

DEVELOPMENT OF THE PAPPASENG TO RIOLO SOCIODRAMA MODEL TO ENHANCE THE ACHIEVEMENT MOTIVATION OF 11TH-GRADE STUDENTS AT SMK NEGERI 2 PANGKEP

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Abstract

Achievement motivation is an important factor determining students' success in the learning process. Initial findings in class XI Light Vehicle Body Engineering (TBKR) at SMK Negeri 2 Pangkep show that some students have low achievement motivation, characterized by passive behavior, lack of academic responsibility, and minimal effort to achieve optimal learning outcomes. This research aims to develop a sociodrama group guidance model based on Pappaseng to Riolo as an effort to increase students' achievement motivation. The research method used is Research and Development (R&D) by adapting a development model that includes needs analysis, prototype preparation, expert validation, and practicality testing. The values of local wisdom in Bugis Pappaseng to Riolo, especially the principle of resopa temmangingngi namalomo naletei pammase dewata, are integrated into the sociodrama scenario to foster hard work, responsibility, and perseverance. The results show that the developed model is in the very valid category based on expert assessment, and is considered practical to be applied in group guidance services in schools. Thus, the Pappaseng to Riolo-based sociodrama model is effective as an alternative guidance and counseling service to increase vocational students' achievement motivation.

Keywords: Achievement motivation, Sociodrama, *Pappaseng To Riolo*, Counseling group, Local wisdom

Abstrak

Motivasi berprestasi merupakan faktor penting yang menentukan keberhasilan siswa dalam proses pembelajaran. Temuan awal di kelas XI Teknik Bodi Kendaraan Ringan (TBKR) SMK Negeri 2 Pangkep menunjukkan bahwa sebagian siswa memiliki motivasi berprestasi rendah, ditandai dengan perilaku pasif, kurangnya tanggung jawab akademik, serta minimnya usaha untuk mencapai hasil belajar optimal. Penelitian ini bertujuan untuk mengembangkan model bimbingan kelompok teknik sosiodrama berbasis Pappaseng to Riolo sebagai upaya meningkatkan motivasi berprestasi siswa. Metode penelitian yang digunakan yaitu Research and Development (R&D) dengan mengadaptasi model pengembangan yang mencakup analisis kebutuhan, penyusunan prototipe, validasi ahli, serta uji kepraktisan. Nilai-nilai kearifan lokal Bugis dalam Pappaseng to Riolo, khususnya prinsip resopa temmangingngi namalomo naletei pammase dewata, diintegrasikan ke dalam skenario sosiodrama untuk menumbuhkan karakter kerja keras, tanggung jawab, dan ketekunan. Hasil penelitian menunjukkan bahwa model yang dikembangkan berada pada kategori sangat valid berdasarkan penilaian pakar, serta dinilai praktis untuk diterapkan dalam layanan bimbingan

kelompok di sekolah. Dengan demikian, model sosiodrama berbasis Pappaseng to Riolo efektif sebagai alternatif layanan bimbingan dan konseling untuk meningkatkan motivasi berprestasi siswa SMK.

Kata kunci: Motivasi berprestasi, sosiodrama, Pappaseng to Riolo, Bimbingan Kelompok, kearifan lokal

INTRODUCTION

The motivation to achieve is a psychological aspect that plays a crucial role in determining students' success in the educational process. The motivation to achieve is not only related to the desire to obtain high academic grades but also reflects an individual's internal drive to reach certain standards of excellence through optimal effort, perseverance, and responsibility toward the tasks at hand. According to McClelland (1987), the need for achievement is an individual's need to succeed, overcome challenges, and derive satisfaction from achieving better results than previously established standards. Individuals with a high need for achievement tend to exhibit active learning behaviors, have a clear goal orientation, are able to manage their time effectively, and do not give up easily when faced with difficulties. Conversely, individuals with low achievement motivation often exhibit passive behavior, lack initiative, become easily discouraged, and show little responsibility toward the academic tasks assigned to them.

In the context of vocational education, achievement motivation plays an increasingly important role because students are not only required to master academic competencies but also vocational skills that will serve as their primary foundation for entering the workforce. Vocational High Schools (SMK) are designed to produce graduates who are competent, productive, and ready to compete in the industrial world. Therefore, the success of education at SMKs depends heavily on students' level of achievement motivation during the learning process. Students with high achievement motivation will be more enthusiastic about participating in work placements, completing project assignments, and developing skills relevant to their fields of expertise. Conversely, low achievement motivation can hinder the development of competencies, thereby affecting the quality of graduates produced.

The phenomenon of low motivation to achieve remains a common issue in various educational institutions, including State Vocational High School 2 Pangkep. Based on the researcher's initial observations, several indicators were identified that point to low motivation to achieve among 11th-grade students in the Light Vehicle Body Technology (TBKR) program. These indicators include tardiness, low participation in learning activities, a lack of diligence in completing assignments, minimal attention to learning outcomes, and a tendency to give up when facing academic or practical difficulties. These conditions indicate that some students do not yet possess a strong internal drive to achieve optimal performance.

Low achievement motivation does not arise suddenly but is influenced by various internal and external factors. Internal factors include self-concept, self-efficacy, interest in

learning, and students' future aspirations (Santrock, 2018). Students with low confidence in their abilities tend to avoid challenges and give up more easily when facing obstacles. Meanwhile, external factors include family support, the school environment, peer influence, and the sociocultural conditions of the community (Schunk et al., 2014). A lack of parental attention to their children's education, an unproductive learning environment, and minimal social support can lead to a decline in students' motivation to achieve.

To address these issues, appropriate interventions through guidance and counseling services are necessary. One service with great potential for enhancing motivation to achieve is group guidance. Group guidance is a process of providing assistance to a number of individuals through group dynamics to optimally develop personal, social, academic, and career skills (Prayitno, 2017). Through group interaction, students can exchange experiences, provide social support, and gain new insights that can enhance their awareness and motivation.

The strength of group counseling lies in its ability to create a participatory and collaborative learning environment. Within a group, students can learn from others' experiences, receive feedback, and develop the social skills needed in daily life. Corey (2016) explains that group dynamics can help individuals develop self-understanding, boost self-confidence, and build a commitment to positive behavioral change. Therefore, group counseling is an effective alternative service for enhancing students' motivation to achieve.

One technique that can be applied in group counseling is sociodrama. Sociodrama is a learning and counseling method that uses role-playing to depict specific social situations so that participants can gain a deeper understanding of issues through direct experience (Moreno, 1953). This technique allows students to explore various roles, express their feelings, understand others' perspectives, and find solutions to the problems they face. In the context of achievement motivation, sociodrama can be used to depict various situations related to the struggle to achieve success, overcoming failure, building self-confidence, and fostering a passion for learning.

Previous research indicates that the use of sociodrama can enhance various aspects of student development. Hidayati and Rahman (2021) found that sociodrama effectively improves students' social skills and self-confidence. Another study conducted by Suryani and Wahyuni (2022) showed that sociodrama can boost students' learning motivation through the emotional experiences gained during the role-playing process. Through active engagement in sociodrama activities, students not only understand a concept cognitively but also experience it affectively, making the resulting behavioral changes more meaningful.

In addition to the psychological approach through sociodrama techniques, the reinforcement of achievement motivation also needs to be supported by a cultural approach relevant to students' characteristics. In the context of Bugis society, there are various local wisdom values that can serve as a source of character education. One

cultural heritage with high educational value is Pappaseng to Riolo. Pappaseng is a collection of messages, advice, proverbs, and moral teachings passed down by Bugis ancestors to subsequent generations as a guide to life (Mattulada, 2015).

Pappaseng to Riolo embodies various noble values such as hard work, honesty, responsibility, courage, discipline, politeness, and steadfastness. These values are strongly aligned with the concept of achievement motivation. One of the famous Pappaseng sayings is “Resopa temmangingngi namalomo naletei pammase dewata,” which means that only through hard work and perseverance will one receive God’s grace and success. This value teaches that success is not achieved instantly but through sincere effort and a refusal to give up.

From a character education perspective, the integration of local cultural values plays a crucial role in shaping students’ identities. Lickona (2013) explains that character education is more effective when linked to values that are alive and evolving within students’ social environments. When students understand that the values of hard work, discipline, and responsibility are part of their cultural identity, the internalization of these values becomes stronger and more sustainable.

The integration of sociodrama techniques with the values of Pappaseng to Riolo serves as an innovative approach with the potential to enhance students’ motivation to excel. Through role-playing activities that highlight stories, moral messages, and real-life situations drawn from Pappaseng, students not only gain an engaging learning experience but also understand the meaning of cultural values in context. This experience enables students to reflect on their behavior, build a commitment to change, and apply positive values in their daily lives.

This approach aligns with Bandura’s (1977) social learning theory, which asserts that individual behavior can be learned through observation, imitation, and direct experience. In Pappaseng to Riolo-based sociodrama, students observe positive behavioral models presented in role-playing, then internalize and apply them in real life. This process fosters the development of stronger intrinsic motivation compared to approaches that focus solely on verbal advice.

Although various studies have examined the effectiveness of group counseling and sociodrama techniques in enhancing learning motivation and other developmental aspects, research specifically integrating sociodrama techniques with Pappaseng to Riolo values remains very limited. Most previous studies have emphasized psychological aspects without linking them to local wisdom as a source of character strengthening. In fact, the use of local cultural values can enhance the relevance and acceptability of guidance programs for students from specific cultural backgrounds.

This research gap highlights the need to develop a group guidance model that is not only psychologically effective but also socially and culturally relevant. The development of a group guidance model using the sociodrama technique based on Pappaseng to Riolo is expected to serve as an innovation in guidance and counseling services at vocational

schools. This model is not only oriented toward enhancing motivation to achieve but also toward preserving local cultural values and strengthening students' identities as part of the Bugis community. Based on the above, this study is important to develop, validate, and test the practicality of the group guidance model using the sociodrama technique based on Pappaseng to Riolo's values as an alternative guidance and counseling service to enhance the achievement motivation of 11th-grade students in the Light Vehicle Body Technology program at SMK Negeri 2 Pangkep. The results of this study are expected to contribute theoretically to the development of culture-based guidance and counseling and to provide practical benefits for guidance and counseling teachers in designing services that are more contextual, innovative, and effective in enhancing students' motivation to achieve.

METHOD

This study employed a Research and Development (R&D) approach with the aim of developing a Pappaseng-to-Riolo-based sociodrama group counseling model to enhance students' achievement motivation. The development process was carried out through several interrelated stages, beginning with needs analysis, followed by the creation of a prototype model, expert validation, and finally a field test to assess practicality. The needs analysis stage was conducted to obtain a comprehensive picture of the state of achievement motivation among 11th-grade TBKR students at SMK Negeri 2 Pangkep. Data collection was carried out through observations of students' learning behaviors, interviews with guidance counselors and homeroom teachers, and the distribution of achievement motivation questionnaires. The analysis results indicated that some students still exhibited low achievement motivation and required a more contextual and interactive service approach, which served as the foundation for developing the model.

Based on these findings, the researcher developed a prototype of a group counseling model that integrates sociodrama techniques with the values of Bugis local wisdom found in Pappaseng to Riolo. This prototype includes the structure of guidance sessions, steps for conducting sociodrama, role-playing scenarios, and implementation guidelines for guidance and counseling teachers. Key values in *Pappaseng to Riolo*, such as hard work, responsibility, perseverance, and a never-give-up attitude, are incorporated into the sociodrama scenarios so that students can understand them directly through role-playing experiences.

The prototype model was subsequently validated by a panel of experts consisting of guidance and counseling specialists, Bugis cultural experts, and model development experts. The validation process was conducted to assess the content's appropriateness, cultural relevance, clarity of implementation procedures, and the model's alignment with students' needs. The validators provided assessments using a rating scale, and the analysis results indicated that the model fell into the "highly valid" category, making it suitable to proceed to the practicality testing phase. The practicality testing phase was carried out by implementing the model in several group guidance sessions in the 11th-grade TBKR

class, involving the guidance counselor as the facilitator and the students as service participants. During the implementation process, the researcher observed the execution of each step, student engagement in sociodrama, and the ease with which teachers applied the model. After the activity concluded, teachers and students completed a practicality questionnaire to assess ease of use, clarity of steps, and the model's benefits in the guidance process. The results indicated that the model falls into the "practical" category and can be effectively applied in the context of group guidance services at the school. Data in this study were collected through questionnaires, observations, interviews, and validation and practicality checklists. Data analysis was conducted descriptively to describe the model's needs, feasibility, and practicality. Validity analysis was conducted by calculating expert assessment scores, while practicality analysis was derived from teacher and student responses following the model's implementation. Through this series of development processes, the Pappaseng to Riolo-based sociodrama group counseling model was produced as a valid, practical, and promising model for enhancing the achievement motivation of vocational high school students.

RESULTS AND DISCUSSION

The results of the needs analysis indicate that 11th-grade TBKR students at SMK Negeri 2 Pangkep exhibit relatively low achievement motivation and require a guidance service model that is more interactive, contextual, and closely aligned with their cultural experiences. Based on observations conducted during the learning process, it appears that some students exhibit behaviors indicative of low achievement motivation, such as arriving late, being less active in learning activities, failing to complete assignments, and showing a tendency to give up easily when facing academic difficulties. Interviews with guidance counselors and homeroom teachers corroborated these findings; they stated that some students lack initiative, lack self-confidence, and are underengaged in extracurricular activities or school programs that could help them develop their potential.

Students' responses to the academic motivation assessment provided quantitative data consistent with the findings from observations and interviews. Several indicators—such as academic responsibility, willingness to face challenges, ability to set learning goals, and perseverance in completing assignments—showed low scores among the majority of respondents. Students also reported having few enjoyable learning experiences, lacking an understanding of the importance of academic achievement, and feeling they did not yet possess specific strategies to improve their abilities.

One factor contributing to low achievement motivation is the lack of guidance approaches that incorporate hands-on experiences, social practices, and cultural values relevant to students' lives. Until now, motivational services have been delivered through lectures or verbal examples, which are perceived as unengaging and fail to produce significant emotional or behavioral impact. This situation highlights the need for a model capable of actively engaging students, allowing them to experience the learning process firsthand, and instilling positive, practical values.

Another finding that emerged from the interviews was the importance of integrating the values of Bugis-Makassar local wisdom as part of the character-building process. Guidance counselors and homeroom teachers stated that the cultural values embodied in Pappaseng to Riolo are actually highly relevant to students' current needs, particularly the values of hard work, perseverance, responsibility, and a never-give-up attitude. However, these values have never been incorporated into guidance services, so they have not yet become a systematic part of students' learning experiences.

Considering these combined factors, it is clear that students need a group guidance model that not only focuses on enhancing motivation to achieve but also connects it to cultural experiences relevant to their daily lives. The sociodrama technique is considered appropriate because it can provide a dynamic learning experience, give students space to act out real-life situations, and facilitate deep social reflection. When the Pappaseng to Riolo values are integrated into sociodrama scenarios, students can understand the meaning of hard work, perseverance, and responsibility through direct experiences that build emotional and cognitive connections. Thus, the overall results of the needs analysis indicate that the development of a Pappaseng to Riolo-based sociodrama group guidance model is not only relevant but also essential to address the issue of low student motivation to achieve. This model can serve as a culturally grounded solution that is practical, engaging, and aligned with the characteristics and needs of vocational high school students.

CONCLUSION

Based on the research findings, it can be concluded that 11th-grade TBKR students at SMK Negeri 2 Pangkep have a relatively low level of achievement motivation, as reflected in their less-than-active learning behavior, low academic responsibility, and weak self-confidence and perseverance in facing challenges. This condition is reinforced by the results of observations, interviews, and the achievement motivation questionnaire, which indicate that the existing guidance service approach remains conventional and fails to address aspects of students' experiences and cultural values. Therefore, a more contextual and interactive guidance service model is needed, one that incorporates the values of the local wisdom tradition *Pappaseng to Riolo*, which teaches the importance of hard work, responsibility, perseverance, and never giving up. The development of a group guidance model using sociodrama techniques based on *Pappaseng to Riolo* is considered appropriate because it integrates cultural values into real-life learning situations, encourages active participation, and fosters students' social and emotional reflection. Thus, this model is expected to serve as an innovative and practical solution for sustainably enhancing students' motivation to achieve through a cultural approach that is closely aligned with their daily lives.

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