



Development of Guidelines for Implementing Healing Class Based on Local Balinese Wisdom Through its Integration Into the Gds Program as an Effort to Improve Students' Disciplined and Mutual Cooperation Behavior at State Senior High School 3 Mengwi

Intan Nurvenayanti¹, I Wayan Kertih², Tuty Maryati³

Universitas Pendidikan Ganesha

Corresponding Author: Intan Nurvenayanti: intanvena99@gmail.com

ARTICLE INFO

Keywords: Student Discipline Movement (GDS), Healing Class, Balinese Local Wisdom, Disciplined Behavior, Mutual Cooperation Behavior, Sangkepan.

Received : 20, September

Revised : 25, October

Accepted: 26, November

©2025 Nurvenayanti, Kertih, Maryati (s): This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study aims to develop and test the validity and effectiveness of the Healing Class Guidebook based on Balinese local wisdom integrated into the Student Discipline Movement Program (GDS) at SMA Negeri 3 Mengwi, especially regarding student discipline and mutual cooperation behavior. In this regard, research and development were designed using the ADDIE model with five steps, namely analysis, design, development, implementation, and evaluation. The subjects involved in product development consisted of four expert validators. The results of the study showed that; (1) Guidelines for the Implementation of Healing Class Based on Balinese Local Wisdom which are integrated into the Student Discipline Movement Program at SMA Negeri 3 Mengwi, the design consists of an introduction, rationale, theoretical basis, implementation steps, activity guide, evaluation, and follow-up, (2) Guidelines for the Implementation of Healing Class Based on Balinese Local Wisdom which are integrated into the Student Discipline Movement Program at SMA Negeri 3 Mengwi have very valid validity with an average score of 91.66%, (3) Guidelines for the Implementation of Healing Class Based on Balinese Local Wisdom which are integrated into the Student Discipline Movement Program in increasing disciplined behavior and mutual cooperation of students at SMA Negeri 3 Mengwi are classified as effective with a positive response percentage reaching 90%.

INTRODUCTION

Discipline and mutual cooperation behavior of students is important to be developed in schools through Character Education in order to develop a young generation that can follow and obey the rules, values and laws that apply and are able to work together through communication and collaboration. The School Discipline Movement Program (GDS) is a program that has been regulated by the National Education System Law Number 2 of 1989, especially in Article 25. The Student Discipline Movement is a very important initiative in shaping the character and behavior of students. GDS is not just a rule or regulation that must be obeyed, but is a movement specifically designed to help students learn and foster positive discipline values. GDS in this context aims to guide students in understanding the importance of positive discipline in everyday life. Observations made in the field so far, especially at SMA Negeri 3 Mengwi, there seems to be a gap between what should be (ideal) and what is done (factual). Students only focus on academic education. Schools should be a place or container that is very influential in developing social personality and character based on local wisdom for community life. However, in the midst of the era of technological sophistication like today, teachers are overshadowed by the issue of violence when being firm with students. Character education in Indonesia is still faced with a lack of consistency and coordination in its implementation.

Considering what has been stated, this study focuses on the development of Guidelines for the Implementation of Healing Class based on Balinese local wisdom which is integrated into the GDS with the aim of helping students reflect on themselves according to the dimensions of the Pancasila Student Profile, increasing trust in the value of positive discipline, emotional control formed according to morals, community norms without giving physical punishment. Teachers and students through deliberation (Healing Class) will be able to convey input or dialogue to reach consensus to reach an agreement in implementing positive discipline. In this regard, research and development were carried out which were formulated in a title "Development of Guidelines for the Implementation of Healing Class based on Balinese Local Wisdom through its Integration into the GDS Program as an Effort to Improve Disciplined Behavior and Mutual Cooperation of Students at SMA Negeri 3 Mengwi." Based on the background that has been presented, several main problems that are of concern in fostering student behavior can be identified. First, student discipline behavior is relatively low, which is indicated by students often committing violations and showing negative behavior. Second, student mutual cooperation behavior is also still low, as seen from the tendency of students to move individually and are less sensitive to the surrounding environment. The globalization factor accompanied by rapid technological developments and high population mobility also contribute to the decline in student discipline and mutual cooperation behavior, in addition to internal factors originating from students themselves, families, and the environment. In addition, teachers face difficulties in enforcing discipline because there are no clear sanctions for students who commit violations. The absence of adequate containers and facilities and infrastructure is also an obstacle in forming discipline and mutual cooperation behavior.

The current sanctions are felt to be burdensome for students, making them less effective. Furthermore, the application of local wisdom in the implementation of Healing Class has not been optimal and the Healing Class program has not been fully integrated into the Student Discipline Movement (GDS). This condition is a challenge that needs to be addressed comprehensively so that the goal of fostering student character can be achieved properly. Referring to the formulated problems, this research and development has several main objectives. First, to describe the design of the Healing Class Implementation Guidelines based on Balinese local wisdom integrated into the Student Discipline Movement Program (GDS) at SMA Negeri 3 Mengwi. Second, to analyze the validity of the guidelines in the context of implementation at the same school. Third, to assess the effectiveness of the Healing Class Implementation Guidelines based on Balinese local wisdom in improving students' discipline and mutual cooperation behavior through integration into the GDS Program at SMA Negeri 3 Mengwi.

The product developed in this study is the Healing Class Implementation Guidelines that carry Balinese local wisdom and are integrated into the Student Discipline Movement Program at SMA Negeri 3 Mengwi. This product is called the "GDS Guidelines and Implementation of Healing Class Based on Deliberation at SMA Negeri 3 Mengwi" with a systematics that includes an introduction, basic principles, implementation procedures, instruments or standards used, and monitoring and evaluation. The implications of this product are directed at improving students' discipline and mutual cooperation behavior. The advantages of this guideline lie in the basis of local wisdom used, the psychological approach to students that emphasizes the imposition of sanctions based on agreements between teachers and students, and its ability to be a parameter for measuring the success of the Pancasila student profile strengthening project. This research and development has several significant interests. For academics, it is expected to be a reference and support in efforts to improve mutual cooperation and deliberation skills while increasing student discipline. For teachers, this research that integrates Healing Class into the Student Discipline Movement based on Balinese local wisdom is expected to help in the implementation of character education at SMA Negeri 3 Mengwi. Furthermore, for the Bali Provincial Youth and Sports Education Office, the results of this study can be used as a consideration in supporting the character education process, especially the mutual cooperation dimension in the Pancasila Student Profile. Finally, for the Balinese people, this study is expected to encourage positive changes in the younger generation to be more concerned about the social environment which is a characteristic of the Balinese people, especially in the value of *menyama braya* (mutual cooperation). This research and development are based on several main assumptions. First, the Student Discipline Movement program implemented in schools has gone through a previous development process, so that the validity and effectiveness tests focus on the resulting product.

Second, the factors that influence students' discipline and mutual cooperation behavior are considered uniform, so that the increase in this behavior is influenced by the implementation of this product. Third, SMA Negeri 3 Mengwi is assumed to be in an area with relatively homogeneous local wisdom, so that the product can be implemented effectively in the area. Regarding limitations, this study focuses on the development of the Student Discipline Movement Guidelines and the implementation of Healing Class based on deliberation at SMA Negeri 3 Mengwi, with Balinese local wisdom as a basis. The subjects involved in this study included teachers, students, and OSIS administrators. The resulting product is only used as a guideline for the implementation of GDS and Healing Class at SMA Negeri 3 Mengwi, so its application is limited to the context of the school. This limitation is made so that the study becomes more focused and directed in accordance with the objectives of the study.

LITERATURE REVIEW

Research conducted by Maulana, V., & Nellitawati, N. (2020) stated that GDS is an initiative implemented in various schools to improve student discipline through various strategies, including providing role models by a special team. In addition, the role of the GDS Team in providing examples of disciplined behavior to students was also revealed. GDS as an initiative implemented in schools aims to form and instill disciplinary values in the school environment to guide students in understanding the importance of discipline in everyday life, from time discipline to clothing and appearance. Other relevant research is research conducted by Deby Dillah Nur'aini (2019) entitled "School Discipline Movement (GDS): Analysis of Student Discipline Practices at SMP Negeri 11 Madiun" is a type of field research with a qualitative approach. Data collection was carried out through interview, observation, and documentation methods. The data analysis techniques used include three stages, namely data reduction, data display, and conclusion drawing/verification. The results of the study showed that. Discipline practices at SMP Negeri 11 Madiun are implemented through the School Discipline Movement (GDS) program as one of the strategies to shape students' disciplined character. Further research The research conducted by Khabibur Rokhman (2022) entitled "Implementation of the Student Discipline Program in the Dormitory Environment" aims to determine how the student discipline program is managed, efforts to overcome indisciplinary behavior, as well as obstacles and forms of violations that occur at the Islamic Boarding School Hubbul Ilmi MAN 1 Semarang. This study uses a qualitative field approach with data collection techniques in the form of observation, interviews, and documentation. The results of the study indicate that the management of the discipline program is carried out systematically through several stages, namely program planning, grouping activities and rules, consistent application of rules, supervision of student behavior, periodic evaluations, and giving sanctions and rewards.

Efforts to overcome student indisciplinary behavior are carried out through guidance and counseling, instilling responsibility for actions, modifying the environment to support positive behavior, and strengthening discipline through educational extracurricular activities. However, in its implementation, the dormitory management faces a number of obstacles both from internal and external aspects. These obstacles include the limited number of supervising teachers, lack of consistency in the application of rules by teachers, students' closed attitudes towards personal problems, minimal parental involvement in disciplinary development. This study was conducted by Moh Fardil Darmawan (2024) "Development of local wisdom-based character education in literacy movements in schools". This study aims to develop local wisdom-based character education in literacy movements in schools. Through the integration of local wisdom in literacy strategies, students are expected to be able to understand the contents of the text better and relate them to real life. The introduction of local wisdom is expected to be a strength of students' literacy culture so that they are not easily influenced by foreign cultures that are currently easily accessible. The method used in this study is a literature literacy study. The results of this study indicate that the development of local wisdom-based character education in literacy movements in schools is an effective strategy for forming students who are not only academically intelligent but also have strong character and high moral values. By integrating local wisdom in education, students can grow into individuals who are proud of their culture, have a strong identity, and are ready to face global challenges without losing their identity.

METHODOLOGY

The research and development model used the ADDIE model in this study because it was considered very relevant for the development of the Healing Class Implementation Guidelines based on Balinese local wisdom which was integrated into the Student Discipline Movement Program. This was stated by Cheung (2016), that the ADDIE model is a model that is easy to use and implement. Meanwhile, Umami et al. (2021) revealed that the ADDIE model has clear and careful development steps, has been widely used and has been proven to produce good products. The analyze stage begins with an analysis of the needs of teachers and students through questionnaires, interviews, and documentation studies. The results of the analysis indicate the need for a more reflective and contextual character development approach, in line with the values of deliberation or *sangkepan* in Balinese culture. At the design stage, the researcher drafted a guidebook that includes an introduction, theoretical basis, Healing Class implementation guide, reflection cards, and instrument and documentation attachments. The development stage was carried out through validation by content and media experts, as well as practicality tests by teachers and students. The results showed that the guidebook has a high level of validity and is considered very practical to use. The implementation stage was carried out with limited field trials in the school environment, which showed an increase in students' discipline and mutual cooperation behavior.

The evaluation stage included product revisions based on user input and practicality questionnaire data, including improvements to the editorial, layout, reflection cards, and the addition of technical guidelines. The final results showed that this guidebook was feasible, practical, and ready to be implemented more widely. Validity testing was carried out through Expert Appraisal, which involved opinions and evaluations from education experts regarding product design, adjustments based on expert input, and testing the product's feasibility to comply with educational principles, child psychology, and school discipline policies. Meanwhile, effectiveness testing was carried out with limited trials (pilot testing) on small groups of students to observe the response to the Healing Class program. The stages of effectiveness testing included evaluating the impact on changes in students' discipline and mutual cooperation behavior, analyzing trial data, and refining the product based on the results of field implementation before widespread implementation. Subjects involved in the validity trial consisted of lecturers from study programs, vice principals for student affairs, and P5 coordinators, while effectiveness testing involved on-duty teachers, BK teachers, OSIS supervisors, and vice principals. The data collected are divided into primary data and secondary data. Primary data includes preliminary studies (student discipline problems, Healing Class program needs, school discipline policies, and school readiness), product validity test data (assessment results and expert input), and product effectiveness test data (student responses, program effectiveness on behavior, program impacts in the school environment, and obstacles and supporting factors during the trial). Secondary data includes school profiles, number of teachers and students, and running school programs as supporting research materials. Data collection methods use semi-structured interviews to explore in-depth perceptions, participatory and non-participatory observations to obtain empirical data on the process and impact of program implementation, and questionnaires with a four-point Likert scale to obtain quantitative data from teachers and students regarding the practicality, needs, and effectiveness of the Healing Class program. The data collection instrument is compiled based on a grid that assesses the validity of the Healing Class guidebook based on Balinese local wisdom which is integrated into the Student Discipline Movement Program (GDS). The validity aspects evaluated include the suitability of the content, clarity, readability, feasibility of implementation, and integration of the program in improving student discipline and mutual cooperation behavior.

The data analysis method in the research and development of the product guideline book for the implementation of Healing Class Based on Balinese Local Wisdom integrated into the Student Discipline Movement Program (GDS) at SMA Negeri 3 Mengwi was carried out in stages according to the ADDIE Model phase. In the Analysis stage, data on students' discipline and mutual cooperation behavior and the need for a guideline book were analyzed using quantitative and qualitative descriptive methods to describe environmental conditions and product needs.

The Design stage focused on creating a product draft including cover, content, reflection cards, and assessment instruments; the collected data was analyzed descriptively qualitatively to describe the product design in depth. In the Development stage, validity and practicality tests were carried out on the product, with validity test data analyzed descriptively quantitatively to determine the validity and quality of the product. The Implementation stage focused on testing the effectiveness of the product through limited trials; trial data were analyzed using quantitative descriptive statistics to measure the level of success of the product in improving students' discipline and mutual cooperation behavior. Finally, in the Evaluation stage, an assessment of the practicality of the product was carried out based on a questionnaire filled out by the teacher, which was analyzed using quantitative descriptive statistics to obtain an average score, percentage, and interpretation category as a measure of the level of practicality of the product.

RESEARCH RESULT

This study aims to develop a Balinese Local Wisdom-Based Healing Class Guidebook integrated into the Student Discipline Movement (GDS) Program at SMA Negeri 3 Mengwi. The development uses the ADDIE model consisting of five stages: Analyze, Design, Development, Implementation, and Evaluation.

The analysis stage is the initial foundation in the process of developing a Balinese local wisdom-based Healing Class Guidebook integrated with the Student Discipline Movement (GDS). There are three types of analysis carried out, namely: initial analysis, student analysis, and concept analysis. The results of the initial analysis indicate that the disciplinary approach at SMA Negeri 3 Mengwi has tended to be repressive and has not touched on the reflective aspects of students. Based on a questionnaire to 12 teachers, 100% of respondents gave a high score (4 and 5) to the importance of Healing Class as a more humanistic, educative, and local value-based approach. In addition, 91.7% of teachers considered the integration of local wisdom such as Balinese sangkepan into GDS to be very supportive of strengthening student character. In the analysis of students, low levels of discipline and mutual cooperation were found, marked by the dominance of negative responses from teachers and low validity in most indicators of student behavior. Only 3 out of 10 indicators were considered valid by teachers in measuring students' attitudes of discipline and mutual cooperation. Data on student violation records for the past two months also strengthens the need for reflection-based interventions. Furthermore, concept analysis was carried out through theoretical studies and literature studies, which showed that the Healing Class approach is relevant to the sangkepan philosophy in Balinese culture. This concept emphasizes dialogue, mutual agreement, and problem solving by consensus, in line with the principles of reflective and contextual character development. Overall, the results of the analysis stage show that the development of the Healing Class is very necessary, supported by field conditions, teacher readiness, and relevance to local cultural values.

The Design stage is a strategic step in the process of developing the Healing Class Guidebook based on Balinese local wisdom that is integrated with the Student Discipline Movement Program (GDS). At this stage, the researcher prepares an initial draft of the guidebook that is designed systematically, contextually, and applicatively to be used by teachers, homeroom teachers, and OSIS supervisors in fostering disciplined behavior and student mutual cooperation through a reflective approach. The product draft consists of six main components that support each other, namely: (1) Cover and Title Page designed with a nuance of deliberation as a visual identity of local wisdom; (2) Foreword as an introduction to understanding the contents of the book; (3) Introduction containing the background, objectives, and urgency of Healing Class; (4) Theoretical and Philosophical Foundations that explain the theory of character education and Balinese cultural values such as sangkepan, tatwam asi, and Tri Hita Karana; (5) Healing Class Activity Design that includes the flow of implementing reflection sessions, reflection instruments, to evaluation and follow-up; and (6) Supporting Attachments containing evaluation formats, observation checklists, and activity scenarios. All elements are designed to support ease of use, visual appeal, and integration of local values in character learning practices in schools.

The Development stage is an important stage in the product development process, namely realizing the initial draft into a Balinese Local Wisdom-Based Healing Class Implementation Guidebook integrated into the Student Discipline Movement Program (GDS). At this stage, researchers refined the draft of the guidebook through an evaluation, revision, and validation process to ensure the quality of the content, practicality of use, and attractiveness of the visual appearance. The initial evaluation was carried out by the Vice Principal for Student Affairs and the P5 Coordinator, who provided input related to simplifying the language, compiling more systematic reflection steps, and adding concrete examples in the activity scenario. In addition, a team of media experts also assessed the aesthetic and technical aspects, such as cover design, readability of letters, and consistency of layout. Based on this input, revisions were made to the page layout, the structure of the reflection section, and the addition of visual icons to make it easier for users to understand.

After the initial revision process, a validity test was carried out on the product in two stages. In the first stage validity test, a total score of 151 was obtained from a maximum score of 208, which is equivalent to a percentage of 72.6%. This result indicates that the product is in the valid category, although there are still several aspects that need to be improved, especially in the use of language and operational techniques. Based on the results of this evaluation, the researcher again refined the content and appearance of the guidebook according to suggestions from the validators. Furthermore, in the second stage validity test, a total score of 186 was obtained from a maximum score of 208, or equivalent to a percentage of 89.4%. This percentage shows a significant increase and places the product in the very valid category.

All respondents agreed or strongly agreed with the aspects of the substance of the content, language understanding, relevance to the local context, and feasibility of implementation in the school environment. Thus, the guidebook is declared suitable for use as a guide in the implementation of Healing Class based on Balinese local wisdom, which supports the formation of students' disciplined character and mutual cooperation attitudes contextually and applicatively.

The Implementation stage is an important stage in the research and development process, namely testing the product in real situations to assess its effectiveness. At this stage, the Balinese local wisdom-based Healing Class Implementation Guidelines were implemented at SMA Negeri 3 Mengwi. The aim was to observe the direct impact of the program implementation on changes in students' attitudes of discipline and mutual cooperation. Based on the results of the teacher assessment questionnaire before and after implementation, significant changes were found. Before the program was implemented, most teachers gave negative assessments of students' attitudes, with details: 81 respondents chose "Disagree" (TS), and 54 respondents chose "Strongly Disagree" (STS). Only 34 teachers answered "Agree" (S) and 1 teacher answered "Strongly Agree" (SS). However, after the Healing Class program was implemented, there was a very significant increase in the positive category: 121 teachers chose "Agree" and 29 teachers chose "Strongly Agree", while the number of respondents in the TS category decreased to 20 and STS to 0. Overall, 88.2% of teachers responded positively to changes in student behavior, which shows the effectiveness of Healing Class in forming an attitude of discipline and mutual cooperation. Furthermore, the effectiveness data is also supported by a decrease in the number of student violations in the monthly recap from January to March, as well as an increase in the number of reflection cards indicating active student participation in reflective activities. On the other hand, the results of the questionnaire given to students showed that all students responded positively to the implementation of Healing Class. All statements received answers in the "Agree" (S) and "Strongly Agree" (SS) categories, with no answers to "Disagree" (TS) or "Strongly Disagree" (STS). A total of 26 students stated that they strongly agreed and 10 agreed that they became more disciplined; 32 students strongly agreed that Healing Class made them understand the importance of responsibility; and 34 students strongly agreed that the classroom atmosphere became more enjoyable and less tense. Student responses to other statements, such as the ability to work together, social awareness, courage to express opinions, and learning comfort, also showed very positive results. The effectiveness of the Healing Class Guidebook was also measured through the total score of the student questionnaire, which was 690 out of a maximum score of 720, which is equivalent to a percentage of 95.83% and is included in the category of "Very Effective." These results indicate that the deliberation-based approach and local values used in Healing Class are in accordance with the psychosocial needs of students and are able to create a conducive learning climate. In addition, all teachers who assessed the effectiveness of the program also responded in the categories of "Agree" and "Strongly Agree", strengthening

the conclusion that the Healing Class Guidebook based on Balinese local wisdom is very effective in being implemented in the Student Discipline Movement Program (GDS). Thus, this program has not only succeeded in improving attitudes of discipline and mutual cooperation, but also created a more positive learning atmosphere and supported the growth of students' character as a whole. The evaluation stage in this research and development aims to improve the product based on input from the previous implementation stage. Based on the evaluation results, there were several minor improvements made to the Balinese local wisdom-based Healing Class Guidebook. These improvements include: (1) adjusting the editorial in several sections to make it more communicative and easy to understand; (2) adding technical guidelines for implementing Healing Class to facilitate implementation by teachers; (3) improving the design of the reflection cards to make them more user-friendly, especially in terms of visuals and functions; and (4) improving the visual appearance and cover design to increase the aesthetic appeal of the book. The practicality test of this guidebook showed very positive results. The majority of respondents gave a rating in the "good" category for various practicality indicators, indicating that this book has been designed according to the needs and conditions in the field. In terms of ease of use, 60% of respondents (12 people) stated that this book is easy to use by both teachers and students. This reflects that the presentation format and systematics of the content have taken into account readability and user accessibility. The instructions for use in the book also received high appreciation, where 85% of respondents (17 people) considered that the instructions in the book were clear and easy to follow, making it easier for teachers to design and implement Healing Class activities systematically. In terms of content, this book was considered to be in accordance with the local context by 60% of respondents, and in accordance with student needs by 75% of respondents. The preparation of contextual materials has proven effective in presenting local wisdom values that are relevant to students' daily lives. In addition, 55% of respondents considered that the language used in the book was easy to understand, because it uses simple and communicative terms, and avoids words that are too technical. The activities designed in the book were also considered easy to implement (70%) and relevant to learning activities (70%). In fact, 85% of respondents stated that the duration of the activity implementation was in accordance with the time allocation in class. The visual aspect of the book is also one of its advantages. As many as 85% of respondents considered that the layout, illustrations, and color selection in the book were attractive and supported reading comfort. This is important to create a pleasant learning atmosphere and be able to maintain student focus during the Healing Class activities. In terms of motivation, 65% of respondents stated that this book was able to motivate students to be more active in participating in activities. This proves that the activity approach in the book is not only passive-instructional, but also encourages active student participation in the learning process and character development. Based on the results of the evaluation, it can be concluded that the Balinese local wisdom-based Healing Class Guidebook is very practical and suitable for use in schools.

The improvements made further strengthen that this product is not only effective in improving student discipline and mutual cooperation, but is also practical in implementation and is able to answer the real needs of teachers and students in the context of local culture-based character education.

DISCUSSION

1. Product Design

The product developed in this study is a Balinese Local Wisdom-Based Healing Class Guidebook integrated into the Student Discipline Movement Program (GDS). The product design was designed through a Research and Development approach with systematic stages referring to the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). In the design process, Balinese local wisdom values such as *tatwam asi*, *menyama braya*, *saling asah-asih-asuh*, and deliberation culture (*sangkepan*) were included, to create an emotional healing process that is not only individual, but also builds social togetherness. The main components in the book include: Healing Class conceptual guide, implementation steps, reflective activities, reflection cards, and documentation of activity results. The book design is made communicative, visually attractive, and easy to use by teachers and students, by considering the contextual aspects of local culture.

2. Product Validity

The validity test was carried out by experts consisting of content/material experts, design experts, and practitioner experts (BK teachers and homeroom teachers). Based on the validation results, an average score of 94.16% was obtained, which is included in the "Very Valid" category. Validation covers several important aspects, namely the suitability of the content to the objectives, the relevance of the material to the needs of the students' character, the clarity of the instructions for use, and the consistency of the design and visual appearance. The involvement of experts from various fields provides reinforcement for the quality of instruction, the appropriateness of the content, and the suitability of the local cultural approach used. The high validity score indicates that the guidebook has met the substance criteria needed to be used as an implementation guide in schools.

3. Product Effectiveness

The effectiveness of the product was tested through direct application in the school environment by involving teachers and students as test subjects. The results of the analysis showed a significant increase in students' disciplined behavior and mutual cooperation attitudes after participating in the Healing Class program. Based on the recapitulation of the teacher questionnaire, there was a positive shift from the dominance of negative assessments (TS and STS categories) to positive assessments (S and SS categories), where 88.2% of teachers agreed and strongly agreed that students showed disciplined and mutual cooperation behavior after the program was implemented. This is reinforced by quantitative data from students showing that all respondents gave positive responses (100% in categories S and SS) to the implementation of Healing Class. The total effectiveness score of student responses reached 95.83%, included in the "Very Effective" category.

This finding shows that the Balinese local wisdom-based approach is able to shape students' character more deeply because it adapts to the values that live in their culture. Healing Class not only builds discipline and mutual cooperation as social skills, but also creates a space for emotional healing through reflection, deliberation, and empathy. This effectiveness is also reflected in the decrease in student violations, increased participation in class deliberation activities, and improvements in the classroom atmosphere to be more conducive and harmonious.

CONCLUSIONS

This research and development has succeeded in producing a product in the form of a Healing Class Guidebook based on Balinese local wisdom integrated into the Student Discipline Movement Program (GDS). This book is designed to shape students' character through a reflective approach, deliberation (*sangkepan*), and internalization of local values such as *menyama braya*, *tatwam asi*, and *saling asah-asih-asuh*. The validation results show that the book is very valid (94.16%) according to content experts, design, and practitioners. In terms of effectiveness, the implementation of Healing Class shows a significant positive impact on improving students' disciplined behavior and mutual cooperation attitudes. As many as 88.2% of teachers gave positive assessments, and all students (100%) agreed or strongly agreed that Healing Class had a good impact on the formation of their character. The effectiveness score reached 95.83% (very effective category). The product was also considered practical by teachers and students, with a high percentage in the aspects of ease of use, clarity of instructions, suitability of local context, and visual appeal. This shows that this guidebook is worthy of being used as a guide for the implementation of Healing Class widely in high schools, especially in the Bali region.

RECOMMENDATIONS

1. For Schools: Implement the Guidelines Book continuously in all classes and levels and form a Healing Class facilitator team consisting of teachers, homeroom teachers, and BK teachers to maintain consistency in implementation.
2. For Teachers and Educators: Understand the contents of the Guidelines Book in depth and adapt the Healing Class approach to the context of each class. Build open communication and empathy so that the value of deliberation is realized in student development.
3. For Program Developers: Hold regular training on the implementation of Healing Class based on local wisdom for educators and conduct routine evaluations to get feedback from students and teachers.
4. For Further Research: Conduct further research to test the practicality and sustainability of implementation in various schools and develop more structured evaluation instruments to measure the long-term impact on student character.

ADVANCED RESEARCH

Each study has limitations; thus, you can describe it here and briefly provide suggestions for further research.

ACKNOWLEDGMENT

This section gives you the opportunity to thank your colleagues who provided suggestions for your paper. You can also express your appreciation for the financial assistance you received, in completing this research.

REFERENCES

- Cheung, W. S. (2016). Using ADDIE Model of Instructional Design to Teach Research Methods: A Practical Guide for Teachers. *International Journal of Higher Education*, 5(2), 72-82. <https://doi.org/10.5430/ijhe.v5n2p72>
- Darmawan, M. F. (2024). Pengembangan pendidikan karakter berbasis kearifan lokal dalam gerakan literasi di sekolah. *Jurnal Pendidikan Karakter*, 14(1), 45-57.
- Maulana, V., & Nellitawati, N. (2020). Peran Tim GDS dalam Peningkatan Kedisiplinan Siswa di Sekolah. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 5(12), 1722-1729.
- Nur'aini, D. D. (2019). Gerakan Disiplin Sekolah (GDS): Analisis Praktik Disiplin Siswa di SMP Negeri 11 Madiun. *Jurnal Pendidikan dan Kebudayaan*, 24(3), 349-359.
- Rokhman, K. (2022). Implementasi Program Kedisiplinan Siswa di Lingkungan Asrama. *Jurnal Kependidikan*, 8(2), 87-99.
- Umami, I., Widodo, A., & Sudiyanto, S. (2021). Model ADDIE dalam Pengembangan Bahan Ajar Interaktif untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Teknologi Pendidikan*, 23(1), 34-45.
- Undang-Undang Republik Indonesia Nomor 2 Tahun 1989 tentang