



Increasing Students' Awareness of Cultural Diversity through Symbolic Modeling Techniques Based on the Art of *Syair Gulung*

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Abstract: Indonesia has cultural diversity, but currently, it is found that many students still need to gain more awareness of cultural diversity. This will have an impact on the ineffectiveness of daily life. This research aims to determine the application of symbolic modeling techniques containing *syair gulung* to increase students' awareness of cultural diversity. The art of *syair gulung* has many moral messages, including the value of unity, respect for differences, care, and tolerance. The research design used pure experimentation with a one-group pretest-posttest model. The research subjects were junior high school students in Pontianak City, with an age range of 12 years to 14 years. The instrument used is the cultural diversity awareness scale. Data were analyzed through parametric statistics with hypothesis testing using the paired sample t-test to compare treatment results. The research results show that symbolic modelling techniques based on the art of *syair gulung* can increase students' awareness of cultural diversity. The results of this research enrich the scientific knowledge of multicultural counselling for counsellors in schools. This research recommends that it can be applied to other psychological aspects and collaborate with the culture in Indonesia. The research results recommend that guidance and counseling teachers apply the results of this research in their schools. Further researchers are advised to conduct research using symbolic modeling techniques with local culture in Indonesia.

Keywords: group guidance, awareness of cultural diversity, symbolic modeling techniques, *syair gulung*

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INTRODUCTION

Indonesia is rich in cultural diversity. This cultural diversity is an invaluable source of pride and should be preserved. The many scattered cultures with different characteristics are the glue for the nation to uphold the values of togetherness, solidarity, tolerance, mutual love, and maintaining unity in creating a harmonious life. Al Qur'an Surah Al Hujarat Verse 13 Allah SWT says, "Hi mankind, indeed We created you from a man and a woman and made you into nations and tribes so that you may know each other. Indeed, the noblest among you in the sight of Allah is the most pious among you. Indeed Allah is All-Knowing, All-Knowing." In this word, Allah SWT tells his people to know each other, love, respect, tolerate and maintain mutual unity. This shows the importance of awareness of cultural diversity for creating a harmonious life. To create harmonious relationships, moral values regulate life together (UNESCO, 2011). These values include responsibility, respect, unity, mutual trust, honesty, altruism, and tolerance. Individuals aware of cultural diversity always manage their point of view to be neutral. Awareness is the main thing and is an essential prerequisite for adequately understanding cultural diversity (Halida et al., 2023; Lu & Wan, 2018). Awareness of cultural diversity is essential for developing cultural competence (Lizardo, 2017; Lizardo et al., 2016; Shavitt et al., 2016). Cultural diversity awareness is a series of knowledge and attitudes that involve a process of understanding, sensitivity, and acceptance of the reality of a diverse cultural environment as a whole (Guest et al., 2017). Respecting ethnicity and culture as valuable should be maintained (Belay et al., 2016; Leong, 2016; Ruiz, 2007). Individuals aware of cultural diversity are characterized by recognizing the differences between their own and other cultures and their ethnocentrism towards different cultural values (Connerly & Pedersen, 2005; Danso, 2018; Smith et al., 2014). Multicultural education is based on cultural pluralism, where every individual or group can understand the values of pluralism, solidarity, tolerance, democracy, equality, and cultural diversity (Brown et al., 2019; Moore, 2018; Triandis, 1994). Several previous studies have revealed that awareness of cultural diversity among students in Indonesia is still low, as evidenced by a lack of mutual respect and tolerance, widespread disharmonious behaviour among students, and a lack of caring for each other (Suharti & Pramono, 2016;

Maunah, 2020). These findings are supported by the results of interviews with six school counselors in the city of Pontianak, plus the results of interviews with several students, which show that awareness of cultural diversity is still low, but some are moderate. The problem of awareness of students' cultural diversity needs to be immediately followed up. In that case, it will negatively impact the Indonesian nation, such as a lack of enthusiasm for national identity and a spirit of unity. Maintaining and caring for cultural diversity in Indonesia requires cultural experience and knowledge (Novera, 2004; Pekerti & Sendjaya, 2010). Based on the above phenomenon, school counselors must be sensitive to design and implement various techniques to increase awareness of cultural diversity through guidance and counseling services.

Previous researchers have used various techniques and approaches to increase awareness of cultural diversity, including through *wayang golek* games, videos, the development of teaching materials, and comprehensive studies of diversity (Aunurrahman et al., 2014; Halida et al., 2022). This research makes a breakthrough by trying to combine local wisdom with symbolic video modeling as an innovation to complement previous research. This symbolic modeling technique, based on the art of *syair gulung*, is provided by group guidance services. This service provides information and assistance to people in developing their potential (Wibowo & Sugiyo, 2019). The application of symbolic modeling techniques in guidance and counseling services is the responsibility of school counselors (Halida, 2023). This is in line with the objectives of guidance and counseling in schools to help students develop (1) self-esteem, (2) motivation, a culture of achievement, (3) decision-making and problem-solving skills, (4) interpersonal effectiveness, (5) skills communication, (6) cross-cultural effectiveness, (7) responsible behavior (Gysbers & Henderson, 2014).

This group guidance service uses video because it is more accessible, contemporary, and practical. This opinion is also the same as what Kadafi et al. (2021) said: video guidance and counseling services have the advantage of being more practical and easy to use. Providing group guidance using symbolic video modeling aims to change students' attitudes and behavior to understand and love Indonesia's cultural diversity. Specifically, *syair gulung* is a cultural art from West Kalimantan Province, Ketapang Regency. *Syair gulung* is poetry composed through a language arranged neatly, which comes out as an expression of the honesty and depth of a poet. It is a *syair gulung* because the lyrics are written on a long piece of paper and then rolled up. To tell it, the poet opened the scroll of the lyrics little by little. The scroll poem consists of 4 lines, using the A-A-A-A pattern, all consisting of figurative language content. What makes *syair gulung* interesting is how it is delivered and performed. *Syair gulung* contains stories combining traditional and local elements with moral, educational, social, and religious messages or values valued in society. *Syair gulung* is an effort to preserve and disseminate cultural heritage to overcome cultural degradation for the younger generation. *Syair gulung* becomes a window that opens views and awareness of the richness and diversity of Indonesian culture. Based on the explanation above, there needs to be appropriate services to increase students' awareness of cultural diversity. This research aims to see the effectiveness of symbolic modeling techniques based on the art of *syair gulung* in increasing students' awareness of cultural diversity.

METHODS

The method used in this research was quantitative, pure-experimental research with a one-group pretest-posttest design (Campbell & Stanley, 1984). Sampling used random sampling because it did not differentiate subjects from various strata. The sampling technique was random, where each population had the same opportunity to become a research sample. Johnson and Christensen (2016) also expressed a similar opinion, where the advantage of this technique is that the population has the same opportunity to become a research sample. The cultural diversity awareness scale was administered to the same group before and after the intervention. This was done to anticipate threats to internal validity (Creswell, 2012; Mertens, 2010). The pretest-posttest design has its advantages because before the intervention, a pretest is given, and then after the intervention, a posttest is given. Once obtained, a comparison is made of the dependent variable from the same experimental group (Campbell & Stanley, 1984). The population in this study was class VII students of SMPN throughout Pontianak City, both male and female. There are six schools representing each city sub-district in Pontianak City. Six schools were chosen because they were based on the characteristics of the research targets. The subjects involved in this research were 52 students, consisting of 25 boys and 27 girls, aged 12 to 14 years. The sampling technique in this research is based on cluster random sampling. In detail, the methods used by researchers to determine random sampling clusters are (1) determining the location of the research site, namely Pontianak City, West Kalimantan; (2) determining six sub-districts spread across the Pontianak City area; (3) determining government-owned schools, because schools under government auspices have students with diverse cultural backgrounds; (4) determine the research sample, namely seventh-grade junior high school students, both male and female, randomly. The sample was taken randomly because the students' cultural diversity awareness background was the same, and the scores varied, medium and low. Below is an overview of the implementation of the intervention.

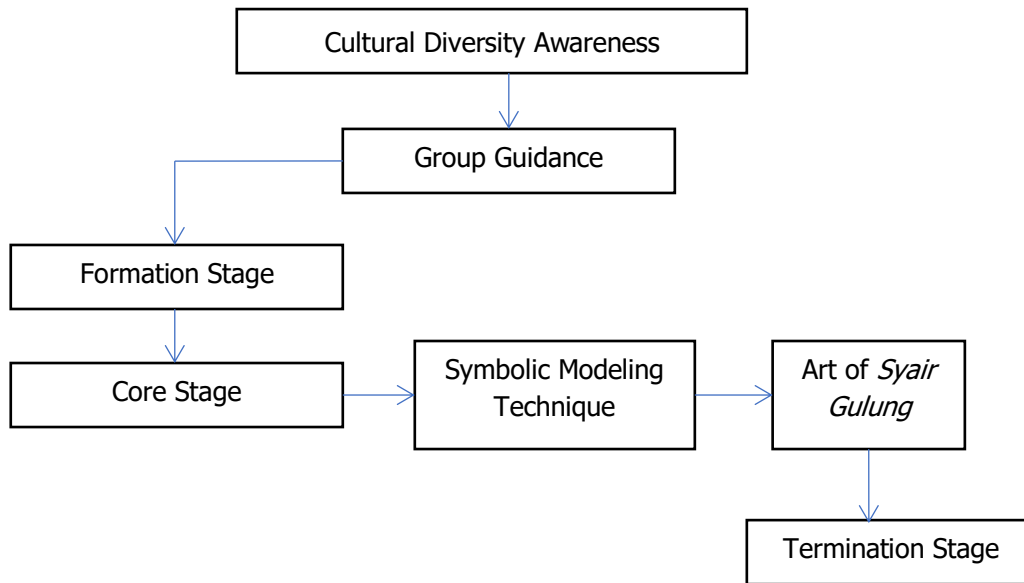


Figure 1. Intervention Procedure

The indicators of cultural diversity awareness consist of four indicators, namely (1) racial diversity as a cultural component, (2) gender role diversity, (3) diversity of socio-economic status, and (4) diversity of physical condition limitations. The level of awareness of cultural diversity 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 consists of 38 statement items. The results of the validity test of the device delivered to 208 respondents showed that the lowest value was 0.160, the highest was 0.600, and the r-table at the 5% significance level was 0.125.

Table 1. Instrument Validity

Item	r value	Conclusion	Item	r value	Conclusion
1	0.470	Valid	20	0.370	Valid
2	0.359	Valid	21	0.511	Valid
3	0.160	Valid	22	0.403	Valid
4	0.445	Valid	23	0.245	Valid
5	0.510	Valid	24	0.410	Valid
6	0.600	Valid	25	0.380	Valid
7	0.400	Valid	26	0.310	Valid
8	0.420	Valid	27	0.420	Valid
9	0.305	Valid	28	0.315	Valid
10	0.341	Valid	29	0.333	Valid
11	0.250	Valid	30	0.290	Valid
12	0.360	Valid	31	0.352	Valid
13	0.240	Valid	32	0.230	Valid
14	0.550	Valid	33	0.540	Valid
15	0.395	Valid	34	0.365	Valid
16	0.371	Valid	35	0.385	Valid
17	0.510	Valid	36	0.514	Valid
18	0.380	Valid	37	0.387	Valid
19	0.600	Valid	38	0.520	Valid

The reliability test results show a value of 0.8541 or greater than the r-table of 0.138, which means the instrument is declared reliable. Research data is distributed to students via a Google form link with the help of WhatsApp social media. The same instrument was given both before and after treatment. Research data was analyzed with the help of SPSS version 25.00. The analysis was used to see the influence of symbolic modeling techniques based on the art of *syair gulung* with dependent sample t-test analysis.

RESULT AND DISCUSSION

The results of this research explain the classic assumption test using t-test sample-dependent analysis. The following are the demographic results of the research respondents, the normality test, and the homogeneity test.

Table 1. Respondent Demographics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	52	122	158	141,54	8,775
Posttest_	52	126	169	147,50	10,283
Valid N	52				

Table 2. Normality Test

Experiment Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Awareness of cultural diversity	Pretest	,079	52	.200*	,975	52	,327
	Posttest	,069	52	.200*	,987	52	,855

Table 3. Homogeneity Test

Awareness of cultural diversity			
Levene Statistic	df1	df2	Sig.
1,657	1	102	,201

Based on the data in Table 1, it is known that the number of students was 52 respondents. During the pretest, the lowest score obtained was 122, and the highest was 156, with an average of 141. 54. The standard deviation was 9.775. During the posttest, the minimum score was 126, the maximum score was 169, the average was 147.50, and the standard deviation was 10 283. The data above shows that students' cultural diversity awareness scores increased significantly after being given treatment. Table 2 explains the normality test carried out to see the normality of a variable in the data. It is known that a significance value of 0, 200 > 0.05 was obtained in the group before being given treatment. After treatment, a significance value of 0, 200 > 0.05 was obtained in the group. The significance value is 0.200 > 0.05 from the two data above. The data is usually distributed. Table 3 shows that the significance value (sig) of the cultural diversity awareness variable before and after being given treatment is 0.201>0.05. Thus, students' awareness of cultural diversity both before and after being given treatment is homogeneous. Based on the data above, the test requirements for carrying out dependent sample t-test analysis have been fulfilled. Next, a dependent sample t-test was conducted to determine whether there was an influence between after and before being treated with a symbolic modeling technique based on the art of rolled poetry. Below is data from the dependent mean difference results from the sample t-test.

Table 4. T-Test Analysis

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Before After	-5,962	2,835	,393	-6,751	-5,172	-15,163	51	,000

The output from Table 4 shows that the sign (2-tailed) is 0.00 < 0.05. This means the alternative hypothesis (H_a) is accepted, and the null hypothesis is rejected. So, the symbolic modeling technique based on the art of *syair gulung* influences increasing cultural diversity. The research results show a significant increase in students' awareness of cultural diversity after being given symbolic modeling techniques based on the art of *syair gulung* using group guidance services. *Syair gulung* was composed using the A-A-A-A pattern by incorporating the values of Malay civilization with the theme of awareness of cultural diversity, which can affect students' thoughts and behavior. These changes can be seen in students' ability to recognize and understand racial, tribal, ethnic, cultural, and customary diversity and recognize gender roles, social status, and physical limitations. Students become more tolerant, respectful, and caring from these changes and maintain unity. Every individual in Indonesia should be able to recognize and understand the cultural diversity in the surrounding environment, considering that Indonesia is rich in cultural diversity (Syaputra et al., 2019). Cultural diversity is positive because it aims to share the wealth contained in every world culture (UNESCO, 2011). As a good citizen, it is essential to maintain cultural diversity such as ethnicity, race, religion, class, ethnic, customs, and others

based on the motto *Bhinneka Tunggal Ika* (the meaning of *Bhinneka Tunggal Ika*, namely, although we are different, we are still one) (Fitriyah et al., 2022). The founding fathers said maintaining cultural diversity must maintain its existence within national unity (Susilowati & Masruroh, 2018).

The results of this study support the findings of previous research. Symbolic modeling techniques based on the art *syair gulung* using group guidance services facilitate students to be open, independent, empathetic, and dare to express opinions. Group tutoring services benefit students because they can train how to communicate, provide self-confidence, respect other people's opinions, and get used to working together (Serap & Elif, 2016). This research uses video to achieve the service's goal and increase students' awareness of cultural diversity. In this way, researchers focus on the stated research objectives, namely designing interventions. Videos are provided because nowadays, the world of education is technology-based, so the provision of services adapts to developments in this era. Educational videos can please students' thoughts and feelings because they are more varied than ordinary learning (Dearey, 2018; Tserklevych et al., 2021). Using videos in learning because it is more accessible and more practical, goals can be achieved more quickly (Cade & Gates, 2017; Cluxton-Keller et al., 2017; Kröninger-Jungaberle et al., 2015; Lemos et al., 2017).

Based on research results, it is said that an intervention design using video carried out carefully will have a significant impact on adolescent psychosocial outcomes (Leong, 2016; Ma & Li, 2021). Video is used because it is more contemporary, adapts to the times and situations, is more accessible, and students receive it more comfortably and practically. With the help of videos, students are interested in watching them and can internalize the values of awareness of cultural diversity in their daily lives. Previous research results say that videos in counseling are more effective in preventing teenagers from experiencing depression due to social pressure (Rich et al., 2000; Gladstone et al., 2015; Jacobs et al., 2015). 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). Students can identify themselves with the characters in the video storyline through video scenes. The video also displays color, movement, and sound, and this is a unique attraction because students can absorb the message conveyed. Research results conclude that video modeling 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).

This symbolic modeling of *syair gulung* is one strategy that can be used to increase awareness of cultural diversity. Modeling videos containing *syair gulung* can play an essential role in maintaining a community's identity where local values, traditions, language, and cultural practices create a strong identity for students so that they can inherit and practice them. The cultural values of local *syair gulung* can strengthen social relations and solidarity between counselors and students. The combination of symbolic modelling produces *syair gulung* values and presents a more modern and attractive approach for students. The value of *syair gulung* expressed through video is significant because it develops awareness of culture in the era of globalization. Using symbolic modeling in writing *syair gulung* to avoid cultural degradation becomes a valuable reference for students to appreciate and preserve local wisdom. Symbolic modeling is a learning strategy carried out through observing the model's behavior so that new behavior emerges (Bandura, 2021). Many teenagers' behavior is learned through example; they can learn to behave well according to their wishes. Symbolic modeling techniques based on the art of scrolling provide moral, religious, educational, and social values, such as loving each other, respecting differences, caring, and maintaining unity (Halida et al., 2022; Hasmidar, 2020). From composition Through this, students can understand and absorb the meaning of the message contained, then apply it to new behavior. Through the poetry provided, students can take exemplary behavioral values from the poetry presented so that student behavior will change for the better by the values contained in their culture.

The findings obtained by researchers strengthen what previous researchers have done. Several previous studies also reveal that symbolic modeling adds reinforcement to behavior and produces emotional effects, which are the main reinforcement consequences in behavior modification programs (Bandura, 2021). This research shows that learning through modeling is very important in a person's life, but those who are used as modeling should be positive and can be used as role models. This indicates that culture cannot be separated from a person's life, with individual culture growing into a person with character. Similar research concluded the effectiveness of video modeling for people with autism; modeling using videos containing social stories improved social skills by greeting responses to peers (Halle et al., 2016). No less critical is research conducted (Liu et al., 2021; Tian et al., 2016) on 324 samples of students in grades 4 to 6 of elementary school, revealing that learning using modeling effectively increases feelings of gratitude, prosociality, and well-being. The stimulation of art *syair gulung* with the theme of awareness of cultural diversity packaged through videos was responded to well by students, thus providing a positive impact. High and low voice pressure and sonority in the speaker's unique art *syair gulung* influence students' thoughts and behavior so that awareness of students' cultural diversity is increasingly created.

CONCLUSION

This research concludes that symbolic modeling techniques based on the art of *syair gulung* can increase students' awareness of cultural diversity. Symbolic modeling techniques with a touch of local wisdom in the form of *syair gulung* can make it easier for students to make behavior changes. The *syair gulung* arrangement expresses the importance of awareness of cultural diversity because it provides many benefits and advantages in upholding attitudes of mutual respect, unity, tolerance, and care based on the values of Pancasila. Research findings related to awareness of cultural diversity should be preserved because they can benefit the Indonesian nation. Cultural diversity in terms of ethnicity, language, culture, race, class, ethnicity, customs, social status, and physical differences is an invaluable wealth and national heritage unique to the Indonesians. Future researchers can use symbolic modeling techniques by exploring more cultural content in Indonesia and outside Indonesia through more comprehensive research methods. These findings can have implications for multicultural counselling. A small sample size limits the research and uses local Kalimantan culture, so it is unlikely that it can be generalized.

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