The Effectiveness of Group Guidance with *Desa Bahagia* Game to Improve Students' Prosocial Behaviors

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Article Info

Abstract

This study aimed to improve students' prosocial behaviors through *Desa Bahagia* (happy village) game activities. The study used experimental method with the design of one group pre-test – post-test, and employed purposive sampling technique to choose 10 students of the Eleveth Grade or Class XI in Senior High School as the research subjects. Further, based on data analysis, it was known that group counselling with *Desa Bahagia* game was proved effective to improve students' prosocial behaviors, showing ($z = -2.805$, $p < 0.01$). These findings assert that group guidance with *Desa Bahagia* game can be an effective alternative to maximize the quality of group guidance service.

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INTRODUCTION

Human is essentially a social being who always has a desire to interact with the surrounding environment. In other words, individuals have demands and need each other, so do adolescents. Adolescence is indicated by the developments of physical, psychological, and social. In relation to the social relationship among adolescents, most of their time is used to socialize with their environment, including parents, teachers, relatives, friends, and others.

Mussen (1989) in Dayakisni & Hidaniah (2009) argues that prosocial behaviors cover actions, such as sharing, cooperation, contribution/charity, help, honesty, generosity, and consider the rights and welfare of others. These behaviors are the realization of positive actions done voluntarily based on self-initiatives without any force from outsiders, and merely done only to help others with no reward.

Prosocial behavior develops from childhood to adulthood. Meanwhile, in adolescent, one needs to be able to develop his personality based on ethics and moral values in form of social behaviors. For more, prosocial values in a person which are in accordance with ethical values, moral, and customs are supposed to create harmony in society. However, in fact, the existing prosocial values in society shows inclination, especially by adolescents.

Isnandar, (2010) found that seven regions in East Java indicated a decline of social awareness and sensitivity by adolescents towards other people and their environment. They appeared to be more selfish in achieving success, without much consideration from others around them. It can cause adolescents to be more individualistic than their social behaviors continue to distort. Moreover, adolescents mostly adopt hedonism lifestyle that they only think about their own pleasure and ignore other conditions. As a result, the tendency of doing prosocial behaviors continues to decline.

In line with the above statement, Hurlock (1999) reveals that the problem of values that are in association with the world of adults to be entered is the task of developing responsible

social behavior. One of the social behaviors that need to be developed is prosocial behaviors.

The need for prosocial behaviors is proved by a study done by Asih & Pratiwi (2010) which revealed the existence of a positive and significant relationship between empathy, emotional maturity, and gender toward prosocial behaviors. This relationship is elaborated as the relationship between empathy toward prosocial behaviors, and emotion maturity toward prosocial behaviors. In conclusion, there is a very significant relationship between empathy, emotion maturity, and gender toward prosocial behaviors. Based on the researchers' observation, Senior High School (SMA) students' prosocial behaviors were found low. This is proved by students' low empathy for others' troubles, such as when seeing one of their friends fell in front of people, the students tended to make it as a joke rather than giving help.

Another fact showing low prosocial behaviors was showed when students helped their friends only for getting a compliment or being accepted in a particular group. Meanwhile, another action was showed by the fact that students unable to share with their friends who were in trouble; for example, when a friend was borrowing a stationary, but the students rejected because they were afraid of losing or the friend did not return the goods he borrowed which further led to the assumption that the students were stingy. In addition, students were hard to cooperate in a group. It was shown by some students how acted irresponsibly for the group in learning and discussion. As a result, these students lacked a role in a group.

Wibowo (2005) stated that group guidance is a group activity, which the group leader gives informations and focuses the discussion so that the members of the group become more social or helps the group members to achieve the goals. Rusmana (2009) defines group guidance as a process of giving help to individuals in a group situation which enables every member to actively participate and share experiences as an effort to develop knowledge, attitudes, and skills required to prevent any problems or develop a personality. Through this service, students are expected to use

and develop their skills optimally, make good and wise decisions, and can overcome problems being faced either inside or outside schools. For more, students are hoped to gain perceptions and knowledge which are directed, flexible, broad and dynamic.

According to, the implementation of group guidance with role play techniques is effective to improve prosocial attitudes on guidance and counseling university students. One of the techniques used in group guidance is a simulation game. This game was created with the aim of helping students learning experiences related to social rules (Romlah, 2006). This condition is in line with the aim of group guidance, namely to improve prosocial behaviors in order to make students able to live in social life in a good way. Therefore, the objective of this study was to examine the effectiveness of group guidance with *Desa Bahagia* game to improve students' prosocial behaviors.

METHODS

This study used the experimental method with one group pre-test – post-test design by involving one group. This group was given a pre-test to examine the initial condition of Senior High School students' prosocial behaviors understanding prior to the treatment. Additionally, the treatment was given through group guidance with Desa Bahagia game as many as 6 meetings. Further, on the last phase, the researchers gave post-test to know the final condition of students' career introduction knowledge. To sum up, the following Figure 1 shows the experimental research scheme.

The subject of this study were 10 students of class XI chosen by using purposive sampling technique. These students had a low level of prosocial behaviors and were involved in the small-scale trial. The consideration of choosing the number of students has based on group guidance perspective that the effective number of group members are not more than 10 people (Prayitno, 2004).

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┌──────────────┐
│   Pre-test   │
└──────────────┘
        │
        ▼
┌─────────────────────────────────┐
│ Treatment (6 meetings):         │
│ Group guidance with Desa Bahagia│
│ game                            │
│ 1.  Tantingan Process           │
│ 2.  Village administration staffs│
│     establishment               │
│ 3.  PBB game                    │
│ 4.  Role play                   │
│ 5.  Group-dynamic game          │
│ 6.  Reflection                  │
└─────────────────────────────────┘
        │
        ▼
┌──────────────┐
│  Post-test   │
└──────────────┘
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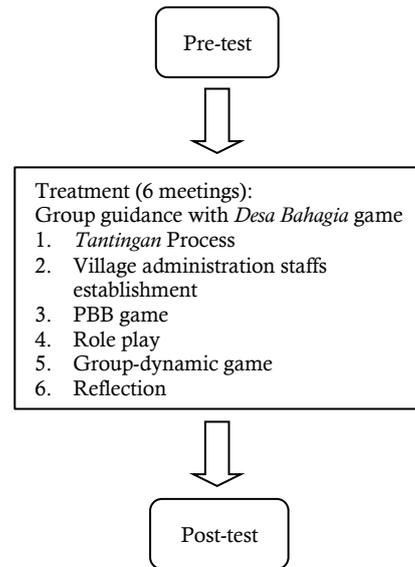
Figure 1. The Experimental Phase

To collect the data for this study, the researchers developed an instrument in form of prosocial behaviors scale. Moreover, aspects measured in prosocial behaviors covered the aspects of aspects of helping, cooperating, social responsibility, trusting the Almighty God, and giving. These aspects were compiled into 70 statement items. Based on the validity and reliability tests on the items, it showed that of 70 items, 58 items were said to be valid, while the other 12 items were invalid. At last, the reliability test showed the learning independence scale gained Alpha coefficient of 0.935.

RESULTS AND DISCUSSION

The analysis of the pre-test resulted in a mean value of 130.3 with SD of 21.24 and gained improvement on the post-test with a mean value of 173.3 with SD 20.82. Further, Table 1 shows the difference of mean value between pre-test and post-test showing changes and improvement on students' prosocial behaviors after getting group guidance with *Desa Bahagia* game.

Table 1. Changes on the Mean of Prosocial Behaviors

Assessment	M	SD
Pre-test	13.3	21.24
Post-test	17.3	20.83
t	17.08	
p	< 0.01	

The results of pre-test and post-test showed improvement in students' prosocial behaviors. It meant that group guidance with *Desa Bahagia* game was effective to improve Senior High School students' prosocial behaviors. Moreover, the analysis results of paired sample t-test asserted that group guidance with *Desa Bahagia* game was able to be used to improve Senior High School students' prosocial behaviors (t_{10} = 17.08, $p < 0.01$).

Based on these findings, it was known that group guidance with *Desa Bahagia* game was proved effective to improve the Class XI students' emotional intelligence. The success gained by this group guidance was emphasized on students' spirit, motivation, desire and willingness to involve actively in the activity process. It was because in the *Desa Bahagia* game emphasized the belief that the one who can change someone is someone himself, while others are just supporters or media. On the other hand, *Desa Bahagia* is a role play method aimed at solving problems arise in the human relationship. Therefore, this game was considered effective because, on its implementation, individuals will live directly with the problem situation they are facing. Additionally, this developed game consisted of the values of education, love, and guidance by which students were asked to greet each other as a form of mutual love, ask for a help when they need help, say thank you as a form of respect, and say sorry when doing mistake as a realization of people who have big-hearted, humble and are respectful.

The group guidance with *Desa Bahagia* game technique is appropriately used to improve prosocial behaviors. For more, this game not only emphasizes internal pleasure but also willingness in doing tasks. The rules in this game are not only in charge of managing and activating children behaviors, but also obstructing unnecessary responses. Alternatively, pleasures gained from the game were in form of moral pleasures which were associated with willingness. This is in line ideas that playing games facilitate assimilation process, strengthen and consolidate knowledge, influence development and personal maturity.

The above statement is supported by Eliasa study (2014) which found that game can help improving cooperation and social skills every group member, practice communication, improve emotional management. Besides, it also can build up pride, improve teamwork and individual work, and strengthen group members' role.

Erawati (2013) shows that the group guidance model with the developed game is a process of giving help in group situation by using game which enables every member to think creatively. Similarly, Purwati, Sugiyo & Tajri (2012) found that fun game technique used in group guidance is effective to reduce students' speech anxiety in front of the class and able to improve the interpersonal relationship among students.

CONCLUSION

The group guidance with *Desa Bahagia* game is effective to improve students' prosocial behaviors. This model of group guidance can be an alternative choice for guidance and counseling teachers in giving guidance and counseling service to improve students' prosocial behaviors in order to prevent students from problems in doing their developmental tasks.

Future researchers are suggested to consider using only *Desa Bahagia* game to improve students' prosocial behaviors since this game has aspects of sharing, cooperation, contribution/charity, help, honesty, generosity, and consider the rights and welfare of others, other's emotion, and creation of a good relationship. This game also has appropriate psychological aspects for students. At last, future researchers are expected to try to use other techniques to improve students' prosocial behaviors.

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