on traditional games to promote prosocial behavior in students of SDN 86 Longi; and (iii) examine the acceptability of the development of a guidance and counseling module based on traditional games to promote prosocial behavior in students of SDN 86 Longi. This study used the Research and Development approach that was developed by Borg and Gall and consisted of seven stages. The subjects of this study were eight students of SDN 86 Longi. The data of this study were collected through interviews, observations, and questionnaires. Meanwhile, the data were analyzed both qualitatively and quantitatively. Results showed that (1) developing a traditional game-based guidance and counseling module for SDN 86 Longi students was very necessary; (ii) the prototype of the traditional game-based guidance and counseling module consisted of a module for students, teacher's manuals and worksheets; (iii) the acceptability of the traditional game-based guidance and counseling module was considered valid and usable based on the results of the utility, feasibility, accuracy, content and small group testing.

Keywords: *Guidance and Counseling Module, Traditional Game, Prosocial behavior, Students*

Abstrak: Penelitian ini bertujuan untuk mengetahui (i) gambaran kebutuhan terhadap pengembangan modul bimbingan konseling berbasis permainan tradisional untuk meningkatkan perilaku prososial siswa di SD 86 Longi (ii) gambaran prototipe modul bimbingan konseling berbasis permainan tradisional untuk meningkatkan perilaku prososial siswa di SD 86 Longi. (iii) mengetahui akseptabilitas dan keberterimaan pengembangan modul bimbingan konseling berbasis permainan tradisional untuk meningkatkan perilaku prososial siswa di SD 86 Longi. Pendekatan yang digunakan dalam penelitian ini adalah penelitian dan pengembangan (*Research and Development*) yang diprakarsai oleh Borg and Gall dan terdiri dari 7 tahapan penelitian yang digunakan. Subyek dalam penelitian ini terdiri dari 8 peserta didik di SD Negeri 86 Longi. Pengumpulan data dalam penelitian ini melalui wawancara, observasi, dan angket. Adapun analisis data menggunakan analisis kualitatif dan kuantitatif. Hasil penelitian ini menunjukkan (i) pengembangan modul bimbingan konseling berbasis permainan tradisional untuk siswa di SD Negeri 86 Longi sangat dibutuhkan, (ii) prototipe modul bimbingan konseling berbasis permainan tradisional ini berupa modul untuk siswa, buku panduan dan lembar kerja (iii) akseptabilitas dan keberterimaan modul bimbingan konseling berbasis permainan tradisional dinyatakan valid dan dapat digunakan berdasarkan uji kegunaan, kelayakan, ketepatan, isi materi dan uji kelompok kecil.

Kata Kunci: Modul Bimbingan Konseling; Permainan Tradisional; Perilaku Prososial; Siswa

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INTRODUCTION

Social development in children is influenced not only by their families, but also by their peers. Having good relationships with peers can have a positive impact on children (Fadhilah & Mukhlis, 2021). Meanwhile, children who are less liked tend to be excluded by their friends. Therefore, it is vital for children to be able to develop prosocial behavior.

Prosocial behavior is one of the developmental foundations that children must have, such as helping, cooperating, sharing, empathizing and other positive behaviors (Anggraini, et al: 2017). According to Prima (2018), prosocial behavior develops from children to adults. The older a person gets, the higher their maturity and social responsibility grow (Niva, 2016). Learning process in children requires efforts to improve prosocial behavior. This is in accordance with a research by Parapat (2020) that prosocial behavior affects children's social adaptation. Prosocial behavior is very important for everyone, including elementary school students (Parapat, 2020). Therefore, this period provides an opportunity for parents and teachers to create the greatest educational impact on children's development of positive behavior (Samsia, 2018).

Previous studies have shown that children who behave prosocially have more close friends and are happier than children who behave less prosocially. A study by Sheira, et al. (2017) found that children's prosocial behavior develops through traditional games. This result is in line with the result of a research by Yopa Taufik Saleh et al. (2017) that the implications of applying the traditional game *boy-boy* model in learning include social development, such as participation in peer activities and in games. The content of a media plays an important role in influencing behavior change (Sarah, et al., 2017).

The results of the interviews with a homeroom teacher and a religion teacher on 23 November 2020 at SDN 86 Longi showed that students were still lacking in prosocial behaviors; they lacked in the ability to cooperate, be honest, be less annoying towards friends and obey school rules, as well as had low willingness to help and share with others. In line with the aforementioned explanation, Khadijah & Zahriani (2021) stated that social status among children also has an effect, selfish behavior and arrogance.

To deal with these problems, teachers had tried to counsel students. However, the attempt was unsuccessful as students repeated the same

behavior. In addition, teachers face obstacles in optimizing the provision of guidance and guidance services because guidance and counseling professionals are not available at their school.

This is in line with the results of observations on 24 November 2020 that were conducted in three houses of fourth grade students who were divided into small groups in which a group consisted of 4-5 students when teachers were teaching online due to the Covid-19 pandemic. The results showed that some students seemed to be unwilling to share books with their friends during the lesson; some students did not want to work together to complete group assignments and to lend notes to their friends; in fact, there were also students who lied that they had completed the task and were not honest in doing the assignment.

Then, the observations were followed up with the distribution of a modest version of prosocial behavior questionnaires. The questionnaires were made in reference to the indicators of prosocial behavior developed by Einsberg & Mussen (Dayakisni, 2009), namely sharing, cooperating, helping, being honest and giving. Questionnaires were distributed to all 17 fourth grade students. A total of 11 students (64.7%) had low prosocial behavior seen from the aspects of sharing, cooperating, helping, being honest and giving. These results indicate that serious efforts are needed to address this issue.

In order to develop student competence, distinctive assistance and services that are more psycho-educational should be offered through guidance and counseling services. Each student is different in terms of intelligence, aptitude, interest, personality, physical condition and family background as well as learning experiences and problems, so guidance and counseling services from their teachers will be very helpful (Rifqi, 2021). In regard to increase prosocial behavior, various activities, such as group activities, traditional games, and joint activities can be implemented (Pratama, et al., 2019).

Guidance and counseling services can help students develop social behavior through play (Suryahadikusumah & Dedy, 2019). Play is the best possible way to develop students' abilities because before school, playing is a natural way to explore the environment, other people and oneself (Sari: 2018). In elementary school, children love to play and tend to believe what their best friends say more than what their parents

do. This is because it is part of their developmental tasks that are chiefly concerned with fun experiences with peers. A relaxing and pleasant atmosphere facilitates the establishment of good interpersonal relationships (Tatiek Romlah, 2006). Traditional games are games that can be obtained more easily, cost more cheaply, involve awareness of the surrounding environment, help interact more with peers and remind children or teenagers (Husniah, 2020).

Papalia and Feldman argued that as a childhood activity and interest, play helps in all aspects of development. Fun activities allow children to train their muscles, coordinate their eyes with movement, master bodily functions, make decisions, and most importantly learn new skills or possibilities. (Hasanah, 2016). According to Arikunto, traditional games are rich in values and can boost child development in the moral and cognitive aspects. Children's traditional games also promote educational values such as cooperation, honesty, discipline, politeness, community work, and others.

Additionally, games provide opportunities to display aggression in socially acceptable ways, and through play in the presence of others, socialization takes place and cooperation is involved, leading to the improvement of prosocial behavior (Yuliani, et al: 2019). Amusing activities are activities that require active participation from children that can make them excited and interested (Harsanti, 2018). When playing a game, children are motivated to win. If losing, they still have other chances to play and will keep playing in order to win in another round. During play, children interact with their opponents. Besides, traditional games have rules that each player has to obey. Every child is responsible for applying the rules of the game (Hadi, et al., 2018).

The aims of this study are to: (i) describe the need of developing a guidance and counseling module based on traditional games to promote prosocial behavior in students of SDN 86 Longi; (ii) describe the prototype of the guidance and counseling module based on traditional games to promote prosocial behavior in students of SDN 86 Longi; and (iii) investigate the acceptability of the development of the guidance and counseling module based on traditional games to promote prosocial behavior in students of SDN 86 Longi.

Given the problems and methods adopted by teachers at the school that seemed to be unsuccessful, a more effective way is needed to improve students' prosocial behavior through

traditional games that are designed in the form of a module that contains information about how to improve prosocial behavior. Traditional games that are often considered merely as fun activities can actually be utilized to train children to increase prosocial behavior. This is because prosocial behavior prepares children for life in society. Through interactions with peers at school, children can expand social life. In this regard, prosocial behavior should be improved so that children can play the role of prosocial behavior in their environment.

METHOD

This study employed research and development method. According to Sugiyono (2016: 297), research and development is a research method that is adopted to produce a product and test its effectiveness. Borg and Gall (2003:782) defined research and development as a research method of producing a product and testing it that is usually employed in the field of education, which in the future will be useful for improving the quality of education. The procedures of this research were aligned with the research and development by Borg and Gall (2003). However, in this research 10 stages were reduced to 7 stages as follows: Research and Information Collecting, Planning, Developing the Preliminary Form of the Product, Expert Validation, Revision I (Main Product Revision), Small-Group Testing (Main Field Test), and Revision II. At the stage of expert validation, the traditional game-based guidance and counseling module was validated by two experts, comprised of a guidance and counseling expert and an educational media expert. This study also involved one homeroom teacher.

The subjects of the small group testing were the students of SDN 86 Longi. The sample of the study was 8 students, recruited using the purposive sampling technique. To obtain the data needed in developing the traditional game-based guidance and counseling module, three data collection techniques were used, namely observations, interviews and questionnaires. Meanwhile, the data obtained from the development of the guidance and counseling module based on traditional games were processed using qualitative analysis (content analysis) and quantitative analysis (descriptive analysis).

RESULTS AND DISCUSSION

The description of the need for a traditional game-based counseling guidance module serves as the basis for the development of this module. This guidance and counseling module was developed to obtain a description of the prosocial behavior in students and the need of the traditional game-based guidance and counseling module. This description was obtained by observations, questionnaires to students and interviews with teachers at SDN 86 Longi.

The results of interviews with the classroom teachers at SDN 86 Longi showed that students had low prosocial behavior exhibited in daily activities, such as the lack of ability to cooperate, lack of honesty, low desire to help, violation of school rules, annoyance caused to friends, and low ability to share with others. Addressing these problems, teachers had tried to counsel students. However, the attempt was a failure as students repeated the same behavior.

This is in line with the results of observations on 24 November 2020 that were conducted in three houses of fourth grade students who were divided into small groups in which a group consisted of 445 students when teachers were teaching online due to the Covid-19 pandemic. The results showed that some students seemed to be unwilling to share books with their friends during the lesson; some students did not want to work together to complete group assignments and to lend notes to their friends; in fact, there were also students who lied that they had completed the task and were not honest in doing the assignment.

After observations were followed up by questionnaires about prosocial behavior, namely sharing, cooperating, helping, being honest and giving. The questionnaires were distributed to all 17 fourth grade students. A total of 11 students (64.7%) had low prosocial behavior seen from the aspects of sharing, cooperating, helping, being honest and giving. This result indicates that serious efforts are needed to address this issue.

After obtaining the description of the need at SDN 86 Longi, a traditional game-based guidance and counseling module was developed with an aim to improve students' prosocial behavior. The module consisted of three sessions and each session was equipped with student worksheets and teacher's manuals. Each session incorporated a different traditional game that was aimed at achieving certain indicators of prosocial behavior. The games were equipped with interesting pictures so that students were interested in reading and playing the games with their friends while learning about prosocial behavior in everyday life.

The traditional game-based guidance and counseling module was designed using the Canva Setup 1.20.0. application and printed onto 260 construction paper in the size of 21.59 x 27.94 cm. This type of paper was chosen so that the module could last a long time and the module was glossy-laminated so that it would look shiny.

The next step after the product was printed was the acceptability testing by two experts and one practitioner at SDN 86 Longi. The acceptability testing examined the utility, feasibility, accuracy and content of the product.

Table 4.1. Results of the Utility Testing on the Traditional Game-Based Guidance and Counseling Module by Experts 1, 2, and 3

Statements	Utility Level			Total (Σ)	%
	Expert 1	Expert 2	Expert 3		
1	3	3	4	10	83.33
2	3	3	4	10	83.33
3	4	3	3	10	83.33
4	4	2	3	9	75
5	3	3	3	9	75
6	3	2	4	9	75
Total	20	16	21	57	
%	83.33	66.66	87.5	79.16	

In the utility testing, Expert 1 gave a total score of 20 (83.33%); Expert 2 gave 16 (66.66%); and Expert 3 gave 21 (87.5%). The average utility rate was 79.16%, which fell into the good

category. This rate suggests that the traditional game-based guidance and counseling module is useful for the participants.

Table 4.2. Results of the Feasibility Testing on the Traditional Game-Based Guidance and Counseling Module by Experts 1, 2, and 3

Statements	Feasibility Level			Total (Σ)	%
	Expert 1	Expert 2	Expert 3		
1	3	3	4	10	83.33
2	4	3	3	10	83.33
3	3	2	3	8	66.66
4	3	3	4	10	83.33
5	4	3	4	11	91.66
Total	17	15	18	49	
%	85	75	90	81.66	

In the feasibility testing, Expert 1 gave a total score of 17 (85%), Expert 2 gave 15 (75%), and Expert 3 gave 18 (90%). The average feasibility rate was 81.66%, which fell into the

very good category. This rate indicates that the traditional-game based guidance and counseling module is feasible to help students increase their prosocial behavior.

Table 4.3 Results of Accuracy Testing on the Traditional Game-Based Guidance and Counseling by Experts 1, 2, and 3

Statements	Accuracy Level			Total (Σ)	%
	Expert 1	Expert 2	Expert 3		
1	3	3	3	9	75
2	3	3	4	10	83.33
3	4	2	4	10	83.33
4	3	3	3	9	75
5	3	3	4	10	83.33
Total	16	14	18	48	
%	80	70	90	80	

In the accuracy testing, Expert 1 gave a total score of 16 (80%), Expert 2 gave 14 (70%), and Expert 3 gave 18 (90%). The average accuracy rate was 80%, which fell into the good

category. This rate suggests that the traditional-based guidance and counseling module is highly accurate.

Table 4.4. Results of Content Testing on the Traditional Game-Based Guidance and Counseling Module by Experts 1, 2, and 3

Statements	Content Suitability			Total (Σ)	%
	Expert 1	Expert 2	Expert 3		

1	3	3	3	9	75
2	3	2	4	9	75
3	3	2	3	8	66.66
4	3	3	4	10	83.33
5	3	3	4	10	83.33
Total	15	13	18	46	
%	75	65	90	76.66	

In the content testing, Expert 1 gave a total score of 15 (75%), Expert 2 gave 13 (65%), and Expert 3 gave 18 (90%). The average content rate was 76.66%, which fell into the good category. This rate indicates that the traditional-based guidance and counseling module has suitable contents for students.

At the preliminary stage, the module was assessed based on the results of the qualification tests above. The data provided by the experts were then analyzed, which essentially showed that the guidance and counseling module based

on traditional games is feasible to use with some improvements according to suggestions.

Small group testing was conducted to determine the level of acceptability of the traditional game-based guidance and counseling module. The following are the results of the assessment of the worksheets from the first session to the third session. Students were given activities described in the module and worksheets as a joint assessment that were completed at each meeting to determine students' understanding of the use of the module.

Table 4.6. Results of the Assessment of Students' Worksheets at the First Session

Respondent's Name	Results		
	Poor	Fair	Good
H		√	
FD			√
AFM			√
I			√
M		√	
AAN		√	
F		√	
S		√	
Number of Respondents		Σ62.5%	Σ37.5

The results showed that in the first session, 5 students (62.5%) fell into the fair category,

while 3 students (37.5%) fit into the good category.

Table 4.9. Results of the Assessment of Student Worksheets at the Second Session

Respondent's Name	Results		
	Poor	Fair	Good
H			√
FD			√
AFM			√
I			√
M			√
AAN		√	
F		√	
S		√	
Number of Respondents		Σ37.5	Σ62.5%

The results showed that 3 students (37.5%) fit into the fair category, while 5 students (62.5%) fell into the good category.

Table 4.12. Results of the Assessment of Student Worksheets at the Third Session

Respondent's Name	Results		
	Poor	Fair	Good
H			√
FD			√
AFM			√
I			√
M		√	
AAN			√
F			√
S			√
Number of Respondents		Σ12.5	87.5

The results showed that 1 student (12.5%) fit into the fair category, while 7 students (87.5%) fit into the good category.

On average, students had fair and good abilities to do the worksheets. Based on the description of the post-activity review of this module, it can be concluded that the traditional game-based guidance and counseling module can be accepted by students as a learning module to help improve their understanding of prosocial behavior. Furthermore, the students as the testing subjects suggested and hoped that this module is given to all SDN 86 Longi students so that they can learn about and apply prosocial behavior in their lives according to the demands of the conditions in their environment.

Based on all the results obtained, it is evident that this traditional game-based guidance and counseling module can be used as a means of providing integrated teaching and counseling services through thematic learning in order to help students understand and apply prosocial behavior in everyday life.

The results of the preliminary field testing and small group testing were used to revise and improve the product. After a few revisions, the final product was produced that is the counseling guidance module based on traditional games in order to promote prosocial behavior in students at SDN 86 Longi.

CONCLUSION AND SUGGESTIONS

The development of the traditional game-based guidance and counseling module based on the results of the need assessment through interviews, observations and questionnaires at SDN 86 Longi was very important and necessary. The prototype of this

traditional game-based guidance and counseling module consisted of a module, worksheets, and teacher's manuals. The results of the acceptability testing on the aspects of utility, feasibility, accuracy and the content showed a positive response in the suitable-for-use category. Meanwhile, the results of the acceptability testing on the fourth grader students at SDN 86 Longi showed that the module is acceptable and useful for providing guidance and counseling services to students to help them understand and have good prosocial behavior.

Suggestions for future researchers who are interested in the same area include using more attractive games and conducting tests on subjects with different characteristics and on a larger scale.

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