

## Group Counseling with Traditional Malay Riau Game Techniques in Implementing the Pancasila Student Profile

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**ABSTRACT.** The cultivation of the Pancasila student profile is closely tied to the role of guidance and counseling teachers in schools. These teachers are responsible for helping students develop their potential, including instilling the values of the Pancasila student profile. Group counseling is an effort to provide support in student development through the use of traditional Riau Malay games. This study aims to determine the effectiveness of Riau Malay Traditional Games Techniques in applying the Pancasila Student Profile. This research used a quantitative method with a quasi-experimental design. The sampling technique was purposive sampling, with the main criterion being individuals with a low level of Pancasila student profile application. The findings indicate that the use of traditional Riau Malay games in group counseling significantly enhances the implementation of the Pancasila Student Profile among junior high school (SMP) students. Games such as *congklak*, *lulu cina buta*, and *statak* not only serve as entertainment but also act as educational media that foster student character, including values like cooperation, independence, and critical thinking.

**Keywords:** Group Counseling, Traditional Riau Games.

**ABSTRAK :** Penanaman profil siswa Pancasila sangat erat kaitannya dengan peran guru bimbingan dan konseling di sekolah. Guru-guru ini bertanggung jawab untuk membantu siswa mengembangkan potensi yang dimilikinya, termasuk menanamkan nilai-nilai profil siswa Pancasila. Konseling kelompok merupakan salah satu upaya untuk memberikan dukungan dalam perkembangan siswa melalui penggunaan permainan tradisional Melayu Riau. Penelitian ini bertujuan untuk mengetahui efektivitas Teknik Permainan Tradisional Melayu Riau dalam menerapkan Profil Pelajar Pancasila. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi eksperimen. Teknik pengambilan sampel adalah purposive sampling, dengan kriteria utama adalah individu dengan tingkat penerapan profil mahasiswa Pancasila yang rendah. Hasil penelitian menunjukkan bahwa penggunaan permainan tradisional Melayu Riau dalam konseling kelompok secara signifikan meningkatkan penerapan Profil Pelajar Pancasila di kalangan siswa sekolah menengah pertama (SMP). Permainan seperti congklak, lulu cina buta, dan statak tidak hanya berfungsi sebagai hiburan tetapi juga bertindak sebagai media pendidikan yang menumbuhkan karakter siswa, termasuk nilai-nilai seperti kerja sama, kemandirian, dan berpikir kritis.

**Kata kunci:** Konseling Kelompok, Permainan Tradisional Riau.

## INTRODUCTION

One of the character issues currently faced by the nation is morality. A study by the Indonesian Child Protection Commission (KPAI) in 2020 confirmed a rise in bullying cases over a nine-year

period. Between 2011 and 2019, there were 37,381 reported cases of violence against children. Specifically, 2,473 reports were related to bullying in schools and on social media, with the trend continuing to rise. This indicates the existence of negative behavior among students that is concerning for educators.

In response to this, the central government through the Ministry of Education and Culture (Kemdikbud) designed a strategic plan to instill Pancasila values in the younger generation, particularly students, through the Pancasila Student Profile Character Program. By involving students in this character program, they are expected to demonstrate positive behavior. Through the implementation of the Pancasila Student Profile, Indonesian students are encouraged to compete democratically to become excellent and productive individuals in the 21st century, amid rapid technological advances and globalization. Students are expected to actively contribute to sustainable global development and be resilient in facing future challenges.

The cultivation of the Pancasila Student Profile cannot be separated from the role of guidance and counseling teachers in schools. These teachers help students deal with various issues, including personal, social, academic, and career-related problems. To address these challenges, guidance and counseling teachers provide various services such as basic services, responsive services, individual planning, and system support. According to the concept of guidance and counseling, developing and resolving student problems can be achieved through such services.

There are several types of counseling, including individual counseling, family counseling, peer counseling, adolescent counseling, and group counseling. In implementing group counseling, group games are often necessary to foster camaraderie among group members. Group counseling is more time-efficient and involves many parties simultaneously. To achieve optimal results, qualified and competent guidance teachers or counselors are needed to ensure the effective implementation of group counseling.

Group counseling serves as a form of support aimed at addressing problems and fostering personal development among group members by utilizing group dynamics. To encourage students to openly share their issues, counselors need to build closeness among group members. This sense of closeness can be cultivated through group games. Research in the field of Guidance and Counseling has shown that games are an effective technique. Faizah (2008) revealed that students experienced improved social competence after receiving basic counseling services through games. Other findings, such as those by Rusmana (2008) in response to tsunami victims in Tasikmalaya, also support the effectiveness of games as a counseling strategy. Ramli (2007) further emphasized the need to incorporate games into counseling services to effectively instill the values of the Pancasila Student Profile in students.

The games used should be those that are appealing to students and commonly played in the local community. Traditional Riau Malay games frequently used include *Congklak*, *Setatak*, and *Lu Lu Cina Buta*. In these games, all participants are expected to engage actively to foster character values such as honesty, perseverance, tolerance, and a sense of togetherness.

Research by Mulherin (in Muro and Dinkmeyer, 1977) found that games are a proven effective guidance and counseling technique to help students improve knowledge, skills, and self-awareness. Based on observations and interviews with guidance and counseling teachers at schools: (1) many teachers do not fully understand how to use group games in counseling; (2) group counseling is rarely implemented by these teachers; and (3) teachers need training to conduct counseling sessions using group games. This situation clearly impacts the performance of guidance and counseling teachers in delivering services to students. Group counseling services delivered by these teachers utilize Riau Malay Traditional Games Techniques to apply the Pancasila Student Profile.

## **LITERATURE REVIEW**

### **Group Counseling**

Tohirin (2007) explains that group counseling is a method of providing assistance to individuals (students) through group activities. Group counseling serves as a means to support the optimal development of each student, from which they are expected to benefit from the educational experience for themselves (in Winkel & Sri Hastuti, 2004). Dewa Ketut Sukardi (2008) states that group counseling is a guidance service that allows a number of students to collectively receive various materials from specific sources (primarily the counselor), which are useful for their daily lives—whether as individuals, students, family members, or members of society—and to aid in decision-making processes.

Based on these explanations, it can be concluded that group counseling is a technique within guidance services aimed at providing assistance to students through group activities facilitated by a counselor. This technique can be instrumental in preventing the development of issues students may face. According to Jahju Hartanti (2022), the purpose of group counseling is to develop social skills, particularly communication abilities of the participants. More specifically, group counseling aims to encourage the development of feelings, thoughts, perceptions, insights, and attitudes that support the formation of more effective behaviors—namely, the improvement of both verbal and nonverbal communication skills among students. According to Hamdi (2018), the principles of group counseling include: confidentiality, voluntariness, openness, independence, activity, and dynamism.

The stages of group counseling services consist of five phases (Folastri & Rangka, 2021): Formation Stage – This stage involves introductions and the process of involving oneself in the life of a group. Transition Stage – After the group atmosphere has been formed and group dynamics begin to emerge, the counselor or group leader leads the group into the activity phase. Activity Stage – This stage involves discussing specific topics and explaining the importance of the chosen subject matter. Conclusion Stage – A phase to reflect on what the group has done and achieved during the sessions. Termination Stage – The counselor informs the group that the activity is ending, and members are invited to share impressions and messages before the session concludes.

### **Traditional Malay Games of Riau**

According to Hamid, R. (2018), traditional Malay games in Riau developed in agricultural and coastal communities and are closely related to nature. Games such as gasing (top), kites, and congklak are believed to have existed since the era of the ancient Malay kingdoms and have been passed down through generations as part of local culture. The traditional Malay games of Riau that children play include:

#### **Congklak**

Yusoff, R. (2018) explains that the name "congklak" comes from the Malay language, meaning "to count" or "calculation," which is closely linked to the nature of the game that requires strategy in counting seeds. According to the Ministry of Education and Culture (2020), congklak is a traditional game using a tool made from wood or plastic, shaped like a boat, measuring 30–50 cm in length. The game is played on a board with holes, known as a congklak board. This board has two rows of small holes to place the seeds, and two large holes at each end, called "houses." Each player has seven small holes and one large hole on their side (Amir, F. 2018).

According to Hamid, R. (2021), congklak teaches strategic intelligence, patience, and meticulousness. In each turn, players must make the right decisions to collect as many seeds as possible and avoid empty holes. The purpose of this game is the development of children's social

skills, helping them manage emotions and express feelings in socially acceptable ways. Children are able to separate their emotions from their actions, express happiness in appropriate ways, and communicate other emotions, such as anger, fear, and sadness, in proper ways (Kemendikbud, 2020).

### **Setatak**

Setatak is a traditional children's game that is still played in Riau and surrounding areas. It is often played by children as a form of entertainment and to pass the time. This game generally does not require special equipment. The playing area is divided into small squares drawn on the ground or marked with stones or wood as boundaries (Ahmad, S. 2019). In this game, each player strives to be more creative, agile, and skilled than their fellow players. However, all participants follow the established rules. A player who breaks the rules or loses balance must leave the game and give their turn to the next player (Nurhadi, A. 2020). The player who successfully jumps across all the squares without breaking the rules is considered the winner. Success in the game is not only determined by agility but also by the ability to maintain balance and precision in each step (Rahman, Z. 2017). Setatak carries many social and motor skill development values for children, according to Zulkifli, A. (2021).

### **Lu Lu Cina Buta**

The traditional game Lu Lu Cina Buta is a social game that involves many players, and the more participants there are, the more exciting the game becomes. This game requires teamwork, a sense of responsibility, emotional control, understanding the rules, and honesty. The game originates from the Malay community in Riau, and is played in groups by forming a circle, holding hands, with one player acting as the blindfolded person (Rahmadani et al., 2019). According to Supriyanto, A. (2021); Hidayat, A., & Rini, S. (2020); Sari, M., & Priyono, T. (2022), the Lu Lu Cina Buta game significantly impacts children, fostering cooperation and trust, creativity and strategy, as well as bravery and self-confidence.

### **Profile of Pancasila Students**

According to the vision and mission of the Ministry of Education and Culture outlined in the Minister of Education and Culture Regulation No. 22 of 2020 regarding the Ministry's Strategic Plan for 2020-2024, the Pancasila student is a representation of the Indonesian student who is a lifelong learner, possessing global competencies, and behaving according to the values of Pancasila, with six main characteristics.

The six key indicators or traits of the Pancasila student profile are: being faithful and devoted to God Almighty and having noble character; embracing global diversity; working together; being independent; thinking critically; and being creative. To realize the Pancasila student profile, it is not only the responsibility of the education system, but all parties must collaborate, including parents, educators, students, and all community institutions. Furthermore, students are encouraged to continuously question and create (Juliani, 2021).

## **METHODOLOGY**

This study was conducted at a Junior High School (SMP) in the Pelalawan District, specifically Rayon II, Pangkalan Kuras Subdistrict, over a period of three months, from July to September 2024. The subjects of the research were junior high school students who had a low level of implementation of the Pancasila Student Profile and guidance and counseling teachers. The guidance and counseling teachers were trained to conduct group counseling activities using traditional Malay games from Riau. Following the training, the BK teachers carried out group counseling sessions with students at their respective schools to enhance the Pancasila Student

Profile. This study used primary data obtained directly through instruments designed to measure the implementation of the Pancasila Student Profile, as well as secondary data to complement the findings. Data collection techniques included interviews and questionnaires. In-depth interviews were conducted to gain additional insights from the BK teachers, while the questionnaires were used to gather more complex and measurable data related to the Pancasila Student Profile. Data analysis was carried out using a quantitative experimental approach, where the data were organized, categorized, and systematically analyzed to draw meaningful conclusions that are both comprehensible to the researcher and relevant to other stakeholders.

## FINDINGS

### Traditional Malay Games from Riau Used in Group Counseling

The traditional Malay games from Riau that were used by the guidance and counseling teachers in the implementation of group counseling services include *conglak*, *lu lu cina buta*, and *setatak*. According to the guidance and counseling teachers, these games have significant cultural, educational, and social values that are important for the development of children and the preservation of local culture.

**Table 1: Traditional Malay Games from Riau Used by Teachers in the Implementation of Group Counseling for the Application of the Pancasila Student Profile**

Type Of Game	Frequenc y	Percentage (%)
Congklak	5	38,46
Lu lu cina buta	6	46,16
Setatak	2	15,38
Jumlah	13	100

Based on the table above, the guidance and counseling teachers in the school used the traditional Malay game "Lu Lu Cina Buta" in 46.16% of the group guidance sessions. The game "Congklak" was used by guidance teachers in 38.46% of the sessions, and the traditional Malay game "Setatak" was used in 15.38%. It can be concluded that Congklak, Lu Lu Cina Buta, and Setatak are suitable games for implementation in group guidance sessions.

### Stages in Group Guidance with Traditional Malay Games Techniques

Based on interviews with several guidance and counseling teachers from SMP Pelalawan district, the use of traditional Malay games in group guidance fosters openness, cooperation, communication, and develops the social and emotional potential of group members or service participants. The stages involved in integrating traditional games into group guidance to create a fun learning experience and develop social skills and character consist of four stages. The four stages of group guidance carried out by guidance teachers in schools are as follows:

#### *Formation Stage*

In this stage, the guidance teacher, as the group leader, facilitates the introduction of group members to each other. The group leader explains the meaning, objectives, and roles of each member in the group guidance process.

#### *Transition Stage*

At this stage, the group leader plays an important role in creating a serious and confident atmosphere for group members to participate in the group guidance activities. The guidance

teacher uses traditional Malay games such as Congklak, Lu Lu Cina Buta, and Setatak to prepare the group members to engage in the main activities of the guidance session.

### *Core Stage*

In this stage, the group leader and members discuss the main topic of the group guidance session. Before the session concludes, the guidance teacher uses traditional Malay games, such as Congklak, Lu Lu Cina Buta, and Setatak, to energize and break the tense atmosphere of the group guidance session.

### *Conclusion Stage*

In this final stage, the group members express their impressions, messages, and evaluations of the group guidance activities, and the group leader closes or concludes the session. In group guidance with traditional Malay games techniques, according to the group leader (the guidance teacher), all group participants are involved inclusively, actively, and enthusiastically.

## **Pancasila Student Profile Before and After the Implementation of Group Guidance with Traditional Malay Games Techniques**

This study explores the Pancasila student profile among middle school students. Data collection in the study utilized questionnaires as the main technique. Data was gathered by distributing questionnaires to 70 pre-selected respondents. Below are the results of the Pancasila student profile analysis before and after the group guidance sessions using traditional Malay games techniques, as presented in the table.

**Table 2: Pancasila Student Profile Before and After the Implementation of Group Guidance with Traditional Malay Games Techniques**

<b>Pancasila Student Profile Aspects</b>	<b>Before Group Guidance Implementation</b>	<b>After Group Guidance Implementation</b>	<b>Change (%)</b>
Faithful and Devout to God Almighty and Noble Character	52.33%	75.23%	22.90%
Global Diversity	48.56%	72.01%	23.45%
Gotong Royong (Cooperation)	45.78%	71.65%	25.87%
Independent	50.13%	68.80%	18.67%
Critical Thinking	53.77%	74.25%	20.48%
Creative	49.68%	70.21%	20.53%

Based on the analysis of the Pancasila student profile among SMP students, the percentage scores for each aspect of the Pancasila student profile were found. First Aspect: Faithful and Devout to God Almighty and Noble Character, The implementation of the Pancasila student profile in the first dimension at the junior high school level shows polite behavior, such as praying before activities, not disturbing others during prayers, and being ready to help peers in need. This supports the fact that the first aspect of the Pancasila student profile has the highest percentage score.

Second Aspect: Global Diversity / Berkebhinekaan Global, The experience of junior high school students in the second aspect is positive. This aspect ranks third in the highest percentage score among the six aspects of the Pancasila student profile. Learning about diversity is crucial for students in the classroom. Various steps are necessary to improve the value of diversity, such as discussion, observation, and role-playing. In addition to receiving guidance and examples from teachers, the teacher shows respect for diversity by using a gentle and respectful approach and avoiding sensitive issues related to differences in religion and ethnicity.

Third Aspect: Gotong Royong (Cooperation), Group guidance using traditional Malay games can improve cooperation among students. This encourages students to interact with their peers and collaborate in groups to complete tasks. Strategies implemented show a spirit of cooperation, such as working together to clean the school environment or classrooms and completing group assignments. The implementation of Gotong Royong in the guidance sessions involved students in cleaning the classroom, field, or school garden as a form of care, togetherness, and responsibility.

Fourth Aspect: Independence (Kecakapan Mandiri), In addition to the influence of group guidance with traditional Malay games techniques, there are other factors that affect the development of each student's independent character. One key factor is encouragement from the family, particularly from parents. Parents guide students to perform tasks independently, such as completing homework and daily activities. The school environment also plays a crucial role in supporting students' development, where students are expected to take responsibility for tasks assigned to them. Other factors contributing to the development of independent character include the family, school, and community environment, as well as self-regulation and discipline, which largely influence students' ability to study independently.

Fifth Aspect: Critical Thinking (Penalaran Kritis), The research highlights that some students have not yet fully applied critical thinking skills effectively, and students' ability to analyze problems has not yet reached its optimal level. Not all students experience development in line with the school's vision and mission, which aims to support individuals who have independent and critical thinking. The students' ability to think critically is not fully developed during learning activities that encourage problem-solving.

Sixth Aspect: Creativity (Kreatif), A major issue in schools is that the learning process still has not fully inspired students' creative potential. Many students have not fully realized the potential within themselves. However, their interest in creativity and generating new ideas is positive. Students' understanding of creativity in problem-solving is evident when they are able to formulate new ideas with adequate skills.

### **Difference in the Implementation of the Pancasila Student Profile Before and After Group Guidance with Traditional Malay Games Techniques**

The aim of this study is to examine the differences in the implementation of the Pancasila student profile before and after group guidance with traditional Malay games techniques. The analysis of these results can be seen in the table below.

**Table 3: Group Statistics**

Before After Group Guidance		M ean	Std. Deviation	Std. Error Mean
<b>Pancasila Student Profile</b>	1	1. 0 7011E2	15.070 41	1.80126
	2	1. 0 7967E2	12.357 85	1.47705

**Table 4. Independent Samples Test**

Levene's Test for Equality of Variances		t-test for Equality of Means		
I	Sig.	t	df	Sig.

(2-tailed)

<b>Pancasila Student Profile</b>	Equal variances assumed	.261	.073	- 4.103	13 8	.000
	Equal variances not assumed			- 4.103	13 2.901	.000

Based on the analysis above, the mean score before the group counseling intervention was 170, while the mean score after the intervention increased to 179. Furthermore, the results of the Independent Samples Test indicate a Sig. (2-tailed) value of 0.000, which is lower than the significance threshold of 0.05. This result suggests a statistically significant difference in the implementation of the Pancasila Student Profile before and after the group counseling intervention using traditional Riau Malay games. Based on these findings, it can be concluded that the average score of the Pancasila Student Profile implementation after the group counseling sessions with traditional Riau Malay game techniques is higher than before the intervention. This indicates that group counseling employing traditional Riau Malay game techniques can effectively enhance the implementation of the Pancasila Student Profile.

## DISCUSSION

The Pancasila Student Profile is a concept developed by the Indonesian Ministry of Education, Culture, Research, and Technology to shape students' character in accordance with the core values of Pancasila in response to global challenges. This profile not only serves as a guideline for character development but also as a foundation for the learning process within the Merdeka Curriculum. Students embodying the Pancasila Profile are expected to exhibit six key characteristics: (1) Faith in God Almighty and noble character, which encompasses ethical and moral values, as well as the ability to understand and respect individual beliefs; (2) Global diversity, referring to openness, respect for differences, and adaptability in diverse environments; (3) Mutual cooperation, emphasizing collaboration, social awareness, and collective effort; (4) Independence, defined as responsibility for personal decisions and actions, along with a lifelong learning spirit; (5) Critical thinking, which includes analytical, logical, and reflective thinking for problem-solving; and (6) Creativity, referring to the ability to generate new and innovative ideas and develop them creatively. These six dimensions are the foundation of Indonesia's educational process, aiming to form a generation that is morally grounded, globally competitive, and capable of contributing to national development.

In this study, the six dimensions of the Pancasila Student Profile were enhanced through group counseling activities using traditional Malay Riau games. The traditional games employed in this study included *congklak*, *lu lu cina buta*, and *statak*. These traditional games, used as techniques in group counseling, proved to be effective in developing the Pancasila Student Profile among junior high school students. During implementation, the school counselor facilitated the development of these dimensions through the games. The dimension of faith in God and noble character was nurtured through prayer activities conducted during the initial (forming) stage of group counseling. A previous study also found that understanding the Pancasila Student Profile can be enhanced through group counseling using the modeling technique (Lusiana & Lubis, 2022).

The traditional games of *congklak*, *lu lu cina buta*, and *statak* used in this group counseling setting effectively fostered the dimensions of faith, noble character, mutual cooperation, independence, creativity, and critical thinking. These competencies can be cultivated and developed through the gameplay. *Congklak*, for instance, has been found to foster honesty in children by positively influencing their behavior (Alvi, R. R. et al., 2022). Moreover, *congklak* plays an important role in children's character formation (Lacksana, 2017).



The findings of this study also showed a marked improvement in the mutual cooperation dimension among students after participating in group counseling activities using traditional game techniques. The aspects developed within this dimension included collaboration, social concern, and collective goal achievement. Traditional games such as *lu lu cina buta* foster discipline and order, enabling children to take responsibility in learning and playing activities while promoting sharing, patience, friendliness, and active listening—skills essential for interacting with teachers and peers. Students also demonstrated the ability to regulate their behavior and emotions, complete tasks independently, and actively seek information. These nine indicators were assessed to be in the good to excellent range (Fitri, 2022).

This research also identified growth in the critical thinking and creative thinking dimensions after students participated in group counseling with traditional game techniques. The game *statak angka* was found to stimulate symbolic thinking in children (Wardana & Suryana, 2022). In conclusion, the use of traditional Malay Riau games in group counseling has proven significantly effective in enhancing the application of the Pancasila Student Profile among junior high school students. Games such as *congklak*, *lu lu cina buta*, and *statak* not only offer entertainment but also serve as educational media that can cultivate student character, such as cooperation, independence, and critical thinking. These findings affirm that traditional games can be an effective alternative approach to fostering understanding and implementation of Pancasila values in students' lives.

Students who engaged in group counseling based on traditional games demonstrated noticeable improvements in various dimensions of the Pancasila Student Profile, including togetherness, discipline, and creativity. This approach provides students with opportunities to develop the social and emotional skills necessary for engaging with their environment. Traditional game techniques have also been shown to build group cohesion and encourage active student participation, ultimately supporting educational objectives in character development.

It is recommended that school counselors more frequently integrate traditional game techniques into group counseling services, as this method is not only effective but also culturally relevant for students. Additionally, training programs for counselors should be enhanced to improve their ability to implement traditional games as counseling techniques. From a theoretical standpoint, this study opens avenues for further development of traditional games as a method in character education. Future research may explore other types of traditional games and evaluate their impact on specific character traits across different educational levels.

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