



Construction of A Hybrid Group Guidance Model Using The Cognitive Reconstruction Technique Based "Ngudi Kasampurnan" Value: An Expert-Based Validation

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ABSTRACT

The need to ground guidance and counseling theory following the character of Indonesia, where strong cultural values in everyday life characterize the people, needs to be addressed positively in developing strategies for guidance and counseling services for school students. This research aims to validate the group guidance model using a hybrid mode using the *Ngudi Kasampurnan* value-based cognitive reconstruction technique, developed to provide group guidance services to high school students. This research uses the ADDIE model development research type to validate the model developed. The instrument used was expert validation with Aiken's V analysis method as interrater agreement. Model validation was carried out on eight experts, including 3 group guidance experts, three cognitive technique experts, and two cultural experts who have a qualified understanding of *Sunan Kalijaga's* teachings. The validation results from group guidance experts concluded that the model developed was very feasible for testing. Furthermore, cognitive technique experts in guidance and counseling services also provided the same assessment with a few notes on the possibility of cognitive disputes, which might be biased if done online. Cultural experts also evaluate that the values of *ngudi kasampurnan* that have been explored also fulfill and represent the overall values taught by *Sunan Kalijaga*. In general, the validator states that the model that has been developed meets the requirements for limited testing. Furthermore, it is necessary to create a wider use of local

Indonesian wisdom so that Indonesian guidance and counseling services become more characterized.

Keywords: Group Guidance; Hybrid; Cognitive Reconstruction; *Ngudi Kasampurnan*

ABSTRAK

Kebutuhan untuk membumikan teori bimbingan dan konseling sesuai dengan karakter Indonesia dimana masyarakatnya memiliki karakter kuatnya nilai-nilai budaya dalam kehidupan sehari-hari perlu disikapi positif dalam menyusun strategi layanan bimbingan dan konseling bagi peserta didik di sekolah. Penelitian ini bertujuan untuk melakukan validasi model bimbingan kelompok dengan moda *hybrid* dengan teknik rekonstruksi kognitif berbasis nilai *ngudi kasampurnan* yang dikembangkan untuk memberikan layanan bimbingan kelompok pada siswa SMA. Penelitian ini menggunakan jenis penelitian pengembangan model ADDIE untuk memvalidasi model yang dikembangkan. Instrumen yang digunakan adalah validasi ahli dengan metode analisis Aiken's V sebagai *interrater agreement*. Validasi model dilakukan pada 8 ahli yang meliputi 3 ahli bimbingan kelompok, 3 ahli teknik kognitif dan 2 ahli budaya yang memiliki pemahaman mumpuni dalam bidang kajian ajaran *Sunan Kalijaga*. Hasil validasi pada ahli bimbingan kelompok disimpulkan bahwa model yang dikembangkan sangat *feasible* untuk diujicobakan. Selanjutnya para ahli teknik kognitif dalam layanan bimbingan dan konseling turut memberikan penilaian yang sama dengan sedikit catatan pada kemungkinan *dispute cognitive* yang mungkin terjadi bias jika dilakukan secara online. Para ahli budaya juga memberikan penilaian bahwa nilai-nilai *ngudi kasampurnan* yang telah dieksplorasi juga telah memenuhi dan mewakili keseluruhan nilai yang diajarkan oleh *Sunan Kalijaga*. Secara umum validator menyatakan model yang telah dikembangkan sudah memenuhi syarat untuk dilakukan uji coba terbatas. Selanjutnya perlu pengembangan lebih luas pemanfaatan kearifan lokal Indonesia agar layanan bimbingan dan konseling Indonesia jadi lebih berkarakter.

Kata kunci: Bimbingan Kelompok; *Hybrid*; Rekonstruksi Kognitif; *Ngudi Kasampurnan*

INTRODUCTION

In the current era of globalization, technological developments and societal changes are increasingly rapid. This impacts various aspects of life, including the world of education. As an effort to develop aspects of life through education, there is a group guidance service that prioritizes preventive, preservative and developmental functions (Riyanta & Tadjri,

2015). These services play a very important role in helping students face the challenges of learning, socialization, and personal development. Innovation in group guidance services can provide solutions to the developments faced by students (Rahman, 2022). Every student has different needs and challenges. With innovation, group guidance programs can be adapted to the needs and problems faced by students. For example, by using information and communication technology, students can access online guidance services anytime and anywhere. Besides that, innovation can also provide variations in group guidance methods, such as using games or simulations to increase student involvement (Maulana et al., 2014).

Guidance and counseling are important components in education, and they aim to help students overcome their personal, social, emotional, and academic problems. In this increasingly advanced digital era, the implementation of hybrid guidance and counseling, which combines traditional methods and information technology, has great potential to increase the effectiveness and efficiency of these services (Johnston, 1996). One of the potentials for implementing hybrid guidance and counseling is improving accessibility for students. In the hybrid model, students can access guidance and counseling services online via video conferencing, chat, or email (Rodda et al., 2019). This allows students living in remote areas or with physical limitations to receive the same services as other students. Thus, this potential is crucial in balancing fairness in providing guidance and counseling services to all students (Tregón-Martín et al., 2021).

Innovation in group guidance services can also increase efficiency and effectiveness in providing services that aim to be faster and more efficient (Arinata et al., 2017). Apart from that, innovation can also increase effectiveness in obtaining desired results through a more integrated monitoring and evaluation system, enabling supervisors to track and monitor student progress more accurately (Khafidhoh et al., 2015). Not to forget, innovation in Group Guidance services can also provide long-term benefits for students to prepare them to face an increasingly digitalized world of work (Yuda Wibawa et al., 2012). Innovation in Group Guidance services has a very important role in helping students overcome challenges in learning and personal development (Uz & Uzun, 2018). It can be adapted to student needs, increase the efficiency and effectiveness of service delivery, and provide long-term student benefits (Wiladantika et al., 2014).

Technology has changed how we communicate, access information, and interact with others. Implementing technology in guidance and counseling services has brought significant changes in expanding accessibility and increasing efficiency in supporting individuals who need guidance and counseling. One of the main benefits of technology in guidance and counseling services is increasing accessibility (Carter, 2013; Lac, 2017). With online services, individuals can access guidance and counseling remotely without being physically present. This allows individuals living in remote areas or with physical limitations to get the help they need. Besides that, technology also allows for guidance and counseling services without time and space limitations, so individuals can get guidance and counseling whenever they need it (Sumarwiyah & Zamroni, 2017).

In traditional counseling, individuals must arrange a meeting schedule with a counselor, travel to the counseling place, and spend quite a long time (Hidayah, 2015). However, with online services, individuals can contact counselors easily via text message, video call, or live chat (Fadhilah et al., 2019; Pan et al., 2023). By using technology such as virtual simulations, individuals can experience real and relevant experiences in certain situations (Kraus et al., 2010). Technology also allows for interactive guidance and counseling programs, which

Implementing hybrid guidance and counseling can also increase time efficiency for students and counselors. Using an online platform allows students to make appointments with counselors flexibly without visiting the counseling building (P. Li et al., 2013; Yusri, 2013). Another potential of implementing hybrid guidance and counseling is increased data privacy and security. In a hybrid model, students can access services via their devices, increasing their sense of security and confidentiality (Houwen et al., 2022). It must be acknowledged that implementing hybrid guidance and counseling also has challenges that must be overcome. One of them is the accessibility of information technology, which is still limited in some areas, especially in rural areas. Through this model, accessibility, time efficiency, privacy and data security can be improved. However, challenges such as technology accessibility and technical issues must also be considered and overcome to maximize the potential of implementing hybrid guidance and counseling (Dziuban et al., 2013).

Group guidance services currently being developed still tend to use a single mode, using either online or offline service modes (Adit et al., 2019; Aprianti & Abdi, 2021; Maulana et al., 2014; Suryani, 2018). Apart from that, the techniques used tend to be monotonous and do not touch on the specific aspects that need intervention in group guidance services (Alamri, 2015; Aliwanto et al., 2014; Pramono, 2013). Relevant technical innovations can be based on the similarity of service functions. Group guidance has preventive, preservative and developmental functions (Farozin, 2012, 2019; Saferius et al., 2022; Solkhanuddin et al., 2020), just as counseling has preventive, curative and developmental functions (Awwad, 2015; Mappiare-AT , 2017; Wibowo, 2011). This similarity in function underlies the use of counseling techniques in group guidance services to increase the effectiveness of service results. The choice of the cognitive restructuring technique was based on the idea that this technique can develop more rational thought patterns, which help students to positively rationalize things that are considered less good around them (Fitri et al., 2019; Fitria, 2020; Maharani, 2020). The same function as a technique for developing positive thinking patterns can be implemented through counseling and guidance. In the context of this research, the group guidance service was modified using cognitive restructuring techniques, which other researchers had never done.

Group Guidance Services using cognitive restructuring techniques are an alternative answer to changing students' thinking patterns at school. This technique can change a person's way of thinking and beliefs through equally strong arguments from various sources so that it can change irrational beliefs into rational beliefs so that attitudes and behavior are more acceptable (Halder & Chakraborty, 2023; Y. Li et al., 2021; Terada et al., 2019). The source of argumentation can come from the values that exist around students. *Sunan Kalijaga's* teachings are considered to best represent the form of tolerance of the Islamic religion with existing culture (Hakim, 2020). The value of *ngudi kasampurnan* is a form of seeking the perfect truth through spiritual and religious teachings and culture that is believed to be true (Faiz, 2021; Zamroni, 2022). *Ngudi Kasampurnan* is an alternative for cognitive restructuring the irrational beliefs of people who think radically.

The recent Covid-19 pandemic caused the learning process to be carried out using strict procedures (Kuhfeld et al., 2020; McKellar & Wang, 2023). Learning from these conditions, including guidance and counseling services, must be designed to be flexible and

adaptive to various circumstances. Even though the pandemic is over, the habit of using technology in learning and counseling activities is still ongoing, so there is a need to adapt and modify new models in providing guidance and counseling services to students. The hybrid model is the answer to overcoming health protocol problems as well as complaints about the low level of touch during online learning (Kazakoff et al., 2018; Lamas et al., 2012; Tekler et al., 2023; Tempelaar et al., 2009; Wang et al., 2023; Tempelaar et al., 2009; Wang et al., 2012; al., 2023). It is hoped that space and time problems can be resolved through hybrid Group Guidance services while still providing high touch to students. This article will discuss the validation process in developing a hybrid group guidance model in group guidance services. The innovation carried out also applies cognitive restructuring techniques.

METHODS

This research was designed with a development research design that adopted the ADDIE research and development stages (Dick et al., 2015). The Dick and Carey model has typical characteristics of R&D methods in general; namely, the steps are grouped into five development research procedures, analysis, development, design, implementation and evaluation. This research results in a hybrid group guidance model with cognitive restructuring techniques based on *Ngudi Kasampurnan Sunan Kalijaga* values to increase students' religious moderation. The five steps of the development procedure, when interpreted in the Dick and Carey development model, are; (1) Analysis which contains three procedural steps in the Dick and Carey development model, including analyzing needs to identify goals (asses needs to identify goals), analyzing instruction (conduct instructional analysis), and analyzing learners and context (learners analysis and contexts), the analysis carried out in this research is an analysis of the level of religious moderation of students, the need for students to receive services to increase religious moderation as well as an analysis of the context of the place or location of the learner, (2) Development, development is carried out on the substance of the material and techniques used. The technique developed is cognitive restructuring based on *Sunan Kalijaga's ngudi kasampurnan* values and (3) Design. At this stage, a hybrid group guidance method is designed, both online and offline simultaneously, online, then offline, then online, etc., as well as a synchronous mechanism

or a synchronous guidance service. At this design stage, the researcher asked for expert opinions (judgment experts) to provide input to obtain a model that could be justified theoretically both from group guidance science, cognitive techniques and the cultural values of *Sunan Kalijaga's ngudi kasampurnan* culture. This is considered sufficient as initial validation before being tested on a limited basis.

To collect data, the focused group discussion (FGD) method was used to deepen the concept of group guidance, cognitive restructuring techniques, the value of *ngudi kasampurnan* and hybrid service modes. After that, the hybrid group guidance model was reconstructed using the *Ngudi Kasampurnan* value-based cognitive reconstruction technique to obtain an initial model ready to be validated by experts in group guidance, culture and cognitive techniques. Model validation was carried out on eight experts, including 3 group guidance experts, three cognitive engineering experts and two cultural experts with a qualified understanding of Sunan Kalijaga's teachings. This research has just completed the design or draft stage, validated through group guidance, cognitive engineering, and cultural experts. Input is used as improvement material to move towards the limited implementation stage and get feedback from field practitioners. Validation results from experts were analyzed using Aiken's V Index to obtain an overview of the validation of the contents of the model being developed. The reference values on which this validation is based are in Table 1.

RESULTS AND DISCUSSION

Researchers conducted six FGD activities to discuss the design of a hybrid group guidance model using the *Ngudi Kasampurnan* value-based cognitive reconstruction technique. The values of *Ngudi Kasampurnan*, which were adapted as a basis for cognitive restructuring, include positive intellectual empowerment in rationalizing social phenomena, ethical values in dealing with other people, showing good and positive qualities in everyday life, and being a tolerant human being. He is sensitive and adaptive to the dynamics and cultural differences around him. The choice of a hybrid model consists of alternating online and offline activities, as well as online and offline simultaneously. The number of activities is arranged based on the main indicators of religious moderation material. Overall, activities were carried out nine times in online, offline and on-line-offline modes. Schematically, the

flow of activities planned in the hybrid group guidance model with the *Ngudi Kasampurnan* value-based cognitive reconstruction technique can be seen in Figure 1.

Figure 1 describes four offline synchronous activities, one virtual face-to-face synchronous activity, and four synchronous activities via WhatsApp Group. Cognitive dispute efforts are carried out in-depth through synchronous and synchronous activities. The values of *ngudi kasampurnan* that are carried out include the values of intellectual empowerment, morals and etiquette, as well as the values of intuition, acceptance and initiative to develop culture. After being deemed to meet the research team's criteria, the model is submitted to the validator for assessment and input to improve the model prepared. The validators involved were three group guidance experts, three cognitive engineering experts and two cultural experts. The validation results are as in Table 1.

Table 1.
Validity categories based on the Aiken V Index

Agreement Index	Validity Category
0,71 – 1,00	High
0,31 – 0,70	Medium
0,00 – 0,30	Low

(Source: Hsu et al., 2015)

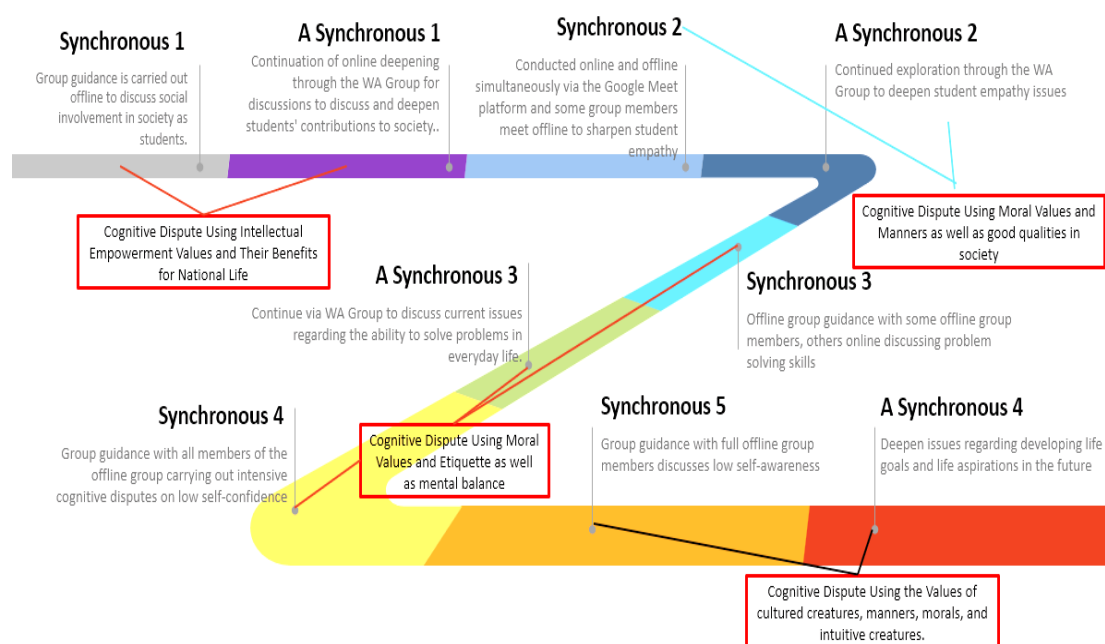


Figure 1. Step Group Guidance Hybrid value-based cognitive reconstruction technique *ngudi kasampurnan* (Source: Zamroni et al, 2024)

Table 2.

Model Validation Results using Aiken's V Index

No	Theme/ Aspect	Validator		
		Group Guidance Expert	Cognitive Technique Expert	Cultural Expert
Theme				
1	Nationality Material	0.89	0.89	0.94
2	Attitude of Religious Tolerance	0.91	0.94	0.92
3	Non-Violence Attitude	0.87	0.89	0.93
4	Acceptance of Tradition	0.84	0.93	0.88
Development Aspects				
1	Concept Stability	0.90	0.87	0.80
2	Innovation Provided	0.91	0.84	0.88
3	Technology Applications	0.86	0.89	0.94
4	Use of Language	0.81	0.93	0.93
5	User Readability	0.93	0.91	0.91

In general, it is known that based on Aiken's V index, which is contained in Table 2, all aspects are categorized as high index. So, it can be said that the model that has been developed meets the requirements and is suitable for testing and implementation on students. The advantages of hybrid services in group tutoring are a very relevant and important theme in the current educational context. Hybrid services combine online and offline approaches, resulting in a more effective and efficient learning experience for students (Istrate, 2013; Niu et al., 2022). The advantage of hybrid services is flexibility in time and place. With the online component, students can access group tutoring services whenever and wherever they are (Carter, 2013; Pederson et al., 2017). This advantage is a very important rationalization and reinforcement because students usually have busy schedules with lectures, part-time jobs and other activities. Hybrid services remove barriers of time and place, allowing students to receive group tutoring according to their schedule and individual needs.

Hybrid services also allow for more personalized interactions between students and counselors. Although most group counseling services are conducted online, there are still opportunities to meet directly with counselors in face-to-face sessions. This allows students to feel more comfortable and personally connected with their counselors, which can influence the quality of services provided (Cook-Sather et al., 2015). This personal interaction also helps students build closer relationships and can provide more effective

support in overcoming their personal or academic problems (Kirkham, 2021). Another advantage of hybrid services is access to a wider range of resources. Through online platforms, students can easily access various supporting resources such as articles, videos, and other reference materials, which can help them overcome their academic or personal challenges (Jonker et al., 2018). With easier access to these resources, students can expand their knowledge and understanding in various relevant areas with group tutoring.

The advantages of hybrid services can also be seen from the cost aspect. Hybrid services are usually more affordable than traditional group tutoring services conducted face-to-face. Students do not need to incur additional costs for transportation or accommodation, as they can access these services from the comfort of home or any other place they wish (Donovan et al., 2023). This can help students save costs and allocate their limited resources to other, more urgent needs. Hybrid group tutoring services offer students several significant advantages (Amin et al., 2021). Flexibility of time and place, personal interaction, access to a wider range of resources, and more affordable costs make hybrid services an attractive option in higher education today. Thus, hybrid services can help students achieve their academic and personal goals (Biddle & Hoover, 2020).

The cognitive restructuring technique in a group format allows participants to support each other and share their experiences dealing with negative or unproductive thoughts (Comşa et al., 2022). In groups, individuals can collaborate to identify thought patterns that cause excessive anxiety or concern and work together to change these thoughts to be more positive and constructive (Peng et al., 2022). One of the main advantages of cognitive restructuring techniques in a group format is the diversity of views and experiences among group members. This provides an opportunity for participants to gain new perspectives and alternative solutions to the problems they face. In addition, sharing experiences allows participants to feel more connected and supported by other group members (Dharsana et al., 2020).

In a group format, there is the possibility of synergy between participants that can encourage successful cognitive restructuring. When group members inspire and motivate each other, they can generate new ideas and strategies that are more effective in overcoming negative thinking (Liang et al., 2023; Morikawa et al., 2022). This synergy can also increase individual motivation and commitment to implementing the required mindset changes. In

addition to these benefits, cognitive restructuring techniques in a group format can also provide space for participants to learn from the successes and failures of others (Jalali et al., 2020; Saffari et al., 2018). In groups, participants can see how others overcome their negative thinking and use the experience as valuable learning in their journey toward changing more positive thought patterns. Cognitive restructuring techniques in a group format have significant advantages (Bal & Uçar, 2023). Allowing participants to support each other, share experiences, and utilize group synergy can effectively overcome negative thinking and develop more positive and constructive thought patterns (Scott et al., 2023).

Local wisdom group guidance services are an approach in guidance and counseling that applies local values, norms and traditions in the assistance process (Maulana et al., 2014). This approach has significant advantages in supporting and guiding individuals in local communities (Marhamah et al., 2015). Local wisdom group guidance can accommodate individual special needs based on their cultural and community context. By understanding and considering local values, counselors can provide more relevant and acceptable solutions to clients (Zamroni, 2019). This increases the effectiveness of group counseling services, as clients feel understood and supported in a way appropriate to their cultural background.

This approach promotes understanding and appreciation of cultural diversity in society. In the context of increasingly advanced globalization, cultural conflicts often arise (Pederson et al., 2017; Sue & Sue, 2016). However, using a local wisdom approach, group guidance services can help individuals understand and respect cultural differences (DeBlaere et al., 2019; Peterson et al., 2019). This will have a positive impact on tolerance and social harmony. Local wisdom group guidance services also have the potential to encourage the development and preservation of local traditions.

By integrating cultural values and traditions in group guidance sessions, individuals can learn to care for and respect their ancestors (Leung & Chen, 2009; Pratt, 2007). This means that group guidance services not only help individuals personally but also contribute to maintaining local cultural heritage and identity (Putra et al., 2015; Wiladantika et al., 2014). Local wisdom group guidance has significant advantages in providing support and guidance to individuals in the community. By considering local values, this approach can accommodate individual special needs, promote understanding and appreciation of cultural

diversity, and encourage the preservation of local traditions (Blustein, 1982; Kravia & Pagliano, 2016; Yusoff et al., 2017). Group guidance agencies and counselors must adopt this approach to ensure optimal service effectiveness for their clients.

The hybrid group guidance model with the *Ngudi Kasampurnan* value-based cognitive reconstruction technique generally requires greater effort from group leaders (counselors) to prepare supporting tools, which can be quite complex. It should be recognized that combining several counseling models in one hybrid approach can be complicated and requires a deep understanding of the foundations and concepts of each combined model. Therefore, solid skills and knowledge of each model are essential for counselors using a hybrid approach. Using a hybrid model can present challenges regarding consistency and uniformity in counseling (Zamroni et al., 2020). Counselors must consistently approach each client, and the problem encountered when various models are combined. Otherwise, counseling can become unstructured and less focused, reducing its effectiveness. Counselors can access multiple techniques and strategies from the different models in a hybrid context. This can leave counselors with difficult decisions regarding which techniques to use in each situation (Pan et al., 2023). The high complexity of choosing the right method can hinder counseling progress and prolong the counselor's decision-making process. Hybrid is a relatively new approach to counseling. Although some research and counseling thinkers support using the hybrid model, there is not yet strong evidence underlying its effectiveness and success. Limited research on hybrid models and a lack of empirical evidence mean there is a need for more research and development of these models to clarify the benefits and drawbacks associated with their use in counseling practice (Dziuban et al., 2013; Räsänen et al., 2023).

In general, hybrid group guidance with the *Ngudi Kasampurnan* values-based cognitive reconstruction technique is an effort to collaborate the conventional counseling paradigm with the application of technology while utilizing local wisdom values in the region as a source of knowledge and inclusion in cognitive reconstruction techniques. This is also a form of effort to develop Indonesian Guidance and Counseling science, which is truly sourced from local Indonesian wisdom, starting from value philosophy to stages with an Indonesian nuance. Thus, the intellectual empowerment of Indonesian society is truly based on cultural values that have been mutually understood and agreed upon as true and

ultimately contribute to the development of Indonesian civilization in general and the development of knowledge and practice of guidance and counseling services in particular.

CONCLUSION

The research results show that the hybrid group guidance model with the *Ngudi Kasampurnan* value-based cognitive reconstruction technique is suitable for use and substantively valid for guidance and counseling services in schools. The advantages of placing cognitive techniques that can change thinking paradigms and increase the insight needed in daily life are quite dominant factors in this service test. Besides that, the hybrid mode is also considered capable of overcoming the classic problems of limited space and time, common in guidance and counseling services. Apart from that, the use of the local wisdom values of *Ngudi Kasampurnan* is considered to be able to highlight the ancestral wealth of the Indonesian people who can optimally empower their intellect, develop their intuition while becoming individuals with good manners and morals and accept the cultural and religious differences that occur around them. Next, it is necessary to empirically test the effectiveness of this model to obtain more convincing results regarding the efficacy of the hybrid group guidance model with the *Ngudi Kasampurnan* value-based cognitive reconstruction technique. Until now, the value of *ngudi kasampurnan* is only a value that Javanese ethnic groups understand, so in the future, and it is hoped that there will be other researchers who can develop group guidance specifically and guidance and counseling in general with more comprehensive local Indonesian wisdom values.

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