Group Guidance with Role-Playing Technique based on *Tepa Selira* Values as an Effort to Increase Tolerance in Secondary School Students: *A Systematic Literature Review*

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Abstract: The problem of intolerance is one of the three big sins that are rampant in the world of education. Guidance and counseling are one of the efforts in improving tolerance attitudes in students. The objectives in this study are 1) to identify a group guidance model with role-playing techniques; 2) to identify elements of *tepa selira* values as an effort to increase tolerance among students as an individual; 3) to construct a group guidance model with role-playing techniques based on *tepa selira* values to increase tolerance in high school students. The research method employs a systematic literature review, which involves several stages, including collecting literature and discussing the results. So that the results obtained in this study are 1) the production of group guidance models with role-playing techniques; 2) Analysis of the elements of virtue values in *tepa selira* local wisdom; and 3) the formation of group guidance model construction with role-playing techniques based on *tepa selira* values to increase student tolerance. It can be concluded that there are role-playing techniques that can be integrated with local wisdom, one of which is the value of *tepa selira* as a group guidance model to improve students' tolerance.

Keywords: *Group Guidance, Role-Playing, Tepa Selira,* Tolerance

INTRODUCTION

Basically, every human being has rights that must be given, including a sense of appreciation and respect. Individuals with one another are required to have an attitude of tolerance between each other to create harmony, peace, and happiness in living life as a human being. An individual is born into the world not to be ambitious and powerful on their own. However, individuals are born to help each other and love each other (Ikbal, 2022). Intolerance is one of the three major sins in education that is the focus of the government's attention today (Kemendikbudristek, 2023). In Indonesia, cases of intolerance continue to increase every year. The results of research at the equivalent institute show that the type of violation of freedom of religion and belief increased in 2020 is the act of tolerance (Kompas, 2021). These actions amounted to 422 acts of violation of freedom of religion, of which 184 actions were carried out by non-state *actors* such as a group of citizens, community organizations (CSOs), or individuals personally (Lidwina, 2021).

Based on data from the Ministry of Religious Affairs of the Republic of Indonesia (2021), it shows that there are at least three major challenges that threaten the existence and actualization of Indonesian society as a multicultural country, including the development of excessive religious understanding and practice, the emergence of truth claims over religious interpretations, and damage to national ties. According to Sari & Samsuri (2020), primordialism, ethnocentrism, fanaticism, and intolerance are the driving factors for the creation of conflict and disharmony and far from national peace in Indonesia. Ramadhani & Rizq (2023) revealed that a multicultural society requires efforts through recognition of existence, tolerance, not imposing, and respecting differences of opinion.

Tepa selira culture, which is an important part of the Javanese tradition, is now starting to fade in line with the changing times. The presence of foreign cultures has reduced the interest of the young Javanese generation in maintaining and appreciating the *tepa selira* tradition. Javanese people, to prevent conflicts that may arise due to natural differences of opinion, are often taught by their ancestors to compromise or resolve issues together. Indonesia has a rich environment with a wide range of cultural diversity. Therefore, teaching *tepa selira* character education to students is essential. The implementation of this character education has a crucial role in educational institutions such as schools.

Many events, incidents, cases, and problems regarding deviations in behavior and moral values among students occur due to a lack of understanding of *tepa selira*. In schools, the focus is often only on academic

achievement, while aspects of individual character development receive less attention. Guidance and counseling in schools have great potential to shape the character of students. One of the guidance and counseling methods that emphasizes *tepa selira* values is through group guidance. Guidance and Counseling are a crucial element in education. Its function is very meaningful in shaping the character of students, especially in fostering a sense of tolerance. One of the methods used in guidance and counseling is group guidance, which utilizes dynamic interactions between group members. In each session, learners are taught to enrich their character, including the value of respect for others. Using a group guidance approach that is rooted in local wisdom and incorporates the value of *tepa selira* can be an effective means of strengthening the character of learners, especially in instilling tolerance among others (Yusuf, et. el., 2024).
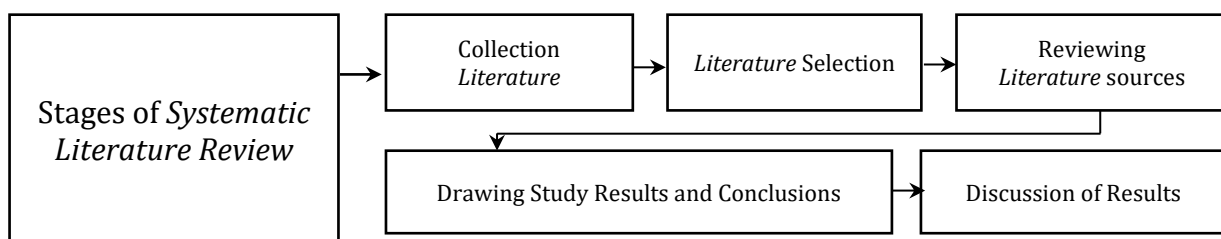
Based on the background exposure described above, this article aims to 1) Identify a group guidance model with *role-playing* techniques; 2) Identify elements of *tepa selira* values as an effort to increase tolerance among students as an individual; 3) construct a group guidance model with role-playing techniques based on *tepa selira* values to increase tolerance in high school students. The design of a group guidance model with role-playing techniques based on local wisdom *tepa selira* values can be used as an alternative guidance model for school counselors or counseling teachers in providing guidance and counseling services specifically in the field of social personal development of students so that it leads to the creation of tolerance attitudes among fellow students. Efforts to prevent intolerance through strengthening tolerance attitudes in students are able to optimize the development of students and achieve developmental tasks as a teenager. In addition, this can also be manifested in "*Standar Kompetensi Kemandirian Peserta Didik*" or SKKPD (Indreswari, et al, 2021).

METHODS

The research method used in the preparation of this article is the result of the review and review of the authors using the *systematic literature review* (SLR) method. This method is used to identify, review, evaluate, and interpret the results of research related to phenomena (Lusiana & Suryani, 2014; Afsari et al, 2021; Anggraeni et al, 2023). As for this research, it is specifically carried out to examine Group Guidance with *Role-Playing* Techniques based on *Tepa Selira* Values as an Effort to Increase Tolerance in Secondary School Students. In Indonesian, SLR is often known as a systematic literature review. This technique requires a systematic approach in reviewing scientific publications, following predetermined procedures.

With the *Systematic Literature Review* method, researchers *review* and identify relevant journals in a structured manner, with each process following predetermined steps (Ilmawan & Anistyasari, 2020). It is also important to review references that can develop and answer related journals. Through the procedures in the Systematic Literature Review stage, researchers collected journal articles from *Google Scholar, Research Gate, SINTA, Publish or Perish, and Scopus*. The keywords used in the search for relevant literature according to the topic include the keywords of group guidance *role-playing* techniques, *tepa selira* values, and efforts to increase tolerance in secondary students. Articles considered for selection in this study have the criteria of being published in the last decade, namely between 2013 and 2023. From the vast amount of literature, 22 articles were selected for their relevance to the topic under study.

In detail, there are five stages in conducting a literature review according to Hsieh and Shannon (2005), including 1) collecting literature; 2) selecting literature; 3) reviewing literature sources; 4) drawing study results and conclusions from the study; and 5) discussing study results. Briefly, the research steps can be seen through the following diagram.

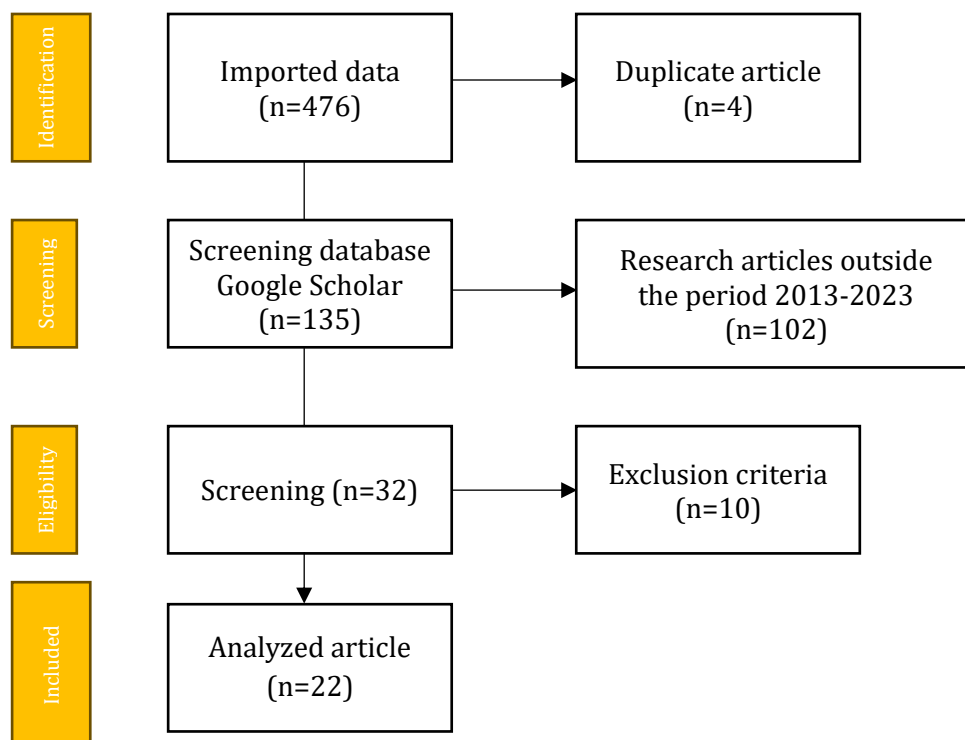| Stages of *Systematic Literature Review*	Collection *Literature*	*Literature* Selection	Reviewing *Literature* sources
	Drawing Study Results and Conclusions		Discussion of Results

Flowchart 1. Systematic Literature Review Research Procedure

From the literature review process, a secondary data analysis will be produced, which will be used to evaluate *tepa selira* values that can be integrated with group guidance services using role-playing techniques. The findings from the literature review will then be combined and further analyzed to create group guidance models rooted in local wisdom, to increase tolerance among high school students.

RESULT AND DISCUSSION

Results

From the literature research conducted, a total of 476 scientific articles were collected. After the screening process, 22 articles were found that were directly related to the theme of group guidance through *role-playing* techniques to strengthen tolerance among students. In addition, a group guidance model using *role-playing* techniques based on the value of *tepa selira*, which has an important *role* in the development of guidance and counseling, was also found. Details of the steps of collecting and selecting literature can be seen in **Figure 2**.

Figure 2. Systematic literature review collection and selection process

The search results obtained from the keywords set in this research method resulted in 22 articles relevant to the topic*. The review of* the articles found that then identified the group guidance model with role-playing techniques based on *tepa selira* values in each article. In detail, the results of the study found in the articles are presented in the following table.

Table 1. Results of Literature Review

No.	Research Title	Researcher and Year	Research Results
1	Upaya Meningkatkan Kecerdasan Moral dengan Metode Sosiodrama Mata Pelajaran Al-Qur'an Hadist	Islamiaty, I (2021)	Aspects of researcher activity, student activity, and the use of techniques have increased communication ethics through group guidance services with mamanda theater in class VIII H students at SMP Negeri 5 Banjarmasin in each given cycle. So it can be concluded that the use of mamanda theater can improve communication ethics in students.
2	Efektivitas Layanan Bimbingan Kelompok dengan Teknik Sosiodrama dalam Meningkatkan Perilaku Prososial Kelas X	Budiyanti, N. M. A. (2020)	Group guidance services with sociodrama techniques are effective in improving the prosocial behavior of X TAV class students at SMK Negeri 1 Semarang.

	TAV di SMK Negeri 1 Semarang		
3	Strategi Guru BK dalam Menumbuhkan Sikap Toleransi Peserta Didik	Fitriyana, A (2020)	The group guidance service is a counseling teacher's strategy in fostering tolerance attitudes of class VIII students at SMP N 18 Semarang.
4	Efektifitas Layanan Bimbingan Kelompok Dengan Teknik *Role-Playing* Untuk Mengurangi Ketidaksantunan Berbahasa Pada Siswa Kelas VIII A SMP Negeri 2 Kota Pagar Alam	Widyati, V., Wasidi, W., & Herawati, A. A. (2020)	There is a significant decrease in the effectiveness of group guidance services to reduce students' language impoliteness.
5	Pengembangan *Prosocial Behavior* Peserta Didik Jenjang Sekolah Menengah Pertama melalui Teknik Bermain Peran	Susanti, R. H., Andrianta, A., & Qurotaayunina, R. P. (2023)	The use of role-playing techniques can develop students' *prosocial behavior*. The use of role-playing techniques provides direct experience for students in building positive interactions in certain situations in order to gain an understanding of their role in the scope of society.
6	Upaya Meningkatkan Empati Kultural Pada Siswa SMA Melalui Bimbingan Kelompok Teknik *Role-Playing*	Triana, D. (2022)	Group guidance with role-playing techniques can increase cultural empathy in students with different cultures.
7	Penerapan Teknik *Role-Playing* Dalam Bimbingan Kelompok Terhadap Perilaku Prososial Siswa di Masa Pandemi COVID-19	Dewi, Y. S., Fatimah, S., & Pahlevi, R. (2021)	After being given group guidance service activities with role-playing techniques, there are changes in the behavior displayed compared to before the service was provided.
8	Penerapan Layanan Bimbingan Kelompok dengan Menggunakan Teknik *Role-Playing* di Mas Al-Washliyah 22 Tembung	Nasution, S. H., Lubis, L., & Rusman, A. A. (2023)	The use of role-playing techniques in the implementation of group guidance services has provided very positive results for guidance and counseling teachers, including the ability to help them identify or solve student problems, as well as positive results for students.
9	Analisis Bimbingan Kelompok Menggunakan Teknik Role Playing Untuk Mengatasi Perasaan Tidak Percaya Diri Siswa di SMA Dharma Patra P. Berandan	Nurbaini, N., Lubis, S. A., & Rusman, A. A. (2023)	Group guidance services with role-playing techniques contributed 33.4% to increasing self-confidence in class XI IPS 1 Dharma Patra P. Berandan students.
10	Efektivitas Teknik Sosiodrama dalam Meningkatkan Etika Pergaulan Pada Peserta Didik Kelas XI di SMAN 1 Kota Mungkid	Arifah, I. N. (2019)	Group guidance using sociodrama techniques is effective in improving social ethics in class XI students of SMA N 1 Kota Mungkid.
11	Meningkatkan Keterampilan Sosial Melalui Metode Sosiodrama Pada Siswa Kelas VIII di SMP Negeri 4 Yogyakarta	Damayanti, M. (2017)	Sociodrama method can improve social skills in VIII grade students at SMP Negeri 4 Yogyakarta. This is indicated by the increase in scores for each cycle. The increase that occurred from the test before the action and the test after the action of cycle I.
12	Bimbingan Kelompok Teknik *Role Playing* dalam	Samsaifil, S., & Sari, N. (2022)	Group guidance services through role-play are effective for improving students' interpersonal

			communication at SMA Negeri 2 Wangi-wangi, Wakatobi Regency, Southeast Sulawesi Province.
	Meningkatkan Komunikasi Interpersonal Siswa		
13	Pengaruh Layanan Bimbingan Kelompok Teknik *Role Playing* Terhadap Interaksi Sosial pada Siswa	Wibowo, N. A. K., Susanto, B., & Maulana, M. A. (2019)	There is an effect of group guidance services role-playing techniques on social interaction in class X MM students of PGRI Sukoharjo Vocational High School 2017/2018 Academic Year.
14	Pengaruh Teknik *Role Playing* dalam Bimbingan Kelompok Terhadap Toleransi Pada Peserta Didik Kelas X SMK Negeri 26 Jakarta	Pratiwi, E. P., Hanim, W., & Badrujaman, A. (2017)	The role-playing technique in group guidance has a positive effect on the tolerance of class X students of SMK Negeri 26 Jakarta.
15	Teknik *Role Playing* Untuk Meningkatkan Kemampuan Komunikasi Antar Pribadi Siswa	Putra, G. I., Sutarno, S., & Djannah, W. (2013)	Group guidance with role-playing technique is effective in improving the interpersonal communication skills of seventh-grade students.
16	Pengaruh Terapi Sosiodrama Terhadap Peningkatan Perilaku Prososial Pada Siswa Pondok Pesantren Al-Malul Khair Palembang	Miwipi & Afifah (2021)	Sociodrama therapy affects increasing the prosocial behavior of students at the Al Almalul Khair Palembang Islamic boarding school.
17	Efektivitas Bimbingan Kelompok Teknik Sosiodrama Untuk Meningkatkan Kepercayaan Diri Siswa	Halik, A., & Rakasiwi, N. (2020)	The sociodrama method is effective for increasing student confidence, specifically: there is a significant difference in the confidence of students from the experimental group before and after group guidance of the Sociodrama technique.
18	Penerapan Teknik Bermain Peran Bimbingan Kelompok Untuk Meningkatkan Komunikasi Interpersonal Siswa Kelas X SMA Pesantren Modern Palembang	Yudata, R. (2020)	To improve students' interpersonal communication, students can use group guidance with role-playing techniques.
19	Keefektifan Layanan Bimbingan Kelompok Melalui Teknik *Role Playing* Untuk Mengurangi Perilaku *Bullying*	Syarqawi, A. (2023)	There was a significant decrease in the pretest and posttest scores of the experimental group. This proves that group guidance services with role-playing techniques can reduce bullying behavior.
20	Integrasi Nilai Budaya Jawa *Tepa Salira* dalam Bimbingan Kelompok Teknik Sosiodrama Untuk Mengembangkan Empati Peserta Didik	Nafilasari, H. I., & Indreswari, H. (2023)	The Javanese cultural value of *tepa salira* is closely related to empathy. The internalization of *tepa salira* culture is able to foster students' empathetic behavior so that they can understand others by equating thoughts and feelings.
21	Pendidikan Karakter *Tepa Salira* Berbasis *Experiental Learning* dalam Bimbingan Kelompok	Sutikno, U. G., Irmawati, E., & Ahlania, F. (2018)	Stages in experiential learning-based group guidance services can develop *tepa salira* character in students.
22	Model Bimbingan Kelompok Berbasis Budaya Jawa dengan Teknik Permainan Untuk Meningkatkan Interaksi	Maulana, M. A., Wibowo, M. E., & Tadjri, I. (2014)	Development of Javanese culture-based group guidance model with effective game techniques to improve students' social interaction.

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Discussion
Group Guidance with *Role-Playing* Technique

In Indonesia, group guidance services currently adopt many theories from Western countries. Falah & Larasati (2019) mentioned that this causes many of the values applied in group guidance to tend to describe Western values. However, not all concepts or values from the West are in accordance with the realities and needs of Indonesian society, which is rich in diversity of characters, ethnicities, and traditions. Therefore, there is a need to develop group guidance services that are rooted in local Indonesian character values. For example, each region has specific challenges and needs that may be better addressed with an approach that considers local character and traditions. One of the efforts taken is to develop group guidance services that focus on traditional Javanese character values. In group guidance rooted in local character values, the counselor has an important role as a planner, good example, an encourager, a facilitator, and an assessor. Counselors in this approach have three main tasks, namely understanding, preventing, and developing students.

In the implementation of group guidance services with role-playing techniques, there are several stages that need to be carried out by counselors (group leaders) and counselees (group members). A number of these stages include the beginning, transition, activity, and termination stages (Dewi, 2013). In detail, the activities carried out in each phase are as follows.

1. In the beginning phase, the activities carried out in this phase include the following aspects: 1) expressing gratitude for the participation and readiness of group members to undergo activities, 2) introducing each other and sharing information about themselves, (3) explaining the concepts, objectives, and principles that are the basis of group guidance, and (4) setting a schedule or time to run the next activity.
2. Transitional stage, in this phase, the counselor must convey to members the urgency of maintaining harmony and harmony between members, as stated.
3. Activity phase, in the core activity, the counselor carries out role-playing activities, students who are not selected as players become spectators, then at the end of the activity, discussions and reflections on the scenes played by the players are held.
4. The ending stage, in this phase, some of the activities that are emphasized include: (1) group leader confirms that the session will be completed, (2) the group leader invites members to share responses, expectations, and results that have been obtained from the activity, (3) provides encouragement and reinforcement for achievements that have been achieved, and (4) discusses plans for the next meeting or activity. It is also important to conduct an evaluation at this stage to assess the success and results of the group activities that have been carried out.

The Value of *Tepa Selira* as an Effort to Increase Tolerance between Learners

Tepa selira, also known as the principle of tolerance, is a cultural value that is highly valued in the Javanese community. This principle teaches the importance of treating other people's feelings with empathy, just as we treat our own. By adhering to this value, harmony in Javanese society is maintained. For Javanese people, maintaining harmonious relationships with others is essential, given their dependence on each other in various aspects of life. Through this principle of *tepa selira*, Javanese people hope to maintain relationships full of mutual respect and achieve happiness in their lives.

Tepa selira is part of the Javanese cultural heritage that teaches the values of tolerance and tolerance, currently experiencing a decline in value, especially among the millennial generation (Nafilasari & Indreswari, 2023). The influence of foreign cultures entering Indonesia, which is increasing along with technological advances, is one of the main factors causing this decline. To ensure the continuity of the noble values contained in *tepa selira* culture and prevent the extinction of traditional culture, it is important to provide character education to the millennial generation. This aims to form an awareness in children about the importance of preserving the traditional culture of each region, while instilling an attitude of mutual respect for the differences that exist.

In the context of Javanese cultural values, especially *tepa selira*, the application of *role-playing* techniques in group guidance becomes relevant, especially in a school environment with a majority of Javanese students. Using the concept of *tepa selira* in teaching tolerance makes it easier for students to understand and appreciate others. This is in line with the concept of empathy, where individuals have the ability to feel and understand the feelings of others and appreciate different views and opinions. Through role-playing activities, students are expected to interact well and improve their interpersonal communication skills. In addition, this technique is also considered effective in maintaining and passing on local wisdom values through the roles they play.

Tepa selira culture, which is part of Javanese life, has deep values that influence their way of life. Mubasirun explains some of the core values in *tepa selira* as follows:

1. Openness or tolerance
   Respecting and honoring each individual means respecting their freedom of speech and action, and respecting each individual shows one's maturity in controlling oneself and respecting the rights of others.
2. Mutual respect
   The concept of "*nguwongke*" in Javanese illustrates the importance of respecting the dignity of each individual. All people, regardless of their background, deserve respect because we all come from the same ancestors.
3. Not blaming others
   Criticism and blaming others often reflect arrogance. By avoiding such attitudes, one can develop a better character and be respected in the eyes of society.

Tepa selira describes a principle that combines the concept of tolerance with tolerance. Whereas tolerance refers to an individual's ability to keep their sense of self amid a culturally diverse society. By maintaining these values, one can develop a noble character and become a respected individual in society.

Group Guidance with *Role-Playing* Techniques Based on *Tepa Selira* Values to Increase Tolerance In Middle School Students

Falah & Widyarto (2023) provide group guidance services with *role-playing* techniques that can influence increasing empathy in a student. This is also related to the tolerance that is played in role-playing in the *role-playing* that is carried out. The application of group guidance with *role-playing* techniques rooted in Tepa Selira values, to strengthen students' tolerance attitudes, is designed with a series of stages in the service. These stages include the beginning of the process, the transition phase, the core activities, and the end of the session. Tepa Selira values related to individual and social aspects are combined with *role-playing* steps to foster tolerance among students. Below is presented a model of a group guidance approach through role-playing techniques based on *tepa selira* values to strengthen students' tolerance attitudes. The material provided in group guidance services is related to tolerance in *tepa selira*. The group guidance model with role-playing techniques based on *tepa selira* values can be described in the following figure.
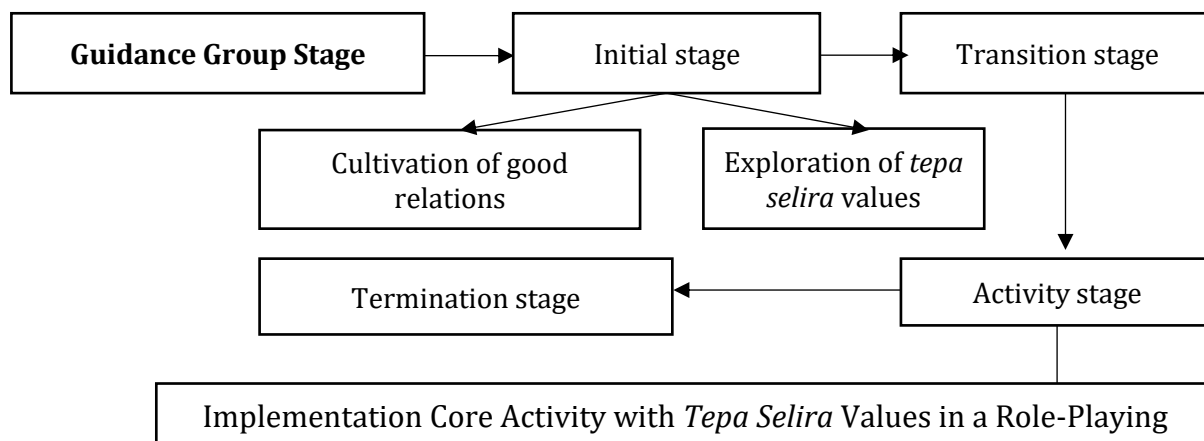
Figure 3. Model of Guidance and Counseling Role-Playing technique based on *Tepa Selira* value

The construction of the designed guidance model can be carried out comprehensively so that students can improve their attitude of tolerance through understanding the value of *tepa selira*. In more detail, if you pay attention to the value of *tepa selira* when associated with guidance and counseling regarding the social personal field, it can lead to an embedded attitude of tolerance among others.

For further research, it is recommended to examine the implementation of other local wisdom values in different guidance and counseling contexts, such as academic or career guidance, to enrich the development of students' character. School counselors may also consider integrating these values into their service programs by aligning them with the cultural context of their students, ensuring that the guidance process remains meaningful and impactful.

CONCLUSION

The high number of intolerance cases as one of the three big sins in the world of education signals the state of education in Indonesia. This is a challenge for schools, teachers, and counselors in providing services to the problems faced. Guidance and counseling teachers or also referred to as school counselors have an important role and functions related to understanding, prevention, and development for the formation of the character of students so that they can achieve their developmental tasks as adolescent high school students. This is in line with the standard competencies of learner independence which must be implemented and achieved by students in accordance with their developmental tasks. As for achieving these developmental tasks, a service is needed that is able to answer the problems faced by students. The problem of tolerance is related to the social personal field. One source of study that is thick with Javanese cultural values related to empathy for others is the value of *tepa selira*.

Tepa selira value has content in the form of a suggestion that every human being instills an attitude of tolerance in social life. describes a principle that combines the concept of tolerance with tolerance. While tolerance refers to the ability of individuals to maintain our own feelings in the midst of a culturally diverse society. By maintaining these values, one can develop a noble character and become a respected individual in society. The concept of guidance and counseling in a group setting offered using the *tepa selira* value is used in the core stage as a new insight enhancer in the form of knowledge, understanding, and development of learners on the importance of tolerance, empathy, and respect for others. The goal is to increase the attitude of tolerance of students so that they can form superior personalities who are able to avoid risks if the sense of intolerance in students is getting higher. Character building with an increased sense of tolerance so that personal quality is formed that is able to use the potential in itself optimally towards a more positive direction according to the Javanese culture of *tepa selira* which has relevance to aspects of character education. The writing in this article has several limitations, especially those related to the implementation of the concept of a group guidance model with role-playing techniques based on the value of *tepa selira* offered. Therefore, further research is needed in examining the concept offered so that it can be implemented to increase tolerance according to the value of *tepa selira* which will lead to breaking the chain of the three big sins in the world of education.

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