

Guidance Group Based on Islamic Teachings with Simulation Game Techniques to Improve Interpersonal Communication

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Abstract

The purpose of this study was to determine the effectiveness of group guidance based on Islamic teachings with simulation game techniques in improving student interpersonal communication. The experimental research method uses the design of One Pre-test – Post-test Design with a purposive sampling technique to determine the research subjects of VII grade Madrasah Tsanawiyah as many as 10 people who have low interpersonal communication. Validation of this experimental study with guidance and counseling experts, and MTs level counselors in Kudus Regency. The results of this study indicate that interpersonal communication of students before being given group guidance based on Islamic teaching simulation techniques, the average interpersonal communication amounted to 107.71 (SD = 8.51), then increase after group guidance based on Islamic teaching amounted to 136.86 (SD = 9.02). The paired sample t-test results showed group guidance based on Islamic teaching effective simulation techniques to improve interpersonal communication of MTs students ($t_{(9)} = 14.93, p < 0.01$). This study confirms that group guidance based on Islamic teaching with simulation techniques can be applied to improve student interpersonal communication.

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INTRODUCTION

Information obtained from the data of the SMP/MTs MGBK (Deliberation of Guidance and Counseling Teachers) in Kudus Regency in 2014, showed that the data on the level of communication skills of junior and MTs students was quite low at 46% of the total students of 115 SMP/MTs in Kudus Regency. Based on observations at one of the schools in Kudus Regency, researchers carried out observations, questionnaires, and documentation with Guidance and Counseling teachers at Public MTs Kudus Regency. Information was obtained that VII grade students had problems when communicating in front of the class. It seems that students feel embarrassed, students feel more comfortable practicing using local languages and not confident in expressing their opinions in person. This certainly needs special attention from the school so that the communication problems can be resolved, namely to form a positive self-concept so that the positive interpersonal communication will emerge.

The low level of interpersonal communication researchers also found in MTs students in Kudus Regency. Based on the data the researchers found in the preliminary study, through the results of interviews with one of the BK teachers and students of MTs in Kudus Regency, regarding the influence of communication styles in the family that had an impact on the condition of students in school. The data shows that the students' ability to communicate positively is still low, it is known that the students of MTs in Kudus Regency do not have the courage to communicate verbally with indicators: Feeling uncomfortable, feeling less valuable, having difficulty in making decisions, having difficulty expressing opinions, being easily influenced and influencing, often losing motivation and easily despairing.

Guidance and counseling can be used as a means to achieve educational goals as contained in Law No. 20 of 2003 Chapter II Article 3 which reads "National Education functions to develop capabilities and form a dignified character and national civilization in order to educate the life of

the nation, aiming to develop the potential of students to become human beings who believe and devote to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country."

As expressed by Bryan & Henry (2012) who assumed that democratic collaboration owned by schools, students, families, and community partners shared decision making, ownership, and responsibility for the vision, goals, and results of the partnership. Together with the counselor must be able to define the concerns of students who are urgent, achieve the goal of meeting needs in the guidance and counseling program, expand partnership leadership, involve the local community and wider, and focus on implementing the program. At school, students and programs and interventions are designed for students and families.

The results of Sastrawan, Suarni & Putri research (2014) found that simulation techniques can help students to improve interpersonal communication. Besides that the research conducted by Nalindra, Latif & Utaminingsih, (2013) shows that student interpersonal communication can be improved by using group guidance based on Islamic teachings. This is in line with Wahyuningsih research (2014) which shows that individually simulation techniques are effective for improving the interpersonal communication of MTs students. One of the advantages of simulation techniques is adding familiarity and flexibility in communication and adapting to the environment and reducing dependence on counselors or others, Nursalim (2014). The consideration of choosing a simulation technique is that the treatment given is very helpful in alleviating the problems experienced so that there is an increase in learning independence in students.

Minister of National Education Regulation No. 23 of 2006 concerning Graduates Competency standards clearly forms graduate competencies that must be achieved in the implementation of education, including education at Madrasah Tsanawiyah (MTs) or

Junior High School (SMP) level. These competency points are related to the character and interpersonal competencies that need to be developed for each graduate. Some of them: (1) practice the teachings of the religion that are adopted according to the stage of adolescent development, (2) show an attitude of confidence, (3) comply with social rules that apply in the wider environment, (4) respect the diversity of religions, cultures, ethnicities, races and socio-economic groups in the national scope. To achieve these standards can be proven by the ability of graduates to empathize, communicate and influence others, negotiate issues to be solved together, lead and organize groups, foster and establish relationships and work together.

This is reinforced by Wibowo (2013) group guidance which we can conclude that this situation is able to attach dynamic interpersonal processes that focus (decide) on awareness of thinking and behavior, are oriented to comfort, there is mutual trust in trust, there are understanding, acceptance, and help. Corey (2009) in his opinion on group guidance, has the purpose of prevention and improvement, generally having a specific focus such as education, career, social, and personal fields. According to Hassan & Farah (2013) when analyzed it was determined that group guidance needs based on Islamic teachings related to school problems, including effective learning skills, managing time and how to learn and listen to the reasons why they need these needs. Some students (first graduates) come from elementary schools, so they need to know how to adapt to meet different systems and different environments. Some of them (VIII grade students) must prepare themselves for secondary school, so they need to know how to get effective learning skills, and to learn and do based on the values in the Qur'an.

Simulation techniques are an appropriate method for learning social skills because with simulation created a relaxed and pleasant atmosphere. Simulation techniques are used because, in simulation, students are conditioned in an atmosphere that is fun, relaxed, and relaxed in establishing relationships with other students.

Pleasant conditions are expected to encourage students to be able to communicate well and understand the characteristics of group members. In addition, simulations conducted by school counselors are expected to make students not feel bored so students are enthusiastic and active in participating in group guidance.

According to Sutoyo (2009) states that an exciting situation will help children to build themselves psychologically, cognitively, interpersonal communication and social processes in themselves. So students who take part in simulation activities will try to interact with each other in order to achieve goals. These conditions will encourage students to communicate with group members and encourage the realization of group dynamics that support the achievement of group guidance goals.

Puspita & Rakhmawati (2018) explained that interpersonal communication of the experimental group students after being given group guidance based on Islamic teachings with simulation techniques had results with a high average increase. While it can be identified that interpersonal communication in control group students with conventional group guidance is only at the moderate level.

Samphirao (2016) in the study found that the way we communicate is strongly influenced by our self-concept, especially self-esteem. From these findings it can be seen that only because of the influence of self-concept some of us are introverts, some are extroverts and some are a mixture of both. If someone focuses on his sense of humor in his conversation.

Besides that, this is reinforced by the results of a study conducted by Haque, Khan, Keshavarzi & Rothman (2016) that they identified three concepts in Islamic teaching based counseling namely: *aqeedah* (belief), worship, and morality (character). After interviewing nine counselors who used the Islamic approach in their practice, the authors of the journal concluded that these three concepts are useful in Islamic-based counseling to regulate therapeutic approaches for clients and therapists. Although this can be a useful way to understand the framework of the Islamic approach.

By pointing to the findings above, it is necessary to handle counseling that refers to the values of the Qur'an and the hadith of the prophet so that two benefits can be obtained, namely in the form of balance in the Islamic faith that is formed into good morality and good interpersonal communication. Both in the world and in the hereafter.

Based on these findings, group guidance based on Islamic teachings using simulation techniques can be used in the scope of public schools. However, the participants were students who were Muslim at the junior high school/MTs level in Kudus Regency. This is based on the assumption that simulation techniques emphasize learning social skills because by simulation a relaxed atmosphere is created and it shows that group guidance is based on Islamic teachings with effective simulation techniques to improve student interpersonal communication.

The purpose of group guidance research based on Islamic teachings with simulation techniques to improve interpersonal communication is to know the description of the implementation of group guidance at Madrasah Tsanawiyah School, to know the effectiveness of the group's guidance and to help improve student interpersonal communication. In addition, it is hoped that this research can help guidance and counseling teachers improve their abilities not only on conventional group guidance. But also group guidance based on Islamic teachings that are adapted to the conditions of the counselee it faces.

METHODS

This study used a one group pre-post test experimental design, with a purposive sampling technique, namely VII grade students, Public MTs 1 Kudus Regency as the subject of research. The study used one research group where before the treatment was carried out, the researcher conducted a pre-test to find out the initial conditions of students' interpersonal communication. Then the researcher gave an Islam-based group guidance treatment on interpersonal communication using 8 simulation

techniques. The last step the researcher conducted was a post-test to find out the final condition of student interpersonal communication. Figure 1 shows the flow of the research experiment.

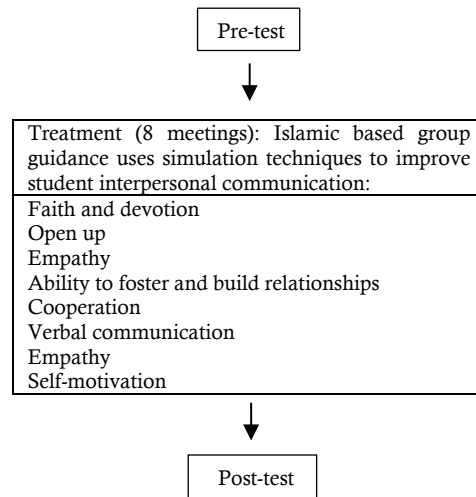


Figure 1. Experimental Flow

In this study through several stages with different subjects. In the preliminary study, the subject was VII grade students, totally 158 students who were randomly determined by purposive sampling technique. In the hypothetical model validation stage, the subject was expert validators from two lecturers and eight guidance and counseling teachers. While at the trial stage is limited, the research subjects were 10 students who had low interpersonal communication based on the scale of interpersonal communication. To reveal data at the preliminary study stage, the instruments used were interview observation and interpersonal communication scale.

The material in the guidance group based on Islamic teachings using this simulation technique has material that is suitable for junior high school level or Madrasah Tsanawiyah. The simulation technique uses media, including simulation boards, word cards, hand puppets, and finger puppets, solution cards, linked images, and emoticons. The simulation material contained in this group's guidance to achieve four indicators in interpersonal communication consisting of openness there are 14 items which include: understanding the importance of

interpersonal communication for him, understanding and accepting self-owned potential, identifying interpersonal communication. Empathy has 13 items, including being able to influence others, able to interact. sensitive to the situation around him, sensitive to the mood of others and himself, able to adjust, be able to understand others, be able to respect others. Supportiveness there are 15 items, including able to express an attitude of mutual giving, can cooperate with other people, feel each other need one another, help each other and help each other. The positive attitude there are 13 items, including having behavior that reflects faith and devotion to Allah SWT, able to express ideas, able to say yes or no if not in accordance with conscience, able to communicate smoothly, able to influence others.

From the scale of interpersonal communication scale, it is then used to find out the results of the pre-test and post-test. This simulation is made like role-playing adapted to interpersonal communication material, to facilitate the guidance and counseling teachers in using guidance media to adjust the infrastructure owned by the school.

The data collection technique used in this study was using a scale of interpersonal communication consisting of 56 items. Based on the validity and reliability test of items, it is known that the scale of interpersonal communication initially amounted to 62 items, then 56 items were declared valid and 6 items were declared null and void. The calculation results of interpersonal communication scale reliability test on students N = 11 students with Alpha formula obtained reliability coefficient 0.935.

RESULTS AND DISCUSSION

Analysis of the results of the pre-test average level of interpersonal communication of students is 107.71 (SD = 8.5), while at post-test the average is 136.86 (SD = 9.02). In table 1 it can be seen that there is a difference in the average value of pre-test and post-test which indicates a change in interpersonal communication of

students increases higher after getting group guidance based on Islamic teachings with simulation game techniques.

Table 1. Changes in the Meaning of Interpersonal Communication

Assessment	M	SD
Pre-test	107.71	8,51
Post-test	136.86	9.02
t	14.93	
p	< 0.01	

In accordance with the results of the measurement of pre-test and post-test, it can be seen that there is an increase in student interpersonal communication. This means that group guidance based on Islamic teaching simulation techniques is effective for improving the interpersonal communication of MTs students.

Guidance media is something that can attract the attention of participants in group guidance. The use of guidance media will increase meaningfulness (meaningful learning) the results of counseling. It is important to achieve the goal of guidance which is to help students achieve developmental tasks optimally. Like research conducted by Lestari (2012) simulation games are an important technique in increasing the success of guidance and counseling. The media used by counselors can increase the creativity of school counselors or counseling teachers in the implementation of counseling programs in schools. With the use of appropriate media and techniques, students are better able to understand and internalize guidance material, reducing student anxiety so that the goals of guidance can be achieved. It should be borne in mind that the selection of any form of media or technique must be relevant to the purpose of the guidance to be achieved.

Sutoyo (2009) expressed the criteria for Islamic counselors. Islamic counselors must be people who understand, understand and have morality in accordance with Islamic religious law. In addition, also has the ability in the field of counseling both conventional, counseling based on Islamic teachings and must be Muslim

Rachman (2011) reviews the patterns of interpersonal communication have different

effects on interpersonal relationships. These communication patterns foster interpersonal relationships namely trust, supportive and open, and finally, it can be attributed to the word of God in the Qur'an, Al Hujurat verse 13 that in fact Allah created man and woman and made a nation and tribes to know each other know and communicate with each other.

From the implementation of group guidance at the research site it has been planned and carried out in the counseling program, but the implementation is often not in accordance with the programmed. The implementation is only when it is needed and the implementation is still using conventional methods namely only with discussion without considering the right techniques to help students solve problems correctly. The discussion about the educational qualifications of guidance and counseling teachers at the research site illustrates that some teachers still have difficulties in implementing counseling activities optimally due to the limited time of guidance. This is because in some schools they do not provide scheduled face-to-face hours in their daily lives. Therefore, it needs a separate policy from the school so that guidance and counseling activities can run smoothly and achieve their goals.

Furthermore, the exposure to the calculation of interpersonal communication scale scores, it is known that the profile of interpersonal communication of students in Public MTs 1 Kudus Regency is on the average category. Although there are those who have a high level of interpersonal communication the percentage is small. Reinforced with the results of interviews that researchers conducted with counseling teachers and principals that there were indeed students who lacked confidence in communicating with their peers, were easily discouraged, easily offended, lacked the courage to appear in actualizing themselves.

This indicates that student interpersonal communication is still low, students have not been able to understand the communication skills in positive things and establish good relationships with people in the surrounding environment.

These conditions must be addressed immediately and there needs to be serious handling so that the problem of the low interpersonal communication of students of Public MTs 1 Kudus Regency can be overcome. This is confirmed because good interpersonal communication will bring individuals to have a positive self-concept, and is one of the capital in human life that must be developed in each student so that they can become strong human beings in facing the future to come. Because in adolescence they will look for and find their true identity.

The use of group guidance as an effective strategy to improve adolescent interpersonal communication is also reinforced by Aydin (2009). What we can understand about being experienced in a special guidance group on openness, honesty, self-reporting, responsibility, empathy, and self-awareness.

The experience of interaction in groups is utilized in order to provide counseling assistance to use individual capacities to be more effective. Students will get the opportunity to know themselves better through interactive experiences in group guidance, an individual can develop awareness and strength that is still hidden, interests, abilities, and needs.

Guidance groups based on Islamic teaching simulation techniques to improve interpersonal communication attract more interest and attention of students in following group guidance. Containing more touching interpersonal communication materials, providing benefits for counseling teachers as implementing guidance because they have an understanding of student development tasks that attract students' attention. As for the benefits for students, it becomes easier to understand personal problems and social problems faced, sharpen their communication skills and can learn to actualize their interpersonal intelligence. The concept of technical group guidance on simulation games is useful for students' affective and cognitive development.

In addition to these aspects, the spiritual aspect must be considered. According to Sutoyo (2009) in order to make the teachings of Islam in

accordance with Al Qur'an and Sunnah of the Prophet as a reference in each step, each student needs to understand correctly and completely about "Islamic Shari'a", then try with all their heart to carry it out. in everyday life. This is in line with the hadith of the Prophet delivered by Imam Al-Ghazali who based the verses of the Qur'an and the hadith of the prophet on "tongue disease" which is essentially so that people are careful in speaking so as not to hurt others and in other cases.

CONCLUSION

This research was conducted to improve the understanding of interpersonal communication of Junior High School students in Public MTs 1 Kudus Regency using group guidance based on Islamic teachings with simulation game techniques. The results of this study indicate that group guidance based on Islamic teachings using simulation game techniques can significantly improve interpersonal communication of Madrasah Tsanawiyah students, based on the acquisition of pre-test and post-test scores on the scale of interpersonal communication of students after being given treatment by researchers.

This group guidance is a process of providing assistance to students in utilizing group dynamics to improve interpersonal communication optimally through enjoyable activities in situations that resemble real life consisting of formation stage, intermediate stage, activity stage, and termination stage.

Counselors or counseling teachers at MTs/SMP are expected to be able to provide guidance and handling students more directed and use a group guidance model based on Islamic teachings with simulation techniques to improve interpersonal communication, and applying group guidance based on Islamic teachings because this model after being tested has proven to be effective for improving interpersonal communication of MTs/SMP students. Further researchers are expected to develop simulation game engineering models for interpersonal

communication MTs/SMP can be used in the implementation of counseling in schools.

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