Group Guidance with Role Play Techniques to Improve the Students' Interpersonal Communication

Kurnia Dwi Astuti[1]✉ , Dwi Yuwono Puji Sugiharto[2] & Mungin Eddy Wibowo[2]

[1] SMA Bhinneka Karya 6 Boyolali, Jawa Tengah, Indonesia
[2] Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	This research aims to describe the role-playing technique group guidance services that improve interpersonal communication effectively in grade XI science students of SMA Bhinneka Karya 6 Boyolali. Experimental research method, using the design of one group pre-test post-test with research subjects of class XI IPA 1 as many as 25 students selected by purposive sampling technique. Based on the results of the t-test analysis it can be understood that the improvement of interpersonal communication between before and after being given group guidance services with role-play techniques ($t_{(10)} = 9.73$, $p < 0.01$). This finding confirms that group guidance with role-playing techniques can be applied to improve student interpersonal communication.

✉ Correspondence address:
    Cerme No.1 RT.04/RW.01 Karangmanis, Juwangi,
    Boyolali, Jawa Tengah, 57391
    E-mail: kurnia.dwi370@gmail.com

INTRODUCTION

The formation of students' interpersonal abilities in educational activities in schools has always been neglected. It can be found complex adolescent problems including drug abuse, not getting the full attention of parents, anxiety, stress, parental divorce, violence between students because of misunderstanding, actions against teachers and parents developing in the educational environment. If this matter is left unchecked then it will be able to damage the order of life of the nation in the future.

The government came up with a discourse to carry out character education in schools. This aims to keep the values of the nation's character awake. One manifestation of intelligent character is interpersonal abilities Elfindri's, et al. (2012). According to Lwin (2008), Interpersonal competence is the ability to connect with people around us. Problems will arise when students as teenagers are unable to cooperate and interact with others. This identifies that interpersonal communication is a means of establishing friendships in relationships.

De Vito in Hidayat (2012) explained that "interpersonal communication is the process of sending messages from someone and being received by others with direct effects and feedback". If students are able to communicate well, they will not have difficulties in socializing with friends.

The role of the School Counselor is to help students to develop their character through the guidance services provided during school. One service that can be used is a group guidance service that is using role-play techniques. Through role-play techniques, students can learn from the reaction process that students have seen which can then develop their behavior or change their behavior into more effective behavior. This is supported by the results of research conducted by Yuniasti (2012) stating that changes in behavior can be interpreted as changes that cover three aspects of human behavior, namely cognitive aspects, affective aspects, and psychomotor aspects. For example from not knowing to be able to know, from not

understanding to understanding something, and not being skilled at making something skilled at making something and so on.

Bharathy (2013) explained that role-play enhances clarity in understanding, interest in participating and confidence in student performance. It helps learners to empathize with the role he/she enacts and thus motivates the learner to have a better understanding of real-time problems and the solutions. It helps the students to practice speaking skills such as doing debate, doing something, giving a reason and negotiating. Besides that, it can help the students to adapt to the unexpected situation in their real life.

In accordance with Romlah's opinion. The learning process in learning new behavior or changing old behavior towards new behavioral patterns with role-play media is as follows: conduct clear and doable behavior: find that the behavior is not effective to do and know the causes: try new behaviors that are also ineffective and finding new ways that are more effective and ultimately do the new behavioral patterns put forward in everyday life.

With regard to interpersonal communication skills that need to be intervened, group guidance services are appropriate types of services or guidance. Agree with the results of research conducted by Astuti, Sugio, & Suwarjo (2013) that is, the model of game engineering group guidance services developed has proven to be effective in enhancing students' interpersonal communication skills.

Based on observations at SMA Bhinneka Karya 6 Boyolali there is a tendency for conflict between students to be caused by a lack of interpersonal communication attitudes. Some student problems that often occur in schools indicate a lack of interpersonal communication in solving problems that arise in school. The habit of students to make decisions related to their behavior without thinking about the consequences of both positive and negative shows the lack of interpersonal communication among students towards their personal and environment. The guidance and counseling services have not been maximized in responding

to the needs and problems of students, especially in the problem of lack of interpersonal communication. Services focus more on classical formats that are more basic services. The use of group format services such as group guidance with various existing techniques specifically has never been used to improve student interpersonal communication. Seeing these conditions, it is necessary to handle to improve student interpersonal communication, one way that can be done by using group guidance with role-playing techniques. In role-play, there are values that are useful for children in developing self-confidence, open responsibility, cooperation, respect for others, vocational and spontaneity. Role-play can provide experience for students because students will more easily understand everything that happens in their surroundings.

Besides that, the process of group guidance that occurs in role-playing can change the behavior, attitudes, and experience. This can be supported by the opinion of Prayitno (2004) that one type of group guidance and counseling services that are considered appropriate in helping students to improve interpersonal communication is through group guidance services. The purpose of this service is the development of students' socialization skills, especially the communication skills of Prayitno service participants (2004), in line with that opinion Romlah (1994) states that several techniques can be used in the implementation of group guidance, including information giving and exposure, group discussion, problem-solving, the creation of a family atmosphere, role-playing, field trips, and simulation games. From various existing techniques, role-playing techniques are intended to improve students' personal interpersonal communication skills because students can socialize with friends and discover new things and can create an imagination. From here the role-play method provides more experience for students to practice because in the technique there is a process of cooperation and mutual need for each other. Cooperation in role-play activities is expected to be the end result can improve interpersonal communication skills.
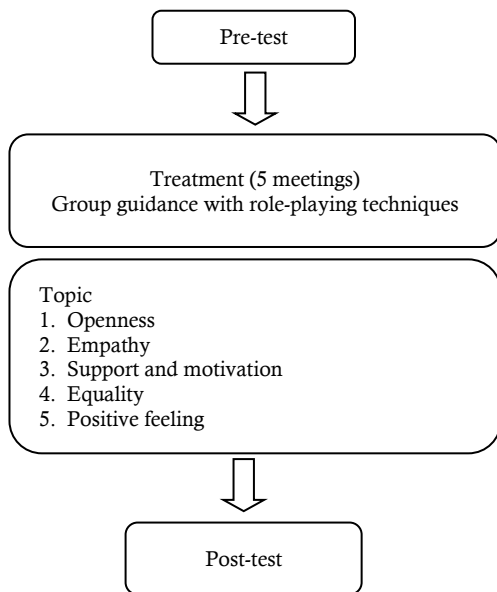
METHODS

This type of research uses an experimental design one group pre-test – post-test, with purposive sampling technique that is the subject of the researcher is a class XI student of SMA Bhinneka Karya 6 Boyolali, the sample in this research was taken as many as 10 students who had less and low interpersonal communication using a student interpersonal communication scale measuring instrument consisting of 54 revelation items. Based on the results of the validity and reliability test of item items, it is known that the initial interpersonal communication scale was 60 items, 54 items were declared valid and 6 items were declared invalid. The results of the calculation of the reliability test of interpersonal communication scale with Alpha formula obtained a reliability coefficient of 0.96.

Furthermore, knowing group guidance with role-playing techniques in improving student interpersonal communication. The activity begins with conditioning conveying the objectives of the activity, the form of activities that will be carried out so that students understand and have an overview of the activities to be followed. At this meeting, pre-test activities were carried out, to measure the initial conditions of students' understanding of interpersonal communication, students were given a scale of interpersonal communication, after that giving treatment or treatment in the form of group guidance services with role-playing techniques 5 times (see figure 1).

The implementation of group guidance with role-play techniques as many as 5 times each meeting contains topics that are appropriate to the indicators in student interpersonal communication. The first topic of openness, the first meeting of the group members showed an attitude of curiosity and was curious because this group guidance model with role-play techniques had never been implemented in SMA Bhineka Karya 6 Boyolali. With the following stages: the formation stage, the transitional stage, the active phase (given by using role-play techniques, the stage of ending in this second activity the group

members already seem more relaxed, comfortable, and confident.

Figure 1. Experiment Procedure

The group leader invited to pray together and continued explaining about the topics to be discussed, namely the topic of empathy, the third meeting of support and motivation topics, the fourth equality or equality, and the fifth positive thinking or positive attitude and the last meeting in this research researchers gave a post-test with the aim to find out the final conditions regarding students' understanding of interpersonal communication. The same measuring instrument is used at the time of giving the pre-test, namely the scale of interpersonal communication consisting of 54 statement items so that the effectiveness of group play role-playing techniques can be known by comparing the results of pre-test and post-test.

RESULTS AND DISCUSSION

The findings of this research resulted in a change in the level of students' interpersonal communication skills between pre-test and post-test. At the time of pre-test, the level of interpersonal communication skills of students is at a good level (M = 159.20, SD = 4.10). Whereas during the post-test, the level of interpersonal communication of students is at a very good level

(M=178.40, SD 6.19), table 1 shows the mean, SD and t-test results.

Table 1. Mean and SD of Student Interpersonal Communication

	Mean	Standard deviation
Pre-test	159.20	4.10
Post-test	178.40	6.19
t		11.72
p		< 0.01

Based on the results of the paired sample t-test, it is confirmed that group guidance with role-playing techniques can be applied to improve interpersonal communication for high school students Bhinneka Karya 6 Boyolali ($t_{(25)}$ = 11.72, $p < 0.01$). With these data, it was concluded that there was an increase in the value of interpersonal communication after being treated so that meant group guidance with effective role-play techniques used as a medium to improve interpersonal communication of high school students of Bhinneka Karya 6 Boyolali. The results of this research are supported by Wicaksono (2013) asserting that role-play techniques in group guidance can improve interpersonal communication skills of students of grade X Multimedia SMK IKIP Surabaya.

Sugiyo (2005) explained that the ability of interpersonal communication is the ability to understand and interact with others effectively, start or maintain a positive relationship in social interaction. Such personal characteristics are needed to get a harmonious atmosphere of empathy and caring attitudes. Other than that with Sugiyo & Safaria's statement (2005) emphasizes if individuals with low levels of interpersonal communication skills are very vulnerable to creating interpersonal conflicts, misunderstandings, and miscommunication.

Interpersonal communication provides space for students to be more confident because they have the opportunity to communicate with the surrounding environment, with the direct interaction of students' abilities in carrying out their duties and responsibilities will be better at the same time can spur the development of ability to understand the environmental conditions in which children grow and develop, in other words, provide opportunities to improve the

communication skills of students and students will be trained to be able to be responsible for their duties and roles, openly accept ideas from friends in one group and have a sportsmanship. This is supported by research conducted by Putra (2013) which shows that role-playing techniques are effective in improving students' interpersonal communication skills, in line with the results of research conducted by Kanti & Sugio (2014) concluded that group guidance services with role-playing techniques are effective in enhancing interpersonal communication.

From some of the explanation above can be emphasized that group guidance with role-play techniques is very effective to provide assistance to individuals in group situations by acting or demonstrating and discussing situations that describe students' interpersonal communication skills both in school and in everyday life, thus role-playing group guidance is used as a means for treatments in improving interpersonal communication.

The process carried out at the time of group guidance with role-play technique takes place, the group leader directs the group members to the target behaviors that want to be changed, namely: (1) openness, means the willingness of both parties to open up, respond to others, feel the thoughts and feelings of others, (2) empathy can be interpreted as feeling the feelings of others or feeling what others feel, (3) support is the attitude of giving support from the communicator so that communicants will participate in communication, (4) positive feeling, there is a tendency to act on the communicator to give a positive assessment of the communicant, and (5) similarity, show equality between communicator and communicant.

There are many benefits obtained from role-playing group guidance activities, as a teacher, school counselor must be creative and innovative in providing services to students, one of them is using role-play techniques. In the game, there is an effective communication, problem-solving efforts, team development, confidence from the game, leadership and cooperation responsibilities, as well as happiness and a sense of relaxation for the players so that

they contribute to improving students' interpersonal communication skills. The improvement of the students' interpersonal communication skills can be seen from the dynamics created by the relationships between group members when the group members interact and interact with each other and the values contained in the game itself.

CONCLUSION

This research was conducted to improve the ability of interpersonal communication students in SMA Bhinneka Karya 6 Boyolali by using role-play technique group guidance. Based on the acquisition of pre-test scores at a good level and after being given treatment or treatment the results of this research indicate that group guidance services using role-playing techniques can significantly increase with the acquisition of post-test scores at very good levels.

It is expected that the counselors can improve their competencies, one of them in providing group guidance services using role-playing techniques to improve student interpersonal communication. Further researchers are expected to be able to use role-play group guidance techniques with different problems and subjects so that the effectiveness of the results of service delivery can be generalized more broadly.

REFERENCES

Astuti. A. D., Sugiyo, & Suwarjo. (2013). Model Layanan BK Kelompok Teknik Permainan (Game) untuk Meningkatkan Keterampilan Komunikasi Interpersonal Siswa. *Jurnal Bimbingan Konseling*, 2(1), 50-56. Retrieved from https://journal.unnes.ac.id/sju/index.php/jubk/article/view/1236

Bharathy, M. S. (2013). Effectiveness of Roleplay in Enhancing Speaking Skills of Tertiary Level Learners. *IOSR Journal of Humanities and Social Science* (IOSR-JHSS), 13(1), 17-19. Retrieved from http://www.iosrjournals.org/iosr-jhss/papers/Vol13-issue1/C01311719.pdf

Elfindri, L. H., et al. (2012). *Pendidikan Karakter, Kerangka, Metode dan Aplikasi untuk Pendidikan dan Profesional*. Jakarta: Banduose Media.

Hidayat, D. (2012). *Komunikasi Antarpribadi dan Medianya*. Yogyakarta: Graha Ilmu

Kanti, W. N., & Sugiyo. (2014). Efektivitas Layanan Bimbingan Kelompok dengan Teknik *Role Playing* untuk Meningkatkan Komunikasi Interpersonal. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 3(4), 61-67. Retrieved from https://journal.unnes.ac.id/sju/index.php/jbk/article/view/4602

Lwin, M, et al. (2008). *Cara Mengembangkan Berbagai Komponen Kecerdasan*. Yogyakarta: PT. Indeks.

Prayitno. (2004). *Layanan Bimbingan Kelompok dan Konseling Kelompok*. Padang: Universitas Negeri Padang.

Putra, G, I. (2013). Teknik Role Playing untuk Meningkatkan Kemampuan Komunikasi Antar Pribadi Siswa. *CONSILIUM: Jurnal Program Studi Bimbingan dan Konseling*, 1(2), 13-16. Retrieved from http://jurnal.fkip.uns.ac.id/index.php/counsilium/article/view/11027

Romlah. T. (1994). *Role Playing Sebagai Salah Satu Alternative Teknik Pengenalan Karir di Sekolah Dasar*. Malang: Depdikbud FIP IKIP Malang.

Safaria, T. (2009). *Antara Pribadi Intelegence: Metode Pengembangan Kecerdasan Antara Pribadi Anak*. Yogyakarta: Amara Books.

Sugiyo. (2005). *Komunikasi Antar Pribadi*. Semarang: UNNES Press.

Wicaksono, G. (2013). Penerapan Teknik Bermain Peran Dalam Bimbingan Kelompok Untuk Meningkatkan Kemampuan Komunikasi Interpersonal Siswa Kelas X Multimedia SMK IKIP Surabaya. *Jurnal Mahasiswa Bimbingan Konseling*, 1(1), 61-78. Retrieved from http://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/1935

Yuniasti, N. L. (2012). Komunikasi dan Interaksi Dalam Pendidikan. *Widyatech Jurnal Sains dan Teknologi*, 11(3), 78-95. Retrieved from https://jurnalwidyatech.files.wordpress.com/2012/10/artikel-april7-2012.pdf