

# Development Model of Psychoeducational Group based on Character Values of Palembang Sultanate Darussalam for High School Students in Palembang

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**ABSTRACT:** The objectives of this study were: (1) to describe group guidance services and their implementation for high school students in Palembang; and (2) produce a group guidance model based on the Character Values of Palembang Sultanate Darussalam for High School Students in Palembang. This study used a research and development (R & D) method and design with the following steps: (1) a preliminary study and data collection; (2) research planning; (3) hypothetical model design; (4) validation of the hypothetical model; (5) model revision; (6) the final model. This study involved 2 guidance and counseling experts as expert validators and 5 guidance and counseling teachers as practitioner validators. Based on the results of research and discussion, the conclusions of this study are: (1) Group guidance services for high school students in Palembang are carried out discussing disagreed topics when the implementation of group guidance has started, and have not yet discussed the topic of the character values of Palembang figures, and (2) a model of group guidance based on the Character Values of Palembang Sultanate Darussalam for High School Students in Palembang. consists of 7 (seven) components, namely rational, vision and mission, objectives, group counseling content, system support, group counseling stages, evaluation and follow-up.

**KEYWORDS:** Group Guidance, Character Values of Palembang Sultanate Darussalam

## INTRODUCTION

The development of the character of students needs to get major attention because currently the wave of globalization is something that cannot be denied. The current of globalization has made morality loose, where something that was taboo has now become ordinary. Finally, the character of students changes to become fragile, easy to waver and fall into weary cultural trends. The principles of morality, culture, nation and struggle are lost from their characteristics. This is what causes moral decadence and the loss of creativity and productivity of the nation.

The rapid flow of globalization has an impact on children, namely the erosion of a sense of love for local culture. In order for the existence of local culture to remain strong, the future generations of the nation need to instill a love of regional culture. One way that teachers can take at school is by internalizing the values of local wisdom in the learning process at school. By internalizing the values of local wisdom into learning, it is hoped that nationalism and local characteristics of students will remain firmly maintained in the midst of the swift currents of

globalization. One of the efforts to internalize the values of local wisdom is by developing group guidance based on the character values of the Palembang Sultanate of Darussalam.

According to Hudaidah (2015), one way that can be done by the world of education in order to rebuild the character of the nation is through a learning process that brings students back closer to certain characters who have characters that can be used as role models for students.

This group counseling guidance is one of the practical group guidance courses in the Sriwijaya University FKIP guidance and counseling study program. Through the development of character-based group guidance for these figures, it is hoped that students can internalize the positive characters of the characters. The strengths and virtues of character also serve to manage emotions. With these strengths and virtues, students keep their emotional state positive and not significantly disturbed by negative emotions. Positive character will affect a person's behavior to act in his life, this positive character became the basis for the great figures of the Palembang Darussalam Sultanate who had brought Palembang to become a region that had a great influence on its time.

Through the development of group guidance based on local characters from figures of the Palembang Darussalam sultanate, it is hoped that students will be able to independently have competence, improve and use their knowledge, study and internalize and personalize the values of character and noble morals so that they are manifested in daily behavior and form self-awareness. and these characters can also reflect the quality of the nation and not imitate the character of the outside culture but develop the values of local wisdom.

## METHOD

This research method uses research and development (research and development). Development research is directed as "a process used to develop and validate educational product" (Borg & Gall, 2003). The product in question is a character value-based group guidance model. Furthermore, according to (Borg & Gall, 2003) the steps that should be taken in research and development research include: (1) preliminary studies, (2) planning, (3) development of a hypothetical model, (4) reviewing the model. hypothetical, (5) revision, (6) limited trial, (7) revision of trial results, (8) extensive trial, (9) final model revision, and (10) dissemination and socialization, however in this study the ten stages The product is modified into six stages, tailored to the needs of research. The product referred to in this study is a model of group guidance based on the character values of the Palembang Sultanate Darussalam for high school students in Palembang

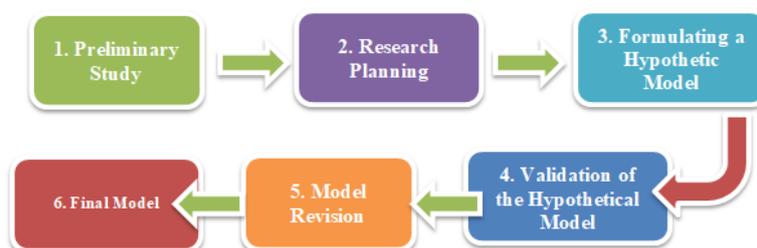


Figure 1. Flowchart of Research on the Development of the Character Value-Based Group Guidance Model of the Palembang Sultanate Darussalam for High School Students in Palembang

## RESULTS AND DISCUSSION

Group guidance services and their implementation for high school students in Palembang include 1) Group Guidance Planning, 2) Group Guidance Implementation Objectives, 3) Group

Guidance Stages, 4) Evaluation and Follow-Up. At the activity stage, group guidance services for high school students in Palembang City were carried out to discuss topics that were disagreed with when the implementation of group guidance had begun, and had not yet discussed the topic of the character values of Palembang figures.

The components of the multiculturalism-based group counseling model include 1) rationality, 2) vision and mission, 3) goals, 4) content of group counseling, 5) system support, 6) stages of group counseling, and 7) evaluation and follow-up.

Research and development that has been carried out by researchers to produce the final model, namely group guidance based on the character values of the Palembang Darusalam Sultanate for high school students in the city of Palembang is an attempt to introduce the character of the Palembang Darusalam sultanate so that students can recognize the character of the figures through the group guidance carried out.

This research and development has resulted in a model of group guidance based on the character values of the Palembang Darusalam Sultanate for high school students in Palembang city that has been theoretically tested for feasibility. The feasibility test of the model was carried out by 2 expert validators who got an average score of 62 or in the Very Good category, which means that this model is ready for use with a few suggestions. This model has also been tested by practitioner validators in the field of guidance and counseling and got an average score of 19, in the Good category which means that this model needs some improvement before being used.

The model of group guidance based on the character values of the Palembang Darusalam Sultanate for high school students in the city of Palembang is an alternative and to help students understand the counseling industry and at the same time increase their self-awareness, and should be accommodated in the planning, implementation and evaluation of group counseling services. BK teachers / counselors can prepare special skills and strategies in group guidance services.

Paying attention to cultural values in providing group guidance services is necessary, considering that the object of the service is students as individuals who are developing (becoming), and one of the things that affects individual development is the culture where the individual comes from. Hurlock (2002) states that development is influenced by culture.

Barletta and Kobayashi (2007) in their research entitled "Cross-Cultural Counseling with International Students". Her research reveals the phenomenon of the increasing need for a professional in the field of cross-cultural counseling. To understand effective counseling, this study addresses the main problems facing international students and suggests specific counseling strategies in the context of general guidelines for cross-cultural counseling.

Group guidance based on the character values of the Palembang Darusalam Sultanate for high school students in Palembang is accommodated to introduce the characters of previous figures so that students have self-awareness as Palembang people. This is in line. According to Hudaidah (2015), one of the ways that can be done by the world of education in order to rebuild the character of the nation is through a learning process that brings students back closer to certain figures who have characters that can be used as role models for students.

The counselor in this model has 7 (seven) roles at once, namely the role of group leader, planner, facilitator, model, motivator, mediator and evaluator. 1) Group leaders: meet the qualifications and pay attention to the tasks that must be done and the group leader ethics that must be fulfilled. 2) Planners: should be able to plan well the five sequences of group counseling activities, which include planning, implementation, evaluation, analysis of evaluation results, and

follow-up. 3) Facilitator: should be able to facilitate students in each stage and traffic of group activities patiently and openly until the end of group counseling. 4) Model: as a good example / role model and helps group members to be good examples in the implementation of group counseling services. 5) Motivator: creates a situation that encourages group members to develop multiculturalism attitudes and behaviors and participate actively in creating group dynamics. 6) Mediator: can assist students in resolving and improving relationships with other group members in case of misunderstanding or conflict in the group. 7) Evaluator: conducts an assessment both in terms of the process and results of the implementation of group counseling services. The counselor/counselor actively observes changes in attitudes and behavior of all group members.

## CONCLUSION

Group guidance services for high school students in Palembang City are carried out to discuss topics that have been disagreed with when the implementation of group guidance has started, and have not yet discussed the topic of the character values of Palembang figures. The character value-based group guidance model of the Palembang Darusalam sultanate for high school students in Palembang City consists of 7 (seven) components, namely rational, vision and mission, objectives, group counseling content, system support, group counseling stages, evaluation and follow-up.

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