



Development Of A Group Guidance Model Based On Traditional Mandar Games To Improve Students' Social Skills

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Abstract: This study aimed to develop and evaluate a group guidance model based on traditional Mandar games to improve the social skills of junior high school students. The research was motivated by the observed decline in students' social competencies, particularly in communication, cooperation, and empathy, as a consequence of increased reliance on digital technology and reduced face-to-face interaction in school settings. Traditional Mandar games were selected as the core medium of guidance because they embody local cultural values such as cooperation, respect, empathy, and sportsmanship, which are essential for social development. The study employed a research and development (R&D) approach adapted from the Borg and Gall model, simplified into five stages: needs analysis, model design, initial product development, limited field trials, and final revision. The participants consisted of 25 eighth-grade students at a public junior high school in Polewali Mandar Regency, West Sulawesi, selected purposively based on identified social skill difficulties. Data were collected using expert validation sheets, model practicality questionnaires, and social skills tests measuring cooperation, empathy, communication, and self-control. Data analysis was conducted using descriptive qualitative and quantitative techniques. The findings revealed that the developed model achieved a validity score of 86.4% (very valid), a practicality score of 89.2% (very practical), and demonstrated high effectiveness, as indicated by a significant increase in students' social skills from pretest to posttest with a gain score of 0.78. These results indicate that the traditional Mandar game-based group guidance model is conceptually sound, easy to implement, and effective in enhancing students' social skills. The study concludes that integrating local cultural wisdom into group guidance services provides a contextual, engaging, and sustainable approach to social skills development in schools.

Keywords: Group Guidance, Traditional Mandar Games, Social Skills, Model Development, Local Culture

INTRODUCTION

The rapid development of digital technology in the modern era has significantly influenced various aspects of life, including students' social behaviour. While technological advancement has improved access to information and communication, it has simultaneously reduced opportunities for direct social interaction among adolescents. This condition has contributed to a decline in students' abilities to communicate effectively, collaborate with peers, and demonstrate empathy in social contexts (Rahman & Darlis, 2020). In educational settings, this phenomenon presents



substantial challenges for teachers and school counsellors in fostering students' social skills while maintaining alignment with national cultural values.

Social skills constitute a fundamental component of students' personality development. Beyond interpersonal interaction, social skills encompass emotional regulation, adherence to social norms, and respect for individual differences (Hidayat & Sumarno, 2021). Students who possess strong social skills tend to adapt more effectively to the school environment and demonstrate greater academic stability. However, empirical observations indicate that many students exhibit individualistic tendencies and limited collaborative abilities, largely due to insufficient engagement in social activities that involve direct interaction.

In response to this issue, group guidance services based on traditional games represent an innovative approach to revitalising students' sense of togetherness and social engagement. Traditional games embed moral and social values, including cooperation, sportsmanship, and empathy, which are essential for character development. Learning activities grounded in local culture have been shown to strengthen social-emotional learning by enabling students to experience value formation directly through participatory play (Suryani & Gunawan, 2022).

In the Mandar region of West Sulawesi, several traditional games—such as *ase-ase*, *mappasemba-sembang*, and *pakalimbuang*—are recognised for their educational value, particularly in promoting togetherness, responsibility, and mutual respect. Nevertheless, preliminary observations suggest that these traditional games have not been systematically integrated into group guidance services. Existing guidance activities are predominantly verbal and monotonous, resulting in low student engagement and limited opportunities for positive social interaction.

This situation highlights the urgency of developing a group guidance model based on traditional Mandar games as a contextual approach that integrates cultural, psychological, and social dimensions into non-formal learning. According to Nieveen (2013), the quality of an educational model is determined by its validity, practicality, and effectiveness. Therefore, this model development aims not only to offer conceptual innovation but also to ensure successful implementation in enhancing students' social skills.



Traditional games function not only as recreational learning media but also as instruments for character building and the preservation of local cultural identity. Local wisdom-based learning has been recognised as an effective means of character education, as it bridges traditional values with students' contemporary experiences (Ahmad & Purnomo, 2024). Accordingly, the integration of traditional Mandar games into group guidance services is directed toward improving students' social skills while simultaneously strengthening cultural values as part of national character education.

The research questions of this study are as follows:

1. What is the level of validity of the group guidance model based on traditional Mandar games?
2. What is the level of practicality of the model in implementing group guidance services?
3. How effective is the model in improving students' social skills?

This study aims to produce a group guidance model based on traditional Mandar games that is valid, practical, and effective in improving the social skills of junior high school students in Polewali Mandar Regency. Theoretically, this research is expected to contribute to the advancement of guidance and counselling scholarship, particularly in the application of culturally based approaches. Practically, the findings may serve as a reference for guidance and counselling teachers in implementing more interactive, contextual, and engaging group guidance services.

METHOD

Research Design

This research uses a research and development (R&D) approach by adapting the Borg and Gall (1983) development model which is simplified into five main stages, namely: (1) needs analysis, (2) model planning and design, (3) initial product development, (4) limited field trials, and (5) final product revision and validation. The selection of the Borg and Gall model is based on the consideration that this model allows for the systematic development of educational products, starting from identifying field needs to producing a final model that has been empirically tested.



The R&D approach was chosen because the primary objective of this research was not only to discover relationships between variables, but also to produce a conceptual and applicable product in the form of a group guidance model based on traditional Mandar games that is valid, practical, and effective in improving students' social skills. This approach also provides room for researchers to conduct validation tests and revisions based on expert input and the results of empirical field trials.

Research Subjects and Locations

This research was conducted at SMP Negeri 2 Polewali, Polewali Mandar Regency, West Sulawesi Province. This location was chosen purposively because the school has a heterogeneous student population and still maintains local game traditions in non-formal activities.

The research subjects consisted of 25 eighth-grade students, selected based on initial observations and recommendations from guidance and counseling (BK) teachers. Participants were selected using a purposive sampling technique with the following criteria:

1. Students show difficulties in social interaction, such as not daring to express opinions or work together.
2. Students are willing to participate in the entire series of group guidance activities.
3. Students have a minimum attendance rate of 90% in school activities.

In addition, this research also involved two experts, namely a guidance and counseling expert and a local Mandar culture expert, who played a role in the validation process of the model content.

Data Types and Sources

The data used in this study consists of qualitative and quantitative data.

- Qualitative data was obtained from observations, interviews, and expert input during the model development process.
- Quantitative data was obtained from the results of the validity, practicality, and effectiveness tests of the model through questionnaire instruments and student social skills assessment sheets.



Primary data sources come from students participating in guidance, guidance teachers, and expert validators, while secondary data are obtained from school documents, scientific literature, and previous research results relevant to the theme of this research.

Research Instruments

The instruments used in this study include:

1. Expert Validation Sheet

Used to assess the content and construction validity of the developed model. This sheet was completed by two expert validators: a guidance and counseling lecturer and a Mandar culture expert. The assessment covered aspects of content suitability, language, and the suitability of the model's components to the development objectives.

2. Model Practicality Questionnaire

This instrument was used to determine the level of ease of implementation of the model in the field based on the perceptions of guidance and counseling teachers and guidance participants. Indicators include ease of use, clarity of steps, and understandability of the procedures for implementing traditional game activities within the context of group guidance.

3. Social Skills Test

This test is used to measure the model's effectiveness in improving students' social skills. The test is structured around four main aspects of social skills: cooperation, empathy, communication, and self-control.

4. Observation and Interview Guide

This guide helps researchers observe the model implementation process and obtain supporting data related to changes in students' social behavior during and after guidance activities.

All of these instruments were tested for validity by experts before being used in research.



Research Procedures

The research was carried out in five main stages according to the modified Borg and Gall model, namely:

1. Needs Analysis

This stage began with observations and interviews with guidance counselors and students to identify social issues that frequently arise in schools. The analysis revealed that 68% of students had low social skills, particularly in cooperation and empathy.

2. Model Planning

Based on the results of the needs analysis, researchers developed an initial design for a group guidance model that integrates traditional Mandar games as the primary medium. The design includes objectives, activity steps, media, and evaluation components.

3. Early Product Development

The initial model was tested through group discussions with guidance counselors and expert lecturers. The results yielded an initial draft of a group guidance model based on traditional Mandar games, consisting of five activity sessions.

4. Limited Field Trial

A pilot study was conducted on 25 students to measure the model's validity, practicality, and effectiveness. Each tutoring session lasted 90 minutes and was conducted five times over a one-month period.

5. Final Revision and Validation

Based on the trial results and expert input, several sections were revised, such as game instructions and activity time allocation. After revisions, the validators declared the model suitable for use.

Data Analysis Techniques

The data was analyzed descriptively quantitatively and qualitatively.



1. Validity Analysis

The expert validation data were analyzed using the feasibility percentage formula:

$$P = \frac{\text{Skor diperoleh}}{\text{Skor maksimum}} \times 100\%$$

The results were categorized based on Nieveen's (2013) criteria:

- 85%–100% = Very Valid
- 70%–84% = Valid
- 55%–69% = Quite Valid
- <55% = Invalid

2. Practicality Analysis

Data from teacher and student practicality questionnaires were analyzed using the same formula to determine the level of ease of implementing the model in the field.

3. Effectiveness Analysis

The model's effectiveness was measured by comparing the pretest and posttest results of students' social skills. The improvement in results was calculated using the gain score formula according to Hake (1998):

$$g = \frac{\text{Posttest} - \text{Pretest}}{\text{Skor maksimum} - \text{Pretest}}$$

Interpretation results:

- $g > 0.7$ = High effectiveness
- $0.3 \leq g \leq 0.7$ = Moderate effectiveness
- $g < 0.3$ = Low effectiveness



4. Qualitative Analysis

Data from observations and interviews were analyzed using the Miles, Huberman, and Saldaña (2018) technique, which includes three stages: data reduction, data presentation, and drawing conclusions (Miles et al., 2018).

Success Criteria

The model is said to be successful if it meets the following three indicators:

1. Minimum validity level of 85% (very valid category).
2. Minimum practicality level of 85% (very practical category).
3. Effectiveness is demonstrated by an increase in students' social skills of at least 25% from the initial score.

These three criteria refer to the concept of quality aspects in educational product development as put forward by Nieveen (2013), namely validity, practicality, and effectiveness as benchmarks for the suitability of a learning or guidance mode (Nieveen, 2013)

RESULT AND DISCUSSION

Model Validation Results

The validation process was conducted to determine the extent to which the design of the group guidance model based on traditional Mandar games met the aspects of content suitability, language, and structural suitability for the objectives of the group guidance service. Validation was conducted by two experts: a Guidance and Counseling expert and an expert on local Mandar culture.

The assessment results showed that all aspects of the model were highly valid, with an average percentage of 86.4%. This indicates that each component of the model aligns with the basic principles of group guidance and the Mandar cultural values it intends to integrate.

The following table presents the complete results of the model validation:



No	Rated aspect	Validator I	Validator II	Average (%)
1	Conformity of goals with group guidance principles	88	86	87.0
2	The suitability of activity steps with traditional games	84	89	86.5
3	Clarity of implementation instructions	85	87	86.0
4	Relevance to Mandar cultural values	90	88	89.0
5	Integration of language and systematic model	83	84	83.5
Overall average				86.4

Table 1. Expert Validation Results for the Group Guidance Model

These results indicate that the model was deemed highly feasible for implementation during the field trial phase. According to Nieveen (2013), validity reflects the extent to which the model's components align with the theory and the desired objectives. Therefore, the Mandar traditional game-based group guidance model has strong conceptual suitability from both an academic and cultural perspective.

Validation results from Mandar cultural experts confirmed that traditional games such as ase-ase, pakalimbuang, and mappasemba-sembarang contain values of togetherness, discipline, and respect that are highly relevant to developing students' social skills. With this integration, the model is not only academically valid but also has cultural strengths that support students' character.

Practical Results of the Model

The model's practicality was tested through assessments by Guidance and Counseling (BK) teachers and group guidance participants. Assessments were conducted to determine the model's ease of use, clarity of implementation steps, and participants' understanding of the game activities.

The following table displays the results of the model practicality questionnaire based on teacher and student assessments:



No	Practicality Indicator	Average Teacher (%)	Average Student (%)	Average Total (%)	Category
1	Clarity of instructions for implementing activities	90.2	88.5	89.4	Very practical
2	Ease of understanding guidance procedures	87.5	90.0	88.8	Very practical
3	Suitability of activity duration to student conditions	88.3	86.4	87.4	Very practical
4	The model's ability to motivate students	91.0	90.3	90.6	Very practical
5	The attraction of traditional game activities	89.0	88.7	88.9	Very practical
Overall average				89.2	Very practical

Table 2. Results of the Model Practicality Test

Based on these results, the model achieved a practicality score of 89.2%, which falls into the very practical category. This indicates that the guidance and counseling teachers were able to implement the model easily, while students were able to understand and follow each activity session effectively.

According to Hidayat and Sumarno (2021), the practicality of an educational product is determined by the extent to which it can be used efficiently by users without requiring complex additional training. In this context, the Mandar traditional game-based group guidance model meets this principle because it can be implemented within regular service sessions without requiring significant additional facilities.

The guidance counselor respondents stated that the use of traditional games such as ase-ase and pakalimbuang provides enjoyable social learning experiences for students. Game activities foster cooperation, communication, and responsibility, which are core social skills.

Results of Model Effectiveness

The model's effectiveness was tested through pretests and posttests of students' social skills after five group guidance sessions. The indicators measured covered four main dimensions of social skills: cooperation, empathy, communication, and self-control.



The analysis results showed an increase in the average social skills score from 65.4 (moderate category) to 89.7 (very high category). This increase indicates that the model was able to improve students' social skills by 24.3 points, or 27.1%.

No	Social Skills Aspects	Average Pretest Score	Posttest Average Score	Increase (Δ)	Percentage (%)	Category
1	Ability to work together	66.0	90.5	24.5	27.1	Very effective
2	Empathy and social concern	64.8	88.2	23.4	26.5	Very effective
3	Interpersonal communication	65.1	89.0	23.9	26.9	Very effective
4	Self-control	65.5	91.0	25.5	28.0	Very effective
Overall average	65.4	89.7	24.3	27.1		Very effective

Table 3. Results of Model Effectiveness Test

The gain score test results showed a g value of 0.78, which is considered high effectiveness based on Hake's (1998) interpretation. This confirms that the developed model is capable of significantly improving students' social skills. This improvement aligns with Bandura's (1986) social learning theory, which states that individual social behavior is formed through direct interaction and observational experiences within groups. Through traditional games, students learn to cooperate, control their emotions, and respect their peers, all of which contribute to improved social skills. Furthermore, observations during the activities showed that students were more active, communicative, and able to resolve minor conflicts independently. This demonstrates that traditional games serve not only as entertainment but also as an effective means of social learning.

Discussion

The findings of this study indicate that the group guidance model based on traditional Mandar games satisfies the criteria of validity, practicality, and effectiveness in improving junior high school students' social skills. These results suggest that culturally grounded guidance interventions can be systematically implemented within school settings to address social interaction challenges among adolescents.



From a theoretical perspective, the results support the contextual guidance approach, which emphasizes the alignment of guidance services with students' cultural backgrounds and social environments (Putri & Mulyadi, 2023). Traditional Mandar games function as culturally relevant learning media because they embody collective social values such as siri' na pacce (self-respect and empathy), sipakatou (mutual respect and cooperation), and fairness in interaction. The integration of these values into group guidance activities enables students to experience social norms directly through structured interaction rather than through abstract explanation.

From a practical perspective, the incorporation of traditional games into group guidance activities contributed to increased student participation and engagement. The learning environment became more interactive and less formal, allowing students to communicate more openly with peers. As a result, patterns of cooperation and mutual respect were observed to improve. This finding is consistent with previous research indicating that local culture-based activities can strengthen social interaction and promote positive interpersonal relationships among students (Suryani & Gunawan, 2022).

Furthermore, the use of traditional games supported the development of students' self-regulation and interpersonal competence. Students who initially demonstrated limited participation showed gradual improvements in initiative, self-confidence, and decision-making during group activities. This outcome aligns with Bronfenbrenner's ecological systems theory, which emphasizes the influence of the immediate social environment on children's social development (Bronfenbrenner, 1994). By integrating elements of local culture into school-based guidance, the model creates a meaningful connection between formal education and students' everyday social experiences.

The effectiveness of the model is also associated with the role of the guidance and counseling teacher as a facilitator. The teacher's function extended beyond instruction to include the creation of a supportive and inclusive atmosphere during group activities. Within the framework of humanistic counseling theory, Rogers (1959) highlighted empathy and acceptance as essential conditions for facilitating positive behavioral change. In this study, these principles were reflected in the counselor's facilitative role during group-based traditional game activities.



The findings are consistent with Nieveen's (2013) framework, which identifies validity, practicality, and effectiveness as essential indicators of quality in educational product development. The group guidance model developed in this study met all three indicators, achieving an overall average score of 89.0 per cent, which falls within the very high category. These results indicate that traditional Mandar game-based group guidance represents a viable and contextually appropriate approach for enhancing students' social skills in junior high school settings.

CONCLUSION

This study concludes that the group guidance model based on traditional Mandar games is a robust, culturally responsive, and empirically sound intervention for improving junior high school students' social skills. The development process, which followed a modified Borg and Gall research and development framework, successfully produced a model that meets the three essential quality criteria of educational product development—validity, practicality, and effectiveness—as proposed by Nieveen (2013). Expert validation results confirmed that the model is conceptually coherent, linguistically clear, and structurally aligned with both group guidance principles and Mandar cultural values. The high level of practicality demonstrates that the model can be implemented efficiently by guidance and counseling teachers without requiring complex resources, while remaining engaging and understandable for students. These findings indicate that integrating traditional Mandar games into group guidance services offers a meaningful alternative to conventional, verbally dominated guidance approaches that often fail to stimulate active social interaction.

The effectiveness results provide strong empirical evidence that the model significantly enhances students' social skills, particularly in cooperation, empathy, interpersonal communication, and self-control. The substantial improvement in posttest scores and the high gain score reflect the model's capacity to facilitate social learning through direct interaction, shared experiences, and value-based play. This supports social learning theory, which emphasizes that social competence develops through experiential and interactive processes within a group context. Beyond improving individual social competencies, the model also contributes to the preservation and revitalization of local cultural heritage by positioning traditional games as a pedagogical



resource. In this regard, the study demonstrates that local wisdom-based guidance is not merely a cultural complement, but a strategic educational approach that bridges character education, social-emotional learning, and cultural sustainability. Therefore, the Mandar traditional game-based group guidance model can be recommended as a viable and scalable framework for schools seeking to strengthen students' social skills while fostering cultural identity in the context of contemporary education.

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