



THE EFFECTIVENESS OF GROUP GUIDANCE SERVICES USING SIMULATION TECHNIQUES TO IMPROVE STUDENT INTERPERSONAL COMMUNICATION

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ABSTRACT

Keywords:

Group Guidance,
Simulation
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Communication

Background: Communication requires a reciprocal relationship between the delivery of the message and the recipient. In the family, school and social environment, individuals really need communication to support their daily activities.

Purpose: This study aims to test the effectiveness of simulation technique group guidance to improve interpersonal communication of grade VII students of Mataram Kasihan Bantul Junior High School for the 2021/2022 Academic Year.

Method: This research use a pre-experimental type quantitative experiment method with a one group pretest-posttest design. The data collection method used a questionnaire with a population of 99 students in class VII B, VII C and VII E. While the sample in this study took 12 students from the population using purposive sampling techniques, and the data analysis technique of this study used paired simple t-test analysis.

Results: Based on the results of the paired simple t-test analysis, the average pretest result = 72.00 and the average posttest result = 89.83, which means that there is an average increase of 17.83. While the value of $t = 24.908$ with a sig value. (2 tailed) = 0.000 which means < 0.05 . Thus H_a is accepted, meaning that there is a positive and significant influence so that the provision of group guidance services for effective discussion techniques to improve interpersonal communication of grade VII students at Mataram Kasihan Bantul Junior High School for the 2021/2022 Academic Year.

Conclusion: The results of this study indicate that the provision of group guidance services using simulation techniques is effective for improving interpersonal communication for class VII students of Mataram Kasihan Middle School, Bantul, 2021/2022 Academic Year. Based on the results of the t-test analysis, the alternative hypothesis (H_a) is accepted, meaning that there is a positive and significant influence regarding the provision of group guidance services using simulation techniques to improve interpersonal communication for class VII students of SMP Mataram Kasihan Bantul Academic Year 2021/2022.

INTRODUCTION

Communication is one of the basic human activities. With human communication can exchange information, convey messages, and solve problems. Latifah, Ngalimun, Setiawan, & Harun, (2020) argues that "communication is an attempt to convey messages, information, thoughts, ideas, and opinions carried out by a person or group of other people both verbally and indirectly. Communication requires a reciprocal relationship between the delivery of the message and the recipient. In the family, school and social environment, individuals really need communication to support their daily activities. For example, at school, interaction between school members definitely requires communication such as during teaching and learning activities, flag ceremonies, buying food in the canteen, and so on. Nofrion, (2018) states that the indicators most often used to classify communication based on context are the number of participants involved and the level of communication. When viewed from the level of communication, it consists of interpersonal communication, group communication, organizational communication and mass communication. Meanwhile, Edi Suyanto, (2016) suggests that "communication that is often carried out within organizations or outside organizations is mostly interpersonal (interpersonal communication) or in groups (group communication).

Miller in Edi Suyanto, (2016) distinguishes between interpersonal communication and other communications in that participants in interpersonal communication base their perceptions and reactions on the unique psychological characteristics of each individual. Whereas in non-interpersonal communication the information known to the participants involved is cultural or sociological (group membership). This was also expressed by Gary Syarwani, Mahyudin, & Mahreda, (2016) who argues that "interpersonal communication is centered on the quality of information exchange between participants who have unique personalities, feel, are useful, are able to choose and self-reflect". Therefore, based on the forms of communication, their effectiveness, and the character of communication, interpersonal communication or interpersonal communication is the most appropriate to study and integrate in the field of education, especially in the school environment.

(Latifah et al., 2020) "interpersonal communication is the process of conveying messages between two people or small groups directly, both verbal and nonverbal messages so as to get direct feedback". Meanwhile, according to Mulyana states that Doni, Breuing, & Pieper, (2020) interpersonal communication is "communication between people face to face, which allows each participant to capture the reactions of other people directly, either verbally or nonverbally, interpersonal communication has two actors or in groups small scale involving several people, in the process the message of communication is conveyed by the communicator with specific aims and objectives.

Communication indicators are said to be effective if there is a careful understanding of the message as intended by the communicator. Communication can also create a happy atmosphere, the communication process is not only successful in conveying information, it can also take place in a pleasant atmosphere for both parties Jalaluddin in (Bahri, 2018). In fact, the purpose of communication is not just a message transaction, but also intended for pleasant interactions with each other to foster good relationships between individuals.

The existence of the covid-19 pandemic requires students to adapt to the online learning system so that new habits emerge such as using the mediaWhatsapp, Zoom, Google Classroom or other media. Based on observations at the Mataram Kasihan Middle School, not a few students complained when adapting to online learning. Students feel they do not understand the subject matter because indirectly they have to study independently, some students are constrained by facilities such as cellphones that have to take turns with their parents, signal difficulties, no internet quota and so on. The complexity of the impact of online learning affects interpersonal communication and interaction between students, many of them do not know their classmates because they have never met face to face, are passive during discussions, feel inferior with classmates and others. One solution to this problem, especially in the field of guidance and counseling, is to optimize group guidance services. According to Romlah, (2006) defines that "group guidance is a process of providing assistance to individuals through a group atmosphere that allows each member to actively participate and share experiences in efforts to develop insights, attitudes and or skills needed in efforts to personal development".

The purpose of group guidance in general aims to help individuals who experience problems through group procedures and develop the personality of each member of the group. While specifically aimed at training individuals to dare to express opinions in front of other individuals, training individuals to be open-minded in groups, fostering familiarity with other individuals, training individuals to have tolerance for others, training individuals to acquire social skills, and assisting individuals in recognizing and understand oneself in relation to others Prayitno in (Fadilah, 2019). Another opinion was expressed by Folastris & Rangka, (2016) that the goals to be achieved by group members through group guidance services include learning to understand themselves and others, finding various possible ways to deal with developmental problems and efforts to resolve certain conflicts, increasing the ability to control self, independence, and responsibility to oneself and others. The implementation of group guidance must pay attention to the stages so that it is structured and directed. Each stage does not stand alone but is a unified whole with the other stages. According to Ikhwan, (2017) the first stages of implementing group guidance are the formation stage, the aspects that will be achieved at this stage are the introduction and disclosure of goals, building togetherness of group members and developing an open and comfortable group atmosphere so that members want to open up and express their ideas . Second, the transitional stage where after the group atmosphere is formed, the group has started to grow. However, before entering the core activities, a transitional stage is needed to bridge them. The goal is that group members are free from feelings and attitudes of reluctance, doubt, embarrassment or distrust of each other to enter the next stage, establish a group atmosphere and togetherness, and ensure interest in participating in group activities. The third is the activity stage, the purpose of this stage is to reveal freely the problems or topics that members feel, think and experience. Discussed issues and topics raised. And members who are actively dynamic in discussions both concerning elements of behavior, thoughts, and feelings. The fourth stage of termination, the essence of this stage is assessment and follow-up.

Researchers chose the simulation technique in this study because it is more effective and has a large impact on students so that it can be optimal in developing interpersonal

communication skills. According to Wahab Bruzzone et al., (2014) suggests that "simulation play is a teaching technique in which students assume a special role as decision makers, act as if they are involved in certain situations and compete to achieve certain goals according to specific rules that have been set"

Meanwhile, according to Adams Lia, (2023) states that "a simulation game is a game that reflects situations that exist in real life and these situations are always modified". In this case the game in the situation is modified with the aim that it is not too complex and not too simple. During implementation, if it is too complex, the players will be less daring to play it, conversely, if it is too easy, the players will get bored quickly.

The objective of the simulation game is divided into direct and indirect objectives. According to Abimanyu and Purwanto Rahayu, (2017) "direct objectives aim to train certain skills both professional and for everyday life, to gain an understanding of a concept or principle, and to practice problem-solving exercises". The indirect goals are to increase learning activities by involving students in studying situations that are almost similar to actual events, providing motivation to learn, training students to work in groups more effectively, cultivating students' creative power, and training students to understand and appreciate opinions and roles. others. The objective is indirectly the effect or influence of the implementation of the simulation that accompanies and arises from students.

According to Romlah, (2006) the steps in forming a simulation game begin with examining the dominant problems experienced by students, especially those concerning the personal, social, learning and career fields. Then formulate the goals to be achieved with the game. Next, make a list of the sources used to help complete the topic to be implemented. After that choose a situation in real life related to student life. Then create a model or scenario from the selected situation. Then identify the people who will be involved in the game and make simulation game tools.

The advantages of simulation techniques were stated by Ikhwan, (2017) that with simulation techniques students can carry out social interaction and communication in their groups, student activity is quite high in learning so that they are directly involved in learning, can familiarize students with understanding social problems (an implementation of learning contextual based). Besides that, it can also foster positive personal relationships and awaken imagination, foster communicative relationships and work together in groups. Meanwhile, Taniredja, Faridli, & Harmianto, (2015) points out the advantages of the simulation method including being fun so that students are naturally encouraged to participate, encouraging teachers to develop simulation activities, allowing experiments to take place without the need for an actual environment, visualizing abstract things, not requiring skills. complex communication, allows interaction between students, generates positive responses from students who are slow, less competent, and less motivated, and trains critical thinking because students are involved in process analysis, simulation progress

Although there are many advantages of the simulation game technique, this method also has weaknesses that should not be ignored. The weaknesses of the simulation game technique according to Ricardianto, Nasution, Naiborhu, & Triantoro, (2020) include requiring quite a lot of time, relying heavily on student activities, tending to require the use of learning resources, experience gained through simulations is not always appropriate and

in accordance with reality, poor management can only be used as a tool. entertainment only so that learning objectives become neglected, psychological factors often affect students in conducting simulations.

These advantages and disadvantages need to be understood if you are going to apply simulation game techniques so that educators can consider and plan the implementation of simulation techniques in an appropriate manner and purpose. By knowing the weaknesses of this technique, educators can minimize distractions or obstacles in implementing simulation game techniques. Weaknesses can be overcome by understanding the conditions that will be created, knowing the characteristics of each student, and the suitability of selecting the issues to be raised.

RESEARCH METHODS

This study uses a quantitative method of experimental type with the design used is one group pretest-posttest (Ball, 2021). So the experimental group was given treatment with a simulation technique group guidance service. First measurement (*pretest*) conducted to determine the condition of the sample before being given treatment, namely the low interpersonal communication of students. Then the second measurement (*post-tes*) given group guidance services with simulation techniques to determine the increase in students' interpersonal communication after being given treatment. Edi Suryadi 2019 describes the design *one grup pretest-posttest* as follows:

Table 1. Research Design One Grup Pretest-Posttest

Pre-test	Treatment	Post-test
O1	X	O2

The population in this study were all grade VII students of SMP Mataram Kasihan Bantul for the 2021/2022 academic year, totaling 99 students consisting of students in grades VII B, VII C, and VII E. The sample used in this study was selected based on certain criteria included in the In the category of low and medium interpersonal communication, there were 12 students from VII B, VII C, and VII E classes.

The sampling technique used is purposive sampling. Ma'ruf Abdullah 2015 stated that "sampling with techniques purposive sampling The aim is quite good because it is in accordance with the researchers' own considerations so that the data is collected and meets the minimum number requirements in the sampling technique. This is in accordance with the reality at the research site where sampling as a research subject is based not only on the analysis of the research instrument (questionnaire) but also on consideration of student behavior at school and recommendations from the guidance counselor.

Data collection techniques and research instruments used interpersonal communication questionnaires. The questionnaire consists of 5 aspects of effective interpersonal communication. While the data analysis technique used is the normality test using the test Shapiro Wilk, homogeneity test using test Levene, and test the hypothesis used in this study using the paired sample test.

RESULTS AND DISCUSSION

Implementation *treatment* in this study as many as 3 stages using the simulation

technique group guidance service. implementation *treatment* using RPL guidelines (Service Implementation Plan) at each stage. As for the execution time *treatment* as follows:

Table 2. Implementation Time Treatment

No.	Time	Information
1	Thursday, May/12/2022	Try out angket
2	Wednesday, May/18/2022	Pre-test
3	Wednesday, May/25/2022	Treatment 1
4	Thursday, June/02/2022	Treatment 2
5	Tuesday, June/14/2022	Treatment 3 dan Post-test

Frequency distribution on the use of group guidance services simulation game techniques to improve students' interpersonal communication before and after *treatment* will be described through categories classified into low, medium and high. Categorization is done to place individuals into separate groups in stages based on the attributes being measured. The score categories and assessments of students' interpersonal communication levels are as follows:

Tabel 3. Score Kategori

No	Intervals	Kategori
1	$21 \leq x < 49$	Low
2	$49 \leq x < 77$	Currently
3	$77 \leq x < 105$	High

Ability Communication Interpersonal Before Of Give Simulation Technique Group Guidance Treatment

Preliminary research data obtained based on the results *pre test* where the research subject has not been given *treatment*. Results *pre test* research on class VII B, VII C, and VII E with the number of respondents who filled out a questionnaire as many as 83 students, there were 24 students with a low level of interpersonal communication category, and 59 students with a high level of interpersonal communication. Of the 24 students in the moderate category, 12 students were selected using the technique *purposive sampling*. As for the results *pre test* The 12 students who were the subject of the study were as follows:

Table 4. Results Pre Test Interpersonal Communication Questionnaire

No.	Initial	Class	Pre test Result	Category
1	A.R.E.	VII B	71	Currently
2	A.F.A.	VII B	71	Currently
3	D.R.	VII B	72	Currently
4	I.A.T.	VII B	74	Currently
5	R.I.P.	VII C	73	Currently
6	W.S.	VII C	74	Currently
7	A.N.A.	VII C	71	Currently
8	I.K.M	VII C	73	Currently
9	A.T.E.	VII E	72	Currently
10	A.S.R.	VII E	74	Currently
11	J.N.A.	VII E	70	Currently
12	S.A.F.	VII E	69	Currently

Based on the results *pretest* which was carried out on 99 students, the subject obtained was 12 students who were classified as having moderate levels of interpersonal communication. Of the 12 students are ARE, AFA, DR, IAT, RIP, WS, ANA, IKM, ATE, ASR, JNA, and SAF. ARE is a subject with a pretest score of 71, AFA with a score of 71, DR with a score of 72, IAT with a score of 74, RIP with a score of 73, WS with a score of 74, ANA with a score of 71, IKM with a score of 73, ATE with a score of 72, ASR with a score of 74, JNA with a score of 70, and SAF with a score of 69. Based on the results *pretest* this then the researcher gives *treatment* in the form of group guidance with simulation game techniques 3 times. After *treatment* completed, then the final measurement is carried out *posttest* of the 12 students.

Interpersonal Communication Skills After Being Given the Simulation Technique Group Guidance Treatment

Treatment The simulation technique group guidance service in this study was carried out three times with the aim of increasing the aspects of openness, positive attitude, supportive attitude, empathy and equality so that students' interpersonal communication skills can be more effective and improve. After the implementation of activities *treatment* completed, the final research data obtained based on the results *post test* which was carried out with the aim of knowing the level of interpersonal communication of students after being given *treatment*. *Post test* given to 12 students who became the research sample with the same questionnaire instrument when *pre test*. As for the results *post test* after the treatment of the simulation technique group guidance can be seen from the following table:

Table 5. Results of The Interpersonal Communication Questionnaire Post Test

No.	Initial	Class	Post test Result	Category
1	A.R.E.	VII B	90	High
2	A.F.A.	VII B	89	High
3	D.R.	VII B	91	High
4	I.A.T.	VII B	87	High
5	R.I.P.	VII C	93	High
6	W.S.	VII C	91	High
7	A.N.A.	VII C	88	High
8	I.K.M	VII C	96	High
9	A.T.E.	VII E	89	High
10	A.S.R.	VII E	89	High
11	J.N.A.	VII E	88	High
12	S.A.F.	VII E	87	High

As for the results *posttest* the subjects were ARE with a score of 90, AFA with a score of 89, DR with a score of 91, IAT with a score of 87, RIP with a score of 93, WS with a score of 91, ANA with a score of 88, IKM with a score of 96, ATE with a score of 89, ASR with score of 89, JNA with a score of 88, and SAF with a score of 87. Based on the table, out of 12 students who got *treatment* all experienced an increase in the level of interpersonal communication which was initially in the moderate category, after being given *treatment* Student simulation technique group guidance services fall into the high category.

Differences in Interpersonal Communication Skills Before and After Being Given the Simulation Technique Group Guidance Treatment

Comparison of score results *pretest* and the *posttest* below aims to find out whether there is a difference or not between the results *pretest* and *posttest*. In the graph below it can be seen that the results *posttest* increased from the previous results. The following is an overview of the results of the score on the student interpersonal communication scale *pretest* and *posttest*.

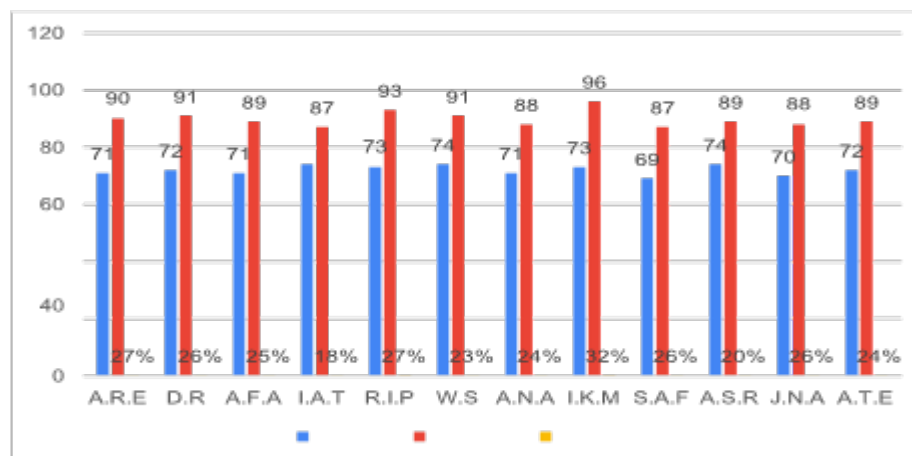


Figure 1. Scale Score Results Pretest and Posttest

Based on the graphic image above, it can be seen that the students' interpersonal communication before *treatment* fall into the category of being and after *treatment* in the form of group guidance services with simulation techniques, the level of student interpersonal communication increases. This statement can be interpreted that the simulation technique group guidance service is effective for improving interpersonal communication in class VII students of Mataram Kasihan Middle School, Bantul, 2021/2022 Academic Year.

T Test Results

Test *paired sampel t-test* used to compare the difference between the two means of two paired samples assuming the data is normally distributed. Paired samples come from the same subject where each variable is taken in different situations and circumstances. Decision making if the significance value (2-tailed) < 0.05 then indicates a difference between the initial variable and the final variable so that there is a significant effect on the difference in the treatment given to each variable. The summary of the data from the paired t-test results can be seen in the following table:

Tabel 6. Mean *Pre Test* dan *Post Test*

		Paired Samples Statistics		
		Mean	Std. Deviation	Std. Error Mean
Pair 1	<i>Pre test</i>	72.00	12.1651	.477
	<i>Post test</i>	89.83	12.2623	.757

Based on the table above shows that there is an average difference between *pre test* and *post test*. Rate-rate *pre test* before given *treatment* of 72.00 while the average *post test* once given *treatment* of 89.83. The average difference between students' interpersonal communication questionnaire data before and after *treatment* of 17.83. Further more *paired*

The following results are obtained

Tabel 7. Paired T-Test Result

Paired Samples Test									
Pair		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
1	Pre test - Post test	17.833	2.480	0.716	19.409	16.257	24.908	11	0.000

Based on the results of the t test analysis, the t value is 24.908 with a sign value. (2 tailed) of 0.000. T test with sign criteria. (2 tailed) <0.05, the proposed hypothesis is proven and significant. Thus the alternative hypothesis (Ha) in this study which reads "Group guidance of an effective simulation technique to improve interpersonal communication for class VII SMP Mataram Kasihan Bantul Academic Year 2021/2022" is accepted.

CONCLUSION

The results of this study indicate that the provision of group guidance services using simulation techniques is effective for improving interpersonal communication for class VII students of Mataram Kasihan Middle School, Bantul, 2021/2022 Academic Year. Based on the results of the t-test analysis, the alternative hypothesis (Ha) is accepted, meaning that there is a positive and significant influence regarding the provision of group guidance services using simulation techniques to improve interpersonal communication for class VII students of SMP Mataram Kasihan Bantul Academic Year 2021/2022.

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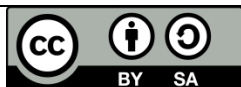
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