



THE IMPROVEMENT OF STUDENTS' SELF-CONTROL THROUGH GROUP GUIDANCE SIMULATION GAME TECHNIQUE

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Abstract:

This study aims to determine the improvement of students' self-control through the group guidance simulation game technique. The research design used was a quasi-experimental one-group pretest-posttest. The intervention given was group guidance with simulation games technique which was carried out for 4 meetings. The research subjects were 10 students of class X SMA. The data collection technique used a self-control scale. The results of the Wilcoxon Signed Rank Test analysis showed the Asymp Sig (2 tailed) value of 0.004 < 0.05 and from the mean of 88, it rose to 109, meaning that there was an increase in student self-control. This proves that the use of group guidance on the simulation game technique is effective for improving self-control in class X students of SMAN 1 Pesisir Tengah.

Keywords: group guidance, simulation game techniques, self-control

1. Introduction

Self-control in adolescents is an internal capacity that can be used to control external variables that determine behavior (Chita, David & Pali, 2015). Self-control is an individual's ability to control all activities, both physical and mental activities. When an individual has good self-control then he will be able to keep himself from being easily influenced by all the negative things in his environment. Self-control can help a person in controlling his behavior, so that he can act rightly according to his thoughts and conscience and gives the individual the ability to say "no" to actions that are not right, and choose to take moral actions (Borba, 2008).

Every individual needs to have good self-control skills, especially teenagers. Adolescents as individuals are in a process of developing that is developing towards maturity and independence. Teenagers still really need guidance because they still lack

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an understanding of themselves and their environment and experience in determining the direction of their lives in reaching maturity. Therefore, teenagers are often known as the phase of "*searching for an identity which can also be said to be the phase of storms and typhoons*". Teenagers who are none other than students are expected to be able to anticipate the consequences that can lead to behavioral deviations, if directed, they will form a good personality but if not, it will be the other way around (Fatimah, 2006).

The phenomenon of low self-control of students is a real phenomenon that develops among teenagers who are students, where forms of low self-control of students can be understood from the results of a preliminary study conducted by researchers on class X students of SMAN 1 Pesisir Tengah. The results of the preliminary study obtained show that there are still many students who show deviant behavior as an indication of low self-control, where students often play truant during class hours, are not disciplined with school rules, still often cheat, do not do assignments, are noisy during class hours, do not listen to the teacher during class hours and there are some students who are involved in brawls between students. The problem of students' low self-control can also be understood from the following research results:

A study of 37 adolescents aged 16-20 years in Jatiningor, Sumedang district, West Java Province in 1998, showed that around 80% had engaged in necking sexual behavior; 70% have done petting, and 65% have had premarital intercourse. Based on the results of the Synovate research on adolescent sexual behavior in 4 cities with 450 respondents, namely Jakarta, Bandung, Surabaya, and Medan. 44% of adolescent respondents said they had had sexual experience at the age of 16 to 18 years. While the other 16% admitted that they had had sex between 13 to 15 years (Eliasa, 2008). Narcotics cases in Indonesia, based on a report by the Anti-Drug Narcotics Agency, in 2007 found around 22,630 cases. In Answerarat itself, drug cases are ranked as 1V with 1.

The case of a 16-year-old student in class XI at a high school (SMA) in Subang where her virginity was rewarded with a motorbike. The reason for poverty has made many families in the village of Subang district, West Java, let their daughters become commercial sex workers (tribunnews.com, Subang, 2 February 2015). In addition, there is a case of nude selfie photos of two junior high school students uploaded via a Facebook (FB) account (tribunnews.com, Gunung Kidul, 2 February 2015). There is also the case of 4 teenagers who said goodbye to the fact that they were in a perverted relationship in Taman Cattelya, Palmerah, West Jakarta (warta kota, Jakarta. 16 September 2014). Regarding 4 things related to premarital sexual behavior in adolescents, the first 97% of junior high and high school teenagers have watched pornographic films. Second, as many as 93.7% of junior high and high school teenagers have kissed, genital stimulation (touching the genitals), and oral sex. Third, 62.7% of junior high school youths are not virgins, and finally, the fourth 21.2% of adolescents claim to have had an abortion (Aroma & Suminar, 2012).

The next phenomenon regarding the classification of disciplinary violations due to the low self-control of students, there are 4 categories, namely: (1) negative behavior carried out by students in class in the form of arguing or answering the teacher's words

harshly, not paying attention to the teacher's explanation, disturbing other friends, do vandalism, say dirty words, cheat, and attack friends, (2) inappropriate behavior outside the classroom, including fighting, smoking, consuming illegal drugs, stealing, gambling, littering, taking action-driven someone, for example, a demonstration, is in forbidden places in the school environment, for example playing in the laboratory, (3) truancy, and (4) being late, in the form of being late for class or school (Widodo, 2013).

Various research data that have been described above show that it can be said that most teenagers in Indonesia have not been able to control their impulses or desires. This indicates that most teenagers do not have good self-control. This is also reinforced by the statement (Santrock, 2003) which states that deviant behavior or juvenile delinquency can be described as a failure to develop good self-control in behavior.

Self-control can help students to have according to personal or social standards that can avoid aggressive behavior. The higher a person's self-control, the lower his aggressiveness. On the other hand, the lower the self-control, the higher the aggressiveness (Thomas, Nathan, Finkel, 2012). For this reason, students need to have good self-control so that when students interact with the environment, they can make adjustments, control emotions, and regulate behavior well. Given the importance of self-control in students, a strategy is needed to improve student self-control. Researchers see an opportunity to improve students' self-control through Group Guidance Simulation Game Techniques.

Group guidance has various characteristics, ranging from informative to therapeutic. Whereas in practice a group leader can conduct group guidance with various techniques such as field trip exercises, homeroom programs, discussions, sociodrama, and simulation games. Student skills from 46.52% increased to 85.12% after being given group guidance, this shows evidence of the effectiveness of group guidance (Erwin, 2017). The results of Yuniati's research (2013) also show that students' social interaction skills after being given group guidance services obtained an average score percentage of the sub-variables of students' social interaction skills that experienced an increase.

The simulation game technique itself has advantages when compared to other techniques, especially when given to adolescent counselees, where students can express, play while learning, develop creativity, can foster positive personal relationships, can generate images, can develop student creativity, can cultivate courage and self-confidence, can increase student enthusiasm in the learning process, enrich knowledge, attitudes, and skills, and can control behavior according to predetermined game rules. Thus, through this simulation game technique, students get positive activities that will indirectly lead students to positive behavior and indicate an increase in good self-control students. The next reason is that this game simulation technique is proven to be effective if it is used to improve the quality of behavior. This can be seen from the description of the results of the study entitled group guidance of simulation game techniques to improve students' emotional intelligence, the results obtained were the emotional intelligence of class XI students of SMA 24 Bandung from 66.77% increased to 71.99% (Melianasari, 2015). The purpose of this study was to determine the increase in self-

control through group guidance on simulation game techniques for high school students (SMA). the results obtained are the emotional intelligence of class XI students of SMA 24 Bandung from 66.77% increased to 71.99% (Melianasari, 2015). The purpose of this study was to determine the increase in self-control through group guidance on simulation game techniques for high school students (SMA). the results obtained are the emotional intelligence of class XI students of SMA 24 Bandung from 66.77% increased to 71.99% (Melianasari, 2015). The purpose of this study was to determine the improvement of self-control through group guidance simulation game techniques in high school students (SMA).

2. Literature Review

2.1 Self Control

Self-control is the regulation of a person's physical, psychological, and behavioral processes, in other words, a series of processes that make up himself Acocella (1990). The meaning in question emphasizes the ability to manage which needs to be given as a provision to form patterns of behavior in individuals which includes the entire process that forms within the individual in the form of physical, psychological, and behavioral settings. Self-control is also an individual's ability to determine his behavior based on certain standards such as morals, values, and rules in society to lead to positive behavior (Tangney & Baumeister, 2004). Thus, it can be interpreted that a person is independently able to bring up positive behavior.

Self-control as a mediator of psychology and various behaviors. With the ability to keep away from urgent behavior and satisfy adaptive desires, people who have good self-control then the individual can direct their behavior, on the contrary, individuals who have low self-control will have an impact the inability to comply with behavior and actions so individuals no longer resist temptation. and impulses. Self-control is influenced by two factors, namely internal factors that come from within and also external factors that come from the environment (Ghufron & Risnawati, 2010). There are three types of self-control quality, namely over control, under control, and appropriate control (Ghufron & Risnawati, 2010). In detail, it is explained that over control is self-control carried out by individuals in excess which causes individuals to hold back a lot in reacting to stimuli. Meanwhile, under control is an individual's tendency to let go of impulsivity freely without careful calculation. While appropriate control is individual control to control impulses appropriately.

2.2 Group Counselling

Group guidance is a guidance and counseling service that allows students together through group dynamics to obtain various materials from certain sources (especially supervisors) and discuss together certain topics (topics) that are useful for supporting understanding in everyday life. and for his development both as an individual and as a student, and for consideration in decision making (Sukardi & Kusmawati, 2008). Group

guidance has two objectives, which consist of general objectives and specific objectives. The general purpose of group guidance activities is the development of students' socialization skills, especially the communication skills of service participants. Meanwhile, in particular, group guidance aims to discuss certain topics that contain actual (warm) problems and become the attention of participants (Prayitno, 2004).

Group guidance activities also take advantage of group dynamics. Sukardi (2008) states that through group dynamics there are benefits that group members can get, namely being given broad opportunities to express opinions and talk about various things that are happening around them, having an objective, precise, and quite broad understanding of the various things they are talking about. create a positive attitude towards the state of themselves and their environment related to the things they talk about in groups, arrange activity programs to realize the "*rejection of the bad and support for the good*", carry out real activities, and immediately produce results as they were originally programmed.

2.3 Simulation Games Techniques

Simulation games can be viewed as an activity that are voluntary, spontaneous, process-focused, intrinsically rewarding, fun, active, and flexible. The more activity has these characteristics, it means that the activity is increasingly a play (Solehuddin, 2000). Simulation games are essentially social and involve learning in gaining experience and complying with predetermined rules, problem-solving, self-discipline, emotional control, and adoption of leader roles in-game activities, all of which are the most important components of socialization with the surrounding environment (Rusmana, 2009b). This is reinforced by the opinion of Solehuddin (2000) who says that judging from the nature and objectives of the activities, playing does have several characteristics that are contradictory to learning. Simulation games also provide an opportunity for individuals to gain knowledge about something, develop imagination, provide opportunities to socialize and build interpersonal relationships with their environment, even deeper is being able to help students express themselves through socially acceptable things.

3. Materials and Methods

The research design in this study is a one-group pretest-posttest (Sugiyono, 2012). The intervention given to students is to use group guidance simulation game techniques. To find out the effectiveness of the group guidance simulation game techniques, it is to look at the comparison of the results of the pretest and post-test scores in the experimental group. The group guidance intervention for the simulation game technique was given through 4 stages, namely the opening (initial) stage, the intermediate stage, the core stage (activities), and the closing stage. In the opening (initial) stage, it is done by building good interpersonal relationships with students, followed by conveying the objectives and delivery of the rules in the activity, then in the transition stage is by explaining the activities to be carried out next and strengthening group members to be ready to take

part in the activity, while at the core stage (activities) namely by carrying out group guidance on simulation games with a series of simulation games that have been designed by researchers and the last stage is the closing stage of delivering suggestions, impressions and messages of research subjects while participating in group guidance services on game simulation techniques.

The subjects in this study were students of class X SMAN 1 Pesisir Tengah, totaling 10 students, namely 6 female students and 4 male students who were taken through voluntary sampling technique, namely sampling based on the subject's volunteerism to participate in research. The instrument used in this research is the Likert model of self-control scale which is based on aspects from Baumeister, Heatherton, & Tice, 1994 which include: control of emotions, thoughts, impulses, and performance. This self-control scale instrument has also been tested for validity, a total of 30 items, but after testing the construct validity using the Pearson Product Moment formula and processing with the help of Statistical Product and Service Solution (SPSS) V.21, The results obtained are that 22 instruments are declared valid while 7 other instruments are declared invalid so that they fall, which means they cannot be used to measure the level of student self-control. The reliability of the instrument is also processed with the help of Statistical Product and Service Solution (SPSS) V.21 using the Cronbach's Alpha formula, the results of the reliability test obtained an instrument reliability value of 0.915 which indicates that the instrument has a very high level of reliability. Meanwhile, for data analysis, the Wilcoxon test was used to calculate the difference in pretest and posttest scores on research subjects.

4. Results and Discussion

From the results of the pretest and posttest scores that have been obtained, there was a significant increase in self-control scores for all research subjects. To see a comparison of the results of the pretest and post-test scores on research subjects can be seen in Table 1.

Table 1: Results of Comparison of Students' Pretest and Posttest Scores

No.	Name	Pretest Results		Posttest Results		
		Pretest	Category	Post Test	Category	Gain score
1	NW	90	Currently	120	Tall	30
2	AN	75	Low	105	Tall	30
3	KR	85	Currently	100	Currently	15
4	SJ	90	Currently	110	Tall	20
5	IS	95	Currently	115	Tall	20
6	VK	80	Low	100	Currently	20
7	RY	100	Currently	120	Tall	20
8	SN	85	Currently	105	Tall	20
9	PN	90	Currently	110	Tall	20
10	BR	90	Currently	105	Tall	15
Total		880		1090		210
Average Amount(N=10)		88	Currently	109	Tall	21

From Table 1 it can be seen that the results of the pre-test and post-test were calculated as a whole. Based on the results of the calculation of the achievement value (shown in the gain column) there are no negative or zero scores. The overall difference between the pre-test and post-test scores of 10 students showed a positive score. The average pre-test score shows a score of 88 which falls into the medium category, and the average post-test score shows a score of 109 which falls into the high category. From the change in score, it can be seen that the average student has experienced a change in the level of self-control ability from low to medium, moderate to high, with an average increase in score of 21. The data presented in Table 1 also shows that all students experienced a significant increase in scores.

Furthermore, to see the increase in pretest and posttest scores on research subjects can be seen in Figures 1 and 2.

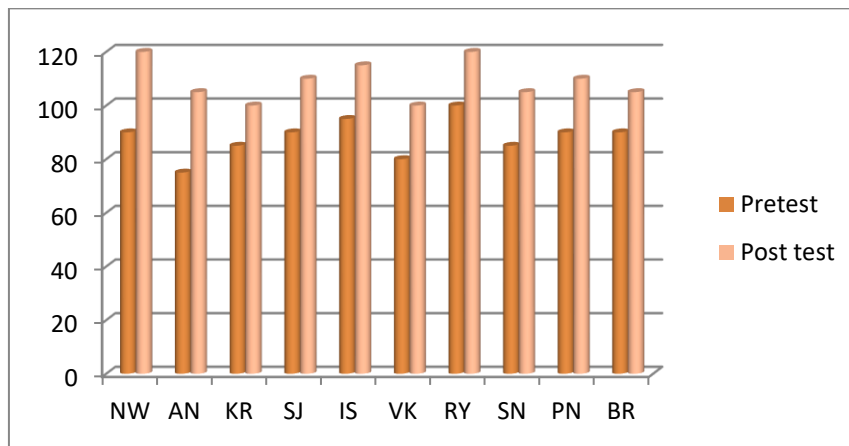


Figure 1: Comparison Graph of Pretest and Posttest of each subject

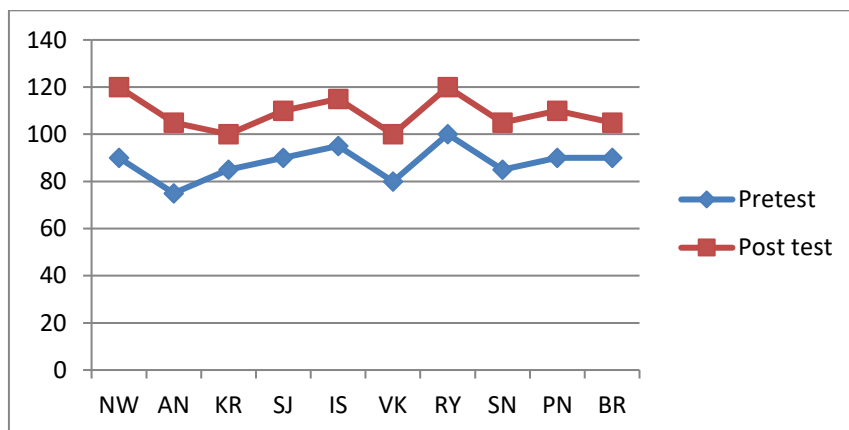


Figure 2: Comparison Graph of Pretest and Posttest Scores

Furthermore, testing the hypothesis using the Wilcoxon difference test data analysis using the help of Statistical Product and Service Solutions (SPSS) V.21. The results of the Wilcoxon difference test can be seen in Table 2 and Table 3.

Table 2: Ranks Analysis Results

Ranks				
		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	10 ^b	5.50	55.00
	Ties	0 ^c		
	Total	10		

Table 3: Wilcoxon Test Results

Test Statistics	
	Post Test - Pre Test
Z	-2.873 ^a
asympt. Sig. (2-tailed)	.004
a. Based on negative ranks	
b. Wilcoxon Signed Ranks Test	

It can be seen from Table 3 that Z value = -2.873 and asymp.sig (2-tailed) value of 0.004 < 0.05, then H₀ is rejected and H₁ is accepted, which means that it can be concluded that group guidance on simulation games techniques has been proven effective in improving students' self-control abilities.

After doing research by providing group guidance intervention with simulation game techniques, it was observed that there was an increase in the self-control of students who initially had not been able to do self-control well until finally they were able to understand the importance of having self-control and began to do self-control well. Research on increasing student self-control through group guidance simulation game techniques conducted by researchers is the same as or in line with Ambarita's (2015) quasi-experimental research which states that simulation game techniques are effective for improving the self-adjustment of fourth-grade students in school. This is also in line with Hamonangan's research (2014) which shows that group guidance services simulation game techniques have been proven effective in increasing students' self-confidence.

The implementation of the simulation game technique not only has an element of fun and excitement but also through playing children will learn many things that are around them in a fun way, thus children will investigate and get extraordinary experiences both with themselves, the environment, and other people around them. Simulation game techniques in group settings are also effective in the development of student counseling which has the benefit of helping students who have difficulty adjusting in class (Rennie, 2000).

Teenagers' behavior and way of thinking are mostly influenced by the way the group as a unit behaves (Gunarsa, 2012). Thus, if the group behaves well, the individual members of the group also behave well. Group guidance services are media that can help students by utilizing group dynamics to achieve common goals. With the implementation of guidance through group activities, students can achieve common goals. Group guidance can provide new experiences, ideas, and understanding to students about the

importance of efforts to increase self-control (Hartinah, 2009). The group guidance simulation game technique service is predicted to be effective in increasing self-control.

In the group guidance simulation game technique, students will take advantage of group dynamics together to discuss topics/problems and learn, to develop themselves including developing students self-control. The use of group dynamics is an interactive relationship between students so that students will feel easier and more flexible, because the members are their peers, students can also learn to understand, control themselves and adapt to the rules of the game that have been designed and agreed upon. Thus, a collaboration between group guidance that utilizes group dynamics in which simulation games are implemented, allows helping increase student self-control.

5. Recommendations

Referring to the results obtained in this study, students' self-control needs to be improved so that students do not commit deviant behavior. Efforts that can be made are by Guidance and Counseling teachers, can use the group guidance simulation game technique as a medium in overcoming students' self-control problems, but in practice, it should be in a pleasant atmosphere that can attract students' interest in participating in activities with full commitment. Then future researchers are expected to find other techniques that are also effective in increasing students' self-control so that new findings and also developments from previous researchers are obtained.

6. Conclusion

Based on the research that has been done, it was found that the group guidance simulation game technique was proven to be effective in increasing students' self-control. Based on the results of the survey and literature study, with the group guidance simulation game technique can involve students to be actively involved in activities, because the simulation game technique is a fun activity, namely playing while learning so that it can increase students' interest in participating in activities enthusiastically, creatively and actively so that can develop group dynamics. Through the group guidance simulation game technique, students who become group members can improve their ability to control themselves to be able to build good cooperation, eliminate ego and not blame each other.

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