

The Effectiveness of Group Guidance with Simulation Game Techniques to Improve Student Assertive Behavior

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Abstract

The purpose of this study is to know the effectiveness of group guidance with simulation games techniques to improve student assertive behavior of Vocational High School students. This research method is an experiment using the design of one group pre-test – post-test involving 10 students who have low assertive behavior as group members. The results of this study indicate an increase in assertive behavior students before being given the game simulation technique of 84.40 (SD = 14.05) to 148.50 (SD = 8.57; $t_{(10)} = 12.29$, $p < 0.01$). This study confirms that group guidance with simulation game techniques can be applied to improve student assertive behavior.

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INTRODUCTION

The global situation makes life more competitive and opens opportunities for people to achieve a better status and level of life. Education is an invaluable asset for individuals and society. Education cannot be explicitly described merely by recording the number of students, the price of buildings, and facilities owned. Education is an essential process for achieving the goals and ideals of each.

Regarding individuals, adolescence is a period of transition from childhood to adulthood, which is between the ages of 11-21 years. Adolescence is a period where individuals experience the development of life at a more mature stage. This development is both mental, emotional, social, and physical. Adolescents are required to have the first and new abilities in adjusting and can be used as a basis in broader social relations, by creating and developing communication skills openly and expressing their feelings towards others.

There are still many teenagers who have difficulty interacting and communicating with others. When interacting with others, adolescents feel that they are not accepted in their environment, ostracized, because their mindset is different from others or feel unable to express what is in their mind so that the individual feels alienated. Weak in communication and failure to express opinions or what is in someone's mind will make the individual feel depressed and cause problems in social relations with other people. Teenagers especially need the ability to communicate and adapt well and effectively. This is by one of the most challenging tasks of adolescence development, namely those related to social adjustment (Hurlock, 2012).

One key to social skills is how a person expresses his feelings that are shown reasonably at the right time. To be able to foster a good relationship with others, someone must be able to express what is felt and not offend or hurt others, and in this case, someone is required to be able to behave assertively or decisively.

Sugiyo (2005) explains that assertiveness is a form of attitudes and behaviors that show some

attitudes such as (1) Behavior that makes an individual able to act in his way but also does not close himself from the advice of others who make himself better, (2) Able to voice their rights without offending others. Confident, express themselves spontaneously (thoughts and feelings), are sought after and admired by others. Several factors, among others, influence the low assertive behavior. They feel that they do not have the right to argue, feel anxious in expressing something, or have difficulty when expressing what they feel (Alberti, and Emmons, 2001).

The results of a study conducted by Hartati, Dimiyati, and Herdi (2015) showed an increase in assertive behavior by carrying out certain exercises applied to students. Students can improve both verbal and non-verbal assertiveness with the steps contained in assertive exercise. This technique can be implemented with the assumption that students are capable and have courage in increasing assertiveness, especially in drug abuse. Svensson, Hansson, Markström, Lexén (2017) conducted that the study of assertiveness contributed to the field of implementation by providing examples of fast and easy implementation of the Assertive Community Treatment (ACT) service model on self-esteem.

Based on observations of assertive behavior carried out in vocational schools, students still have low assertive behavior. This is indicated by the problems that arise, among them are the inability of students to say explicitly about things that are not by their wishes. Feelings of discomfort when rejecting a friend's invitation and fear of being considered unfaithful to a friend such as being unable to refuse to skip a specific lesson. Students' daily attendance can prove this behavior. Not a few students skip classes on a daily basis. During meetings with student guardians with similar problems, students go to school from home, in neat uniforms but they do not get to school. After being followed up, it turned out that the students were hanging out in coffee shops, playing play stations, smoking on the roadside. They mostly join friends or are invited by their friends. Another thing is that it is less able to socialize with peers because they feel

less confident which is usually caused by lifestyle and differences in economic status.

In addition, non-assertive behaviors outside of school are carried out by adolescents and adults who have previously met, among them: lack of courage in someone to reprimand others who are smoking in any place, throwing garbage out of place, not daring to reprimand even though the behavior is wrong, and the behavior that they show is only grumbling, some are showing non-verbal language (avoiding cigarette smoke by covering the nose with their hands) and various other non-assertive behaviors. Seeing the condition of assertive behavior at Vocational High School is still low, it is necessary to handle to improve assertive student behavior. One way that can be done through guidance and counseling activities, including group guidance.

Group guidance is one of the guidance techniques that seeks to help individuals to achieve optimal development through their abilities, talents, interests, and values, and implemented in group situations (Romlah, 2006).

Group guidance is prevention and development. Group guidance activities are carried out using specific techniques. The choice of techniques used in implementing activities depends on the nature of the activity, the objectives to be achieved, and the personality and skills of the counselor in using the technique. A study conducted by Jawandi, Sugiharto, and Tadjri (2017) proved that group guidance with storming game techniques and token economy techniques could improve student creativity. Besides that, Anomsari, Hartati, and Awalya (2013) also proved that group guidance could increase student independence. Wandansari, Sugiyo, and Setyowani (2018) examined the group guidance services of Communication Game techniques effective for increasing social interaction. Other studies Rini, and Sugiharto (2017) prove that there is an influence of group guidance services with prosocial behavior. With some of these studies can prove that the techniques that exist in effective group guidance can improve certain behaviors. Efforts to improve assertive behavior students need the right

techniques. One technique in group guidance is the game simulation.

This simulation game is made for specific purposes, namely to help students learn experiences related to social rules (Romlah, 2006). This simulation game combines two techniques, namely role-playing techniques and discussion techniques. This simulation game is almost the same as role-playing, but in simulation games sometimes the player blocks other players. In this game, the players group and compete to achieve a goal by obeying specific rules. Also, players must act and behave as if they were involved in real life situations. Thus, players can learn to analyze and improve behavior that is felt to be inappropriate if applied in the community.

Based on a study conducted by Kasanah, and Pratiwi (2014) in the development of assertive chopstick media for group guidance, the aim is to produce appropriate products in the form of assertive chopsticks that are used by counselors and students to improve understanding of assertive behavior. This media is said to be appropriate and appropriate so that it can be used as one of the media in group guidance.

Fithriyana, Sugiharto, and Sugiyo (2014), it is known that group guidance through simulation games effectively helps students improve their communication skills. The game is carried out, so students are interested in and better understand aspects of interpersonal communication.

Following up on the findings of Kasanah, and Pratiwi (2014), Fithriyana, Sugiharto, and Sugiyo (2014), this study is intended to test the effectiveness of simulation games in order to develop assertive behavior. The findings of this study are expected to provide practical recommendations that are more specific in developing students' communication skills (i.e., assertive behavior) in group guidance activities.

METHODS

This study uses one group pre-test post-test design which consists of one group that has low assertive behavior and then given a treatment in

the form of group guidance with game simulation techniques. The implementation of group guidance with game simulation techniques involved 10 students of Public Vocational High School 1 Trenggalek, class X Department of Food Production Agrotechnology (APHP) who had low assertive behavior.

The procedure for experimenting was carried out in three stages. The first stage was carried out by carrying out a pretest to collect preliminary data about assertive behavior. The second stage was carried out by providing group guidance intervention using assertive simulation games, and in the final stage, a post-test was carried out to find out the final condition of understanding assertive behavior of students after being given an intervention.

Assertive group guidance activities were conducted in three meetings. The time provided for each meeting is 45 minutes. The media used by using specially designed game sheets contain statements and questions related to assertive behavior. Media prepared in assertive behavior simulation games include instructions on the implementation of simulation games, spoilers (*beberan*) simulations, message cards, dice and determinants of the course of the game. Guidance group, assertive behavior simulation game technique, consists of 10 people. Each member has a role that is 6 people as players (divided into 2 groups of players, each consisting of 3 members), 1 person acts as a teacher, 1 person as a community leader, 1 person as a parent and 1 person as a note. The steps in an assertive simulation game are one of the players in a group of players to *suit* each other. The winner is in charge of running the game by throwing dice. The game runs according to the number of dice that appear. Next answer the questions or statements written on the game sheet. Answers are discussed together with members who play a role as parents, teachers, and community leaders likewise then until it is finished.

The data collection technique used in this study was using an assertive behavior scale consisting of 48 item statements. Based on the results of the validity and reliability of items, the initial assertive behavior scale was 65 items, 48

items were declared valid, and 12 items were declared null and void. The results of the reliability test show that the scale of assertive behavior has an alpha coefficient of 0.945.

RESULTS AND DISCUSSION

Analysis of the results of the pre-test on average assertive behavior of students is 84.40 with SD 14.05, while at post-test the average is 148.40 with SD 8.57. In table 1 can be seen the difference in the average value of the pre-test and post-test which indicates a change in assertive behavior students increase higher after getting group guidance with simulation game techniques.

Table 1. Changes in Average Student Assertive Behavior

Assessment	M	SD
Pre-test	84.40	14.05
Post-test	148.50	8.57
t	12.288	
p	< 0.01	

In line with the results of the pre-test and post-test measurements, it can be seen that there is an increase in assertive student behavior. This means group guidance with simulation game techniques, effective for enhancing the assertive behavior of Vocational High School students. The results of the t-test analysis, the paired sample t-test, confirmed that the guidance of the simulation game technique group could be applied to improve the assertive behavior of Vocational High School students ($t_{(10)} = 12.288$, $p < 0.01$)

Assertive behavior is fundamental in the lives of students because with high assertive behavior students will be easier to express expressly according to their wishes. The group guidance has an essential role in helping to improve students' assertive behavior. Guidance group simulation game technique is group guidance with a strategy game that emphasizes effort and personal responsibility to change and develop their behavior. Changing this behavior in the process is mostly done by students, while the counselor provides treatment in the group intervention.

The results of the study conducted by Andriyani (2013) about the development of a circle chopstick playing media with assertive action on students. This game is used to improve understanding of assertive behavior in students in the form of a set of games consisting of game boards, user manuals, action cards, reward sheets, reward points, card storage, reward point storage places, storage for action circle games, material modules understanding assertive behavior. Some studies that use games as a medium of learning or guidance in Putro, Sugiharto, and Sugiyo (2013) study use game techniques to reduce communication apprehension. Whereas Januaryy, Mamesah, and Hanim (2014) used the pass of the compliment playing technique in group guidance services. Muryanto also conducted the study, Kadafi, Trisnani, and Fitriani (2013) in his study applying game simulation techniques to reduce students' anxiety in the face of the National Examination.

Techniques in group guidance are seen as effective for improving assertive behavior by using simulation games based on the assumption that game simulation actively involves students in pleasant group dynamics processes. In this case, students play a role in situations that resemble real life. Students react the signals as found in the actual environment, because the simulation game reflects the reality of pleasant everyday life through its playing atmosphere, so the condition is attractive for students, so they feel happy and deeply involved with group guidance activities, students also will master the concepts and intellectual, social and motor skills in the field studied and be able to learn through artificial situations with a system of continuous feedback and refinement. Group guidance with game simulation techniques implemented in students of Public Vocational High School 1 Trenggalek, Trenggalek Regency showed effective in improving assertive behavior students of Vocational High School.

CONCLUSION

This study was conducted to improve students' assertive behavior through group

guidance with game simulation techniques. The results of this study indicate that group guidance with simulation game techniques can significantly improve the behavior students of Vocational High School. This is based on the acquisition of pre-test and post-test scores on the scale of assertive behavior of students after being assisted (treatment) by researchers through group guidance with game simulation techniques. School counselors should implement group guidance services with simulation game techniques because of this model after being tested effectively to improve students' assertive behavior in Vocational High School.

School counselors are expected to be able to apply group guidance using assertive simulation games by implementation instructions, so students are interested in participating in the simulation game. The next researcher is expected to be able to innovate game simulation techniques not only using the game sheet manual. However, it can be developed with an Android-based or online game so that it makes it easier for students to use it.

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