SOCIAL PIOUSNESS GUIDANCE MODEL
ON MORAL AWARENESS

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Abstract

The main problems of this research are (1) What is the form of the social devotional guidance model that can increase the moral awareness of students at SMK Negeri 3 Sinjai? (2) How is the validity and practicality of social devotional guidance to increase the moral awareness of students at SMK Negeri 3 Sinjai ? (3) Is the application of the social devotional guidance model effective in increasing the moral awareness of students at SMK Negeri 3 Sinjai ?. The aim of this study (1) To find out the form of the social piety guidance model that can increase the moral awareness of students at SMK Negeri 3 Sinjai, (2) To find out the validity and practicality of social devotional guidance for the moral awareness of students at SMK Negeri 3 Sinjai, and (3) To find out the application of the guidance model social piety is effective in increasing the moral awareness of students at SMK Negeri 3 Sinjai. The research design is R&D (research and development). The research phase includes: (1) initial research and information gathering, (2) development planning, (3) initial product development, (4) concept, (5) initial field test (expert validation), (6) initial revision, (7)) small group test. Data collection techniques used are using questionnaires, observation and interviews. The results of this study (1) The resulting social devotional guidance model is in the form of a guide or module which contains background, goals, objectives, activity systematics and time allocation, scenarios for group guidance activities, implementation of group guidance activities in online form, stages of group guidance activities, place of activity, counselor competence and contents of the guide material, (2) The model of social piety guidance for students' moral awareness and the guide is considered valid and practical for increasing the moral reasoning of students at SMK Negeri 3 Sinjai, (3) The model of social piety guidance for the moral awareness of students of SMK Negeri 3 Sinjai is effective in increasing students' moral reasoning.

Keywords: Guidance, Social Piety, Moral Awareness

A. INTRODUCTION

Morality is an important part of life. Morality is closely related to the norms that apply in society which regulate all behavior in relation to other people and establish respect between people. Moral can also be understood as a reference in one's good or bad deeds. According to Hudi (2017) there are

various moral knowledge a) knowing what is right and wrong, b) knowing moral values, c) taking perspectives, d) moral reasoning, e) making decisions, and f) understanding oneself. Tarigan and Siregar (2013) added that morale is an important issue in adolescence. The development process that occurs in a teenager is formed by what he experienced and received during childhood, little by little few of these things will affect his development that will lead to adulthood. How to deal with positive individual self-concept requires guidance from various parties such as lecturers, parents, friends and the community (Yusuf, 2020). Therefore education is very important to support human needs in order to provide understanding in optimizing all forms of potential. With education which is the basis for humans in interacting with each other, humans will understand more about all forms of diversity and the norms and values that apply in society.

According to Lathifa (2015) defines its relation to sorting out something that is good or bad, every human being has a nature to be able to distinguish what is experienced is right or wrong. Since humans are born, they have been equipped with moral abilities, after that these morals grow according to human growth when dealing with other people, because basically the growth of moral awareness itself is intertwined through human experience in interacting. moral awareness can be used as a human guide, when you want to carry out an action related to the value system or moral itself, so that you are free from mistakes in interpreting things. Moral awareness plays an important role in the development of moral principles. In moral awareness, it is expected that a teenager who faces moral dilemmas will reflectively develop personal moral principles that can act according to the moral basis that is believed and not social pressure. Moral awareness like this can be formed due to the acceptance of moral values obtained through the social environment, such as: family, school, and religious groups which are processed through reasoning and kept in mind. inner (Tarigan and Siregar,

2013). moral awareness are good and bad teachings about deeds and behavior (morals) (Rahayu, 2015).

Currently, moral awareness is needed by teenagers because it is related to the transition period of their lives, namely the search for identity. In this regard, the adolescents studied by the researchers were adolescents whose ages ranged from 15-20 years where in the future adolescents will be faced with various challenges and pressures that often make them make wrong decisions. With moral awareness, it is hoped that youth will be able to overcome all conflicts and be able to develop good interpersonal relationships good for decision making. Kholberg (Upton, 2012) argues that some adolescents reach level II at the stages of moral development or what is called conventional reasoning, in this stage trust, affection, loyalty, and being valued are seen as the basis for moral judgments and the good and bad of something is assessed and determined from the laws that apply in society, so that rules and laws must be enforced to fulfill the social order. In this case teenagers really need guidance on good moral awareness, because if teenagers act according to conventional moral stages, they will develop good skills in behaving in the community area, because that person can fulfill all existing rules or laws and is responsible for every obligation. Basically moral awareness comes from the conscience of every human being, but good moral reasoning is supported by various experiences of people when dealing with other people and through the legal order that applies to an environment.

Counselors in this case both in schools and universities need to play an active role in developing and maintaining individual attitudes and principles towards their beliefs about morals, in accordance with the Mandate of the 2003 National Education System Law which means that education does not only form intelligent Indonesian people, but also personality or character and having character that breathes the noble values of the nation and religion. In line with the importance of the stages of developing moral awareness in

adolescents, the stages of adolescent development must also be followed by high social piety because it will become the basis for adolescents to behave properly and correctly in society and be able to make wise decisions. According to Helmiati (2015) social piety is a form of piety which is not only marked by bowing and prostrating, fasting, pilgrimage but also marked by how much a person has social sensitivity and does good for the people around him. So that people feel comfortable, peaceful, and peaceful interacting and cooperating and associating with him. In line with that research _ _ y a n g written by Riadi (2014) d e n g a n examines descriptively about social piety which is understood as piety which shows the behavior of people who care about Islamic values, which are social. The results of research conducted by Isti'anah and Rosyidah (2019) concluded that a person can be said to be a superior and qualified person if he has an attitude of social piety, meaning that person has good values. This value must be maintained and developed further to create behavior that is in accordance with the norms prevailing in society.

Lickona (2013) explains that there are 10 indications of symptoms of moral degradation in modern youth that need attention and direction to change for the better; 1) Violence and acts of anarchy, 2) Theft, 3) Cheating, 4) Disregard for applicable rules, 5) Brawls between students, 6) Intolerance, 7) Use of bad language. 8) Premature sexual maturity and its deviations, 9) Self-destructive attitudes, 10) Drug abuse. Given this, the moral development of adolescents is already at an alarming stage, so that the current condition of moral decline can be seen from the indications previously mentioned, it is not impossible that adolescent morale in Indonesia will decline if it is not handled immediately. Teenagers who are too comfortable with technological advances that are connected to international communication networks that are broad and unlimited in use. This condition allows for a decline in adolescent moral awareness which needs special attention and needs to be raised so that students' moral development can be better.

The role of the counselor in guiding and directing individuals towards moral formation is very important, both during school education to college level education where individuals must be able to analyze and interpret the actions that need to be given to many people in order to minimize behavior that is not in accordance with applicable norms. Counselors are able to guide their counselees in increasing moral awareness in their real environment, with interactions between individuals and the problems around them, such as being responsible, trustworthy, honest, increasing solidarity, mutual help, fairness and responsibility. Their behavior will be formed from their experience of forming a new self-concept. Providing guidance with a social piety model to increase youth moral awareness is considered suitable for minimizing moral dilemmas that often occur in adolescents, resulting in behavior that is not in accordance with the norms in the school and college environment. Through the development of this social godliness guidance model, it is hoped that youth will be able to resolve their moral dilemmas and be able to create their own moral principles and be able to make decisions by considering these reasons properly and correctly. Based on the results of observations made by the author in the field found evidence of low moral awareness behavior such as teenagers disobeying services, not listening to lecturers when explaining so that it interferes with teaching and learning activities of other students, lack of gratitude after being assisted in completing assignments, not being able to work together and maintain cohesiveness, lack of prosocial attitudes aimed at each other, not respecting fellow students between one another. So that this phenomenon will affect the development of student moral awareness in the future.

To deal with the phenomenon of moral awareness that occurs above, efforts are needed to prevent the emergence of behavior that can harm the future of students related to moral awareness that is not directed properly from an early age. The role of the counselor in developing and maintaining the

attitudes and principles of adolescents towards their beliefs about morals by providing moral encouragement to adolescents through group guidance services gradually in the personal-social field in the form of social devotional guidance services to adolescents' moral awareness so that moral dilemmas that occur in adolescents especially students can be minimized by always providing early prevention. The application of social godliness guidance in helping to develop students' moral reasoning is considered very suitable to be applied in schools. Sujana (2019) said the function of education is to improve skills and shape the character and civilization of a dignified nation in order to educate the nation's life. In line with that, the counselor has an important role in the service process in education, especially in schools. As explained by (Prayitno, 2013) that guidance is all activities aimed at increasing each person's personal realization.

In research conducted by Salsabeel (2018), social piety refers to the attitude of people who are very concerned about Islamic values, which are social in nature. Be polite to others, like to help, be very concerned about the problems of the ummah, observe and respect the rights of others, be able to think from other people's perspectives, and be able to feel what other people are experiencing. Then the results of research by Hamimah (2019) concluded that one of the supporting factors in forming adolescent social piety attitudes, there was support from the community environment and teacher involvement and extracurricular activities in schools.

Through the elaboration of the existing problems and several findings by researchers regarding the level of youth moral awareness that needs to be increased, the social piety guidance model is suitable for use in increasing the moral awareness of adolescents, especially students at SMK Negeri 3 Sinjai. Therefore researchers are interested in conducting research on the "Piety Guidance Model for Moral Awareness of Students at SMK Negeri 3 Sinjai".

B. METHOD

This research was conducted using a Research & Development (R&D) approach. In this study Research and Development was utilized to produce a model of social devotional guidance for students' moral awareness at SMK Negeri 3 Sinjai. The model in question is in the form of a guidebook related to social piety guidance on moral awareness in schools . The research procedures for product development for social devotional guidance services are; 1) initial research and information gathering, 2) development planning, 3) initial product development and conceptualization, 4) initial field test (expert validation), 5) revision I, and 6) small group test. The trial design in this development research was carried out to produce a model of social devotional guidance on moral awareness that is valid, practical and effective for use in schools to increase students' moral awareness . To find out the validity, practicality and effectiveness of the social devotional guidance model on moral awareness , an acceptability test was carried out to validate the module by involving one guidance and counseling expert, one design and language expert and one practitioner expert at school, so that the social devotional guidance model towards Student moral awareness is said to be valid, practical and effectively implemented in schools.

In a limited trial by taking a sample of 7 class XI students to be given a pre test to measure the condition of moral awareness and then given treatment in the form of providing social piety guidance services to moral awareness , the next step is to do a post test to see the effectiveness of the social piety guidance model in helping improve moral awareness of students. Data collection instruments in model development used three kinds of data collection instruments such as observation, interviews and questionnaires. The data analysis technique used is descriptive quantitative analysis technique by grouping quantitative and qualitative data information in the form of responses, input of criticism and suggestions from experts, and questionnaires

obtained from the results of the acceptability test and the results of small group trials conducted by students.

C. RESULT

The results of the acceptability assessment questionnaire data used in this study aims to determine the usability, feasibility, determination and content of the material for the guidance of social piety on students' moral awareness will be detailed one by one, namely the appropriateness test by experts 1, 2 and 3. Following are the results of the research on the acceptability numbers given by each -each expert test:

a.   Usability Test _ _

Table 4. 3 . Results of Usability Test Assessment *(Utility)* Guide to Guidance of Social Devotion to Students' *Moral Awareness* by Experts 1 , 2 , and 3

Statement Items	Usability Level			Amount	%
	Expert 1	Expert 2	Expert 3		
1	4	4	3	11	91.7
2	4	4	3	11	91.7
3	3	4	3	10	83.3
4	4	3	3	10	83.3
5	4	3	3	10	83.3
6	3	4	4	11	91.7
7	4	3	4	11	91.7
Amount	26	25	23	74	
%	92.9	89.3	82,1		88.1

From table 4. 3 mentioned in above shows that from the results of the utility test there are 7 (seven) statements of acceptability to assess the usefulness of social devotional guidance guidelines for students' moral awareness . The average of usability yield is 8 8 ,1 %. So it can be concluded that the social devotional guidance model affects students' moral awareness has a great level of use for guidance and counseling teachers and students in schools, in order to assist counseling teachers in knowing the level of development of students' moral awareness .

b.   Feasibility Test _ _

Table 4. 4 . Feasibility Test Assessment Results *(Feastability) Guidance* Guide for Social Devotion and *Moral Awareness* for Students By Experts 1 , 2 , and 3

Statement Items	Eligibility Level			Amount	%
	Expert 1	Expert 2	Expert 3		
1	4	3	3	10	83.3
2	4	3	4	11	91.7
3	4	4	3	11	91.7
4	4	4	3	11	91.7
5	4	3	3	10	83.3
6	4	3	4	11	91.7
7	4	3	3	10	83.3
Amount	28	23	23	74	
%	100	82,1	82,1		88.1

From table 4.4 above , it shows that from the results of the Feasibility test there are 7 (seven) statements of acceptability to assess the feasibility of social devotional guidance guidelines for students' moral reasoning , each statement is given a scale of 1–4. The average of usability yield is 8 8 , 1 %. From the results of the rating scale given by the experts, it can be concluded that the model of social devotional guidance is towards moral awareness along with this guide has a high level of feasibility for guidance and counseling teachers and students at school.

 c.   Accuracy Test

Table 4. 5 . Appropriateness Test Assessment Results *(Accuracy)* Guidelines for Guidance of Social Devotion to Students' *Moral Awareness* By Experts 1,2 , and 3

Statement Items	Accuracy Level			Amount	%
	Expert 1	Expert 2	Expert 3		
1	4	3	3	10	83.3
2	4	4	4	12	100
3	4	4	3	11	91.7
4	4	3	3	10	83.3
5	4	4	3	11	91.7
6	3	3	3	9	75.0
Amount	23	21	19	63	
%	95.8	87.5	79,2		87.5

From table 4.5 above it shows that from the results of the accuracy test there are 6 (six) acceptability statements to assess the feasibility of social piety

guidance guidelines for moral reasoning each statement is given a scale of 1 – 4. The average of the usability results is 8 7 ,5 %. From the results of the rating scale given by the experts, it can be concluded that the social devotional guidance model for students' moral awareness and the guide has a high level of accuracy for counseling teachers and students at school.

d.   Content Test (Content)

Table 4. 6 . Material Content Test Assessment Results *(Content) Guidance* Guide to Social Piety Against Student Moral Reasoning By Experts 1,2 , and 3

Statement Items	Material Content Level			Amount	%
	Expert 1	Expert 2	Expert 3		
1	4	3	3	10	83.3
2	4	4	3	11	91.7
3	4	4	3	11	91.7
4	4	4	3	11	91.7
5	4	3	3	10	83.3
Amount	20	18	15	53	
%	100	90.0	75		88.3

The next assessment is the content test . Based on the results of the assessment given by the expert, there are 5 (five) items of acceptability statements for the accuracy of the social piety guidance model for moral awareness each statement is given a scale of 1 - 4. The average of the usefulness results is 8 8 ,3 %. To assess the effectiveness of the successful implementation of social devotional guidance guidelines on moral awareness students, do the initial test (pre test). This pre test is carried out before the activity, and for the post test after the activity.

Table 4.7 Description of Observation Results During Research

Percentage	Category	Meeting				
		I	II	III	IV	V
80%-100%	Very high	0	1	2	3	5
60%-79%	Tall	5	5	5	4	2
40%-59%	Currently	1	1	0	0	0
20%-39%	Low	1	0	0	0	0
0%-19%	Very low	0	0	0	0	0
Amount		7	7	7	7	7

Based on the results of observations and the first meeting on solidarity material, in general, the participation of respondents was in the low category of 1 respondent , the medium category was 1 respondent, the high category was 5 respondents . At the second meeting for cooperation material, in general, the participation of respondents was in the medium category, 1 respondent in the high category, 5 respondents in the very high category, 1 respondent. At the third meeting for tolerance material, in general, the participation of respondents was in the high category, with 5 respondents in the very high category, with 2 respondents. At the fourth meeting for fair and balanced material, in general, the participation of respondents was in the high category, with 4 respondents and in the very high category, with 3 respondents. At the fifth meeting on the matter of maintaining public order, in general, student participation was in the high category of 2 students , very high category of 5 students or respondents. Based on the results of the observations above, in general the respondents were always active in participating in social devotional guidance activities towards moral awareness for 5 (five) treatments. So, it can be concluded that in general students actively participate in the implementation of each stage of social devotional guidance activities towards moral awareness .

The following presents data regarding the level of moral reasoning before and after being given social piety guidance on moral awareness :

Table 4.8 Data Regarding the Level of *Moral Awareness* Before and After Being Given Social Piety Guidance Against *Moral Awareness*

intervals	Category	Sample			
		Pre-Test		Post-Test	
		F	%	F	%
124 - 152	Very high	0	0	6	85.80%
95 - 123	Tall	2	28.60%	1	14.30%
66 - 94	Low	5	71.50%	0	0
37-65	Very low	0	0	0	0
Amount		7	100%	7	100%

The data above explains that the general description of the level of moral awareness before and after being given social devotional guidance during the pretest, students' moral awareness is in the low category of 2 respondents or 28.60% percent or is in the interval 95-123 and in the low category as many as 5 respondents or 71.50% or are in the 66-94 interval.

Different results were obtained after being given treatment in the form of social devotional guidance services during the posttest, the level of students' moral awareness increased. As many as 1 respondent or 14.30% are in the high category or are in the 95-123 interval. There were 6 respondents or 85.80% of respondents who were in the very high category or were in the 124-152 interval.

Table 4.9 General Research Trends Based on Students' *Moral Awareness* Level Category

Data Type	N	Means	intervals	Category
Pretest	7	91.71	66-94	Low
Posttest	7	127,14	124-152	Very high

pretest average of 91.71 which means *moral awareness* students are in the low category, while the *posttest* is 127.14 which means there is a change in terms of increasing student *moral awareness* , which is in the very high category.

D. DISCUSSION

One of the characteristics that the occurrence of a moral decline is characterized by a lack of attitudes and behavior, for example in tolerance, helping, solidarity, cooperation, honesty, fairness, not being able to express gratitude, lack of responsibility, not respecting services and not considering the general welfare. . A new culture that erodes most of the old culture that guides behavior among others. According to Alwi (Yuniarrahma and Rachmah, 2014) the rapid growth of adolescents is directly proportional to the problems that occur in adolescents. The phenomenon of negative adolescent behavior is often found in society. This can be supported by the emergence of moral issues that occur in adolescents in public life. Kohlberg and Heiderman (Dewi, 2019) state that a person or individual begins to have an increase in moral reasoning when the individual has the opportunity or experience of taking a role, by getting the opportunity and experience to take action from another person's perspective or put oneself in the other person's position. , individuals begin to understand and realize that everyone, groups, families, even peers have thoughts, feelings, opinions and others that are different from that individual's perspective.

Likewise, the results of research carried out at SMK Negeri 3 Sinjai show that there are students who have low moral reasoning or are not in accordance with the levels and stages of moral awareness at their age . Information was obtained that among students there were still many who were not mutually responsible, were unable to work together in facing or carrying out something either in the form of a task or a given mandate, did not have an attitude of gratitude, did not respect each other, and did not obey services. Thus the results of the interviews and observations of researchers in the classroom and added information from the guidance and counseling teacher at school, this is visible among students. So according to the school counselor it is necessary to carry out activities that can help increase knowledge about the development of students' moral awareness in schools so as to suppress the moral degradation of students which is currently happening a lot.

Based on the results of the needs analysis obtained by the researchers from observations, interviews with counseling teachers and questionnaires as well as the results of theoretical and empirical studies, it is very necessary to have a service or social devotional guidance guide to moral awareness. students , then formulated the formulation of the problem to be studied. By reviewing the literature and analyzing needs, it aims to find out the need for program implementation to help increase the development of students' moral awareness at school and problems will be obtained or social problems faced by students and the needs obtained in dealing with these problems. So with reference to the needs analysis and study of the literature, the researcher made a guide in the form of a module related to social devotional guidance on student moral awareness as a guide in assisting students in developing moral awareness , which is based on strong theory and has good implementation opportunities. This kind of process is confirmed by Borg & Gall (1989) that a literature review is conducted to collect information in order to plan and develop guidelines and models. The guide

designed by the researcher was then tested for the level of acceptability which included: usability, feasibility, accuracy and content of the material by three. The results of the acceptability test showed that the guide designed by the researcher was appropriate to be used as a guide for counseling teachers or school counselors.

After carrying out the acceptability test by experts, the researcher conducted a trial run on 7 students as a small group or limited group test. The aim is to see the effectiveness of social devotional guidance guidelines on moral awareness in increasing the development of students' moral awareness . After the entire series of activities was carried out, the researcher re-measured the level of students' moral awareness from giving the social devotional guidance model to moral awareness. In this measurement, a posttest questionnaire was given to find out the level of students' moral awareness after giving the social piety guidance model to students' moral awareness .

In research conducted by Salsabeel (2018) explaining social piety refers to the attitude of people who are very concerned about Islamic values, which are social in nature. Be polite to others, like to help, be very concerned about the problems of the ummah, observe and respect the rights of others, be able to think from other people's perspectives, and be able to feel what other people are experiencing. Then in Hamimah's research (2019) mentions one of the supporting factors in forming students' social piety attitudes, there is support from the community environment and teacher involvement and extracurricular activities in schools. Therefore the researchers created a guide in the form of social devotional guidance on moral awareness by implementing services using group guidance techniques which are considered capable of assisting students in increasing the development of students' moral awareness at school.

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