

Uno Stacko Game Media Development About Understanding People's Conformity in Class VII Students at SMP Negeri 15 Yogyakarta

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Abstract

Teenagers cannot be called children or adults, they have new tasks in the development of their lives. If adolescents fail to develop their own identity, they will lose direction and have an impact on their behavior, become deviant, the development of this identity is usually influenced by their friends in school. Schools are not only used as places for education, schools are also places for teenagers to socialize and equalize existing norms. The adjustment process carried out by adolescents is called peer conformity. The adjustment of these norms has an impact on the number of adolescents who mistake socializing only to be recognized by their peers. Peer conformity has two impacts on students, namely positive and negative. Group guidance is an activity carried by a group of people by taking advantage of group dynamics. Uno stacko in the form of colorful blocks, this media is an educational medium that can improve cognitive. The purpose of developing this research is to develop uno stacko game media about understanding peer conformity that can be used by guidance and counseling teachers as a service medium in schools. This study uses a *Research and Development* (R&D) type of research using the Brog and Gall model until the 5th stage. The data collection technique is in the form of an assessment sheet. Data analysis used qualitative and quantitative analysis. The results obtained test gets a score of 87.5 very good criteria, the media test gets a score of 87.5 very good criteria, and the service test gets a theory score of 88.46 very good criteria. Therefore, based on the assessment of the three experts above, the Uno Stacko game media on understanding peer conformity in class VII students at SMPN 15 Yogyakarta is declared feasible to use.

Keywords: *Peer conformity, Uno Stacko, Group Guidance*

Introduction

School is not only used as a place for education. School is also a place for adolescents to make friends and socialize, social development in adolescents is defined as a learning process to adapt to group norms, morals and traditions, become one unit and communicate with each other and work together. Adolescents adjust to each other based on group norms, attitudes and behavior so that they are recognized in the desired group, this adjustment is said to be peer conformity as explained by Yuliantari and Herdiyanto (2015) conformity is changing attitudes to adjust views with the aim of equating norms. norms that apply in the group without any independent thinking.

Adjusting these norms has an impact on the number of adolescents who err in socializing only to be recognized by their peers, adolescents are willing to do any behavior, including

deviant behavior. Peers are an important group for adolescents because the frequency of spending time with friends is more frequent than with family at home, Hurlock (Miranda, 2012). This opinion proves that the magnitude of the influence of peer conformity on students or adolescents both in terms of attitudes, interests, especially in behavior.

Based on what has been explained above, the researchers conducted observations and preliminary studies at SMP Negeri 15 Yogyakarta regarding peer conformity. Observations made by researchers in an unstructured manner and the distribution of peer conformity scales to students obtained data results, namely from the results of observations made by peer conformity that had two impacts on students, namely negative and positive, therefore there were students who did negative peer conformity such as students. caught smoking in the school toilet, truant, violating school rules such as uniforms that do not comply with school rules, class hours (Teaching and Learning Activities), and other rules that are violated. Negative peer conformity committed by students in larger schools, for example, frequent brawls, fighting between friends or class just to defend their peers or just join in to be recognized by certain groups, carrying sharp objects such as knives or gear on purpose to fight in school. All that happens because of internal factors and peer pressure in certain groups. Meanwhile, the positive peer conformity that adolescents do at school, for example, such as inviting congregational prayers at the school mosque, giving alms or donations, helping or helping friends, learning together and discipline, and other positive activities.

The result of the distribution of peer conformity scale to students is the scale distributed in class VII F SMP Negeri 15 Yogyakarta with a total of 29 students from 33 people. Researchers obtained data on the low peer conformity attitudes towards students due to the low understanding of students towards peer conformity. From the data calculation, it is stated that class VII F has a low level of conformity, the number of students who are stated to have low peer conformity is 17 people with a percentage of 58.62%, very high category 0%, high category 6.9%, medium category 34, 5%, very low category 0%, the total number is 100.0%.

Researchers also conducted interviews with Guidance and Counseling teachers in an unstructured manner. The Guidance and Counseling teacher at SMP Negeri 15 Yogyakarta confirmed that the peer conformity of students was still low and there were still many students who did peer conformity in a negative direction. The Guidance and Counseling teacher explained that the implementation of guidance and counseling services that specifically discusses the understanding of peer conformity has not yet been done or has not been done, because the counseling teacher only provides material in general about social and has not specifically dealt with peer conformity material in providing BK services at school. The uno stacko media in the services used by the BK teachers in schools still use the way of playing in general there is no conceptual development.

The data above can be used as a reference that adolescents or students conform to peers because of pressure from within themselves or from others, besides that teenagers also do this because of self-esteem to be recognized by their peers in certain groups. As stated by Hidayati (2016) with the title of research on the relationship of self-esteem and peer conformity with juvenile delinquency. In his research Hidayati states that there is a significant relationship between self-esteem, peer conformity with juvenile delinquency. With the contribution of the influence of the variable self-esteem and peer conformity variables on juvenile delinquency amounted to 73.4%, while 26.6% was influenced by other factors. This shows that the higher the peer conformity, the higher the juvenile delinquency will also be.

Students are willing to do anything, including bullying their friends only because of their self-esteem and for the sake of being recognized by their group. Perpetrators and victims of bullying are not much different or of the same age, bullying can be done individually or with a larger scope, namely in groups. This behavior is related to peer conformity, seen from the preliminary study data obtained by Kusuma Dewi (2015), his research shows that there is a positive and significant influence on peer conformity and bullying behavior with a value of $p(0.000) < 0.05$. Thus, the variable bullying behavior can be influenced by peer friendship.

Judging from the data description or description above, the researcher is interested in developing the Uno Stacko game media about understanding peer conformity in class VII students at SMP Negeri 15 Yogyakarta. The way researchers provide an understanding of peer conformity is by providing appropriate services, one of which is group guidance. The game media used must support the services provided to facilitate delivery or understanding.

Method

This research uses the type of development research or in English, Research and Development (R&D). The implementation is organized with the following steps Brog & Gall (Sugiyono, 2016): (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision. The researcher conducted an analysis to describe the accuracy of the Uno Stacko game media on understanding peer conformity using game technique group guidance services. The library sources used in this paper are by examining journals and reference books related to uno stacko, peer conformity and group guidance.

The process of searching for journals uses Indonesian and English and collects keywords uno stacko, peer conformity and group guidance. The journal publication year used for this writing is 2010-2020. The keywords used, uno stacko, peer conformity and group guidance. Based on several studies, it was found that peer conformity affects adolescent behavior or delinquency Saputro and Soeharto (2012). Furthermore, other research says that Uno Stacko can be used as a learning media or service to make it easier to deliver material on Lestari and Purwandari (2018).

Results

The steps of this research start from (1) potentials and problems, (2) data collection, (3) product design, (4) design validation, and to (5) design revision. The initial product of the uno stacko game media about understanding peer conformity was first validated by material experts, media experts and guidance and counseling service experts. This development research uses two data analysis techniques. First, qualitative data analysis. Qualitative data analysis is used to obtain criticism and suggestions in the form of comments from material experts, media experts, and guidance and counseling service experts. whereas quantitative data is the assessment score obtained from the three experts.

The results and comments given by the three experts above will be described as follows. First, material expert. Based on the results of the material expert's assessment of the Uno Stacko game media on understanding peer conformity, it can be concluded that the overall assessment gets a score of 87.5 with a score of 28 out of 32, which is included in the very good criteria. The material expert stated that it was worth using with revision. Other suggestions and criticisms are to add RPL to the guidebook, add illustrations and add case discussions based on aspects.

Second, media experts. Based on the results of the media expert's assessment of the Uno Stacko game media on understanding peer conformity, it can be concluded that the overall assessment gets a score of 87.5 with a score of 35 out of 40, this assessment is included in the very good criteria. The media expert stated that it was worth using with revision. As for other suggestions and criticisms, namely the text must be combined with pictures that are relevant to the sub topics discussed. In addition, make cards for uno stacko scenes with different colors and images according to the odd and even numbers. Finally, for each foreign language writing in italics.

Third, expert guidance and counseling services. Based on the results of the BK service expert's assessment of the Uno Stacko game media on understanding peer conformity, it can be concluded that the overall assessment gets a score of 88.46 with a score of 26 out of 52, this assessment is included in the very good criteria. BK service experts provide a statement that it is worth using. As for other suggestions and criticisms, the uno stacko question does not lead to direct student experience, but it is said to be good enough. The data obtained from the overall validation test are as follows:

Table 1 Summary of Quality Assessment

| Number | Product aspects | test | Score |
|-----------------|-----------------------|------|-----------|
| 1 | Material validation | test | 87,5 |
| 2 | Test media validation | | 87,5 |
| 3 | Service validation | test | 88,46 |
| Total | | | 263,46 |
| Average | | | 87,82 |
| Criteria | | | Very good |

Discussion

Peer Conformity

Understanding Peer Conformity

Peer conformity can occur in various forms and affect various aspects of adolescent life, especially social life. Conformity occurs when individuals imitate the attitudes or behavior of others due to pressure to be the same as their peers. This is the same as stated by Myers (2012) explaining conformity is a change in a person's behavior or beliefs due to group pressure. Then reinforced by Santrock (Sadida et al, 2018) conformity will appear when individuals equate and imitate the attitudes or behavior of other individuals because they get real pressure or just the imagination felt by the individual.

Factors Affecting Conformity

The factors that influence peer conformity according to Baron & Bryne (Eshasiwi, 2016), are as follows: (1) Cohesivity and Conformity; (2) Group conformity and size; (3) Descriptive Social Norms and Injunctive Social Norms.

Cohesivity and Conformity. Cohesivity is the level of attraction that individuals feel towards a group. If the level of cohesiveness felt by an individual is high, it means that the individual likes or admires a certain group, then the pressure to conform will be greater, but when it is the opposite the pressure will be low.

Group conformity and size. The next factor that influences conformity is the size of the group, the size or size of a group. Conformity increases in line with the increase in the number of group members, the greater the influence for conformity is higher.

Descriptive Social Norms and Injunctive Social Norms. Descriptive norms are norms that only describe what most people do in certain situations. Meanwhile, the injunctive norm defines what to do and what behavior is accepted or not accepted in certain situations. Both of these norms can have a major influence on behavior.

Forms of Peer Conformity

The form of conformity that is often carried out is divided into two as stated by Nall, et al (Myer, 2012), namely as follows: (1) Compliance; (2) Obedience; (3) Acceptance.

Compliance. This conformity occurs when an individual does something that is not in accordance with himself or is disliked by him, but there is a pressure that causes the individual to do this for the sake of being recognized by his group, this sense of insincerity is called fulfillment.

Obedience. This conformity occurs when individuals do something in accordance with orders and get pressure from people, the individual fulfills first if the fulfillment is in a strict command, it is called obedience.

Acceptance. This conformity occurs following fulfillment, individuals accept because they believe to be the same as the pressures that other people give to be accepted by certain groups, this act and sense of belief is called acceptance.

Aspects of Peer Conformity

According to Sears (Mahrunnisa. et al., 2018) suggests that the conformity aspect is based on the following characteristics: (1) Compactness; (2) Agreement; (3) Obedience.

Compactness. It is the strength of the reference group that causes youth to be interested and want to remain a member of the group. The power that causes other people to be attracted to a group and makes everyone want to be a member.

Agreement. Agreement, namely the opinion of the reference group that has been made has strong pressure so that adolescents can adjust their opinion to the opinion of the group, group pressure makes an agreement in the group.

Obedience. It is the pressure or demands of the reference group on adolescents to make him willing to take action even though the teenager does not want it.

Game Technique Group Guidance

Definition of Group Guidance

Group guidance is an activity carried out by a group of people by taking advantage of group dynamics. This means that group members must communicate or interact with each other, provide opinions, suggestions, responses. The things contained in these activities are all useful for group members (Prayitno, 2017: 237). This explanation is in line with Nandang

Rusmana's opinion that group guidance is a process of providing assistance to individuals through a group atmosphere, each member actively participates and shares experiences, insights, attitudes and or skills needed in an effort to prevent problems or in personal development efforts (Rusmana, 2009: 11).

Purpose of Group Guidance

The objectives of guidance are divided into two, namely general goals and specific goals, these two objectives will be explained in Myers' opinion (Prayitno, 2018) as follows: (1) General objectives, to help individuals develop themselves optimally according to their developmental stages and according to their abilities, talent, existing background (family, education, social, economy) and in accordance with the positive norms of the environment that the individual has. So that individuals become humans who are useful in their lives so that they have insights, views, choices, adjustments, and skills that are in accordance with themselves and their environment. Individuals are taught independently who have the ability to understand themselves accurately and objectively, accept themselves and the environment positively, are able to make decisions appropriately and wisely, are able to direct themselves appropriately, and ultimately are able to manifest themselves optimally. (2) Specific objectives, namely the elaboration of said general objectives which are directly related to the problems experienced by the individual concerned, in accordance with the problems they are facing. Individual problems are very diverse, therefore the specific purpose of guidance is also tailored to the individual's problems. Specific goals for individual problems differ in other ways not to be confused with other individual goals.

Group Guidance Stages

The first stage of Formation. This stage is to form a group or a number of individuals into one who is ready to carry out the group dynamics in achieving common goals. The second stage is transition. This stage is the stage of transition from initial group activities to subsequent activities that are more focused on achieving group goals.

The third stage is activity. This stage is to discuss certain topics (peer conformity) in group guidance. At this stage the researcher and members discuss the topic in depth and thoroughly using game techniques through the uno stacko media, how to play it as follows: Uno stacko contains 36 blocks, odd numbers contain short questions about the material and even numbers contain commands for designing scenes in a pocket banner, besides that uno stacko is also equipped with dice where the six sides contain the serial number of blocks from numbers 1-36 (1-6, 7-12, 13-18, 19-24, 25-30, 31-36), each of which contains 6 numbers. Here's how to play uno stacko game media: (1) Uno stacko are arranged in advance based on the serial number on the blocks, starting from number 36-1 to become a tower; (2) Students and BK teachers determine who will first start the game (how to determine it is adjusted to the BK teacher's creativity); (3) Uno stacko dice are thrown to determine the number to be drawn and rearranged onto the uno stacko tower; (4) The dice in this game have 6 sides and each side has 6 numbers; (5) If the dice that is thrown then falls on choice numbers 1-6 then the student must choose one of the numbers to be drawn and rearranged on the top of the tower; (6) Taking uno stacko blocks is only allowed to use one hand; (7) And so on until block number 36 is on top of the tower; (8) If the student collapses the Uno Stacko tower, there are two possibilities, namely getting questions about peer conformity material or conducting scenes of peer conformity attitudes; (9) When students get an odd number and arrange the uno stacko block in the tower then it collapses, they will get the questions contained in the manual, whereas if the stacko uno block collapses at an even number, they will get an order in

the form of a scene design in a pocket planner that matches the number of the last block arranged on top of the tower; (10) Students who do not get questions or make scenes must give their opinion about the question or scene so that students understand what is meant in the question and in the making of scenes conveyed by their friends.

Understanding Game Techniques

Game techniques in group guidance and counseling as a vehicle for providing guidance and psychotherapy in solving problems through demonstrations, as well as steps for problem identification, analysis, and discussion for these interests, and able to foster a sense of empathy for others and make it easier to adjust to conditions that exist because the function of the game is to remove problems in a person. In another sense, game techniques are used in a service with the aim that individuals with problems can solve their problems by taking advantage of group situations, encouraging individuals to interact or actively participate in services to hone a sense of empathy for others (Rusmana, 2009).

Quality and Feasibility as Service Materials Using Uno Stacko Game Media

The materials in BK services are selected based on needs or goals by taking into account certain criteria, according to Nursalim (2013) these criteria include: (1) Valid; (2) Significance level; (3) Usefulness; (4) Learnability; (5) Attract interest.

Uno Stacko Game Media

Understanding Media Uno stacko

Uno stacko is a game of arranging blocks to form a tower by taking blocks from the bottom or middle of the tower and placing them on the top of the tower alternately without being allowed to knock down the tower or drop other blocks (Wikipedia 2017). Meanwhile, according to Pranata (2017) explains that the uno stacko game is one of the many variations of the uno game. Uno stacko or often called uno block is a classic game that has been modified. Uno stacko consists of the arrangement of a number of blocks. This game is very useful for relieving stress, but it is also useful for testing brain concentration and agility. The uno stacko media is an educational game media in the form of an attractive colorful block arrangement and can improve children's cognitive abilities (Angelina and Hamdun, 2019).

The explanation from some of the experts above can be concluded that the uno stacko media is a classic media or a combination of two games. Uno stacko is a type of uno game, which is in the form of colorful blocks. Uno stacko media is an educational medium that can improve cognitive.

Benefits of Media Uno stacko

Some of the benefits of playing Uno Stacko stated by Fathani (Roziqin, 2018) include: (1) Improve cognitive skills. Cognitive cognitive skills are concerned with the ability to learn and solve problems. By playing Uno Stacko the players will try to solve the problem, namely arranging the blocks in an orderly and neat manner. (2) Improve motor skills. Fine motor fine motor skills are related to the ability to use small muscles, especially the hands and fingers. In order for the blocks to be arranged to form a building, the parts of the blocks must be arranged carefully. (3) Improve social skills. Social skills are related to the ability to interact with other people. The Uno stacko can be played individually. However, the uno stacko can also be played in groups. Games that are carried out by groups will increase social interaction between the players. In groups, members will respect each other, help each other and discuss with each other. (4) Exercising patience. Playing Unostacko requires persistence, patience and

it takes time to think in solving challenges. (5) Increase concentration. Playing uno stacko requires concentration when taking and moving the uno stacko blocks that have been taken placed on top, because if you are not careful it will cause the uno stacko to collapse and the game is over.

Conclusion

Based on the results of research and development, it can be concluded that the Uno Stacko game media about understanding peer conformity in class VII students at SMPN 15 Yogyakarta are as follows:

(a) The media that has been developed, namely the uno stacko game media about understanding peer conformity in class VII at SMPN 15 Yogyakarta is designed using the stages from the Borg and Gall model, the stages that are passed to the 5th stage, namely: (1) potential and problems, 2) data collection, 3) product design, 4) design validation, 5) design revision. Produce products in the form of uno stacko game media about understanding peer conformity in class VII students at SMPN 15 Yogyakarta.

(b). The results of this research and development state that the Uno Stacko game media about understanding peer conformity deserves to be used in very good criteria with an average value of 87, 82. The results were measured using expert validation assessment sheets, the media were validated by three experts, namely material experts, experts. media and expert guidance and counseling services. The results obtained from the three experts obtained each of the following values: 1) the material validation test got a value of 87.5 which was included in the very good criteria, 2) the media validation test got a value of 87.5 which was included in the very good criteria, and 3) the guidance and counseling service validation test got a score of 88.46 including very good criteria.

Based on the explanation of the points above, the purpose of this study can be answered. In addition to this, it can be concluded that the development of uno stacko game media about understanding peer conformity in class VII students at SMPN 15 Yogyakarta can be said to be appropriate to use.

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