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## BADRANAYA: Cultural Innovative Media Breakthrough to Deepen the Justice Character of Prospective Multi-Cultural Counselors

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**Abstract.** Multicultural counselor competencies are things that need to be possessed in order to become an effective counselor with ideal character. Ideal character can be associated with 12 ideal characters formulated from Semar. One of the characters is justice character. Issues of lack of professionalism counselors in the field can occur starting from lack of justice character. This is evidenced by the results of a preliminary study conducted on undergraduate students at guidance and counseling's department of Nusantara PGRI Kediri University. It is known that prospective counselors will often conduct behaviors that distinguish personalities from one counselee to another, are less neutral when the counselee tells the problem, and the emergence of labeling (stereotype) on their counselee. Therefore, special interventions need to be carried out to improve this justice character so that they can become multicultural counselors who are competent in their fields. Interventions conducted on prospective counselors can use certain media. The chosen media is BADRANAYA (Multi-Cultural Character Counselor Board-game). This research aims to develop a guidance and counseling's media innovation called BADRANAYA that can be accepted theologically and practically so that its products can be used on a large scale. In this article the focus is to discuss the description of BADRANAYA.

**Keywords:** badranaya, justice character.

### Introduction

Multicultural Counselor's competence is something that needs to be possessed in order to become an effective counselor with ideal character (Setyaputri et.al., 2020). The ideal character in question can be related to the values of local wisdom such as the 12 ideal characters formulated from Semar. Where one of these characters is a justice character. One of the ways to increase the effectiveness of guidance and counseling services is to raise the value of local wisdom in its implementation. Where Corey (2009; 2013) states that a counselor who considers cultural influences on the counselee's function is the right way to increase the effectiveness of these counseling services. Based on lack of professionalism Counselors's issues in the field can occur starting from lack of justice character. This issue is characterized by several behaviors such as the prospective counselor who still often discriminates between the personality of the counselee and another, is less neutral when the counselee tells the problem, and the emergence of labeling (stereotype) in their counselee. Therefore, it is necessary to carry out special interventions to improve this justice character so that they can become competent Multicultural Counselors in their fields. Interventions conducted on prospective counselors using a media called BADRANAYA. The name BADRANAYA was chosen because the justice character that will be deepened in the prospective counselor refers to the noble value of Semar. BADRANAYA is another name for Semar. Meanwhile, to measure the level of justice character, researcher use the Justice Character Measurement Scale which is valid and reliable. In this instrument, it can be seen that there are 12 valid items with

a high reliability index of 0.834 (Setyaputri et. Al., 2020). The instrument in the form of a Justice Character Measurement Scale is one of the features of BADRANAYA which is operationally listed in the BADRANAYA Game Guide Book section. For more about what BADRANAYA is, a detailed explanation of this media can be seen in the discussion section.

## Discussion

BADRANAYA is an acronym for the Multicultural Character Board-game. BADRANAYA is developed in the form of a board game where in the game there is material that will be discussed in the guidance process. BADRANAYA was designed as a knight's journey in search of the "Semar treasure". The treasure is at the end of the journey. The meaning of "Semar's treasure" itself is actually a complete figure of the Counselor who has a justice character. To get that, the player who is likened to a Knight must go through a journey where on the trip there are materials related to justice character. Where in studying the material, players must complete tasks whose theme is adapted to the material.

Theoretically, Setyanugrah & Setyadi (2017) suggest that board games are a type of visual media. Arsyad (2011) states that visual media plays a very important role in the learning process. Prameswara & Siswanto (2016) added that this board game can be packaged in the form of games. This opinion is supported by Yunita and Wirawan (2017) who state that a board game is a type of game where tools or parts are placed, moved, or moved on a surface that has been marked or divided according to a set of rules.

The name BADRANAYA was chosen because the justice character that would be deepened by prospective counselors refers to the noble values of Semar. Where there are 3 indicators of this justice character, namely: 1) not discriminating (equally), 2) neutral, and 3) not labeling (formulated from the explanation of Setyaputri (2017)). The materials that are packaged in "the search for Semar's treasure" are compiled based on the three indicators of justice character.

The guidance strategy chosen in the BADRANAYA game process is group guidance because group guidance has a role that tend to prevention and development. Group guidance is an activity that refers to group activities that focus on providing information or experiences through planned and organized group activities (Gibson & Mitchell, 2008). In line with Delucia-Waack (2006) who argues that what is striking about group guidance is the focus on developing skills to prevent problems. In addition, the group guidance strategy is chosen so that it is in line with the characteristics of the game itself, where in the playing process it is also necessary to pay attention to the dynamics in the playing group. This group dynamic is closely related to group guidance.

Corey et al (2014) stated that group guidance focuses on developing cognitive, affective and behavioral skills of its members through a series of structured procedures in group meetings. There are five stages of implementing group guidance according to Corey (2014). The five stages are: 1) Pre-group (Group Formation Stage); 2) Initial Stage; 3) Transition Stage; 4) Working Stage; and 5) Final Stage.

The technique that is considered suitable for use is gamification because the BADRANAYA that will be developed as a medium is transformed into a game. According to Jusuf (2016) gamification is a technique that uses game mechanic elements to provide practical solutions by building interest in certain groups. In addition, gamification is a concept that uses game-based mechanics, aesthetics and thinking games to bind people, motivate action, promote learning and solve problems. Gamification techniques or gamification with BADRANAYA media will be used at the work stage in the group guidance.

There are various kinds of equipment available in BADRANAYA, such as: 1) board

games or board games; 2) BADRANAYA manual; 3) pawns. The equipment is described in the following points.

1. A board game or board-game

This board game is a type of visual media which visually is a board game in the form of Semar posture or in BADRANAYA this board is called "Semar Island". This game board recapitulates all material based on local wisdom which will be detailed in the guidebook. Game board size 100 cm x 100 cm. The rules of the game BADRANAYA are designed as a knight's journey / journey in search of the "Semar treasure". What is meant by the Knights here are guidance and counseling students or prospective multicultural counselors who are players in this game. The treasure is at the end of the journey. What is meant by "Semar treasure" itself is actually a figure of a counselor who has a justice character). To get that, the player who is likened to a Knight must go through a journey where in the trip there are materials related tojustice character indicators. These materials are packaged in cards that are placed on the pawns.

In one game, 1-4 teams can play it. Where each team consists of 3-6 people. However, only one person who runs a "pawn" or pawn in the form of a semar is considered the team leader. This team was formed with the aim of taking advantage of the group dynamics in the game to complete the task in the material presented in each column which is considered the Knight's journey / journey. Punishment and reward are set in each column containing tasks that are tailored to the material. The two teams compete to race which team will get the Semar treasure faster at the end of the journey.

2. User Guide Book BADRANAYA

The BADRANAYA guide is compiled as a reference for users who later act as group leaders in order to use the BADRANAYA game. In addition, this guide is prepared to help group leaders understand the purpose and objectives of developing BADRANAYA, how the basic concepts of this media are, how the rules of the game and how to play them, how to take group guidance steps using BADRANAYA and how to evaluate during the game process and evaluate the results. after playing the game.

3. Task Card

The 9 task cards contain 9 tasks that are adjusted to 3 indicators of justice character. Each indicator is represented by 3 task cards. This assignment card must be completed by the prospective multicultural counselor so that the journey which is likened to the "search for the Semar treasure" can be passed to the end.

4. Semar Pawn

This Semar-shaped pawn is a representative form of the group which will later mark the extent of his journey through the board game.

## Conclusion

BADRANAYA is one example of interactive media that is transformed in the form of a game. The uniqueness of this media is that in its operational process it is associated with local wisdom values in Indonesia. The students are undergraduate counselors who are prospective counselors who are expected to become professional multicultural counselors.

With the creation of BADRANAYA, it is advisable for the world of education (especially for the Guidance and Counseling Study Program) to integrate this media into the Merdeka Belajar curriculum, especially in the Counselor Personal Development course. Whereas for guidance and counseling's undergraduate students by playing the BADRANAYA game, they can deepen their justice character as multicultural counselors so that they can work professionally in the field. For academics and practitioners in the field of Guidance and

Counseling, they can use this media as a means of increasing the justice character of prospective multicultural counselors and can adopt BADRANAYA in further research with other dependent variables that have been adjusted to the results of observations or existing field conditions.

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