



## Development of Guidance and Counseling Service Modules in the Social Field based on WASAKA Values to Increase Students' Social Responsibility Awareness at SMA Negeri 6 Banjarmasin

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### **Abstract**

Waja Sampai Kaputing or the wasaka has the meaning of an endless struggle to the last drop of blood, or the achievement of struggle. Wasaka is the motto for the people of South Kalimantan. This research was carried out to produce a module for guidance and counseling services based on wasaka values to increase students' awareness of social responsibility. This study also uses a quantitative and qualitative approach. The type of research used is development (Research and Development). The conclusion of this study is that the stages of implementing the guidance and counseling service module in the social sector based on wasaka values at SMA Negeri 6 Banjarmasin run effectively, and students understand the material delivered on wasaka value-based.

**Keywords:** *Modules; Guidance Services; Counseling Services; Wasaka Values; Social Responsibility Awareness*

### **Introduction**

Waja Sampai Kaputing or *wasaka* is a symbol of the life of the people of South Kalimantan which means, if doing a job, it must be done until it is finished. *Wasaka* reflects that the people of South Kalimantan are always diligent in working, doing everything with a full sense of sincerity, persistence, diligence and hard work. (Sarbaini, 2012) describes the values contained in *wasaka* as follows; 1) Religious; 2) Sincere; 3) Hard Work; 4) Tough; 5) Honest; 6) Diligent; 7) Smart; 8) Caring; 9) Responsibility (consequential); 10) Discipline; 11) Independent; 12) National Spirit; 13) Love of the Motherland.

In the life of the people of South Kalimantan there are still a number of students who do not understand and have knowledge about *wasaka symbols and values*. So it is feared that they will lose their identity as the people of South Kalimantan. In essence, this knowledge and understanding of *wasaka* values can be applied and taught at home, at school, and in the surrounding environment.

In school life, we often hear about guidance and counseling services that have a special position and role in helping students deal with their problems. The role of guidance and counseling also provides

services to students to develop the potential that exists within them so that they become directed and develop optimally. The guidance and counseling efforts also assist students in interpreting values as the foundation and improving their quality.

Based on the preliminary study of researchers at one of the senior high schools in Banjarmasin, South Kalimantan, namely SMA Negeri 6 Banjarmasin. During the clean Friday activities programmed by this school the researchers observed the students in the school environment. Researchers observed two students who were carrying out clean Friday activities by cleaning their class and they removed dead leaves that were around the class. At that time the researchers also found several students who did not participate in carrying out this cleaning activity. It seems that those who don't carry out this clean Friday activity are engrossed in chatting with other friends. And they don't care about their friends who are cleaning their class.

*Wasaka* values of the people of South Kalimantan. In another school at SMA Negeri 12 Banjarmasin, there are also activities for this clean Friday program. This clean Friday activity aims to foster the value of cooperation and concern for fellow human beings and the environment. In essence, without us knowing it, this Clean Friday activity applies the existing *wasaka* values to students .

Therefore, referring to the phenomenon that occurred in two schools in Banjarmasin, South Kalimantan. Researchers want to develop guidance and counseling modules based on *wasaka values* to increase students' awareness of responsibility. And this module is used for the implementation of guidance and counseling services in Banjarmasin city high school.

(Daryanto, 2013) modules are a form of teaching materials that are packaged as a whole and systematically , in which they contain content regarding planned learning experiences. Modules are also designed to help students master their learning objectives. The module functions as an independent learning tool, so that students are expected to be able to learn independently with their own dexterity.

Module advantages (Indriyanti et al, 2010); 1) can increase student motivation because when doing assignments it is clearly limited; 2) after carrying out the evaluation, teachers and students know which parts they succeeded in and which parts they did not succeed in; 3) students are able to achieve results according to their abilities; 4) study materials are divided evenly in one semester; 5) education is more useful because learning materials are arranged according to academic level.

The module's relationship with guidance and counseling services to apply *wasaka values* is contained in aspects of student development in the social field, with the hope that this module can help counseling teachers interpret and understand the values of *wasaka* to their students. And students are also expected not to lose their identity and forget their own cultural values. So that students in Banjarmasin have firm guidelines in their lives by not easily giving up to the last drop of blood, fighting until their desires are achieved.

In the journal written by Dodi Priyatmo (in Halid, 2015) with the title "Tolaki Tribe Culture-Based Group Guidance Model to Improve Students' Social Skills" this study aims to produce a cultural value-based group guidance model to improve students' social skills. The results of his research are that the cultural value-based group guidance model is proven to be effective in improving social skills. Therefore, the research above is equally willing to apply cultural values in the implementation of guidance and counseling services.

## **Methodology**

This study uses combination research. The combination method is used to answer research questions in a research activity (Sugiyono, 2017). The type of research used in this research is *research*

*and development* . The steps in this development use steps from Borg & Gall in product development (Tegeh et al, 2014); 1) Preliminary Study; 2) Planning-formulating modules, objectives and service activities; 3) Develop product introduction form; 4) Preparatory Field Tests are carried out by two experts; 5) Revision of main products; 6) Main field test; 7) Product revision. Sampling technique with *purposive sampling* with the type of location selection. The data collection techniques are by observation, interviews, questionnaires.

## **Results and Discussion**

Before module development activities are carried out on students, two experts first test the usability, feasibility, and accuracy of the module, in order to get an initial product improvement. After testing the experts and getting input for product improvement. Then the product is revised according to the input of experts. After being revised, the guidance counselor at school conducts another feasibility, usability, and accuracy test so that if there are inputs or suggestions for product improvement, they will be revised. And after revising the product according to the input and suggestions of the BK teacher. Then the product is carried out to students at school.

### 1. Expert or Expert Test Results

#### a) usability aspect

Based on the Likert scale, a score of 85 above the median is 60. Supported by test results using the ICC with *an average measure* of 0.748 and *a single measure* of 0.597.

#### b) Feasibility aspect

c) Based on the Likert scale score, the score obtained is 21 above the media 20. With the results of the ICC test, the agreement between experts is *an average measure* of 0.727 and *a single measure* of 0.571

#### d) Aspects of accuracy

The Likert scale score is 113 above the median value of 85 and the results of the ICC test show agreement among experts *that the average measure* is 0.752 and for *a single measure* is 0.603.

The ICC value was analyzed using IBM SPSS STATISTIC version 19. Fleiss (in Suyoso, et al 2017) classifies the ICC value category as follows:

- |              |                 |
|--------------|-----------------|
| 1) <0.40     | : Less Reliable |
| 2) 0.40-0.75 | : Reliable      |
| 3) >0.75     | : Very Reliable |

And as for the input or suggestions that become qualitative data in filling out the questionnaire instrument, the two experts explain as follows:

#### a) Expert 1

- 1) For practice questions in module development, just 3 is enough. what, state, and give an example
- 2) Presentation of material should be varied such as showing videos, stories, and PowerPoint
- 3) *wasaka* values should be explained and raised again.
- 4) Make points for indicators of success.
- 5) Presentation of the material contained in the RPL is included in a Power Point ( *handout* )

- b) Expert 2
  - 1) For the use of this module is not only practical but also theoretical
  - 2) The statement is adjusted to the purpose of the questionnaire
  - 3) At the time of providing services there should be practice as well.

## 2. School Counselor Test Results

### a) Usability Aspect

Obtained a score based on the Likert scale of 94 above the median value of 70. With the results of the Kappa test a coefficient value of 0.689

### b) Eligibility Aspect

The score based on the Likert scale is 29 above the media value of 25. The Kappa test results with a coefficient of 0.583.

### c) Aspects of Accuracy

The resulting data score was 63 above the median value of 45. The results of the Kappa test showed that the coefficient obtained was 0.780.

By obtaining the results of the test of usability, feasibility, and accuracy of the module by the guidance counselor, the coefficient value is  $> 0.4$ . The module is considered useful, appropriate, and appropriate. Meanwhile, according to Fleiss (in Widhiarso, tt) the Kappa test value categories are as follows:

- |                        |                                |
|------------------------|--------------------------------|
| 1) Kappa $< 0.4$       | : Bad ( <i>bad</i> )           |
| 2) Kappa $0.4 - 0.60$  | : Enough ( <i>Fair</i> )       |
| 3) Kappa $0.60 - 0.75$ | : Satisfying ( <i>good</i> )   |
| 4) Kappa $> 0.75$      | : Special ( <i>excellent</i> ) |

The qualitative data obtained from the two school counselors became input or suggestions for filling out the questionnaire for the two counseling teachers explaining the following:

### a) School Counselor 1

- 1) The module presentation should be varied by adding *games* and videos.
- 2) Adding images to the module so that the module looks attractive.
- 3) Correct the typo in the module material.

### b) School Counselor 2

- 1) For RPL there is no need for the signature of the Principal.
- 2) Fix class name in RPL
- 3. Student Test Results

The subjects consisted of 35 people consisting of 6 male students and 29 female students in class X IPS 3.

The stages of the design implementation of the development of this module are as follows:

Table 1.1. Counseling and Guidance Service Module Development Implementation Plan

No.	Steps	Activity
1.	Meeting 1st (45 Minutes)	1. Opening and Contract 2. Questionnaire <i>Pre Test</i>
2.	Meeting II (45 Minutes)	1. Give service information about character education values <i>wasaka</i> 2. Do question exercise 3. <i>Ice breaking</i>
3.	meeting III (45 Minutes)	1. Give service information about awareness not quite enough answer social 2. Do question 80practice 3. <i>Ice breaking</i>
4.	meeting IV (45 Minutes)	1. flash Come back Awareness not quite enough Social responsibility with apply values <i>wasaka</i> 2. Do question exercise 3. <i>Ice breaking</i>
5.	Meeting V (45 Minutes)	1. Questionnaire <i>Posttest</i> 2. Closing

At the *first meeting*, the researcher opened the meeting by submitting a contract for module development activities and introductions between students. Then carry out *the pre test*. *The second meeting*, carried out information services with material on the values of *wasaka character education*. At the end of each material in the module there are practice questions to find out understanding and as feedback for students. After the practice questions were completed, *ice breaking was held* and the meeting was closed. For the *third meeting*, continued the activities of implementing information services regarding the understanding of social responsibility awareness, aspects of social responsibility, social interaction, the value of *wasaka character education*. After the presentation of the material regarding awareness of social responsibility, feedback was carried out through practice questions contained in the module and *ice breaking* and then closing. *Fourth*, a flashback regarding awareness of social responsibility and the values of *wasaka character education* with the aim of students realizing and understanding social responsibility by applying *wasaka values*. *Fifth*, conduct a *post-test questionnaire* and then terminate the activity contract.

In order to find out the results of the service activities provided before and after to 35 students for comparison, a statistical test was carried out with the T-Test with the IBM SPSS Statistics application version 19.

Table 1.2. Calculation Results of the Mean Aspect of Social Responsibility Awareness Paired Samples Statistics

Pair 1	Means	N	std. Deviation	std. Error Means
Pre Test	32.40	35	7,712	1,304
Posttest	40.97	35	4,668	789

Table 1.3. Results of T-Test aspects of Awareness of social responsibility paired samplestest

Pair 1	Means	std. Deviati on	std. Error Means	95% Confidence Interval of difference		Q	Df	Sig (2- tailed)
				Lower	Upper			
Pre Test-Post Test	-8,571	9,995	1689	-12,005	-5,138	-5,073	34	.000

Based on the results of the paired *sample t-test* above, it obtains a significance value of  $0.000 < 5$  or  $H_0$  rejected (Kadir, 2016: 306) so that aspects of social responsibility awareness of students during the *pre test* and *post test* there is a difference. This can be seen before being given the service (*mean* = 32.40) and after being given the service (*mean* = 40.97). There are differences before and after the implementation of the service. Sheldom Berman (in Keke, et al 2014: 352) social responsibility is a personal investment that can make other people prosperous but it doesn't just happen, it requires intention, attention and time. Social responsibility is a person's behavior in carrying out his duties and obligations for himself , society, the environment, the state and God Almighty by requiring intention, attention and time.

In material regarding awareness of social responsibility, the values of *Wasaka character education* that are to be applied to students are the value of love for the motherland and the spirit of nationalism. Where love for the motherland is meant to be a way of thinking, behaving, and acting that shows loyalty, concern, and high appreciation for the nation, the physical environment, socio-culture, economy and politics of the nation. And the national spirit is a way of thinking, behaving, and behaving that places the interests of the nation and state above self and group interests (Sarbai, 2012:21).

### Conclusion

Based on the results of research conducted by researchers at SMA Negeri 6 Banjarmasin, the stages of developing a guidance and counseling service module in the social field based on *wasaka values* to increase awareness of social responsibility have been appropriately implemented based on the stages of developing the Borg & Gall module. Develop product forms including preparation of materials and evaluation tools. After that, a preparatory field test was carried out by two experts who stated that the module was useful, feasible and appropriate. Then product revisions were carried out in accordance with input and suggestions from two expert experts. After the product revision, the main field test was carried out by testing aspects of usability, feasibility, and accuracy by two guidance and counseling teachers at SMA Negeri 6 Banjarmasin. Then product revisions were carried out in accordance with input and suggestions from two school counselors . After revising the product according to input from the school counselors, a social responsibility awareness service based on *wasaka values was carried out* at SMA Negeri 6 Banjarmasin and the implementation of the service was running effectively. Students have an understanding of social responsibility awareness material with *wasaka values* that must be possessed in their lives. And this can also be seen from the results of the t-test which states that there is a comparison before and after service delivery. In addition, completing the exercises in the module also shows that students have responsibilities as students.

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