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DEVELOPMENT OF "HIKING" GAMES TECHNICAL GROUP GUIDANCE MODULE TO IMPROVESELF STRENGTH FOR VOCATIONAL SCHOOL STUDENTS

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ABSTRACT: In the global era, there have been manynegative impacts on youth in society, such as sexualharassment, fights, drugs, rape, and even abortion. Crimes committed by adolescents reached 0.65 in Indonesiabetween 2014-2019. This iscaused by the low self-toughnessthat causes students to behavethisway. So to increasestudents' self-resilience, the authorsdeveloped a hikinggame technique group guidance module. The purpose of thisstudywas to determine the quality of the hikinggame technique group guidance module to increase self-reliance. The development of this group guidance module uses the Borg and Gall development model with 5 stages namely, potentials and problems, data collection, product design, product validation, and design revisions. At the product validation stage, threevalidators are carried out, namelymaterial experts, media experts, and service experts. With the aim of knowing the quality of the hikinggames technique group guidance module. The results of the study show that the guidance module for the "hiking" games technique group is of high qualityaccording to material experts, media experts, and service experts. This isstated by validation based on the assessment of material experts showing the number 83.33 in the "Good" category. The assessment for media experts shows the number 84.61 with the "Good" category. Rating for service experts shows the number 75 with the "Good" category. Thus, the "hiking" game technique group guidance module to increase self-resilience for students as a result of thisdevelopmentisfeasible to use for conducting group guidance services.

***KEYWORDS** : Self-stamina, group guidance, Techniques of hiking games*

I.   INTRODUCTION

Adolescence is a time when humans are experiencing the process of forming themselves towards adulthood. Teenagers are synonymous with children who have a young and brave soul. It is during adolescence that there is a process of change leading to a process of maturation of personality which is full of the appearance of real personal traits and must collide with external stimuli. It is these collisions that often cause problems for teenagers who are mentally weak, and their spirituality is sometimes manifested in a deviant action.

An understanding of the dynamics of adolescent development is necessary for parents and educators who have a lot to do with adolescents. Teenagers in this global era have a lot of negative impacts on society. According to the 2019 crime statistics center, the percentage of fights between teenagers, between the 2014-2018 range, was 0.65 throughout Indonesia.

The education that has been implemented so far in schools maximizes cognitive skills and abilities. Character education as a subject related to manners and so on. Various imprecise meanings about character education emerge and occupy the minds of many parents, teachers, and the general public. (Dharmas, 2015). Character education becomes important as a counterweight to cognitive skills. Building student character is important in line with the government's goal of forming the character of Indonesian children. As regulated in Presidential Decree No. 87 of 2017 concerning Strengthening Character Education it is stated, Strengthening Character Education is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart exercise, taste exercise, thought exercise, and sports with involvement and cooperation between educational units, families and communities as part of the National Mental Revolution Movement (GNRM).

Outdoor education is defined as education that takes place outside the classroom which involves experiences that require student participation to take part in adventure challenges that form the basis of outdoor education such as hiking, mountain climbing, camping, and so on.

The type of personality that has the ability and resistance to stress is self-toughness. Self-resilience is a constellation of personality characteristics that make individuals stronger, more resilient, stable, and optimistic in dealing with stress and reducing the negative effects they face (Kobasa, in Tizar).

In the world of education, self-resilience is one of the efforts in developing character education. Hiking is a form of activity carried out in the open, as an activity that is more nature oriented. Hiking has bargaining power as a form of character education activity.

The hiking game technique group guidance is expected to be able to develop students' social skills with a strong commitment to themselves, so that they can create active behavior by utilizing nature as an interesting, fun, and challenging learning medium. So as to raise the desire to learn and develop for students. Finally, students are able to optimize their own abilities.

II.   METHOD

The model used in the development of the Games Engineering group guidance module was adapted and modified from the research and development model by Borg & Gall (1984). The process of developing the Games Engineering group guidance module consists of three stages, namely preliminary study, development and validation. In the preliminary study stage, the researcher conducted a needs analysis, determined the research problem and conducted a literature study. At the development stage, researchers plan and develop initial modules by compiling group guidance service programs according to student needs and concepts or theories. In the validation stage, the researcher conducted two stages of due diligence, namely expert validation and practitioner testing.

III.   RESULTS

The researcher validated the game hiking technique group guidance to three competent experts in the guidance and counseling program, namely: Agus Supriyanto, M.Pd, Agus Ria Kumara, M.Pd, and ZulfaIndraswari, S.Pd. The data obtained from expert validation using a questionnaire and suggestions for improvements to the hiking game technique group guidance module are quantitative data. Quantitative data from material expert assessment of group service guidance modules Game hiking techniques to increase self-resilience for SMK students.

Table 1. Results of Quality Assessment by Material Experts

No	Aspects	Indicators	No. Item	Category
1	*Self-Intructional*	General purpose and special purpose	4	Excellent
		Suitability of indicators, materials and learning activities	3	Good
		Activity elevation and evaluation questions	3	Good
2	*Self-Contained*	Contains all material one compotency unit	3	Good
		Material demands	3	Good
3	*Stand Alone*	Independent of other media	3	Good
4	*Adaptive*	Flexibility of adaptation to technological developments	3	Good
5	*User Friendly*	Discovery of instruction and exposure to information	4	Excellent
		Use of good discussion rules	4	Excellent
Sum			30	Good
Average Value $\frac{f}{N}$ X 100			83,33	

Table 2. Results of Quality Assessment by Media Experts

No	Aspects	Indicators	No. Item	Category
1	Format	Paper size format	3	Good
2	Organization	Completeness of module components	3	Good
		Clarity of instructions for use	3	Good
		Clarity of letters	4	Excellent
		Layout of text, images, icons	3	Good

No	Aspects	Indicators	No. Item	Category
3	Attraction	Module design according to the learning concept	3	Good
		Attractive module design	4	Excellent
		Module design color clarity	4	Excellent
4	Language, shape and font size	Clear typeface	4	Excellent
5	Synthesis	Writing consistency	4	Excellent
		The use of sentences can be understood	3	Good
		Discussion selection used	3	Good
		Clarity of activities to support learning	3	Good
	Sum		44	Good
			84,61	

Average Value $\dfrac{f}{N}$ X 100

Table 3. Quality Assessment Results by service experts

No	Aspek Pengamatan	Indikator / Unsur Penilaian	No. Item	Category
1	Efficiencyof Service	Informationaccordingtoneeds.	3	Good
		Modulehikinggamesaccordingtothestudent's level ofability	3	Good
		Modulehikinggames are easytoapply in service	3	Good
		Increasestudentcreativity	3	Good
		Leadingstudentsintoserviceactivities.	3	Good
2	The Benefit	The processofguidanceandcounselingserviceswithhikinggamescanbe a moreattractiveservice	3	Good
		Hikingserves as a messageimplementation.	3	Good
		Hikingservestostreamlinetheprocessofguidanceandcounseling	3	Good
		Increasepositiveattitudetowardsmaterialsandprocessesofguidanceandcounseling	3	Good
3	Media Quality in Service	Hikingcanimprovethequalityofguidanceandcounselingservices	3	Good
	Sum		30	Good
	Average Value $\dfrac{f}{N}$ X 100		75	Good

From the results of the material validation data loaded in the guidance module of the engineering group, hiking games belonged to the category "Good" with an average rating of 83,33. From the results of media validation data of the guidance module of the engineering group, hiking games are included in the category "Good" with an average rating of 84,615. From the results of the validation of the service guidance team technical games hiking included in the category "Good" with an average score of 75.

Based on the results of the validation carried out by the experts, it can be concluded that the development of the guidance module of the development group of hiking games techniques has a good quality.

IV. DISCUSSION

Self-toughness according to Hadjam (2004), a tough personality reduces the influence of gripping life events by increasing the use of adjustment strategies, including using social resources in their environment to serve as shields, motivation, and support in dealing with the tension problems they face. and deliver success. When faced with stressful conditions, resilient individuals will also experience stress or pressure, but this personality type can respond positively to these unpleasant conditions so that they can create comfort through

healthy ways. According to Maddi (2013) there are three aspects of self-resilience, including: (a) commitment, (b) control, and (c) challenges.

Group guidance activities through game hiking techniques are in line with the uses and benefits of holding group guidance. This is because this hiking game technique can optimize students' self-toughness. Group guidance services with hiking games techniques can be more focused, a guide is needed, which will be developed in the form of modules. The module uses hiking games techniques to increase students' self-resilience by utilizing the outdoors as a medium to increase student resilience. By simulating activities.

Rissa RizkiAyudhia, et al (2017) conducted research on regression analysis showing a positive and significant relationship between self-resilience and prosocial behavior. Self-toughness makes an effective contribution of 35.5% to prosocial behavior. Students' prosocial behavior needs to be maintained, one way is with the help of routine school activities that hone children's abilities to take helpful actions.

V. CONCLUSION

The process of developing the "hiking" game technique group guidance module to increase self-reliance is carried out in three stages, namely preliminary study, development and validation. The validation results from the three experts showed that the "hiking" game technique group guidance module to improve self-resilience was categorized as good and feasible. The design of the "hiking" game technique group guidance module to increase self-reliance consists of a front and back cover, preface and introduction, instructions for use, content, and evaluation sheet.

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