Sipakatau, Sipakainge, Sipakalebbi, Siri Na Pace: A Multicultural Counseling Model in Terminating Moral Degradation

Nur Suci Izramadhani*[1], Muhammad Ilham Bakhtiar[2], Ahmad Yusuf[3], Syaifullah Nur[4], Sutra Awaliyah[5], Sabil Husin[6]

[123] Counseling and Guidance, STKIP Andi Matappa, Indonesia
[4] Counseling and Guidance, Universitas Muhammadiyah Makassar, Indonesia
[5] Counseling and Guidance, STAI AL Gazali Bulukumba, Indonesia
[6] Counseling, University Utara Malaysia, Malaysia
[1]Correspondence: email. nizramadhani@gmail.com

Abstract: This study discusses the development of a multicultural counseling model based on 4S cultural values to terminate moral degradation among adolescents which is one of the factors that cause various social problems. This study generally aims to present a multicultural counseling service guide for guidance and counseling teachers. The specific objectives of this study are: 1) To describe students' needs for a multicultural counseling model based on 4S cultural values "(*sipakatau, sipakainge, sipakalebbi, siri na pacce*)" in terminating moral degradation among them. 2) To describe the ideal multicultural counseling model based on 4S cultural values "(*sipakatau, sipakainge, sipakalebbi, siri na pacce*)" through a feasibility test, usability test, and accuracy test so that it can be applied to terminate moral degradation among students 3) To identify if there are differences before and after the implementation of multicultural counseling services based on 4S cultural values "(*sipakatau, sipakainge, sipakalebbi, siri na pacce*)". The study was carried out through a Research and Development approach from Borg & Gold. Data were analyzed qualitatively and quantitatively. Quantitative data from paired observations were analyzed using the Wilcoxon test to identify whether they were different or not. The Wilcoxon test using SPSS version 22 for Pre-Test and Post-Test data showed that students' moral awareness increased after participating in multicultural counseling activities based on 4S culture. The study is authentically reported by authors and has not been published in any journal.

Keywords: multicultural counseling, moral degradation, 4S

INTRODUCTION

The rapid development of technology in the 21st century renews the order of modern human life. Globalization is inevitable. This will definitely happen and must be faced by the world community, including Indonesia. Countries must follow all developments, and compete to be the most advanced. In fact, globalization forces every country to open itself up in every sector including politics, economics, social, culture and science, and technology. Current technological advances have been integrated into people's lives and influence each era differently based on how sophisticated the era is. As a consequence, all events in the world or every information can be spread via the internet without limits.

Now, in the era of digital society, it is impossible and even unwise to say no to technology. It is undeniable that technology is needed. However, it is important to consider the good and bad impacts that it causes. The use of technology must also follow ethics. Technology must be useful in easing human activities in various aspects of life such as work, entertainment, and learning. Initially, technology developed slowly, but along with the rapid progress of culture and the advancement of the human civilization, technological development also accelerated. The more advanced the culture, the more developed the technology because

technology is produced from the development of a rapidly advancing culture (Adib, 2011: 254).

The development of technology and globalization can directly or indirectly affect the moral development of adolescents in the millennial era. In this era, humans have begun to abandon conventional ways in their lives and are replaced by a modern lifestyle. According to Yunita (2018:1), the modern lifestyle is currently trending with positive and negative impacts. The positive impact is that it actively contributes to the world of science and the advancement of civilization. While the negative impact is that it can damage the morale of adolescents. Modernization tends to have a negative impact on early adolescence because it is a transition period to a broader social life accompanied by tremendous psychological shocks and changes such as changes in attitude, the emergence of attraction to the opposite sex, and changes in interaction. Along with these changes, various needs also change, such as the need to show one's existence and identity. Adolescent socialization is very worrying because they tend to imitate lifestyles from movies or social media that tend not to be educational. Martono (2012) explains that the characteristic of the existence of the millennial generation is gadgets. It means that the daily life of this generation cannot be separated from sophisticated technological equipment. These various high-tech devices have become the most important part of their lives.

Rahayu (2018) reported that the characteristic of the millennial generation is that they were born when color TV, cell phones, and the internet were already available so they are very adept at using technology. They tend to feel great and proud to imitate foreign cultures that are considered more modern than their original culture. Finally, the existence of the original culture is threatened because it is considered outdated. Consequently, it triggers the moral degradation of teenagers in the millennial era.

Moral degradation is a decline in the quality of attitudes and behavior due to the development of globalization that is not balanced with a person's ability to deal with it. According to Ali (2018), the main factor that degrades adolescent morals is the development of globalization which is too fast. The virus of globalization continues to erode this nation. Unfortunately, today's teenagers are not aware of it and instead follow it without considering the politeness aspect of this country's culture. This imbalance is what ultimately makes morals even more damaged.

According to the seminar on September 25, 2016, by Suwarsi, there are negative behaviors related to technological developments such as gadgets, including 1) being too busy with gadgets eliminates a person's interest in other activities, 2) individuals are no longer interested in socializing with peers, and 3) individuals dare to lie. If not addressed, adolescent morals will be further eroded or degraded. Several moral aspects such as speech and dress are degraded but are often ignored. According to Lickona (2013), 10 indications of symptoms of moral degradation of millennial-era adolescents that need attention are; 1) Violence and anarchy, 2) Theft, 3) Cheating, 4) Ignoring applicable rules, 5) Brawls between students, 6) intolerance, 7) Use of impolite language. 8) early Sexual maturity causing them to be prone to deviation, 9) Self-destructive attitudes, and 10) Drug abuse. This is caused by their complacent attitude to technological advances that are connected to unlimited international communication networks. The moral decline of teenagers needs special attention and needs to be awakened.

Based on observations and interviews with Guidance and Counseling teachers, at Vocational High School 1 Pangkep there are Global factors that degrade the Moral, including 1) The concept of morality of politeness is influenced by Western culture due to the ease of accessing information through gadgets. As a result, students no longer respect each other, ignore many applicable rules, do violence to their peers, and are intolerant 2) Lack of courage in expressing opinions 3) violence and anarchy 4) ignoring applicable rules 5) Global culture offers false pleasure through 3 Fs: food, fashion, and fun, 6) The life becomes more competitive because local barriers are taken over by online media. 7) Students are more individualistic and less concerned with their environment so that moral control decreases, 8) Easily cheat 9) Not responsible for mistakes they make; 10) Families do not provide enough supervision, because both are too busy working or students are victims of broken homes, 11) On average, schools cannot fully control student behavior, due to limited time, resources and funds. They sometimes do not teach the importance of morality. In this case, the school counselor or

Guidance and Counseling teachers is responsible for providing moral training to students through personal-social guidance and counseling services to instill the cultural values of 4S "*Sipakatau, sipakainge, sipakalebbi, siri na pace*" so that moral degradation can be tackled. Students really need various guidance services to prevent them from negative social circles.

It is crucial to apply cultural values in the learning process. Munadi (2010) said that education functions to preserve the social order and values in society and as an agent of social renewal to anticipate the future. Rasyid (Erman, 2016) stated that local culture can be preserved through formal and non-formal education, like by reactivating all educational institutions and activities.

Counselors are one of the important components in educational services, which are referred to as guidance and counseling. According to Bernard & Fulmerr (Prayitno, 2013: 95) guidance is an activity to increase the personal realization of each individual. Jones (Prayitno, 2013: 100) explains that Counseling is the process of gathering information and experiences from students, focusing on specific problems to be resolved by the individuals involved, with the guidance and assistance provided to help solve the issues. While the Minister of Education and Culture regulates the guidance and counseling in elementary and secondary education through law number 111 of 2014 article 1 point 1 "guidance and counseling are systematic, objective, logical and sustainable and programmed efforts carried out by counselors or Guidance and Counseling teachers to facilitate the development of students to achieve independence in their lives".

So we can conclude that guidance and counseling are assistance from (counselors) to individuals (counselees) through face-to-face meetings or reciprocal relationships between the two so that the counselee is able and competent to identify and recognize their problems and can solve them independently.

According to Yunita (2018) Guidance and counseling in education are very important because it is undeniable that global information and transformation have shifted the morals and culture of society, especially among adolescents who are growing and developing rapidly.

Based on research conducted by Agus Wibowo & Tri Anjar (2017), it is very important to fortify adolescents from the negative impacts of globalization through character-building based on local wisdom values. In addition, multicultural counseling based on local wisdom values is believed to be effective in preventing adolescents from the negative impacts of globalization. Furthermore, another study that shows the effectiveness of culture in dealing with moral degradation in the millennial era was conducted by Erman Syarif, et al. (2016) who found that the principles of *Sipakatau, sipakainge, sipakalebbi, and siri na pacce* in the form of group guidance are very effective in inhibiting moral degradation of students in the current era of globalization. In connection with the findings above, it can be concluded that multicultural counseling based on the 4S cultural values "Sipakatau, Sipakainge, Sipakalebbi, Siri na pace" can help inhibit the moral degradation of adolescents in the millennial era. So that millennials need to be taught to appreciate cultural values so that they can be implemented in everyday life which can be realized through multicultural guidance and counseling that can be carried out by Guidance and Counseling teachers. Nuzliah's (2016) found that guidance and counseling with a multicultural approach is effective for a pluralistic cultural environment like Indonesia.

According to Ramadhan (2018) multiculturalism recognizes the existence of differences in individual groups, reduces stereotypes in groups, and sees the world from a variety of cultures created by society which become a uniqueness and richness for individual life. Meanwhile, according to Dedi Supriadi (Ramadhan, 2018), cross-cultural counseling involves counselors and clients who come from different cultural backgrounds, and therefore the counseling process is very prone to giving rise to cultural biases on the part of the counselor so counseling is ineffective. In cross-cultural counseling, the advisor (counselor) and his client have different cultures because, in terms of socialization, they differ in obtaining their culture, subculture, racial ethnicity, or socio-economic environment.

So from the various definitions above, it can be concluded that multicultural counseling is a service to assist individuals by seeing the world with various cultures created by society that becomes a uniqueness and richness for individual life to respect each other.

According to Erman Syarif, et al. (2016), Bugis-Makassar culture recognizes three

sipa and one *siri* which are guidelines in social life. The three *sipa* are: 1.) *Sipakatau'*, is a trait to humanize humans, contains religious values, tolerance, honesty, social care, and appreciates achievement. 2). *Sipakainge'*, is to remind each other. This trait has two important values: *warani* (courage) and *arung* (leader). 3). *Sipakalebbi*, focuses on human strengths, not on their shortcomings. 4). *Siri'* aims to increase dignity, honor, and self-esteem, both as individuals and as social beings. Another concept that is closely related to *siri'* is *pacce'/passe'* which is a form of solidarity with the suffering of others. In relation to the existing problems and previous researcher findings regarding the potential of culture that can be internalized through the instillation of local cultural values in the formation of student behavior and facing the moral degradation of the current millennial era. So the multicultural counseling development model based on cultural values is suitable for use in reducing moral degradation in the millennial era at Vocational High School 1 Pangkep. Therefore, researchers are interested in conducting research on the "Multicultural Counseling Model Through the Instillation of 4S Cultural Values (*sipakatau, sipakainge, sipakalebbi, siri na pacce*) in Counteracting Moral Degradation of Adolescents in the Millennial Era".

METHOD

This research was conducted through the Research and Development approach). Setyosari (2013: 222) stated that research and development is sometimes also referred to as research-based development". This research emerged as a strategy to improve the quality of education. In addition to developing and validating educational outcomes, Research and Development also aims to find new knowledge through 'basic research', or to answer specific questions about practical problems through 'applied research', which is used to improve educational practices. In this study, Research and Development model is used to produce multicultural counseling services based on Bugis-Makassar culture in reducing the moral degradation of adolescents in the millennial era at Vocational High School 1 Pangkep.

This research uses the modified Bord & Gall model (Setyosari, 2013). The modification aims to ensure that this research can run

systematically in accordance with scientific research methods. The steps consist of:
1. Initial research and information collection
   a. Needs Analysis
   b. Literature Study
   c. Formulation of Problem
2. Development Planning
3. Initial product development
4. Initial Field Testing (Expert Validation)
5. Revision I
6. Small Group Trial

Data collection employed three types of instruments including questionnaires, interviews, and observations. Observations were carried out simultaneously with the initial data collection to understand the situation and conditions in the field. Following the observation, we interviewed the Guidance and Counseling teachers to collect detailed information regarding the situation and conditions observed during the observation.

After conducting initial research and gathering information, we planned and developed a guide and model. Based on needs analysis and literature study, the developed guide implements the 4S culture "*Sipakatau*, *Sipakainge*, *Sipakalebbi*, *Siri' na Pacce*" to inhibit the moral degradation of students in the millennial era. The values include *Sipakatau* "Politeness", *sipakainge* "Courage & Leadership", *Sipakalebbi* "Tolerance", *Sipakalebbi* "Empathy", *Siri' Na Pacce* "Responsibility".

After the acceptability test was conducted by several experts, we conducted a small group trial by giving a questionnaire with a Likert scale as (pretest) and (posttest) to 10 students at Vocational High School 1 Pangkep class X. The students were determined based on an initial survey. The reason for choosing those students was that based on the initial survey and interviews with Guidance and Counseling teachers at Vocational High School 1 Pangkep on July 29, 2019, we obtained information that culture-based multicultural counseling services had never been implemented. In addition, researchers also found symptoms of moral degradation such as negative manners, individualism, lack of courage in expressing the truth, unwil to mingle with any students, low understanding of the cultural values of the Bugis-Makassar tribe, and students are hesitant to help their friends. Furthermore, the data was

analyzed using the Wilcoxon statistical test. This test aims to analyze paired observation data from two data, to determine whether they are different or not. Wilcoxon signed-rank test is used for data that does not follow a normal distribution.
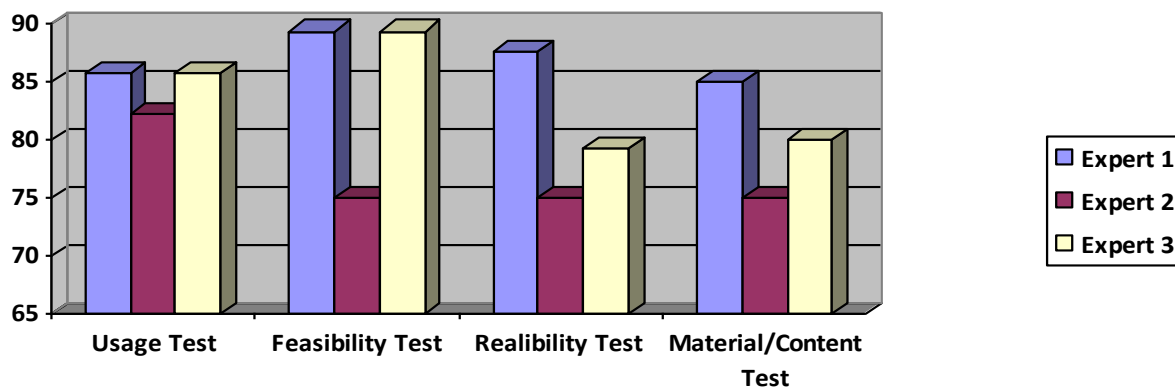
The hypothesis of this study is as follows:

Ho: d = 0 (there is no difference between the two treatments given).

H1: d = 0 (there is a difference between the two treatments given)

d indicates the difference in value between the two treatments

RESULTS AND DISCUSSION

Graph 1. Acceptability Assessment Table

It can be seen from graph 1 above that the average value of the usability test by the expert validator is 84.52%, the average feasibility test = 84.52%, the accuracy test is 80.55%, and the content is 80%. So it can be concluded that the Multicultural Counseling Service Module based on the 4S cultural values "*Sipakatau, Sipakainge, Sipakalebbi, Siri' Na Pacce*' to inhibit moral degradation of students in the millennial era can be applied to students.

Table 1. Overview of Students' Academic Self-Concept Level in Observation Based on Individual Percentage Analysis

Persentages	Criteria	Meeting-				
		I	II	III	IV	V
80%-100%	Very high	7	6	4	3	6
60%-79%	High	1	3	3	6	4
40%-59%	Medium	1	1	3	1	-
20%-39%	Low	1	-	-	-	-
0%-19%	Very low	-	-	-	-	-
Total		10	10	10	10	10

Based on observations at five meetings, in general, respondent participation improved after using the 4S culture-based multicultural counseling service.

The data table 2, generally describes the level of moral degradation before and after applying 4S culture-based multicultural counseling. Based on the pretest, students' moral degradation is in the high category. Here, 6 respondents or 60% percent are in the 109-125 interval or in the medium category, and 4 respondents, or 40% are in the 107-139 interval.

Different results were obtained after implementing 4S culture-based multicultural counseling. Based on the posttest, the level of students' moral degradation decreased. 4 respondents or 40 percent are in the low category or in the 47-106 interval. 6 respondents or 60 percent are in the medium category or in the 107-139 interval. These data indicate that there is a change in students' moral degradation. After applying 4S culture-based multicultural counseling, the dominant respondents dropped to the low category.

Table 2. Data on the levels of students' moral degradation before and after being treated with 4S culture-based multicultural counseling.

Intervals	Categories	Research Samples			
		Pretest		Posttest	
		F	%	F	%
41 – 73	Very low	-	-	-	-
74 – 106	Low	-	-	4	40 %
107 – 139	Medium	4	40 %	6	60 %
140 – 172	High	6	60 %	-	-
173 – 205	Very high	-	-	-	-
Total		10	100%	10	100%

Table 3. General trends of research based on categories of moral degradation levels at Vocational High School 1 Pangkep

Types of Data	N	Mean	Interval	Categories
Pretest	10	13,92	140-172	High
Posttest	10	10,48	74- 106	Low

Table 3 above shows the average pretest score = 13.92 which means that students' moral degradation is in the high category, while the average posttest score = 10.48 which means that there is a change in students' moral degradation, decreasing to the low category.

SPSS version 22 and the Wilcoxon test were applied to test the following hypotheses:

1) Hypothesis:

H_0: there is no difference in students' moral awareness before and after participating in multicultural counseling activities

H_i: There is a difference in students' moral awareness before and after participating in multicultural counseling activities.

2) Basis for decision making:

a) By comparing the calculated z number with the t table:
if z count < z table, then H0 is accepted
if z count > z table, then H0 is rejected

b) Paying attention to the probability figures, with the following conditions:
if the probability > 0.05 then H0 is not rejected/accepted
if the probability < 0.05 then H1 is accepted

Table 4. Table Ranks Using Wilcoxon Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post_Test - Pre_Test	Negative Ranks	1[a]	1,00	1,00
	Positive Ranks	9[b]	6,00	54,00
	Ties	0[c]		
	Total	10		
	a. Post_Test < Pre_Test			
	b. Post_Test > Pre_Test			
	c. Post_Test = Pre_Test			

Based on table 4, there is 1 negative difference between pretest and posttest with an average value of 1.00. While positive differences are 9 with a mean rank = 6.00. There are no ties or data with the same value, both in the pretest and posttest.

Table 5. Results of Wilcoxon Signed Ranks Test

Test Statistics[a]	
	Post_Test - Pre_Test
Z	-2,701[b]
Asymp. Sig. (2-tailed)	,007

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Based on Table 5, the Z value = -2.701 with Asymp.Sig (2-tailed) 007 < a 0.05, so H0 is rejected. It is concluded that students' moral degradation slows down after participating in multicultural counseling based on the 4S culture "*sipakatau, sipakalebbi, sipakainge, siri' na pacce"*. This means that the multicultural counseling model with the cultural values of "*sipakatau, sipakalebbi, sipakainge, siri' na pacce*" is effective in helping students inhibit moral degradation.

The probability logic is that the Z count shows a value of 2.701 with a cumulative number = 0.97. This means that the probability value is 1 - 0.97 or 0.04. Because it used a two-sided test, the probability (asymp. Sig) is 2 x 0.04 or 0.08. Based on this analysis, multicultural counseling with the 4S cultural values "*sipakatau, sipakalebbi, sipakainge, siri' na pacce*" is very effective in preventing the moral decadence of students in schools.

Discussion

The rapid development of technology in the 21st century has changed the lives of modern humans. Globalization is inevitable. The development of technology and globalization can bring direct or indirect impacts. In the millennial era, humans begin to abandon conventional ways of life and replace them with a modern lifestyle. According to Yunita (2018), the current trending modern lifestyle has significant positive and negative impacts. One negative impact is that teenagers often feel proud when they imitate foreign cultures, which they perceive as modern and more liberated while viewing their own culture as outdated or old-fashioned, thus threatening its preservation. As a consequence, it triggers the moral degradation. In addition, according to Ali (2018), the main factor contributing to moral degradation is the advancement of globalization.

At SMK Negeri 1 Pangkep, students' moral awareness tends to be low. Information was obtained that students have little respect for one another, lack of concern for reminding or helping their friends, are self-absorbed, and show little care.

Based on the needs analysis carried out through observation, interviews with Guidance and Counseling teachers, questionnaires, and the results of theoretical and empirical studies, multicultural counseling services or guidelines are necessary to prevent moral degradation. Studies related to the 4S culture "*sipakatau, sipakalebbi, sipakainge, siri' na pacce*" and moral degradation are formulated for study. Literature review and needs analysis aim to determine the components needed in implementing programs to prevent the moral degradation experienced by students in schools. We also identified social problems faced by students and what they need to deal with these problems. So, referring to the needs analysis and literature studies, researchers developed a multicultural counseling guideline integrating the cultural values of 4S "*sipakatau, sipakalebbi, sipakainge, siri' na pacce*" to prevent moral degradation, which are based on a strong theoretical basis. This process is emphasized by Borg & Gall (1989) that the purpose of literature review is to collect information to plan and develop guidelines and models.

Multicultural counseling guide developed based on needs analysis and literature study integrates cultural values 4S is as follows: (a) *Sipakatau* "politeness"; (b) *Sipakainge* "courage & leadership"; (c). *Sipakalebbi* "tolerance"; (d) . *Sipakalebbi* "empathy"; (e) *Siri' na pacce* "Responsibility"

Acceptability assessment measures: usability, feasibility, accuracy, and content. They were tested by three experts: Hasbahuddin, S.Pd., M.Pd. and Salmiati, S.Pd., M.Pd. as experts in guidance and counseling. Another examiner is Jumliana, S.Pd. a practitioner or Guidance and Counseling teacher at SMK Negeri 1 Pangkep. The acceptability test shows that the guide designed by the researcher is

feasible to be used as a guide for Guidance and Counseling teachers or counselors in schools.

After the acceptability test by experts, we carried out a trial involving 10 students (small group or limited group test). This aimed to assess the effectiveness of the multicultural counseling guide with the cultural values 4S "*sipakatau, sipakalebbi, sipakainge, siri' na pacce*" in inhibiting student moral degradation. Testing the multicultural counseling guide based on the 4S culture "*sipakatau, sipakalebbi, sipakainge, siri' na pacce*" used an initial test (pretest) and a final test (posttest) with a moral behavior scale. This instrument was developed to calculate the different scores before and after the program. Each question used a scale of 1-4. Based on a trial involving 10 students, this module is considered effective. This is because the module was developed based on the problems faced by students identified from observations, interviews and questionnaires. The module presents systematic activities and time, stages of group guidance activities, counselor competencies, implementation stages, materials and lesson plans to facilitate Guidance and Counseling teachers in applying the module.

Based on research by Agus Wibowo & Tri Anjar (2017), it is very important to protect adolescents from the negative impacts of globalization through character strengthening based on local wisdom values. Another study that shows the effectiveness of culture in dealing with moral degradation in the millennial era was conducted by Erman Syarif, et al. (2016) and found that the principles of *Sipakatau, sipakainge, sipakalebbi,* and *siri na pacce* are very effective in preventing moral degradation of students in the current era of globalization through group guidance.

CONCLUSIONS AND SUGGESTIONS

Based on the results, discussions and stages of guideline development, we conclude that: (1) Based on the needs analysis of students at Vocational High School 1 Pangkep, the average student faces problems of moral degradation, and multicultural counseling based on 4S culture has never been implemented. So multicultural counseling guidelines with 4S cultural values "*sipakatau, sipakalebbi, sipakainge, siri' na pacce*" are strongly needed by the school; (2) This study developed a guideline model to help Guidance and Counseling teachers inhibit the moral degradation of students with 5 activity sessions. Each stage presents one multicultural counseling material such as *sipakatau* "Politeness", *sipakainge* "Warani & arung", *sipakalebbi* "Tolerance", *sipakalebbi* "Empathy", and *siri' na pacce* "Responsibility"; (3). Based on the acceptability test (usefulness, feasibility, accuracy, content of the material), the multicultural counseling service based on the 4S culture "*sipakatau, sipakalebbi, sipakainge, siri' na pacce*" and its guidelines are effective in reducing moral degradation of students at Vocational High School 1 Pangkep.

Based on the results, this model is effective and feasible to use and is recommended for the development of science, solving educational problems, institutional development, and further research: (1) For the development of science, the results of this study indicate that the multicultural counseling guide with the cultural values 4S "*sipakatau, sipakalebbi, sipakainge, siri 'na pacce*" in inhibiting moral degradation of students, is practical and feasible to be implemented in schools and specifically can contribute to the development of knowledge in the field of guidance and counseling; (2) Solving educational problems, this multicultural counseling guide with the cultural values 4S "*sipakatau, sipakalebbi, sipakainge, siri 'na pacce*" is based on the need for a guide that can be used by teachers in building student character values in schools, especially for students who experience moral degradation. Based on the needs and problems related to guidance and counseling, the model should be implemented at school to help counselors serve students to strengthen their ability to adapt to change through the instillation of cultural values; (3) Further research: this guide was limitedly developed in multicultural counseling with the cultural values of 4S "*sipakatau, sipakalebbi, sipakainge, siri' na pacce*" , therefore further researchers are recommended to examine or develop the guide on more diverse targets. Based on the literature review, this guide is effective in shaping character, fostering religiosity, increasing student honesty, increasing student assertiveness, increasing mutual respect and respect, and increasing responsibility. Further research is recommended to test the guide to improve the empirical reliability.

REFERENCES

Adib, M. 2011. Filsafat Ilmu: ontologi, epistemologi, aksiologi, dan logika ilmu pengetahuan. Yogyakarta: Pustaka Pelajar.

Agus Wibowo, Tri Anjar, 2017, Internalisasi Nilai Kearifan Local (Local Wisdom) Dalam Pelaksanaan Konseling Multikultural Dalam Pengentasan Masalah Remaja Akibat Dampak Negative Globalisasi, Jurnal Proceeding Seminar Dan Lokakarya Nasional Bimbingan Dan Konseling, Hal 1-9.

Ali Mustamaruddin, 2018, pentingnya pemahaman degradasi moral di kalangan remaja, Yogyakarta, Budi Utama.

Departemen Pendidikan Nasional (2014) Kamus Besar Bahasa Indonesia Cetakan ke delapan Belas Edisi IV. Jakarta : Gramedia Pustaka Utama.

Erman Syarif, Dkk. 2016, Integrasi Nilai Budaya Etnis Bugis Makassar Dalam Proses Pembelajaran Sebagai Salah Satu Strategi Menghadapi Era Masyarakat Ekonomi Asean (MEA), *Jurnal Teori dan Praksis Pembelajaran Ips*, Vol. 1 No. 1

Fasya Fadilla, 2015, Pengembangan Model Layanan Informasi Karir Berbasis Media Elektronik (*E-Career*) Untuk Meningkatkan Keputusan Karir Siswa, *Tesis*, Jurusan Bimbingan dan Konseling Fakultas Ilmu Pendidikan, Universitas Negeri Makassar, Makassar

Lickona, Thomas, 2013, Mendidik Untuk Membentuk Karakter. Jakarta: Remaja Rosdakarya.

Martono, Nanang. (2012). Sosiologi Perubahan Sosial: Perspektif Klasik, Modern, Postmodern, dan Postkolonial. Jakarta: PT. Raja Grafindo Persada

Munadi, Yudhi. 2010. Media Pembelajaran "Sebuah Pendekatan Baru". Jakarta: Gaung Persada Press

Nuzliah, 2016, Counseling Multicultural, *Jurnal Edukasi*, Vol 2, Nomor 2

Prayitno, Amti, 2013, Dasar-Dasar Bimbingan Dan Konseling. Jakarta. Rineka Cipta

Prayitno, 2015, Dasar-Dasar Bimbingan Dan Konseling. Jakarta. Rineka Cipta

Ramadhan, (2018), Model Konseling Multikultural Melalui Penanaman Nilai Budaya Tudang Sipulung Untuk Meningkatkan Keterampilan Sosial Siswa Di Smp, *Skripsi*, Jurusan Bimbingan Dan Konseling, Stkip Andi Matappa, Pangkep

Setyosari P, 2013, Metode Penelitian Pendidikan & Pendidikan, (Cetakan Ketiga), Jakarta: Prenada Media Group

Yunita Dwi setyoningsih, 2018, Tantangan Konselor Di Era Milenial Dalam Mencegah Degradasi Moral Remaja, *jurnal prosiding unbk*, hal 1-2.