DEVELOPMENT OF SYMBOLIC MODELING VIDEOS CONTAINING SYAIR GULUNG TO IMPROVE STUDENTS' SOCIAL CITIZENSHIP HARMONY

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ABSTRACT

Based on needs assessments in the field, Guidance and Counseling Teachers need guidebooks and symbolic modeling videos containing interesting and fun local wisdom. Guidebooks and symbolic modeling videos containing Syair Gulung are designed to improve students' social and civic harmony. The composition of rolled poetry lines and symbolic modeling videos can have an effect on changes in students' cognitive and behavior. The aim of this research focuses on producing products, namely guidebooks and Syair Gulung videos. Research and development is hereby adopted from Borg and Gall, then modified according to needs and limitations in the field using seven steps, namely (1) preliminary study; (2) carry out planning; (3) initial product development; (4) initial product validation by assessors; (5) product revision; (6) user testing; (7) final production. The books and videos developed have been validated by three media experts, two Guidance and Counseling experts, two potential users from Guidance and Counseling Teachers and three cultural experts. The research results revealed that the guidebook for implementing group guidance services using symbolic video modeling to improve students' social and civic harmony was declared suitable for use because it met the elements of excellent product acceptability with high validity. Social harmony which is enhanced through symbolic modeling containing rolled poetry consists of four indicators, namely awareness of cultural diversity, tolerance, self-openness and resolving conflicts constructively. This research only extends to testing media experts, cultural experts, guidance and counseling experts, potential users, and product trials on a small scale. It would be better for future researchers to conduct large-scale experimental research to see the effectiveness of this product.

Keywords: Social harmony; Syair Gulung; symbolic modelling; video
INTRODUCTION

Social harmony both in society and at school is the dream of all citizens. To achieve these ideals, every citizen can behave in line and harmoniously with the goals of society. Social harmony can be applied starting from the family environment by obeying and submitting to parental instructions. In a wider scope in the neighboring environment, students can actively carry out social activities such as community service or youth organizations. This aims to build relationships with each other through communication so as to create a sense of togetherness, mutual respect and mutual help. For the school scope, the best way is to be friends with anyone regardless of social status or educational, religious, family and other backgrounds.

Interacting without looking at social status is an individual whose character is characterized by being aware of the cultural diversity around him, getting used to being open when expressing something and being able to resolve conflicts well (Halida et al., 2022). The reflection of the motto Bhinneka Tunggal Ika can be seen from harmony in socio-cultural diversity by creating harmony and harmony in cultural diversity (Dewantara et al., 2019; Fitriyah et al., 2022). Social harmony will be realized by trying to create things that bring harmony between people (Bell & Mo, 2014). Actions and involvement in achieving a life of peace and harmony are obtained through struggle and a long process (Li, 2020). A harmonious and harmonious life makes a good contribution to a just, prosperous and mutually beneficial society (D’Ambrosio, 2019; Nikisianis & Stamou, 2016). Individuals who are educated with good habits from childhood will develop the character of respecting cultural differences, honesty, openness and tolerance (Chomsatun, 2017; Wiggan & Watson, 2016).

According to the Minister of Education and Culture Regulation, junior high school students need to have socially harmonious behavior in order to adapt to the environment, be aware of cultural diversity, be tolerant, open, and be able to resolve conflicts (Permendikbud, 2014). The results of the needs assessment from the social harmony scale distributed to 259 Junior High School students in Pontianak City, there were 40.3% in the high category, 48.5% in the medium category and 11.2% in the low category. Data was also obtained from interviews with a number of guidance and counseling teachers in Pontianak. It was concluded that students’ social harmony was in the medium and low categories. Based on the data above, schools actually need preventive development services
regarding social harmony to be provided to students so that they know and understand the meaning of social harmony better.

In Junior High School, the right solution is to use group guidance using symbolic video modeling containing *Syair Gulung*. The reason for using symbolic modeling videos containing *Syair Gulung* in group guidance services is because students are facilitated to discuss in groups, are given the opportunity to dare to express their hearts and feelings, communicate well and empathize. This modeling video is given because humans are very close and attached to imitating, by imitating someone they idolize, changes occur within a person. This research uses a composition of rolled poetry lines, this is because the rolled poetry lines can touch students’ cognition and behavior so that they are able to make changes as desired. This sentence strengthens the study conducted (Hasmidar, 2020) that the scrolls contain messages of values and morals to do good. Rolled poetry lines are composed and composed based on the situation and conditions at the time the activity takes place, so the themes can vary as they adapt (Syaifullo & Wibowo, 2017).

Another reason for using this content is because the Guidance and Counseling teachers in Pontianak City have never included *Syair Gulung* in their guidance and counseling services. This was proven through interviews with the BK teachers concerned, the results revealed that they did not yet know the local wisdom of West Kalimantan to use as techniques in Guidance and Counseling services. These results are also supported by the results of interviews with students, that students have never been given guidance and counseling services with typical Malay art content, especially *Syair Gulung*.

From the data obtained above, on this occasion *Syair Gulung* was introduced in Guidance and Counseling services because it was to strengthen the Malay cultural identity of West Kalimantan which is less popular among guidance and counseling teachers and students nowadays. So far, the provision of services is carried out by school counselors, purely referring to Western approaches and methods such as the psychodynamic approach, cognitive behavioral therapy, Gestalt, rational emotive therapy, transactional analysis, humanistic existential psychotherapy and others. In fact, if you look further, not all problems that occur with students in Indonesia use a Western approach. As an Eastern person, it is appropriate to study local customs and culture in providing services.

The above statement reinforces what was said (Mappiare-AT, 2017) that the main Western counseling approach has been developed and tested for its
reliability, but in Indonesia it is not necessarily suitable. To provide solutions to achieve goals, local wisdom can be used as a means of providing guidance and counseling services (Mappiare-AT et al., 2020). Multicultural counseling plays a role in helping to provide students with a view of life and cultural value systems and carries out its function as a curative, preventive and development effort in making students independent from complex cultural backgrounds (Sue & Sue, 2015).

The target students in this research are aged 12 to 14 years, meaning that at that age the students are in class VII of junior high school. Class VII Junior High School students were selected because they are at the formal operations stage, which at this age is characterized by the ability to think hypothetically, logically, abstractly and scientifically (Asrori, 2018; Santrock, 2012). The service provided is a personal social aspect, because it focuses students on understanding and recognizing themselves, maximizing their potential with all their strengths, making individuals responsible and with integrity (Permendikbud, 2014). Social services students can understand cultural diversity, values, norms, positive social attitudes. To develop social personality and character in junior high school students, guidance and counseling services are provided (Halida et al., 2020). Based on the explanation above, this research produces products, namely guidebooks and symbolic modeling videos containing *Syair Gulung* to improve students' social and civic harmony. Thus, this research determines a title, namely "Development of Symbolic Modeling Videos containing *Syair Gulung* to increase Student Social Harmony and Citizenship"

**METHOD**

The development model used in this research is research and development (Bogh & Gall, 2003). The aim of this research and development is to produce a product in the form of a guidebook for implementing group guidance using symbolic modeling and videos containing *Syair Gulung* to improve social harmony for Junior High School students. Furthermore, this research adopted the stages carried out by Bogh & Gall, but simplified them according to conditions in the field, namely up to the expert test stage and for guidance and counseling teachers. The research and development procedures for this symbolic modeling video are presented in the image below.
Figure 1. VMS research procedure containing *Syair Gulung*

A description of the research and development procedures for symbolic modeling videos containing *Syair Gulung* is explained in the table below.

**Table 1. Research and Development Procedures For Symbolic Modeling Videos Containing *Syair Gulung***

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities carried out at each stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: conduct a preliminary study</td>
<td>Collect data from previous research related to students’ social harmony and the needs of guidance and counseling teachers by conducting needs assessments in the form of observations and interviews.</td>
</tr>
<tr>
<td>Step 2: do the planning</td>
<td>Designing products in the form of guidebooks and symbolic modeling videos containing <em>Syair Gulung</em>, according to the theme of social harmony.</td>
</tr>
<tr>
<td>Step 3: initial product development</td>
<td>Create an initial product in the form of a guidebook containing steps for implementing group guidance. Create a product in the form of a modeling video containing <em>Syair Gulung</em>.</td>
</tr>
<tr>
<td>Step 4: initial product validation</td>
<td>Validating the product by the assessor to reveal the acceptability of aspects of usability, accuracy, clarity, convenience and attractiveness from data analysis in the form of numbers and verbally.</td>
</tr>
<tr>
<td>Step 5: product revision</td>
<td>Revise and improve products based on assessments, input and criticism from media experts, cultural experts, guidance and counseling experts and potential users, so that they can be used by guidance and counseling teachers and students.</td>
</tr>
</tbody>
</table>
Step 6: user testing  
Conduct trials on students in small groups and on Guidance and Counseling Teachers in the field to see the acceptability of the products made.

Step 7: final production  
Finishing the guidebook for implementing group guidance and symbolic modeling videos containing *Syair Gulung*.

The instrument for assessing the appropriateness of the format of the product being made is accuracy, attractiveness and clarity, using a scale of 1 to 4. The content assessment instrument consists of usability, accuracy and ease also using a scale of 1 to 4.

Data analysis

Analysis of assessment data in this research and development consists of two, namely numerical and verbal analysis. Assessment data was obtained from two guidance and counseling experts, three media experts, three cultural experts and two potential users. The numerical data is based on the results of the rating scale that has been given by the assessor regarding the guide product being developed. Data analysis uses rater agreement analysis techniques. The results of the analysis determine the rater's agreement regarding the suitability of the guidebook and scrolling poetry video. Interpretation of the results of the rater agreement index analysis refers to table 2 below.

<table>
<thead>
<tr>
<th>Rater agreement index</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.81-1.00</td>
<td>High</td>
</tr>
<tr>
<td>0.41-0.80</td>
<td>Medium</td>
</tr>
<tr>
<td>0.00-0.40</td>
<td>Low</td>
</tr>
</tbody>
</table>

From table 2 above, it can be seen that the range of scores between raters is from 0.00 to 1.00 and the categories of raters are from low, medium to high categories. Verbal data from the assessors in the form of comments and suggestions is used to evaluate the product. The results of the verbal data were analyzed descriptively and interpretatively. Overall, the results of the analysis of numerical and verbal data from experts provide an overview of the feasibility of the guide product.

To see the effectiveness of symbolic modeling videos containing scrolling poetry, a trial was carried out on junior high school students throughout Pontianak City in a small sample size. The method used in this research is quantitative, pure-experiment research with a one group pretest-posttest design. Sampling used random sampling for the reason that it did not differentiate
subjects from various strata. The sampling technique is carried out by random sampling, where each population has the same opportunity to become a research sample (Nazier, 2016). A similar opinion was also expressed by (Johnson & Christensen, 2016) where the advantage of this technique is that the population has the same opportunity to become a research sample.

The social harmony scale was given to the same group both before and after the intervention. This was done as an effort to anticipate threats to internal validity (Creswell, 2012). The pretest-posttest design has its own advantages because before the intervention a pretest is given, then after the intervention a posttest is given, after the results are obtained, a comparison is made of the dependent variable from the same experimental group (Nazier, 2016).

Validated instruments are given to students via WhatsApp in the form of a Google form. The same instrument was given both before and after treatment. Test the validity of the instrument using SPSS version 23.0 for Windows. The level of social harmony is divided into three categories, namely low with a score interval of 45-89, medium category 90-134 and high category 135-180. The instrument given consisted of 45 items, during limited testing, 5 items were declared invalid. Items that are dropped are not included for the next test. The results of the validity test of the instrument given to 208 respondents showed the lowest value was 0.160 and the highest was 0.600 and the r-table at the 5% significance level was 0.128. The reliability test results show a value of 0.864 or greater than the r-table of 0.138, which means the instrument is declared reliable.

RESULTS AND DISCUSSION

Result

In this research, two products were produced, namely a guidebook and a symbolic modeling video containing *Syair Gulung*. The contents of the guidebook include 1) introduction, 2) general instructions for implementing group guidance using symbolic video modeling containing *Syair Gulung* for both counselors and students; 3) material on social harmony and *Syair Gulung*; 4) special instructions, namely the steps in carrying out group guidance using symbolic video modeling containing *Syair Gulung*, consisting of (a) how to click on the video URL; (b) how to display the video by clicking on one of the four sub-themes provided; (c) how to pause the video (c) how to reduce and increase the video volume; 5) implementation of activities, from opening to end; 6) self-commitment and reflection; 7) closing, namely concluding the activities that have been carried out. The cover of the guidebook is made as described below.
The meaning of the cover above with its green and yellow gill pattern woven background is that it symbolizes breath and movement in life, as an expression of love for nature and the environment as well as the changing spirit of everyday life. The meaning of yellow in gill pattern weaving is as a sign of cheerfulness, intelligence, loyalty and hope, while green means prosperity, calm and balance. There is a picture of the poet wearing a Telok Belanga shirt while reciting lines of rolled poetry. Telok Belanga clothes are typical Melayu clothing, these clothes have the meaning of protecting the private parts, honor and lust. On the cover there is also a picture of children gathered together in learning activities wearing traditional clothing from their respective regions with various cultural, tribal, customary, ethnic, religious and other variations. This meaning symbolizes that although they are different, they are still one in accordance with the motto Bhinneka Tunggal Ika.

The second product produced is a rolled poetry video. Rolled poetry contains compositions of rolled poetry spoken by the poet without musical accompaniment. The rolling poetry contains the value of social harmony with four sub-themes, namely (1) awareness of cultural diversity; (2) tolerance; (3) self-disclosure and (4) resolving conflicts constructively. The Syair Gulung video was shown four times during the meeting via the URL link provided. Below is the URL link for the video Syair Gulung.

Figure 2. View of the guidebook cover

Figure 3. VMS-SG URL link
Figure 3 above is a video link in the form of *Syair Gulung* sung by poets. The link consists of four social harmony materials that will be clicked by users or guidance counselors when providing counseling guidance services using symbolic modeling techniques. Below is presented a video clip of symbolic modeling containing *Syair Gulung* which has been screen shot into an image.

![Video Link](image)

Figure 4. VMS-SG display

Figure 4 above is the content of the *Syair Gulung* video link, where the poet recites social harmony lines consisting of four materials, then demonstrated by modeling using movements according to the lines being sung. Symbolic modeling is adopted in educational cinema techniques, where students after watching a video of *Syair Gulung* then reflect on the lines of the syair followed by self-reflection and discussion. Below are presented the results of assessments from media experts, content experts, cultural experts and potential users.

**Table 3. Expert Assessment Criteria**

<table>
<thead>
<tr>
<th>No</th>
<th>Expert Assessment</th>
<th>Score</th>
<th>Criteria evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assessment of guide formats by media experts</td>
<td>0,90</td>
<td>High</td>
</tr>
<tr>
<td>2.</td>
<td>Evaluation of the reel poetry video format by media experts</td>
<td>0,90</td>
<td>High</td>
</tr>
<tr>
<td>3.</td>
<td>Assessment of guide content by BK experts</td>
<td>0,95</td>
<td>High</td>
</tr>
<tr>
<td>4.</td>
<td>Assessment of <em>Syair Gulung</em> video content by BK experts</td>
<td>0,94</td>
<td>High</td>
</tr>
<tr>
<td>5.</td>
<td>Assessment of the content of <em>Syair Gulung</em> by cultural experts</td>
<td>0,98</td>
<td>High</td>
</tr>
<tr>
<td>6.</td>
<td>Assessment of the video content of <em>Syair Gulung</em> by cultural experts</td>
<td>0,97</td>
<td>High</td>
</tr>
<tr>
<td>7.</td>
<td>Assessment of the manual format by potential users</td>
<td>0,94</td>
<td>High</td>
</tr>
</tbody>
</table>
8. Assessment of video formats by potential users 0.95 High
9. Assessment of guidebook content by potential users 0.90 High
10. Assessment of Syair Gulung video content by potential users 0.96 High

Judging from the table above, the ratings of media experts, cultural experts, guidance and counseling experts, and potential users are all in the high category. This means that the assessment of the format of the guide for implementing group guidance, the assessment of the video modeling format and the content of the guidebook as well as the content of the scrolls as assessed by each expert according to their field tends to be consistent in accordance with the indicators.

Furthermore, verbal assessments are obtained from the comments and suggestions column in the assessments of experts and potential users. All suggestions and input submitted by the assessors are considered in refining and improving the guide and symbolic modeling video containing Syair Gulung so that it is even better. The results of the verbal data assessment in the symbolic modeling video containing Syair Gulung are described in table 4 below.

Table 4. Verbal data assessment from the assessor

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Aspect</th>
<th>Before repair</th>
<th>After repair</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>video formats</td>
<td>2. The running text in the video is slightly enlarged.</td>
<td>2. The running text in the video has been enlarged.</td>
</tr>
<tr>
<td>Guidance and Counseling Expert</td>
<td>Feasibility of how-to and video content</td>
<td>1. General instructions are too broad</td>
<td>1. The general instructions are simple.</td>
</tr>
<tr>
<td>User</td>
<td>Appropriate format &amp; content of guides &amp; videos</td>
<td>1. Punctuation is checked</td>
<td>1. Punctuation has been corrected.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Varied modeling movements</td>
<td></td>
</tr>
</tbody>
</table>
The table above can be interpreted to mean that there are differences in each aspect from before and after repair, this is because there are suggestions and input from media experts, BK experts, cultural experts and potential users both in terms of the feasibility of guide format, content format and symbolic video modeling.

**Symbolic Modeling Video containing *Syair Gulung* to Improve Student Social Harmony and Citizenship**

The use of symbolic modeling videos containing *Syair Gulung* to improve social harmony in citizenship has been carried out in six schools, namely SMPN 4, SMPN 8, SMPN 9, SMPN 11, SMPN 16, and SMPN 18 for a total of 51 students. Below are presented the results describing the results of social harmony from the pretest and posttest.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>51</td>
<td>121</td>
<td>157</td>
<td>140.54</td>
<td>8.665</td>
</tr>
<tr>
<td>Postest</td>
<td>51</td>
<td>125</td>
<td>168</td>
<td>146.50</td>
<td>10.182</td>
</tr>
<tr>
<td>Valid N</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the description of the data above, it is known that the number of students is 51 people. During the pretest the lowest score obtained was 121 and the highest score was 157 with an average of 140, 54 standard deviations obtained were 8.665. During the posttest, the minimum score was 125, the maximum score was 168, the average was 146.50 and the standard deviation was 10.182. The data above shows that students' social harmony scores increased significantly after being given treatment. Below is presented the normality test data.

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>.069</td>
<td>.965</td>
</tr>
<tr>
<td>Posttest</td>
<td>.059</td>
<td>.977</td>
</tr>
<tr>
<td>Harmony</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
<td>df</td>
</tr>
<tr>
<td></td>
<td>Statistical</td>
<td>Sig.</td>
</tr>
</tbody>
</table>

The normality test is carried out to see the normal distribution of data in a variable. From the data above, it can be concluded that in the group before being given treatment, a significance value of 0.200 > 0.05 was obtained. In the group after being given treatment, a significance value of 0.200 > 0.05 was obtained. Judging from the two data above, the significance value is 0.200 > 0.05, it can be concluded that the data is normally distributed. Because the data is normally distributed, it can be continued with a homogeneity test using the Levene test as in the table below.
Harmoni sosial

Levene Statistic  df1  df2  Sig.
1,557  1  100  ,200

It is known that the significance value (sig) of the social harmony variable before and after being given treatment is 0.200 > 0.05. It can be concluded that the social harmony of students both before and after being given treatment is homogeneous. Next, a hypothetical paired sample t test is carried out to compare the difference between the two means of two paired samples. This paired sample comes from a group of symbolic modeling techniques containing Syair Gulung. Variables are taken from different situations and conditions, namely before and after treatment. Below is presented the data from the test results of the difference in sample mean t test to see the differences in social harmony scores before and after treatment.

### Paired Differences

<table>
<thead>
<tr>
<th>Pair</th>
<th>Sebelum</th>
<th>Sesudah</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-5,862</td>
<td>2,735</td>
<td>,383</td>
<td>-6,651</td>
<td>-14,163</td>
</tr>
</tbody>
</table>

From the output box above, it is known that the sigf (2-tailed) is 0.00 < 0.05, the data shows that the alternative hypothesis (Ha) is accepted. There are differences in students' social harmony scores before and after being given treatment. It can be concluded that there is a difference in increasing social harmony after using symbolic modeling techniques containing Syair Gulung.

### Discussion

To improve the social harmony of students' citizenship, strategies, techniques or methods that are varied and of course fun are needed. Therefore, Guidance and Counseling Teachers are required to be able to design Guidance and Counseling program services in an attractive manner. Guidance and Guidance Teachers must also be literate with technology so they can combine media with local wisdom in providing services. The need to explore the local cultural treasures of West Kalimantan adds value to the professionalism of guidance and counseling teachers. The results of several research studies related to the use of techniques, namely research (Wahyu et al., 2017) say that the structured learning approach (SLA) modification to improve sharing skills for at-risk students in elementary school. Furthermore, research (S. Putri & Ramli, 2016)
revealed that the game of snakes and ladders increases the responsibility of junior high school students. (P. Putri et al., 2018) through their research revealed that to increase self-advocacy, junior high school students can use the dragon snake game containing Bengkulu cultural values.

From the research above, games with local wisdom nuances make a positive contribution to BK services. Furthermore, research (Sudrajat et al., 2017) states that the conflict resolution counseling model with a background of comprehensive guidance can improve vocational school students' competence to live in peace and harmony. Research (Utomo et al., 2018) states that cognitive restructuring counseling techniques and self-monitoring can increase high school students' achievement motivation. Similar research was conducted (Ayu et al., 2020), concluding that cognitive restructuring techniques were able to reduce verbal bullying behavior in junior high schools. Furthermore, a study conducted (Puspitasari et al., 2019) revealed that to discipline students, character strengthening is based on PPK, class culture and community participation. No less interesting research Lestari (2020) concluded that social harmony can be built with music in the cultural expression of the Basudara Maluku people. Regarding methods for resolving conflicts, research results Mohammed (2020) say that the traditional methods of the Aghas ancestors in Iraq can resolve conflicts due to maintaining respect.

The results of needs assessments and interviews with six BK teachers in Pontianak City show a high need for interactive service methods and the combined use of video media containing local wisdom, because so far this has never been done. There is a high need for using video media because it is more practical to achieve service targets for students (Halida et al., 2022; Kadafi et al., 2021). Apart from that, video can provide a solution for achieving solutions for teenagers who are experiencing bullying and peer social pressure (Ninness et al., 2016; Tamm & Tulviste, 2015). The initial product was tested on media experts, cultural experts, BK experts and potential users and met theoretical feasibility. The assessment instruments for experts and potential users refer to Government Regulation No. 19/2005 article 43 paragraph (5) concerning National Education Standards which states that textbook are determined by Ministerial Regulations based on appropriate criteria for content, language, presentation and graphics (Permendikbud, 2014).

Assessment of media experts and potential users regarding the assessment of guide and video modeling formats based on the appropriateness criteria of accuracy, attractiveness and clarity. Physically, the guide meets the requirements or conditions of standardized textbooks from Ristekdikti (2018). The guide size that supports practicality when used by guidance and counseling teachers is using size B5 (17.6 cm x 25 cm). The paper weighs 270 grams so it can produce bright and nice colors, then the paper and cover material use glossy art paper
(Ayu et al., 2020). The display of the modeling video has met the eligibility requirements, where the URL can be opened immediately when clicked, the cover of the video page contains a traditional Malay house and then there is a written Syair Gulung, meaning these two things are very closely related. In terms of lighting, running text, video screen size and the volume of the poet's voice, it is suitable to be used as a medium for guidance and counseling services.

The cover design of the modeling guide describes the general content of the guide, there is a picture of a Melayu person reciting a rolled-up poem using a long sheet of paper, wearing a baju baju kuning (teluk belanga) typical of Melayu clothing. There is also an added image of children holding hands signifying the motto Bhinneka Tunggal Ika, even though they are different, they are still one and unite each other. The color of the guidebook cover is yellow and has a gill pattern as a background, indicating the uniqueness of the Melayu tribe. The font used is Times New Roman, size 12 pt, which is proportional to the size of the book chosen. The writing and presentation of guide content varies from foreword, table of contents, introduction, material on social harmony and Syair Gulung, general and specific guides, steps for implementing group guidance using VMS-SG, conclusion, reflection, list of references and attachments presented by giving color to each title. Then include a table to emphasize the steps for implementing group guidance and other information clearly and concisely. The tables are also given bright colors so that those reading them don't get bored.

Assessments from BK experts and potential users regarding the guide content and modeling videos have met the eligibility requirements. The assessment of content suitability consists of accuracy and ease. The contents of the guide reflect what will be conveyed, starting from the introduction, presentation of material to general and specific guidance, closing and reflections regarding the implementation of group guidance services. To implement group guidance, a symbolic modeling video containing Syair Gulung is used for 50 minutes, this is in accordance with the provisions for implementing group guidance ranging from 30-60 minutes (Corey, 2012). The size of one group consists of 8 to 10 people, this is in accordance with the provisions for implementing group guidance ranging from 10-15 people (Corey, 2016). For opening to closing, complete with steps, before group guidance is carried out, the Guidance and Guidance Teacher informs about things that are necessary and not necessary during the activity.

Previous research results say that the use of videos in counseling is more effective in preventing teenagers from experiencing depression due to social pressure (Cahyaningrum et al., 2018; Gladstone et al., 2015; Rahayu et al., 2018). The same thing was expressed that video can be used as a medium to convey messages of social and cultural differences, preventing feelings of depression due
to peer pressure and gender differences (Gaudiano et al., 2019; Lewis et al., 2019; Ventä-Olkkonen et al., 2019). Through video scenes, students can identify themselves with the characters in the video storyline. The video also displays color, movement and sound, this is a special attraction because students are able to absorb the message conveyed. Research results conclude that modeling using video influences affective aspects, deviant peer behavior, overcoming emotional problems and self-esteem (Bonney et al., 2018; Gallupe et al., 2019; Lewis et al., 2019; Wetherick, 2014).

The process of implementing group guidance using symbolic video modeling containing Syair Gulung takes into account the principles of applicable local norms and values. After watching the video, students are given the opportunity to discuss and find solutions together, students are facilitated to be able to realize the negative thoughts that underlie their behavior and manage them into more positive thoughts. The existence of group guidance services using video modeling is able to modify the thoughts and behavior of students’ social harmony (Halida et al., 2022). This is in accordance with what is said (Bandura, 2005) that the learning process carried out by individuals is to imitate what is in their environment, especially the behavior of other people. The environment (family, school and community) influences the formation of students’ morals both directly and indirectly (Bandura, 2016).

CONCLUSION

Confirmation of this research resulted in a symbolic video modeling guide product containing Syair Gulung to improve the social harmony of citizenship for junior high school students. The conclusions from the development of a symbolic video modeling guide containing Syair Gulung are: (1) Based on the aspects of clarity, usefulness and attractiveness, the guide product developed has met the requirements for acceptance both in terms of guide format and video format by media experts; (2) Based on the aspects of accuracy, usefulness and convenience, the guide product developed meets the requirements for acceptance of guide content and video content by guidance and counseling experts; (3) The guide product developed has met the requirements for acceptance of video content by cultural experts based on aspects of accuracy, usefulness and convenience; (4) The guide product developed has met the requirements for acceptance of the format and content of both guides and videos in the field by potential users; (5) The results of small-scale trials show the effectiveness of symbolic modeling techniques containing Syair Gulung to improve the social harmony of citizenship of junior high school students in Pontianak.
REFERENCES


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