



Overview of Role-Playing Techniques in Group Guidance Services to Improve Students' Interpersonal Intelligence

Dwiana Pratiwi¹, Mustapha Qureshi², Yassine Mohamed³, Mounika Ardchir⁴

¹ Islamic State University of Mahmud Yunus Batusangkar, Indonesia

² Jawaharlal Nehru Technological University, India

³ Nanyang Technological University, Singapore

⁴ University of Computer Studies, Myanmar

Corresponding Author: Dwiana Pratiwi, E-mail; dwianpratiwi086@gmail.com

Article Information:

Received September 17, 2022

Revised September 23, 2022

Accepted November 29, 2022

ABSTRACT

Some students still have low interpersonal intelligence, so students have difficulties in their social relationships. It aims to reveal the effectiveness of role-playing techniques in group guidance services to improve students' interpersonal intelligence. The research method uses a quantitative approach, in particular experimental. To obtain data using the student's interpersonal intelligence questionnaire. The data were analyzed using a paired t test, because the study involved only one group of respondents. The results revealed that role playing techniques in group guidance services are effective in improving students' interpersonal intelligence. The results of the study are expected to be used by BK teachers in schools to improve students' interpersonal intelligence. It is also expected to be used by subsequent researchers to utilize role playing techniques in group guidance to improve other psychological aspects.

Keywords: *Guidance Group, Interpersonal Student Intelligent, Role Flaying*

Journal Homepage <https://journal.minangdarussalam.or.id/index.php/ijrc/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite: Pratiwi, D., Qureshi, M., Mohamed, M., & Ardchir, M. (2022). Overview of Role-Playing Techniques in Group Guidance Services to Improve Students' Interpersonal Intelligence. *International Journal of Research in Counseling*, 1(1). <https://doi.org/10.55849/wp.v1i1.51>

Published by: Yayasan Minang Darussalam

INTRODUCTION

Students are social beings who should interact with the environment and people around them. High school students are the age level of adolescence. Adolescence is part of the developmental phase in human life. In this adolescence, students are sometimes constrained to get along socially. In order not to have obstacles in

interacting with the surrounding environment, a good interpersonal ability or commonly referred to as interpersonal intelligence is needed. Interpersonal intelligence is a person's ability to be sensitive to the feelings of others (Agustini et al., 2019). Interpersonal intelligence is the ability to differentiate and provide perceptions of the motivations, moods and feelings of others with the ability to respond effectively to them (Wulandaari in Nurbaiti et al., 2020). Interpersonal intelligence is intelligence where individuals are able to understand the intentions, contents, thoughts and feelings of others (Sutarna, 2019). 75% of all human time is used for becommunication. For this reason, communication science is very important to be studied and mastered (Silvianetri, 2019). Interpersonal Communication is communication that occurs between 2 or more communicators and a communicant who expects the desired feedback. So that effective communication occurs, which is also called having interpersonal intelligence, which can be improved by group activities (Yeni & Netri, 2021). One of the group activities in counseling is the group tutoring service.

Group guidance is a type of guidance and counseling service whose purpose is to obtain information from the topics discussed and the development of socialization and communication skills of service participants. Group guidance services are a type of guidance and counseling services as an educational effort in addition to orientation services, information, content mastery, individual counseling, group counseling, mediation, and consultation (Prayitno in Ardimen et al., 2019). Group guidance is an effort to help students that is carried out in a planned and organized manner for personal development, social relations, learning activities, careers/positions, and decision-making ability, as well as the ability to prevent the development of problems and the development of life skills needed through group dynamics (Ardimen et al., 2019) . Group guidance is a form of service provided by counselors to counselors / students to produce decisions by utilizing group dynamics (Kurniawan et al., 2021). Through group guidance services, students can also develop their potential (Mesa et al., 2020).

Group guidance services already come with a variety of innovations. Guidance and counseling researchers make these innovations by combining group guidance services with techniques and approaches that are useful in implementation to achieve the objectives of group guidance services. One form of innovation from group guidance services from the results of research by practitioners is role-playing techniques. Group guidance using this role playing technique is considered appropriate because it can help individuals develop good relationships between members, establish good communication and can develop behaviors or actions to achieve desired goals (Y. S. Dewi et al., 2021). According to James & Gilliland (in Norafifah et al., 2017) The Role Playing technique is a technique used by counselors of various theoretical orientations for clients who need to awaken a deeper understanding, or make changes in, themselves. Role playing is a tool to help students in developing the ability to know their own feelings and the feelings of others and be able to solve problems with the help of groups (Ayu Maningrum & Syarafuddin, 2018).

RESEARCH METHODOLOGY

This research uses research methods with a literature study approach. The data collection techniques used in this study are observation techniques, documentation studies and text studies to find data and information related to counseling guidance role playing techniques. The data sources consist of e-books, research reports and articles on group guidance and interpersonal intelligence as well as the interrelationships between role playing techniques in group guidance services . The collected data is analyzed by content analysis techniques and spelled out. Furthermore, the researcher provided an explanation of the topic discussed systematically.

RESULT AND DISCUSSION

A. Group Guidance

Group guidance is one of the techniques in counseling guidance to provide assistance to learners or students carried out by a mentor, educator, or counselor teacher, through group activities that are useful for overcoming various problems faced by students (Passalowongi, 2020).

Group Guidance has rules that include the principles of confidentiality, volunteerism, openness, contemporariness, normality and expertise. In this case, these principles must be carried out, because if the implementation of group guidance is not carried out, it will not run properly (Sulistyowati, 2020). Group members practice expressing ideas, feelings, opinions, adding self-confidence, developing openness and exchanging ideas through group dynamics that take place during group activities (Arifyanto, 2020). Group guidance services bring students into group dynamics or group life (Sunarti & Siregar, 2020).

Experience-oriented group guidance through games, through group guidance, can improve participants' perceptions of the group (mirawati, 2018). In general, group guidance services aim to develop social skills, in particular the communication skills of service participants (Tohirin in Aprilia et al., 2017). Issues that are the topic of conversation in the group guidance service, are discussed through an atmosphere of group dynamics in an intense and constructive manner, followed by all members of the group under the guidance of the group leader (Risma et al., 2020). In general, the implementation of group guidance services is intended to prevent the development of problems or obstacles that exist in group members (Mesa et al., 2020).

B. Role Playing Techniques in Group Guidance

Role playing is a method of role-playing, where the individual will play a certain role from a social problem situation (Wibowo et al., 2019). Role play brings students in real situations so that students are able to take insights, knowledge, skills, values and attitudes in dealing with situations (Riansyah et al., 2018). The procedure for implementing role playing is carried out, which includes (1) Meeting-1 (Introduction and explaining material about bullying), (2) Meeting-2 (Role playing 1), (3) Meeting-3 (Role playing 2), (4) Meeting-4 (Role playing 3), (5) Meeting-5 (Evaluation and closing). If the problem has not been resolved, it is necessary to carry out further

guidance and counseling by the guidance and counseling teacher in order to follow up on the problem more deeply, so that the bias problem is resolved optimally (Maemunah & Karneli, 2021).

The role playing technique is a method of group guidance and counseling that is carried out consciously and discussions about roles in the group. A problem is briefly demonstrated, so that students can recognize the character (Safitri & Hasgimianti, 2021). Through the role playing method, students can learn to see the perspective of others. When acting as a person, students will try to live up to the duties and professions of the character as well as learn to understand the character of the character they play (Adit et al., 2019). Role playing in this study basically dramatizes behavior in improving interpersonal intelligence.

C. Role Playing Techniques in Group Guidance To Improve Interpersonal Intelligence

In essence, interpersonal intelligence is the ability to communicate sensitive to the emotions of others, easily adjust to others, have empathy and like to help others. Interpersonal intelligence is fostered if a person has a positive attitude towards themselves (Cookson & Stirk, 2019). Role playing techniques are learning models that help each student find personal meaning in the social world and solve interpersonal problems. Role-playing is one of the learning models of social interaction between individuals and groups that provides opportunities for students to carry out learning activities actively and effectively.

In a lesson with a scenario in which students are asked to consume a role called role playing. Role playing techniques can foster the creativity and activity of students in service activities (R. S. Dewi et al., 2022).

From the results of research that has been carried out by previous researchers on role playing techniques in group guidance, for example research conducted by (Setyarum et al., 2022), (R. S. Dewi et al., 2022), (Rohani, 2019), that role playing techniques in group guidance are effective in increasing interpersonal intelligence, communication skills, a sense of empathy in students.

CONCLUSION

After conducting research with literature studies, by re-examining the research results of the researchers and the results of observations from the implementation of role playing techniques in group guidance to improve students' interpersonal intelligence is indeed effective. By doing group guidance with role playing techniques, students learn how to value others. Because in the role playing technique, students will be taught secara in groups, the roles played are the roles of social conditions experienced by group members.

REFERENCES

Adit, G. N., Hendriana, H., & Rosita, T. (2019). Bimbingan Kelompok dengan Teknik Role Playing Untuk Mengurangi Perilaku Bullying Pada Peserta Didik SMP "X" di

- Kota Bandung. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 2(6), 213–227.
- Agustini, A., Awang, I. S., & Parida, L. (2019). Kecerdasan Interpersonal Peserta Didik Di Sekolah Dasar. *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan*. <https://doi.org/10.31932/ve.v10i2.519>
- Aprilia, R., Madihah, H., & Susanto, D. (2017). Meningkatkan Kemampuan Komunikasi Interpersonal Siswa Melalui Layanan Bimbingan Kelompok Dengan Teknik Assertive Training. *Jurnal Mahasiswa Bk An-Nur : Berbeda, Bermakna, Mulia*.
- Ardimen, A., Neviyarni, N., Firman, F., Gustina, G., & Karneli, Y. (2019). Model bimbingan kelompok dengan pendekatan muhasabah. *Ta'dibuna: Jurnal Pendidikan Islam*. <https://doi.org/10.32832/tadibuna.v8i2.2232>
- Arifyanto, A. T. (2020). Layanan Bimbingan Kelompok Untuk Menurunkan Stres Akademik Mahasiswa Fkip Universitas Halu Oleo. *Gema Pendidikan*. <https://doi.org/10.36709/gapend.v27i1.10695>
- Ayu Maningrum, R., & Syarafuddin, H. M. (2018). Pengaruh Teknik Role Playing Terhadap Kecemasan Belajar pada Siswa Kelas VIII di SMPN 2 Praya. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*. <https://doi.org/10.33394/jk.v4i2.1130>
- Cookson, M. D., & Stirk, P. M. R. (2019). *Penerapan Teknik Role Playing Terhadap Keterampilan Komunikasi Interpersonal Siswa*. 7(April).
- Dewi, R. S., Simon, I. M., & Fauzan, L. (2022). *Pengembangan Modul Bimbingan Kelompok dengan Teknik Role Playing untuk Meningkatkan Empati Siswa SMP Laboratorium Universitas Negeri Malang*. 2(2), 124–133. <https://doi.org/10.17977/um065v2i22022p124-133>
- Dewi, Y. S., Fatimah, S., & Pahlevi, R. (2021). Penerapan Teknik Role Playing Dalam Bimbingan Kelompok Terhadap Perilaku Prosocial Siswa Di Masa Pandemi Covid-19. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*.
- Kurniawan, N. A., Hidayah, N., & Rahman, D. H. (2021). Akseptabilitas Panduan Bimbingan Kelompok Untuk Meningkatkan Kemampuan Berfikir Kritis Siswa SMK. *Jurnal Nusantara Of Research*.
- Maemunah, S., & Karneli, Y. (2021). Teknik Role Playing dalam Mengurangi bullying di SMP Muhammadiyah 3 Jakarta. *Prophetic Guidance and Counseling Journal*. <https://doi.org/10.32832/pro-gcj.v2i1.4729>
- Mesa, N. M. R., Aspin, A., & Rudin, A. (2020). Pengaruh Layanan Bimbingan Kelompok Terhadap Perilaku Altruisme Siswa. *Jurnal Ilmiah Bening : Belajar Bimbingan Dan Konseling*. <https://doi.org/10.36709/bening.v4i1.10487>
- mirawati. (2018). Penggunaan Layanan Bimbingan Kelompok Dan Kekompakan Kelompok Dalam Memantapkan Perencanaan Karir Siswa Sma Budi Agung Medan. *Kognisi Jurnal*.
- Norafifah, S., Sultani, S., & Susanto, D. (2017). Layanan Bimbingan Kelompok Dengan Menggunakan Teknik Role Playing Untuk Menumbuhkan Solidaritas Anak Di Panti Asuhan Sentosa Banjarmasin. *Jurnal Mahasiswa BK An-Nur : Berbeda, Bermakna, Mulia*.
- Nurbaiti, E., Faridah Laily, I., Dwi, D., & Alfiani, A. (2020). Implementasi Metode Montessori Dalam Kecerdasan Interpersonal Peserta Didik Di Kelas IV Sekolah Dasar. *Agustus*.
- Passalowongi, M. (2020). Pengaruh Bimbingan Kelompok Dalam Pengembangan Bakat

- Dan Minat Siswa Jurusan Pelayaran SMK Negeri 2 barru. *Jurnal Bimbingan Dan Konseling*.
- Riansyah, H., Satrianta, H., & Astriyaningsih, A. (2018). Bimbingan Kelompok Teknik Role Play Untuk Mereduksi Prokrastinasi Akademik Siswa. *Jurnal Fokus Konseling*, 4(1), 72. <https://doi.org/10.26638/jfk.527.2099>
- Risma, R., Suarni, W. O., & Arifyanto, A. T. (2020). Pengaruh Layanan Bimbingan Kelompok Terhadap Peningkatan Kedisiplinan Siswa. *Jurnal Ilmiah Bening : Belajar Bimbingan Dan Konseling*. <https://doi.org/10.36709/bening.v4i1.10493>
- Rohani, L. (2019). Efektivitas Bimbingan Kelompok Dengan Teknik Role Playing Untuk Meningkatkan Perilaku Sosial Anak Usia Dini. *Ayan*, 8(5), 55.
- Safitri, A., & Hasgimianti, H. (2021). Implementasi Teknik Role Playing dalam Layanan Bimbingan Kelompok untuk Meningkatkan Kedisiplinan Belajar Siswa. *Jurnal Administrasi Pendidikan & Konseling Pendidikan*, 2(1), 36–42.
- Setyarum, A., Aulia, H. R., Nurmalisa, D., & Dewi, D. P. (2022). Pelatihan Metode Role Playing dalam Pengembangan Karakter Sopan Santun pada Anak Usia Dini bagi Guru PAUD POS Melati Kuripan Lor. *Jurnal Abdi Masyarakat Indonesia*, 2(3), 863–870. <https://doi.org/10.54082/jamsi.340>
- Silvianetri, S. (2019). Interpersonal Skill Dalam Kajian Neurosains. *Alfuad: Jurnal Sosial Keagamaan*, 3(1), 74. <https://doi.org/10.31958/jsk.v3i1.1635>
- Sulistiyowati, S. (2020). Bimbingan Kelompok Dengan Teknik Behavior Contract Untuk Meningkatkan Perilaku Sopan Santun. *Inopendas Jurnal Ilmiah Kependidikan*.
- Sunarti, S., & Siregar, N. R. (2020). Pengaruh Layanan Bimbingan Kelompok Terhadap Etika Pergaulan Siswa. *Jurnal Ilmiah Bening : Belajar Bimbingan Dan Konseling*. <https://doi.org/10.36709/bening.v4i2.12091>
- Sutarna, N. (2019). Penerapan Pedekatan Sosial untuk Meningkatkan Kecerdasan Interpersonal Siswa Sekolah Dasar. *Indonesian Journal of Primary Education*. <https://doi.org/10.17509/ijpe.v2i2.15102>
- Wibowo, N. A. K., Susanto, B., & Maulana, M. A. (2019). Pengaruh Layanan Bimbingan Kelompok Teknik Role Playing Terhadap Interaksi Sosial Pada Siswa. *Advice: Jurnal Bimbingan Dan Konseling*. <https://doi.org/10.32585/advice.v1i1.289>
- Yeni, P., & Netri, S. (2021). Internalisasi Penggunaan Kato Nan Ampek Dalam Komunikasi Interpersonal Siswa di MAN 3 Batusangkar. IAIN Batusangkar. *Abdimas Unwahas*, 6 No.2(2), 139–143.

Copyright Holder :

© Dwiana Pratiwi, et.al (2022).

First Publication Right :

© International Journal of Research in Counseling

This article is under:

