



THE EFFECTIVENESS OF GROUP GUIDANCE IN IMPLEMENTING ROLE-PLAYING TECHNIQUE TO IMPROVE STUDENT SELF-EFFICACY

Marini Nurul Hidayah Eskawatiⁱ

Muhammad Nur Wangid

Masters of Education in Counseling Program,
Faculty of Education,
Yogyakarta State University,
Yogyakarta, Indonesia

Abstract:

This research aims to know the effectiveness of guidance playing techniques to increase student self-efficacy of high school students (SMA). The research design used was a quasi-experimental namely one-group pretest-posttest. The intervention given is group guidance with the role-playing technique with role-playing techniques which was implemented 4 times. The research subjects were 10 students of class XI SMA. The data collection technique used a Likert self-efficacy scale. The results of the analysis of the Wilcoxon Signed Rank Test showed an Asymp Sig (2-tailed) value of $0.005 < 0.05$ and from a mean of 42.6, it increased to 82.7, meaning that there is an increase in student self-efficacy. This proves that the use of group guidance with role-playing techniques is effective in increasing the self-efficacy of class XI SMA BINA UTAMA Pontianak.

Keywords: guidance groups, role-playing techniques, self-efficacy

1. Introduction

Education is the basis for individual progress and survival. Education equips an individual with information and knowledge that they can use to develop according to their talents and potential. Education is the basis of human personality man and human behavior, because it is through education that a person is formed and educated according to the truth that governs this life. One of the sections in Education is Guidance and Counseling.

Guidance and Counseling is a service field that helps optimize student development. Without guidance from schools, children and youth development, but their development is very low. With school learning, the development will be much higher and coupled with the provision guidance and counseling services it is hoped that

ⁱ Correspondence: email marininurul.2021@student.uny.ac.id

its development will reach an optimal point according to its potential (Sukmadinata, 2007).

According to Bandura (1997), belief is *“one’s ability to master situations and complete developmental tasks that are considered difficult is called self-efficacy”*. Self-efficacy influences business individuals, how much big individuals own power stand face difficulties and reactions emotion shown at the time face task. Bandura believes that *“self-efficacy is an important factor influencing student achievement”* (Bandura, 1997). Self-efficacy emphasizes the self-confidence component that a person has in facing future situations that contain ambiguity, cannot be predicted, and are often full of stress. Individuals who have good self-efficacy will feel that they are always ready and alert in solving problems without any doubts about their own condition. Individuals will not think of themselves as other people, but believe that they are capable of being like other people.

The phenomenon of low student self-efficacy is still often found among adolescents who are students, where low forms of student self-efficacy can be seen from the results of a preliminary study conducted by researchers on class XI SMA BINA UTAMA Pontianak. The result of the preliminary study obtained shows that there are still many students who show a lack of motivation to learn, and are confused about choosing a career, as an indication of low self-efficacy, where students often skip class hours, often cheat, and performance decreases. Completion low self-efficacy of students can also be understood from some of the following research results:

Lutiyem research (2015) shows that 56% of students’ career maturity at SMP Negeri 5 Adiwerna Regency Tegal in the 2014-2015 academic year is in a low category, 18% is in the very low category, 23% is in the medium category, and 3% is in the high category. This show that more junior high school students are in the medium category in their career maturity. In addition, there is a similar study on junior high school students were 10% of students fall into the high career maturity category, 46.67% of students fall into the medium career maturity category, and 43.33% of students fall into the low career maturity category (Haolah, 2020).

Another case, namely students who often skip school, is shown by Manmun’s research (2020) at the Madrasah Aliyah At-Taufiq school based on student violation log books from August 2017 to March 2018, it was recorded that 50% of students carried out deviant behavior in the form of truancy which divided into three classes namely class 10%, XI 15%, and XII 25%.

Given the importance of self-efficacy students, a strategy is needed to increase student self-efficacy. Researchers saw an opportunity to increase students' self-efficacy through Group Guidance of Role-Playing Techniques.

The guidance program through role-playing techniques in the guidance group is a program that researchers feel is appropriate to student’s problems. Group guidance was chosen because in group counseling there is the interaction between group members, and information is provided to broaden students’ insights and take advantage of group dynamics. Group guidance has a goal according to Winkel and Hastuti (Wulandari &

Irmayanti, 2019) to support the social and personal development of each group member and to improve the quality of cooperation that is useful for group members.

The role-playing technique is an alternative method of role-playing where in its application, counselees are directed to have efforts to overcome problems that are related to each other (interpersonal relationship), especially related to problems in student life (Rahman, 2019). The results of the study show that the role-playing technique shows an increase in social among peers (Kusumawardani, 2018). The purpose of this study was to determine the effectiveness of role-playing technique group guidance to increase high school students' self-efficacy.

2 Literature Review

2.1 Self-Efficacy

Self-efficacy is a concept formulated by Albert Bandura (1997) a psychology professor at Stanford University and originates from Social Learning Theory. Bandura's social cognitive theory defines self-efficacy as a person's belief in the ability to organize and perform actions to achieve set goals and seeks to assess levels and strengths across activities and contexts. Self-efficacy is important for the growth and development of students, namely the maturity of personal development.

Individuals who have high self-confidence about their abilities will be more optimistic and try hard to get involved with the organization than individuals who have low self-confidence. Furthermore, individuals who have high self-efficacy can even ignore negative feedback. Meanwhile, individuals with low self-efficacy tend to reduce their effort when they receive negative feedback (Bandura, 1986). In other words, for people who have high self-efficacy, small failures can be seen as a delayed success. What other people think is impossible will become I'm possible. Self-efficacy influences individual action choices, the amount of effort expended, and how long they persist in the face of adversity. The higher the self-efficacy, the greater the effort that will be exerted. Perceptions of self-efficacy are able to predict behavior, but these perceptions are influenced by general feelings of self-efficacy, perceptions of self-efficacy can influence What challenges must be overcome (handled) and how to behave in a better direction (Yusuf and Nurihsan, 2011).

2.2 Guidance Group

Group guidance is an activity carried out by a group of people by utilizing group dynamics (Prayitno, 1995). Group guidance services are carried out in a group atmosphere by utilizing group dynamics in order to achieve optimal development according to their potential. The goals to be achieved in group guidance are personal development, and broad and in-depth discussion of general topics or problems that benefit group members so that they avoid problems related to the topic or problem discussed (Wibowo, 2005).

Group guidance utilizes group dynamics as an effort to guide group members in achieving goals. Group dynamics are unique and are found only in truly passionate groups. A living group is a dynamic group that moves and actively functions to fulfill a need and achieve a goal. According to Abu Bakar M. Luddin (2012), group dynamics *“utilizes the media to achieve guidance, so that group dynamics is useful for coaching group member is 10 to 15 people.”* Group members are formed based on diversity both in terms of gender, and academic, socio-economic, place of residence and even problems. All members of the group give a role to interact with each other to issue opinions, experiences, ideas, and other forms of contribution suggestions.

In group guidance, members can take advantage of group dynamics, group members develop themselves and gain other benefits. The main direction of self-development is to develop social abilities in general which should be mastered by individuals with strong personalities. Effective communication skills, tolerance, giving and receiving tolerance, prioritizing deliberation to reach consensus and a democratic attitude, and having a sense of social responsibility along with strong self-reliance are the directions of personal development that can be reached through activating group dynamics.

2.3 Role-Playing Techniques

The role-playing technique is a learning technique that is easy to understand and fun, when playing the role students try to explore the role being played and position themselves in the situation and condition of the role being played. Through role-playing techniques, students can learn to see from the perspective of other people (Adit et al., 2019). Role-playing techniques make students deepen the role and behavior of a person in their social relationships. Role-playing techniques that are carried out properly will make students dissolve and understand the role being played, therefore role-playing techniques are an alternative for handling student problems (Hidayah, 2017). This is reinforced by the opinion of Rahman (2019) The role-playing technique is an alternative method of role-playing where in its application, counselees are directed to have efforts to overcome problems that have interpersonal relationships, especially related to problems in student life.

3. Materials and Methods

The method in this study was one group pretest-posttest (Sugiyono, 2012). The *role-playing* technique group guidance intervention was given through 7 stages, namely, problem selection, role selection, preparation of role-playing stages, preparing observers, actors, post-playing discussions, and drawing conclusions.

The subjects in this study were class XI SMA BINA UTAMA Pontianak, totaling 10 students who were taken through a voluntary sampling technique, namely sampling based on the subject's voluntarism to participate in the research. The instrument used in this study is the Likert model self-efficacy scale. The self-efficacy scale was compiled

based on the theory of Bandura (1997) which consists of several aspects that represent the dimensions of self-efficacy, namely: the level of task difficulty faced (level), the general state shown by individuals in different task contexts (generality), the level of individual resilience regarding the abilities possessed (strength). The self-efficacy scale has also been tested for validity, with a total of 36 items, but after testing the construct validity using the Pearson Product Moment formula and processing it with the help of Statistical Product and Service Solutional (SPSS) v21 using the Cronbach's Alpha formula, the reliability test results obtained a reliability value instrument 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 differences in pretest and posttest scores in the 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 in all research subjects. To see a comparison between the pretest and posttest on the subject can be seen in Table 1.

Table 1: Comparison Results of the Preset Score and Student Posttest

| No. | Name | Pretest results | | Posttest results | | |
|--------------------------|------|-----------------|----------|------------------|----------|-------------|
| | | Pretest | Category | Posttest | Category | Enhancement |
| 1 | HN | 43 | Low | 85 | High | 42 |
| 2 | NU | 50 | Low | 80 | High | 30 |
| 3 | M N | 37 | Low | 89 | High | 52 |
| 4 | NH | 49 | Low | 82 | High | 33 |
| 5 | HE | 45 | Low | 84 | High | 39 |
| 6 | TE | 37 | Low | 80 | High | 43 |
| 7 | JI | 53 | Medium | 87 | High | 34 |
| 8 | AB | 41 | Low | 84 | High | 43 |
| 9 | GE | 33 | Low | 79 | High | 46 |
| 10 | IO | 38 | Low | 77 | High | 39 |
| Amount | | 426 | Low | 827 | High | 401 |
| Average Amount (N=10) | | 42,6 | | 82.7 | | 40,1 |

From Table 1 it can be seen that the results of the pre-test and post-test are calculated as a whole. Based on the results of the calculation of the achievement value (displayed in the improvement column) there are no negative or zero scores. The overall difference between the pre-test and post-test scores of 10 students indicates a positive score. The average pretest score shows a score of 42.6 which is included in the low category, and the average posttest score shows a score of 82.7 which is included in the high category. From the improvement column, it can be seen that the average student's score changes from low to high, and moderate to high, with an average score increase of 40.1. The data presented in Table 1 shows that all students' scores increased significantly.

From the results of the pretest and posttest scores that have been obtained, there is a significant increase in self-efficacy scores in all research subjects. The increase in pretest and posttest in research subjects can be seen in Figure 1.

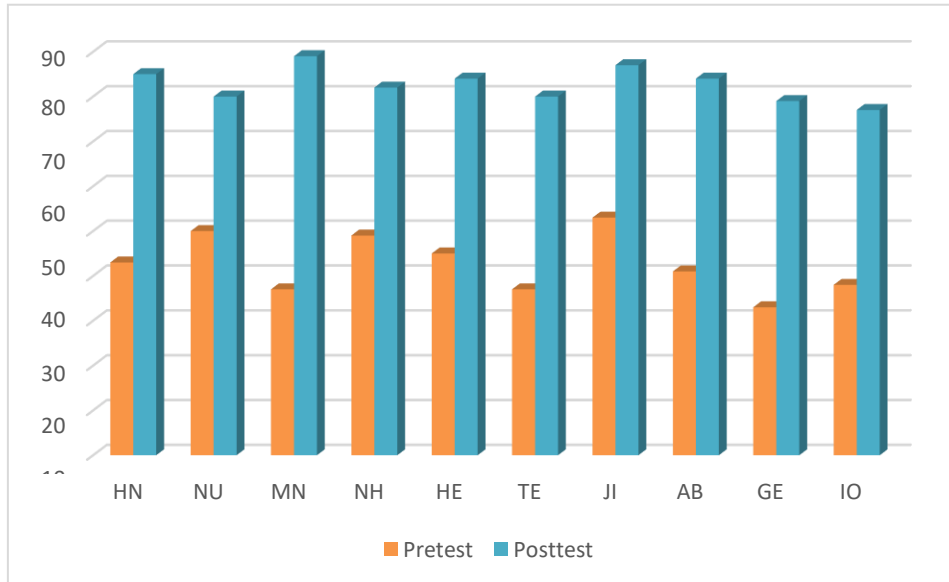


Figure 1: Graph of Pretest and Posttest Comparison of Each Subject

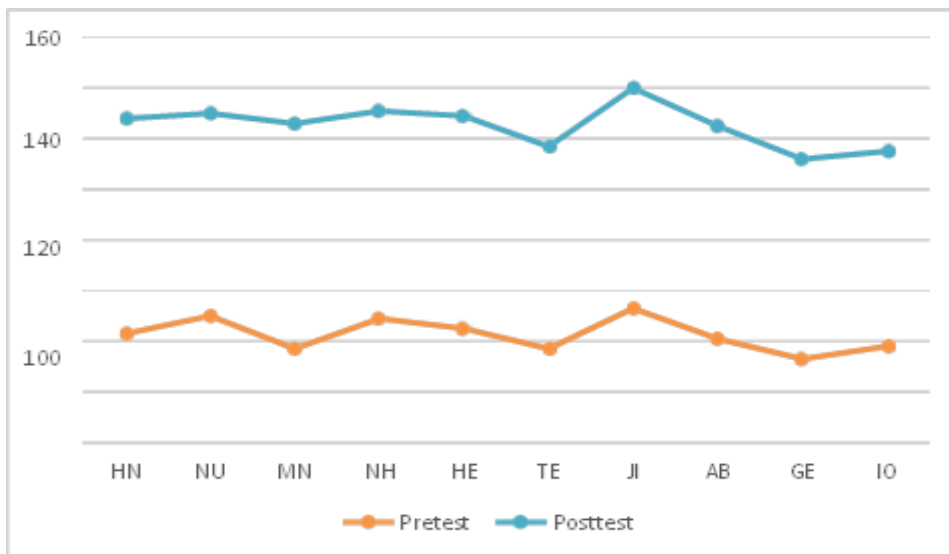


Figure 2: Graph of Comparison of Pretest and Posttest Scores

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

4.1 Ranks

Table 2: Rank Analysis Results

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

4.2 Test Statistics b

Table 3: Wilcoxon Test Results

| | Post Test - Pre Test |
|-------------------------|----------------------|
| Z | -2,807 a |
| Asymp . Sig. (2-tailed) | .005 |

It can be seen from table 3 that the Z value = -2.807 and the asymp.sig (2-tailed) value of 0.005 < 0.05, then H₀ is rejected and H₁ is accepted, which means that it can be concluded that the role-playing technique group guidance has been tested to be effective for increasing self-efficacy student efficacy.

After providing group guidance interventions with role-playing techniques, it was seen that there was an increase, those who were initially unsure of their own abilities finally had confidence in their own abilities in solving a problem and believed in their potential. The findings of the researchers when implementing the role-playing technique group guidance showed that students who received role-playing technique group guidance were more enthusiastic, happy, relaxed, responsible for the roles that had been given, active in conveying experiences, opinions, ideas or ideas compared to students who did not get the role-playing technique group guidance treatment.

Research on the effectiveness of role-playing technique group guidance conducted by researchers is the same or in line with Djumriati's research (2017) concerning the effect of role-playing techniques in group guidance on the direction of student career choices. This is also in line with Haolah's research (2020) which shows the application of group guidance with role-playing techniques makes services more optimal in increasing student career maturity and students become more active and enthusiastic in implementing group guidance.

In the role-playing technique of group guidance, students will take advantage of group dynamics together to discuss topics/problems and learn, with the aim of developing themselves including developing students' self-efficacy. Utilization of group dynamics is an interactive relationship between students so that students will feel more easily and freely because the members are their own peers, students can also learn to understand, learn to solve problems, learn responsibility, learn to understand the feelings of others, learn to control emotions, learn to appreciate opinions of others, learn to make decisions in groups. Thus, the collaboration between group guidance that utilizes group dynamics in which role-playing techniques are carried out, allows it to help increase student self-efficacy.

5. Recommendations

Referring to the results obtained in this study, students' self-efficacy needs to be increased so that learning motivation does not decrease, confusion in choosing a career and making deviations. Efforts that can be made by Guidance and Counseling teachers can use role-playing technique group guidance as a medium in overcoming these problems, but in practice, it must be in a pleasant atmosphere that can attract students' interest in learning to participate in activities with full commitment. Then the next researcher is expected to be able to find other techniques that are also effective in increasing student self-efficacy so that new findings and developments from previous researchers are obtained.

6. Conclusion

Based on the research that has been done, it has been found that group guidance using role-playing techniques has proven to be effective in increasing students' self-efficacy. based on survey results and literature studies with the guidance of group role-playing techniques can make students actively involved in activities to learn to solve personal problems with the help of social groups whose members are their own friends and by demonstrating them. Through group guidance with this role-playing technique, students are able to foster motivation, explore situations where they experience emotions, differences of opinion and problems in the student's social environment and develop students' communication skills.

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Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author(s)

Marini Nurul Hidayah Eskawati is a graduate student at Yogyakarta State University, Indonesia, Faculty of Education, Guidance and Counseling study program.

Muhammad Nur Wangid is a professor at the State University of Yogyakarta, Indonesia. He researches counseling, education, child development, and educational psychology.

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