

# Is Symbolic Modeling Videos Containing Malay Values Effective to Improve Student's Social Harmony?

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## ABSTRACT

Social harmony stimulations should be given as early as possible since it correlates with a number of conducts, such as respecting cultural differences, tolerance, and willingness to constructively resolve a conflict. As social harmony affects students' characters, an intervention to enhance their social harmony is required. This study aims to investigate the efficiency of symbolic video modeling consisting of Malay values in improving students' social harmony. It used a quasi-experimental design with one group pretest-posttest model. This study involved 101 randomly selected respondents and used 45 items social harmony scale to obtain the data. The data analysis was carried out using a dependent sample t-test. The results suggest that the symbolic modeling video of Malay values is effective in enhancing the social harmony of the Junior High School students. Further, the 13 years old female students are observed to have higher social harmony than their 12 and 14 years old counterparts. The findings of this study can be used as a reference in resolving students' issues, primarily the issues related to social harmony. This study has beneficial for counselor especially in improving students' social harmony with the Malay values.

**Keywords:** Malay values, Social harmony, symbolic video modeling.

## INTRODUCTION

Since humans always live together with other humans, a group of humans achieves contentment, harmony, and tranquility once they successfully construct social harmony. Accordingly, a social community accommodates various differences and facilitates mutual respect, understanding, and tolerance, resulting in excellent harmony and reciprocal affection.

Human behavior can be predicted and modified through learning principles, by considering their thinking skills and social interaction (Bandura, 1988). Essentially, social harmony represents an individual's consideration of other people's responses (Bandura, 2001, 2005). Ideally, individuals should have carefully considered their attitude to minimize or obliterate the possible bad effects for themselves and other people. Someone with great morality brings harmony and vice versa (Bandura, 2016).

In addition, cultural diversity grows the reciprocal appreciation, affection, serenity, and tolerance, bringing great social harmony (Banban, 2018; M. Sharma, 2015; R. N. Sharma, 2014). This cultural diversity is affluence that should be preserved, regardless of gender, ethnicity, religion, and other aspects (Brown, 2004; Connerly & Pedersen, 2005; F. K. Fitriyah et al., 2022; Fifi Khoirul Fitriyah et al., 2021; Triandis, 1994; Vass, 2017). Therefore, the school curriculum should facilitate the improvement of mutual morality, equity, respect and tolerance toward school distinctive cultures (Fifi Khoirul Fitriyah et al., 2020; Habsiah, 2017; Krulatz et al., 2018; Lacoé & Steinberg, 2017; Lickona, 1996; Mustaqim, 2019; Nuswantari, 2019).

Social harmony realization requires the school's members to appreciate differences, be affectionate, and have high

tolerance (Dewantara & Nurgiansah, 2021; Kelley, 2008; Oparah, 2006). Tolerance unifies different cultures, ethnicities, and nationalities, to realize cooperation and a sense of togetherness (Galishnikova et al., 2016; Olga et al., 2021) this is tolerant contact in a multicultural space, because the global society has brought together ethnic groups, nationalities, continents, which must coexist, cooperate, be tolerant to each other. The inability to be tolerant to each other provokes misunderstandings, conflicts, wars. There is a significant amount of research on the concept of "tolerance" in scientific discourse, but they are mainly related to philosophy. In our article the issue is emphasized on a pedagogical basis, grouped the most significant, in our opinion, definitions that reveal the full meaning. The purpose of the article is to show the importance of the educational environment in the formation of

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student tolerance, and it is proved that the level of tolerance is directly proportional to the level of education. It is important, along with learning the main profession, to form a citizen of an open society who will be equally able to adapt to the environment in any part of the planet. The problem is solved on the basis of two concepts of education during students' education: international (global). Schools should facilitate the development of respectful, appreciative, solidarity, tolerance, and responsible character (Permendikbud, 2014).

A number of studies from Unesco (2017) report that 13 to 15 years old children experience disharmony within and outside the schools, primarily disharmony correlated with cultural dimension (Nurwanto & Habiby, 2020). Data obtained from the Central Bureau of Statistics (2020) confirm high social disharmony in Indonesian villages. In 2018, 3.75% reported conflicts involving students, with 5.9% of conflicts remaining unresolved. This high number of social disharmony becomes a deliberate challenge for education and public institution (Badan Pusat Statistik, 2020). Results of our initial study on some junior high schools indicate the decline of solidarity values, appreciation toward differences, open mindedness, and constructive conflict resolution. Similar issues have been disclosed by the schools' counselors, during an interview.

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If these identified issues remain unresolved, they carry deficient effects on students' characters. Therefore, an appropriate intervention is required to maintain students' social harmony. Symbolic modeling technique has been frequently applied to enhance social harmony (Bandura, 1988; Corey, 2016; Halle et al., 2016; Hidayah et al., 2019; Ninness et al., 2016; Novia et al., 2019).

A study to improve social harmony through a simulation game, using shadow puppet, and a comprehensive guide has been carried out (R. Jannah et al., 2016; Putra et al., 2019; Sudrajat et al., 2017). Social harmony is developed through direct modeling and habituation from the teachers (Aunurrahman, 2018; Harun, 2017). Previous studies on the enhancement of students' social harmony have implemented

a combination of development program design, symbolic modeling technique, shadow puppet media, training, habituation, games, and comprehensive guidance.

Enhancement of social harmony requires a comprehensive strategy that incorporates technologies and local values in developing noble character values. This strategy is rarely implemented in previous studies. This study uses a symbolic modeling video consisting of Malay values, such as respecting differences, tolerance, being open-minded, and maintaining equity. Those values are stipulated in Syair Gulung. The signification from Syair Gulung can transform someone's mind and behavior. Its lines imply that humans should maintain the harmony between humans, humans and nature, as well as humans and God (Hidayatullah, 2019; Syaifulloh & Wibowo, 2017). This study adopted a video as the learning media since it is more practical and facilitates an easy material delivery (Z. Jannah et al., 2021; Kusumaning Ayu et al., 2019). A previous study has confirmed the efficiency of videos in communicating cultural, social differences, and depression-related ideas (Gaudio et al., 2019) covering a large sample size (4153 respondents).

This intervention affects students' cognitive and affective skills in formulating characters of respecting cultural differences, tolerance, open-mindedness, and constructively resolving an issue. This study was carried out to investigate students' social harmony differences before and after they are provided with symbolic modeling video consisting of Malay values in seventh graders of junior high schools in Pontianak, West Kalimantan, Indonesia.

## METHOD

### Research Design

This study used the quasi-experiment method with one group pretest-posttest design. The samples were selected randomly, in which all populations have equal opportunities to be selected as the sample (Nazier, 2016). The same social harmony scale was distributed to the research participants before and after the treatment. It was carried out to anticipate internal validity threats (Creswell, 2012; Mertens, 2010). Participants

This study involved seventh grade students of junior high schools in Pontianak, West Kalimantan, Indonesia. The participants were 101 students, consisting of 48 male and 53 female students, aged 12 to 14 years old. This study involved six-state junior high schools. The participants were selected randomly without considering the participants' level (Creswell, 2012). Table 1 presents the obtained students' demographic information, including students' age and gender. All of the research participants were seventh grade students in Pontianak, West Kalimantan, Indonesia.

#### Intervention Procedure

Before the intervention, a video of Syair Gulung consisting of social harmony-related verses was made. Before being

presented to students, it had been validated by learning media experts. The intervention was carried out by six school counselors in six different junior high schools. The counselors had been trained and provided with a guidebook of symbolic modeling videos consisting of Malay values. This study was carried out online due to the Covid-19 pandemic. The intervention consisted of three stages. In the initial stage, the school counselor opened the activity and ensured students' readiness to come to the next stage. In the main stage, the counselors facilitate services by showing social harmony materials presented by a poet and two models who demonstrated the material through hand movements. After the participants watched the video, they were given time to contemplate, then discuss essential points related to behavioral transformation. During the discussion, counselors guide the discussion process to ensure students' active participation. In the third stage of closing and evaluation, the participants concluded the essential points that have been discussed. Besides, in this stage, the counselors also ensured the benefits of the services. Intervention using symbolic modeling video consisting of Malays values was carried out four times, with 50 minutes duration for each session. The first, second, third, and fourth meetings focused on cultural diversity awareness, tolerance, open-mindedness, and constructive conflict resolution, respectively. These four meetings were expected to facilitate the formulation of social harmony. This short intervention adopted Solution Focus Brief Counseling (SFBT) (Mulawarman et al., 2016). A comprehensive, systemic, and holistic approach is required to assure that students attain the behavioral understanding since individuals have distinctive needs (Fleuridas & Krafcik, 2019) this commentary uses the levels of analysis (LOAs).

**Data Collection Tools**

We independently developed the social harmony instrument. The developed instrument was then validated by the relevant experts. The scale consisted of 45 items with four indicators, namely cultural difference awareness, tolerance, open-mindedness, and constructive conflict resolution. It used the Likert scale with four options of always, frequently, rarely, and never. Instrument validity test involving 208 respondents, resulted in a lower and higher score of 0.161 and 0.609, respectively, with an r-table of 0.138 at a 5% significance level. Meanwhile, the reliability test resulted in 0.874 scores, higher than the 0.138 r-table. Therefore, the developed instrument is categorized as reliable.

**Data Collection**

The social harmony scale is given by using google form. The data was collected by distributing the social harmony scale to 207 students via cell phones. Samples were taken randomly as many as 101 students, with different levels of social harmony.

After being given treatment four times through symbolic modeling videos containing Malay values, the students were given a test to determine the level of social harmony.

The students' social harmony level was divided into low (45-89), moderate (90-134), and high (135-180).

**Data Analysis**

The obtained interval data were analyzed using parametric statistics. The data analysis involved descriptive analysis, followed by normality test, homogeneity test and hypothesis test using dependent t-test facilitated by SPSS version 22.00 for windows. The descriptive analysis was used to analyze students' demographic characteristics and social harmony. The normality test was carried out using the Kolmogorov-Smirnov test to measure the data distribution before and after the treatment. The data was classified as normal if the significance value > 0.05. Homogeneity test using Lavene test, aims to measure the variance between groups before and after being given treatment. The experimental class is said to be homogeneous if the significance value is >0.05. The dependent t-test was aimed to measure students' social harmony, before and after the treatment. The symbolic modeling video of Malays values was considered effective if the significance value (2 tailed) < 0.05.

**FINDINGS**

**Descriptive Data Analysis**

Below is show table 1 containing information related to the demographic data of seventh grade junior high school students.

Table 1 shows that the total participants were 101, with 48 male and 53 female students. Each male and female respondents' age was divided into three groups. There were 4, 31, and 12 male participants aged 12, 13, and 14 years old, respectively. Meanwhile, for the female participants, 9, 33, and 11 participants were 12, 13, and 14 years old, respectively.

Table 2 shows students' social harmony levels, before and after the treatment.

**Table 1:** Demographic Information of the Experiment Group

<i>Respondents' Gender</i>	<i>N (%)</i>	<i>Mean</i>	<i>Median</i>
Male	48 (47.5)	1.00	1.00
Female	53 (52.5)	2.00	2.00
<i>Respondents' Age (male)</i>			
12 years old	4 (8.3)	1.00	1.00
13 years old	31 (64.6)	2.00	2.00
14 years old	12 ( 27.1)	3.00	3.00
<i>Respondents' Age (female)</i>			
12 years old	9 (17.0)	1.0000	1.00
13 years old	33 (62.3)	2.00	2.00
14 years old	11 (20.8)	3.00	3.00

The data presented in Table 2 suggest the tendency of higher social harmony in 13 years old female participants. Before the treatment, the highest obtained score of 156, which increases to 169 after the treatment is found in female participants, coded 88. This finding indicates that 13 years old female participants have a greater social harmony score than the male participants of the same age and female participants aged 12 and 14 years old. Female children have an excellent attitude and norm conformity since they fear getting negative labels from other people (Kadafi et al., 2021). The results of descriptive on overall students' social harmony difference, before and after the treatment are presented in Table 3.

Table 3 shows that, from 101 participants, the obtained minimum and maximum score before treatment is 122 and 158. After the treatment, the obtained minimum and maximum scores increase to 126 and 168. The average students' social harmony scores, before and after the treatment, are 141.75 and 148.20, respectively, with a standard deviation of 9.070 and 10.542. The results show distinct students' social harmony levels, before and after the treatment, with an increasing average score of 6.45. Therefore, symbolic modeling video with Malay values is effective to increase students' social harmony.

The efficiency of Symbolic Modeling Video with Malay Values in Enhancing Students' Social Harmony

Before the t-test was carried out, a normality test was carried out using Kolmogorov-Smirnov, to investigate the data distribution before and after the treatment. The data was categorized as normal if the significance value > 0.05. The results of the normality test on students' social harmony pre-test and post-test are presented in table 4.

Table 4 shows sig value of 0.078 > 0.05 and sig value of 0.168 > 0.05, before and after the treatment, respectively. Since the significant value is higher than 0.05, then the data are normally distributed. This means that the data before and after treatment have met the normality requirements so that it can be continued on the homogeneity test. The homogeneity test was used to determine that the two groups of sample data came from homogeneous population. The results of the homogeneity test are presented in table 5.

Table 5 shows that the sign value is 0.133 > 0.05, which means that the social harmony data of students before and after being treated is homogeneous, so the analysis can be continued using the paired sample t test. The results of the dependent t-test on symbolic modeling video with Malay values in enhancing students' social harmony are presented in Table 6. Students' social harmony was investigated using a dependent t-test by comparing two means of two paired samples, taken from the same group before and after the treatment.

Table 6 shows that the obtained different average means before and after the treatment is -6.44554. The t-count is -19.110 < t-table of 2.007 and sig. (2-tailed) 0.000 < 0.05. Therefore, the hypothesis is accepted. The observed significant difference in students' social harmony, before and after the treatment, signifies the effectiveness of symbolic modeling video with Malay values in improving students' social harmony.

DISCUSSION

In the first meeting, the participants were asked to watch a video of cultural differences awareness. This video contains the values to appreciate cultural differences and is recited by a poet, while two models illustrated the lines through

Table 2. Summary of Students' social harmony level before and after the treatment

Category	Before treatment		Category	After treatment	
	N	Percent		N	Percent
Moderate	27	26	Moderate	11	10,9
High	74	73	High	90	89,1
Total	101	100	Total	101	100

Table 3: Results of the descriptive analysis on student's social harmony pre-test and post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre- test	101	122	158	141,75	9,070
Post- test	101	126	169	148,20	10,542

Table 4: Results of normality test on students' social harmony pre-test and post-test

	Kolmogorov-Smirnova			Shapiro-Wilk	
	Statistic	df	Sig.	Statistic	df
Pre-test	,084	101	,078	,963	101
Post-test	,076	101	,168	,977	101

Table 5: Results of homogeneity test on students' social harmony pre-test and post-test

Levene Statistic	df1	df2	Sig.
2,272	1	200	,133



**Table 6:** Results of symbolic modeling video with Malay values

Mean	Std. Deviation	Std. Error	Paired Differences		t	df	Sig. (2-tailed)		
			Lower	Upper					
Pair 1	Pre test - Post test	-6,44554	3,38962	,33728	-7,11470	-5,77639	-19,110	100	,000

hand movements. Through this theme, the participants are encouraged to understand and welcome the complex differences. Differences are not an obstruction to global interaction, they rather facilitate support for each other (Bandura, 2002; Brown, 2004; Heppner et al., 2014). Appreciation toward cultural differences develops harmony in diversity and togetherness (Arousell et al., 2017; Bell & Mo, 2014). The video used in the second meeting focused on the values of mutual respect, related to beliefs, cultures, and other aspects. One of the attitudes that reflects this value is letting other people carry out religious activities (Haracemiv & Branco, 2018).

In the third meeting, the participants were asked to discuss a video containing honesty value since an individual's honesty and open mindedness can bring a solution (Hidayah et al., 2019; Ngussa et al., 2021; Ramli et al., 2020; Tsai et al., 2014). A counselor can adopt a number of means to develop students' potential in communicating, including in self-disclosure (Hanafi et al., 2022; Mateo & Reyes, 2015). Self-disclosure can be completed through cyber counseling or other social media that accommodate direct responses (Ho et al., 2018; Luo & Hancock, 2020; Prabawa et al., 2018; Yang et al., 2019). Face-to-face self-disclosure by a competent individual contributes to the solvency of an issue (Hill et al., 2018; Yunusa, 2020). Meanwhile, an open-minded individual has the ability to understand themselves and therefore, have a greater ability to solve a problem. In the last meeting, the participants watched a video about constructive conflict resolution, consisting of togetherness and kinship values. A harmonious and conducive situation requires speedy resolution of small-scale conflicts (Dawson et al., 2018; Kenter et al., 2019). Meanwhile, collective conflict resolution is part of conflict management that maintains unity and communion (Valente et al., 2012). Therefore, to realize social harmony, individuals should be susceptible to their issues to find the proper solution.

Internalization of social harmony attitude through a video is expected to influence students' cognition, resulting in behavioral transformation. In each meeting, we emphasized to the students that they should demonstrate the desired behavior to realize a more harmonious interaction. This study adopts Solution Focus Brief Counseling (SFBT) for the intervention (Mulawarman et al., 2016). We carefully design the intervention using a video to obtain the research objectives (Leong, 2016; Ventä-Olkkonen et al., 2019) this commentary

uses the levels of analysis (LOAs. A video was selected as it is perceived as the popular media to make the students feel comfortable. Video can be used as media to deliver meaningful life messages (Lewis et al., 2019) covering a large sample size (4153 respondents

In addition, students' environment and learning period also hold a substantial role in the students' learning results (Bandura, 2002). Therefore, social harmony behaviors and values should be given in students' closest environment as early as possible (Dewantara & Prasetyo, 2020). As one of the students' closest environments, the school should facilitate students' character development by establishing a robust harmony foundation. Thus, a character education model is required (M. S. Akbar et al., 2018; S. Akbar et al., 2014; Aunurrahman et al., 2014; Puspitasari et al., 2019).

The secondary school students were selected as the participants since most students experience and face relatively less conducive environments in their houses and communities. As they are still in a transition period, early handling is essential to minimize its possible negative effects on their learning results and character development. Besides, the rapid technology development has resulted in maladaptive behaviors, such as smoking at a young age and cyberbullying (Cheah et al., 2018; Sartana & Afriyeni, 2017; Selkie et al., 2018). This maladaptive behavior can be minimized through character education reinforcement (S. Akbar et al., 2014; Halida et al., 2020; Muslihata, 2019).

The awareness to realize harmony living appears once the cognitive has acknowledged the importance of better behavioral transformation. One of the techniques to change behavior is the symbolic modeling technique (Bandura, 2018). Social harmony behavioral transformation can be realized using virtual media combined with learning that facilitates collaboration, problem-solving, critical thinking, learning innovation, information deployment, and technology usage (Hendarwati et al., 2021; Ma & Li, 2021; Tserklevych et al., 2021) namely, integrating learning with online technology. This study aimed to determine the effectiveness of implementing collaborative problem-based learning (CPBL).

In the context of peace embodiment, the behavior pattern can be investigated. Humans can realize a harmonious living by controlling their minds and behavior, avoiding violence, and embracing a caring culture. Fundamentally, learning occurs through a process of replication, so that a modeling technique

is efficient as it facilitates replications (Bandura, 2018; Feist & Feist Gregory, 2009).

Symbolic modeling reinforces the desired behavior and carries an emotional effect as the consequence of a behavioral modification program (Bandura, 1988). The efficiency of the symbolic modeling technique in enhancing positive behavior has been verified by a number of studies (Gallupe et al., 2019; Hidayah et al., 2018, 2019; Hidayah & Ramli, 2017; Hoogerheide et al., 2016; Novitasari et al., 2017). Besides, the use of video has been successfully facilitated students to comprehend the material, inhibited depression in adolescents, and prevented bullying among junior high school students (Cahyaningrum et al., 2018; Gladstone et al., 2015; Moore, 2018; Rahayu et al., 2018). The developed and verified western counseling approach has been effectively implemented in western countries, but its dependability in Indonesia needs to be further investigated (Mappiare-AT, 2017). The provision of counseling services should be adjusted to students' characteristics. Besides, local culture can be used as a means to provide counseling services. Therefore, the counselors are expected to be creative and innovative in selecting the appropriate counseling technique. The available techniques can be combined with local cultures following students' characteristics. The counseling provision requires different models considering investigation on the surrounding culture, to help students to make a decision, independently (Leach & Atten, 2010). In realizing students' autonomy, multicultural counseling emerges to help the counselee to attain life values, as well as to be curative, preventive, and development means (Fifi Khoirul Fitriyah & Djazilan, 2020; Sue & Sue, 2015).

Local culture is perceived as the cornerstone for an individual's identity formation. It acts as the root of national culture. The local ethnic culture frequently functions as a source for the new culture formation, such as language, community art, technology, and so forth. A combination of local culture, such as *syair gulung*, and the counseling technique carries significant effects on someone's behavioral and mind transformation. Symbolic communication carried out through symbols affects other people's ideas and attitudes (Bandura, 1988). Through the *syair's* lines, people can articulate their emotions, aesthetics values, touch, and communication for themselves or other people (Gani et al., 2019; Marti & van der Houwen, 2019; Van Bibber-Orr, 2018)

Symbolic modeling video with Malay values used to enhance students' social harmony is related to person (P), behavioral (B), and environmental (E). Individuals' mind, such as their beliefs, affects their behavior (Bandura, 2009). Their beliefs to realize excellent social harmony result in better conduct. Meanwhile, someone's conduct influences other people's perceptions of them. The ability to carry out harmonious behavior produces a positive reaction from other

people, and vice versa. Through the composed lines in the *syair*, the symbolic modeling video with Malay values is observed to affect the behavioral changes. The obtained findings suggest that students' social harmony is influenced by the behavior and thinking process in responding to the stimulus (Bandura, 2005, 2018). The positive stimulus, in the form of positive values within the *syair gulung* lines, motivates individuals to act harmoniously.

## CONCLUSION

The obtained results indicate that the symbolic modeling video with Malay values is effective in enhancing students' social harmony. The composed lines in the *syair* aid students to comprehend the social harmony materials. The composed lines spoken by the poet in the video affect students' emotions. Besides, students' social harmony is also observed to be an essential factor for students' character development.

## SUGGESTION

For further research, it can be done by applying symbolic video modeling by exploring more characters with more samples. Use a research and development model (R&D) such as development a guide to improving students' social harmony or experimental research with other types such as Pre-test-Post-test one control group design for optimal results.

## LIMITATION

The limitations of this study are the research design which only uses the type of Pre-test-Post-test one group design. In addition, the characters in the group guidance service use symbolic video modeling containing Malay values only a small part of the characters that exist in ethnic Malays.

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