

Traditional Games: techniques in group guidance for Strengthening Pancasila student profiles in elementary schools

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Abstract: Strengthening the Pancasila student profile is the latest issue in the world of education in Indonesia. All projects and learning methods used aim to shape the character of Pancasila students. This study aims to determine the effectiveness of group guidance using the traditional bilu-bilulu game to strengthen the profile of students of Pancasila at SD N 60 Kota Timur. This research is a single case experimental design study with A-B design and involves four respondents using a random sampling method. The instruments used in this study were the Pancasila student profile scale and observation guidelines. The analysis technique used is clinical and statistical analysis. The results showed that there was a significant increase in the profile of Pancasila students through traditional bilu-bilulu games at baseline A1, intervention, and baseline A2. Schools can adapt classic games in guidance and counselling services or in the learning process to strengthen the Pancasila student profile. This study combines group guidance stages with traditional games, allowing students to gain meaningful experiences in each guidance session. The results of this study can be used as a reference for schools to develop group guidance service programs using local wisdom.

Keywords: Group counselling; Strengthening Student Profile; Traditional game.

Introduction

The development of science and technology has an impact on the dynamics of social, national and state life. One of the impacts of technological developments on life is the intensity of social media use. Prolonged use of social media can have an impact on individual relationships and social interactions (Appel et al., 2020; Kent & Li, 2020; Reilly et al., 2019). Social media also often creates a stir in people's lives, especially about viral videos made by students from elementary school to higher education.

Viral videos on social media include funny videos made by individuals, individual achievements, and bad attitudes/behaviours such as intolerance and bullying. Inappropriate behaviour is in the spotlight of policymakers so educational goals are formed to produce students who have a Pancasila student profile. This is a manifestation of the performance of the Ministry of Education and Culture to continue to strive to prepare and implement appropriate policies to address various problems in the world of education (Irawati et al., 2022; Rusnaini et al., 2021).

The Pancasila student profile is a character and competence based on the noble values of Pancasila which are expected to be achieved by students in educational units (Kurniawaty et al., 2022; Novia, Wahyu, 2016; Rachmawati et al., 2022). The Pancasila Student Profile is one of the efforts to improve the quality of education in Indonesia which emphasizes the formation of student character. In today's technological developments and advances, the role of value and character education is needed to provide a balance between technological developments and individual development as technology users (Dwivedi et al., 2022).

Referring to the independence competency standards of elementary school students, students are expected to be able to carry out daily worship activities, follow applicable rules, express feelings naturally, engage in various learning behaviour activities, interact with others in friendship, behave by gender roles and displays behaviour that is by self-existence in the environment (Kemendikbud, 2016). Student independence competency standards require that children be able to achieve competence in their developmental tasks, so school counsellors or class teachers need to help develop the potential possessed by children so that they can develop optimally.

Guidance services in elementary schools will help students recognize and understand themselves well. The role of the classroom teacher in the implementation of guidance and counselling activities in elementary schools is very important to achieve the formulated learning objectives more effectively. The role of the teacher in guidance and counselling activities, namely as an informant, organizer, motivator, director, initiator, transmitter, facilitator, mediator, and evaluator (Andriani, 2019; Ridwan, 2018; Telaumbanua, 2016).

Group guidance is one of the assistance given to students. Group counselling is a service that is carried out in a group atmosphere by utilizing group dynamics which cover all areas of counselling (Agustin et al., 2020; Wasono, 2019; Weinberg, 2020). In short, group guidance is guidance services provided in a group atmosphere. So that by implementing group guidance services, students can gain experience, knowledge and information related to students' social behaviour at school.

Various projects and research regarding strengthening the profile of Pancasila students have been carried out in many educational units. On research Wiyani (2022) shows that the internalization of Pancasila values which is actualized using traditional games can achieve the goal of implementing the independent curriculum to form a profile of Pancasila students. Other research shows that mini-project activities using traditional games as local wisdom form collaboration between students as well as strengthening activity designs by educators can and can improve components in the Pancasila student profile, namely independent, creative and critical thinking (Ali et al., 2022). Traditional games are also considered to be able to form a component in the Pancasila student profile because they form meaningful experiences for students so that students can form their knowledge from the experiences they get (Astuti, 2020; Kiska et al., 2023; Nurdeni et al., 2022). In previous research, the average was carried out using traditional games using various traditional games so it is not known which traditional games are more effective in strengthening the profile of Pancasila students.

Bilu-bilulu has been used as a technique in the learning process to increase student motivation (Binggo et al., 2017). Bilu-bilulu can also shape student character through a game process that involves interaction with other people (Nadjamuddin, 2016). The stages of the game which involve physical and cognitive processes to think of strategies to achieve the goals of the bilu-bilulu game can shape the character of students in collaboration, creative and critical thinking (Tangio et al., 2021). Based on the results of previous research bilu-bilulu is effective in shaping individual characters through the process of playing. This study aims to determine the impact of the traditional game, namely bilu-bilulu which is adapted in the stages of group guidance services to strengthen the student profile of Pancasila students in elementary schools.

Methods

This research is experimental, namely a single case experimental design with an A-B design. This design will measure target behaviour in the baseline phase until it shows trend data or a stable data level regarding the profile of Pancasila students. Data collection methods used in this study are rating scales, observations, and interviews. In this study, the sample used was four students who took group guidance using the bilu-bilulu traditional game. These four students were taken randomly to represent the characteristics of the population. The instruments used in this study were rating scales and observation guidelines which were developed based on the components of the Pancasila student profile, namely having faith and fear of God Almighty and having noble character, global diversity, cooperation, creativity, critical reasoning and independence. This indicator is revealed to be behaviour that can be observed in everyday life.

The data analysis technique used uses two analytical techniques, namely statistical analysis and clinical analysis. Statistical analysis was carried out by calculating percentages, this percentage calculation includes data on Pancasila student profile scores in the baseline phase and the intervention phase. This analysis aims to measure the average percentage change in the profile of Pancasila students before and after being given treatment in the form of group guidance with the traditional bilu-bilu game. Clinical analysis techniques in this study were used to determine judgment if there were differences in the results of calculating changes in the subject's behaviour if there were differences in the results of statistical calculations. This clinical analysis will later measure changes in the subject's behaviour observed by significant others in the social environment.

Results and Discussion

The results of the study can be seen in Figure 1 and Figure 2 which show differences in behavior before and after the intervention. Figure 1 shows the behaviour of the respondents before the intervention. Meanwhile, Figure 2 shows changes in individual behaviour after the intervention.

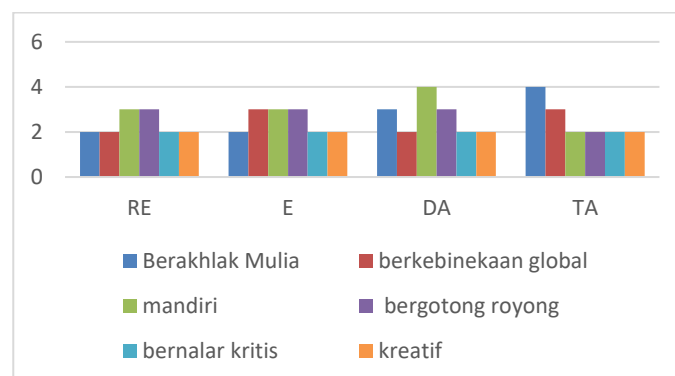


Figure 1. Components of the Pancasila student profile at the Baseline Stage

The diagram in Figure 1 shows the components of the Pancasila student profile of students at the baseline stage of the four respondents. At the stage of having character and piety, the behaviour shown by RE respondents was 2, E was 2, DA 3 and TA 4. The Global diversity component showed that the behaviours that appeared in RE were 2, E 3, DA 2 and TA 3. For the Mandiri RE and E 4, while DA 2 and TA 3. The joint components RE, E and DA are 3 and TA is 2. For critical and creative reasoning all respondents show behavior of 2.

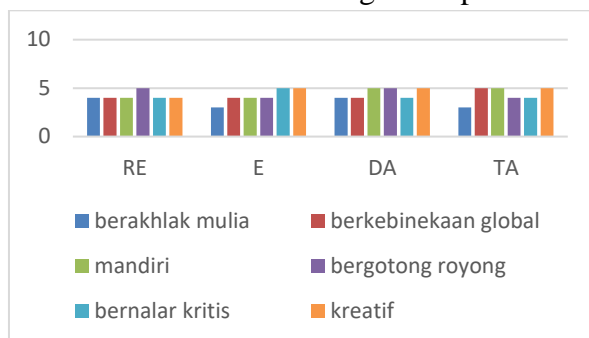


Figure 2. Post Baseline Pancasila Student Profile Components

Figure 2 shows a significant change in the components of the Pancasila student profile which on average shows a change in student behavior. In the noble character component of students, the respondent's RE and DA became 4 and E and TA became 3. For the global diversity component, respondents RE, E and DA showed a change to 4 and TA became 5. The independent component of respondents RE and E became 4 and DA and TA became 5. The collaborative component of respondents RE and DA became 5 and E and TA became 4. The critical reasoning component of respondents RE, DA and TA became 4 while E became 5. In the creative component, respondents RE became 4 and E, DA and TA experienced an increase to 5.

The results of the study showed that group guidance using the traditional game, namely bilu-bilulu, could strengthen the profile of Pancasila students in elementary schools. Group guidance has been proven to be effective in imparting new knowledge or training skills to individuals (Ashokka et al., 2020; Green, 2021; Nove et al., 2021; Primasari et al., 2021; Schachter et al., 2019). Through this group guidance, the profile of Pancasila students in target schools can also be achieved. The stages of group guidance that form cohesiveness between members can form the character of cooperation and global diversity because they respect each other's differences and also form cooperation between group members. This cohesiveness is important for cultivating group dynamics in achieving the goals of group guidance services (Gordon et al., 2019; Mutonyi et al., 2020). The closeness between groups during the group guidance process will strengthen the sense of belonging to one another to form a mutual respect for one another.

The supportive attitude in the bilu-bilulu game shows that students fear God because they are aware of fraudulent behaviour. Supportive is one of the characteristics of faith and piety to God Almighty (Akbar, 2017; Mulang & Putra, 2023). Behaving honestly and not committing fraud is a form of individual fear of God for fear of sinning. In the group guidance process students are asked to devise strategies so that they can outperform other members without

harming other members. Besides that, in preparing this strategy, group members are also trained to be able to think critically.

Students' critical thinking behaviour can be seen in their strategy to be able to win the game of ambiguity, besides working together students are also required to be independent to win the game. This strategy is used to learn about students' desires and expectations which will later become the basis for maximizing their potential (D'Alessio et al., 2019; Seibert, 2021). Strategies made by groups and individuals in bilu-bilulu games require the ability to make the right decisions and involve many opinions among group members.

The decision-making process for important decisions requires thinking that is more time-consuming, the process can take place instantly and spontaneously in situations that have occurred or where the results are insignificant (Hemming et al., 2022; Permata et al., 2020; Sari et al., 2019; Turan et al., 2019). Because the way to make the best decisions is to compare and consider the input of group members, so individuals must be able to filter input that suits them.

Traditional games that use physical activity and brain work make individuals think about the experiences they get. Experience in traditional games that they play can shape individual character in making decisions to think creatively and critically, individuals are also required to be independent and work together with others to distance themselves from the dangers or risks they will face (Felszeghy et al., 2019; Thalib & Ahmad, 2020).

Traditional games so far have also been widely adopted in group guidance. Research conducted by Fitriyah (2019) about the adaptation of the gerobak sodor in group guidance can improve children's social interaction which includes cooperation between members and being able to appreciate similarities and differences with others. Adaptation of traditional games to increase social interaction is also carried out by (Anaitulloh et al., 2021) using the game Bentengan. Research conducted by Leksana (2019) also explained that adaptation to traditional games in group guidance can improve individual social adjustment abilities. This shows that traditional games adapted to group guidance can improve various social skills to be achieved, in traditional games individuals gain experience to appreciate differences in themselves and provide skills to be able to cooperate. However, the traditional games used in previous studies did not appear to strengthen the creative aspects, critical reasoning and independence such as bilu-bilulu games. Making strategies will train students to be able to think creatively and think critically to be able to appreciate each other's differences.

The results of this study can be used as a reference for schools to develop group guidance service programs using local wisdom. In addition to using traditional games, schools can adapt the values or traditions that exist in the surrounding community.

Conclusions and Suggestions

Bilu-bilulu traditional games are effective in strengthening the profile of Pancasila students through the stages of group guidance, this strengthening occurs from interactions between group members that form independent characters, work together, have faith and fear of God Almighty, think critically, and have global diversity which is invested in visible and observable behaviour. Schools that follow the implementation of the independent curriculum can make the traditional bilu-bilulu game a project to strengthen the profile of Pancasila. Teachers can also use other traditional games or combine traditional games in projects to strengthen Pancasila students or into the learning process.

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