

Talking Chips Media for Developing The Group Dynamics in Guidance and Counseling Grouped

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Abstract: Learning media is an inseparable part of learning activities. In addition to being needed when delivering lessons, the media is even needed in the implementation of guidance and counseling services so that the intentions in these activities can be conveyed properly to students. The purpose of this study is to clarify the use of media that is often used to practice speaking skills, speaking chips, as a solution to develop group dynamics in group guidance and counseling services. The existence of group dynamics is one indicator of success in group guidance and counseling services. The research method used is library research, which is carried out by interpreting several data sources such as books and journals or relevant scientific articles. The result of this research is that speaking chips media can be used to encourage students to actively communicate and interact in groups so that the dynamics of group guidance and counseling services develops. In contrast to previous studies that discussed techniques and methods in group guidance and counseling services, this research focuses on developing group dynamics as an important part of group services.

Keywords: Group Dynamics, Guidance and Counseling-Grouped, Talking Chips Media

Introduction

Every human is born with his unique personality and abilities (Zagoto et al., 2019). In the field of education, through learning strategies, it is expected to be prepared in accordance with the abilities possessed by students (Turhusna & Solatun, 2020). In general, we understand that every student is born with potential, talents and abilities (Sitepu, 2019), education is essential to develop them optimally (Warsah et al., 2021). One of the actions taken by schools in developing the potential and abilities of students is through guidance and counseling services (Yuhana & Aminy, 2019). Guidance and counseling teachers have a role in helping students achieve optimal development (Hartono, 2020).

Some forms of services in guidance and counseling include classical guidance, guidance-grouped, counseling-grouped, and individual counseling (Dede Rahmat Hidayat, 2019). The interesting side of each form of the guidance and counseling service is the existence of the group dynamics in guidance and counseling-grouped that are needed (Suryanti & Hartini, 2020). Furthermore it can be said that the service has been running well by the existence of the group dynamics (Widodo et al., 2021). By building group dynamics, it will train students to be able to work in teams or groups, this skill is also something that students need to have both in the field of education and in the future (Jones, 2019). Besides those skills, one of the goals of the guidance and counseling-grouped services is to train students' communication and socialization skills in interacting with peers (Rinjani et al., 2019).

The most important thing in the implementation of guidance and counseling-grouped services, indeed several things needed to be prepared, including the service plans that have been adapted to student needs, student worksheets, media, and assessment sheets (Tarno, 2020). On the other hand, in planning services, guidance and counseling teachers need to think carefully about the various actions that will be done (Mulyati & Kamaruddin, 2020) therefore students can be actively involved in these activities so that the goals of the services provided can be achieved (Suryani et al., 2019).

In this case, the media has a prominent part in the implementation of services that will determine whether the activity will seem interesting with the result it encourages students to be active or vice versa (Yuliastini et al., 2020). Using the appropriate and interesting media would give a positive influence on students' psychology (Stevani et al., 2019). Various media can be used in group guidance and counseling services such as audio and visual media (Dianto & Putri, 2019).

According to one research, audio media is an effective and efficient medium for learning (Pribadi, 2017). However, this research is refuted by the opinion that visual media is a media that will attract students to learning because of its visual appeal (Rosyid et al., 2021). In line with this opinion, visual media can encourage students to be active and think critically, besides that visual media has an attractive appearance that can be noticed by students compared to audio media (Susanti & Zulfiana, 2018). Thus it can be said that visual media is a familiar media and very useful in learning, one of the visual media that is widely and strategically used is talking chips. Talking chips have been widely used in learning activities to help students practice giving an opinion or speaking in study groups (Junaedi, 2020a). This study aims to conceptualize the use of talking chips media to develop group dynamics in guidance and counseling-grouped. Based on the results of this study, it is hoped that talking chips can become a medium that supports group guidance and counseling-grouped services in schools.

Method

This study was conducted using a qualitative method and the type of approach used was a literature review, research that is carried out by collecting data, reviewing, recording then managing and interpreting the research materials that have been collected. The data collection method used is a literature study, carried out by referring to national and international journals and books relevant to the three variables in this study, namely group dynamics, guidance and counselling-grouped as well as talk chips media. The data analysis technique is descriptive qualitative analysis, after collecting various information, understanding, designing, implementing, and utilizing relevant research will then be interpreted so that it will discover a concept.

Results and Discussion

The results of this study are an analysis conducted on data that has been collected from various sources such as national and international journals, scientific research, and books relevant to the topic of group dynamics, guidance and counseling-grouped as well as talking chips media with the latest publication period. Additionally, the data will be interpreted through discussions that are supported and compared through various scientific studies.

The Group Dynamics in The Guidance and Counseling-Grouped

The activeness of students in participating in group guidance and counseling activities shows that group activities will be able to achieve their goals if group dynamics have been created. Group dynamics is a reciprocal relationship in a group that will cause a change in the person concerned (Atika & Martin, 2020a). In other words, groups that have the dynamics will look interactive and communicative which will lead to a development of the abilities of students involved in the group.

Table 1
The Group Dynamics in The Guidance and Counseling-Grouped

Topic	Description	Author
The Group Dynamics in The Guidance- Grouped	a. Through group dynamics, each member discusses a certain topic together b. The achievement of understanding and development of social skills through group dynamics c. By group dynamics, each member actively discusses a topic and trains problem-solving skills	(Lesmana, 2021); (Susetyo, 2021); (JAIBA, 2021); (Sasmita & Neviyarni, 2021)
The Group Dynamics in The Counseling- Grouped	a. Discuss and solve personal problems that are done together in groups through dynamics b. For each group member to have the opportunity to reduce their personal problems through group dynamics c. Enable each member to actively discuss and provide solutions to solve the group members' problem	(Rasimin & Hamdi, 2021); (Adhiputra, n.d.); (Yasir & Haryadi, 2022); (Harahap, 2021); (ASRI, 2021)
The Characteristics of Group Dynamics in Guidance and Counseling-Grouped	a. The activeness of students in discussing a topic or problem in groups b. There is concern for each others in the group c. Intense and constructive vibe d. All members share opinions on topics and problems discussed in the group e. The Implementation of activities centered on all group members	(SULASTRI, 2021); (Ghazali et al., 2021); (Putriani, 2021)

Referring to the description above, it can be understood that the dynamics are a result of interactive activities in groups, both in guidance and counseling-grouped services. A group in guidance and counseling services have group dynamics if it shows the activeness of students in the group and the intense and constructive vibe. Thus, if the dynamics have been formed and developed in the group, it will support the success of group guidance and counseling services in achieving the goals. Group dynamics is an inseparable part of a group, the activities carried out by students in group guidance and counseling services are a form of service that indirectly is a team formed to discuss a topic or problem as a step to obtain optimal self-development (Levi & Askay, 2020).

Talking Chips in Learning Activities

Learning activities in schools regarding not only subjects but also guidance and counseling services will always involve the media which means supporting activities that aim to help and guide students to achieve optimal development. One of the media that can be used is talking chips. Talking chips are visual media in the form of cards (chips) as a ticket that are used before students speak in groups. In practice, each student in the group will be given several cards (chips) the same amount for each student then they are required to use all the cards (chips) given.

Table 2
Talking Chips in Learning Activities

Topic	Description	Author
Alternative media in Guidance and Counseling- Grouped Services	a. Selecting suitable media used in group settings b. Utilization of technology in preparing media for guidance and counseling-grouped services c. Visual and audio media that are attractive to students d. The media stimulates the students to be enthusiastic and motivated in participating in group guidance and counseling services	(Gozali, 2020); (Murtiningrum et al., 2020); (Zaini et al., 2020)
The Implementation of Talking Chips in Group Learning Activities	a. Conducted in the form of heterogeneous groups b. Motivating students to speak and express their ideas c. Encourage students to participate and speak confidently in groups during discussions d. Every student has the same opportunity to speak and deliver ideas e. Reward each student's contribution in the group	(Mendrofa, 2020); (Castro Escario, n.d.); (Manurung, 2019); (Syafryadin, 2020); (Anwar & Rozhana, 2020)
The Effects of Talking Chips in Group Learning Activities	a. Build interaction in groups b. Provide opportunities for students to be actively involved and work together in groups c. Train students to express and reflect d. Avoid students from dominating members in the group e. Build team and insight, develop social skill, communication skill, thinking skill f. Train students' decision-making skills g. Develop a sense of responsibility and respect within the group	(Warahuwena & Rijoly, 2021); (Vargas-Castillo, 2020); (Junaedi, 2020b); (Sudirman & Rahmadani, 2020); (Megiyatri, n.d.); (Rosyada, 2019)

Talking chips media will encourage students to be actively involved in group discussion activities and speak confidently. Moreover, it will also prevent students from dominating members of the group since this media will give every student in the group the same opportunity to express their views. The researchers assume that the talking chips media is an excellent strategy to be applied in learning activities as well as guidance and counselling-grouped (Warahuwena & Rijoly, 2021). Talking chips can train students to express their ideas and opinions at every opportunity and it will develop their communication (Kartini, 2021). Other research states that talking chips can also train the counselee's social skills and decision-making (Avdiaj, 2022). In practice, each student in his group must convey his idea when it is his turn. This will stimulate students to respond by expressing opinions, the tool to stimulate the counselee in this case is the speaking chip media (Zusmelia, 2021). Students who have not had a turn will pay attention to their friends who are talking and listen

well. In short, it can be said that this can also improve students' attitudes towards respecting other people's opinions (Hadi et al., 2020).



Figure 1
Talking Chips Media in Guidance and Counseling-Grouped

Based on this, it can be concluded that talking chips media helps students develop the ability to build ideas, contribute an idea and develop other abilities such as building a good team because they have to work together in solving a topic or problem. On the other hand, students in groups will build trust too. Those in the group will also interact and communicate with each other by conveying feedback to each other or suggestions and criticisms of inappropriate responses or thoughts by using talking chips as a ticket before they respond, by intense interaction the group dynamics will be built and developed. The most advantage, various student abilities will develop such as the ability to communicate, socialize, and insight.

The Advantages of Talking Chips Media

Guidance and counseling-grouped activities are services provided to help students achieve optimal development by developing insight and decision-making abilities. A group can run well if it creates group dynamics in it. Group dynamics is an intense and constructive communicative, interactive vibe. One form of communicative and interactive atmosphere as a form of developing dynamics is when students in groups are able to provide feedback to each other, accept and trust each other. Based on previous research, group dynamics can develop when there are clear goals and a complete structure, such as the leader and group members (Wiyono et al., 2018). Also based on previous research which only mentions group dynamics depending on the activeness of members in giving feedback (Miftakhi & Hendrik, 2019). This shows that previous studies only explained the definition of group dynamics, in contrast to the results of this study which provided solutions so that group dynamics could develop.

In addition for the creation and development of group dynamics, guidance and counseling teachers need to prepare interesting media and can support activities. One of the media that can encourage students in groups to interact and communicate actively is talking chips media which additionally according to experts is a good strategy to use in encouraging and training students in groups to actively express their opinions. In brief, by using talking chips students will have the opportunity and take turns in expressing their opinions so that there will be no students dominating the activities in the group. That way all students will be active in group activities with the result that group dynamics will develop and service goals can be achieved. Another advantage of using talking chips media is the development of communication skills, socialization skills, decision-making abilities, the ability to build ideas, the ability to build a good team, and the development of insight.

The Implementation of Guidance and Counseling- Grouped Services

Guidance and counseling-grouped are two forms of services that have different functions. Group guidance has a preventive and developmental function while group counseling has a curative function (Barida & Widyastuti, 2020). In addition to function, the difference between guidance and counseling-grouped is about the group members, guidance-grouped consists of students without conditions, but for counseling-grouped has the requirements for members, the students who are identified as having problems. Guidance-grouped is carried out as an effort to prevent the occurrence of a problem for students (Ulandari & Juliawati, 2019) which can prevent students' development as well as an effort to develop the potential of students more optimally.

In contrast, group counseling is an effort to alleviate the problems experienced by students so that the impact does not get worse whereas in its implementation students independently make and decide on solutions to their problems (Ristianti & Fathurrochman, 2020). Basically guidance and counseling-grouped are carried out by emphasizing interpersonal communication which involves conscious thoughts, feelings and behavior (Rahmat, 2019). Apart from the differences between guidance and counseling-grouped, the similarities between the two are aimed at developing students' social and communication skills (Rasimin & Hamdi, 2021). Things that often happen related to students' socialization and communication skills are students are often disturbed by feelings when giving opinions, thoughts when giving ideas, insights, and attitudes when they need to reflect.

Therefore, guidance and counseling teachers' skills are needed in making preparations before implementing group guidance and counseling services, one of which is the media (Isra, 2020). Using the appropriate and interesting media will trigger the development of group dynamics. Through intensive group dynamics, the discussion of topics and problems can encourage the development of thoughts, feelings, insights and attitudes (Atika & Martin, 2020b) which supports the emergence of effective behaviors such as socialization and communication skills as well as increased student development.

Conclusions and Suggestions

The talking chips media which is often used to practice speaking skills in learning activities can be used as a solution in developing group dynamics in group guidance and counseling services. The dynamics in guidance and counseling- grouped is one of the indicators which is very important to be considered by teachers. The Suggestions can be developed based on the result of this study for practitioners in schools can apply talking chips media in group guidance and counseling services. The new theories can be done to develop talking chips media in guidance and counseling activities in e-counseling services. For further research, it is possible to conduct research on the effectiveness of using talking chips media in group guidance and counseling services.

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