The Effectiveness Group Counseling with Role Playing to Improve Self-Control

Nuning Irhamna ✉, Sugiyo Sugiyo, Awalya Awalya

Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	Self-control is significant for individuals to control inappropriate social and helps them to adapt to an environment. This study aimed to determine the effectiveness of group counseling with role playing technique model to improve students' self-control. It used an experimental method with pre-experimental (one group pretest-posttest design) and involved 6 students with low self-control. In collecting students' data, this study used Self-Control Scale (SCS) whose alpha coefficient of 0.85. Based on wilcoxon statistical test, the intervention given was able to improve students' self-control (Z=-2.20, p < 0.05). In conclusion, the group counseling with role playing technique can be an alternative for maximizing a group guidance service quality. Further study implications and limitations are discussed in the discussion chapter.

✉ Correspondence address:
Gedung A Kampus Pascasarjana Unnes
Jl. Kelud Utara III Semarang 50237
E-mail: nuning05@students.unnes.ac.id

INTRODUCTION

According to (Wolfe & Higgins, 2008), self-control is an individuals' tendency to consider various behavior consequences. Similarly, (DeWall, Baumeister, Stillman, & Gailiot, 2005) state self-control is said as a human's ability to restrain and control inappropriate social behavior. Some other says it is a human's sensitivity to read self and environmental situations. In addition, self-control can be said as an ability to control and manage behavioral factors in a particular situation to do socialization, control behavior, attract others' attention, adjust behavior to suit others, please others, conform other people, and cover up feelings.

Various problems arising from the absence of self-control are such as students' brawls, violate human's rights (stealing, robbing, corruption), vandalism, drug abuse, and skipping class. All these issues are likely to happen due to the lack of self-control. Based on the results of a preliminary study using questionnaires to 217 students at SMP SETIABUDHI, there found 11% (23 students) had low self-control, realizing in various behavioral deviations. such as breaking the rules and discipline at school, playing truancy, not doing the homework given by the teacher for playing or not understanding, being sleepy in class, not daring to ask questions for fear of being punished, fighting between students, having fun, and violating other's rights.

The guidance and counseling teachers at SMP SETIABUDHI has given an intervention of group guidance to deal with the previously mentioned problem. According to (Prayitno, 2004) a group guidance service enables students (each member) to have a chance for discussing and countering personal problems through group dynamics.

In fact, the previous intervention success rate was low due to the unachieved goals. This information was obtained from the results of interviews with three guidance and counseling teachers at SMP SETIABUDHI, confirmed by the students' questionnaire, and Laiseg and Laijapan data. All teachers conclude the past guidance ineffective to improve students' self-control. What they have done so far were collecting students in the guidance and counseling room and conducting some sharing sessions without no specific tasks, reminding school rules, and making an agreement to change attitudes without any particular method or technique so that the service seemed has not given a significant change in the students, including equipping social skills. Another factor is that the service implementation time was usually limited so as not to interfere with student's learning activities. As a result, the service gave no desired positive impact.

Based on the above facts, there needed a proper intervention to enhance the implementation of group counseling to improve the low self-control. By doing so, it is expected that students' self-control can improve through group dynamics, and at the same time the students can actively participate as well as share experiences as a means of enriching insights about self and environmental understanding, not to mention skills required to prevent problems disrupting self-development and environmental adaptation. A proposed technique in this study was role playing.

Previous studies have given plenty of techniques to improve self-control, such as through games, behavioral counseling, and modeling technique. Role playing technique in this study was inspired by some previous studies which have made success through it. Also, some guidance services, such as classroom guidance and group counseling were found to use this technique.

Based on a study done by (Yemima, et al, 2022), role playing can improve students' self-control during COVID-19 Pandemic. Then, a study by (Fajriani, 2015) has confirmed that modeling technique is not effective to improve the self-control of Junior High School students indicated by insignificant mean scores increase. Therefore, the researchers decided to use another behavioral approach technique, namely role playing.

Regarding the previous studies, the present study attempted to develop and review a model of group guidance with role playing technique to improve students' self-control because the use of role playing in the setting of group guidance needed to get deeper discussion in the way it improves self-control.

According to (Rahman, 2019) states role playing is a learning model directed towards problem solving related to interpersonal relationship. Similarly, (Awlawi, 2013) mentions role playing is a technique in a group approach applicable in psychotherapy or counseling. In relation to the previous studies findings and limitations, the current study was focused on the improvement of students' self-control to obtain novelty in its implementation. Prior to the implementation, it has been known that role playing gave positive impact to self-control, so it was expected that the intervention given in this study was doable given the function of role playing to help students place themselves in situations they have never experienced before.

METHODS

The subjects of this study were Junior High School (SMP) students whose self-control was low sampled using a purposive sampling technique and resulting 6 people, namely three males and 3 females.

In determining the level of self-control, Self-Control Scale (SCS) developed by the researchers themselves was used. It covers the aspects of controlling behavior (8 items), controlling cognitive (7 items), and controlling decisions (8 items), measured using 4 scaling options (1= strongly disagree, 4 = strongly agree). Based on the instrument validity test, it was found that 23 items were declared valid (0.24 – 0.78), and the alpha reliability coefficient was 0.85.

The results of students' pretest showed that of 31 students, 6 students had low category (M = 43.67, SD = 1.366), 17 students had medium category (M = 64.12, SD = 5.732) and 8 people had high category (M = 76.38, SD = 5.423). After being given the treatment, posttest data mean and standard deviation were (M=73.00, SD = 5.899).

This study used an experimental method with a pre-experimental design (one group pretest-posttest design) implemented in three stages. First, the researchers measured the level of students' self-control to select experimental research subjects who had a low level of self-control. The results of the selection determined 6 eligible students to be involved in the group guidance intervention. From the 6 students, two groups were formed to be given group guidance with a role playing (intervention) technique. The data on the self-control level of the 6 students were then used as pre-test data.

Second, the subjects were given the intervention of group guidance with role playing technique to improve their self-control. It was done in 4 sessions with the time allotment of 45 minutes for each. The first session was focused on formation (building and developing a therapeutic relationship). The second session was setting the stage, setting the scene, and setting the cast. The third session covered role playing (role playing) practice, discussion and feedback. The Fourth Session was the conclusion and evaluation.

Third, posttest was given a post-test to all group members to measure the level of self-control using the Self-Control Self (SCS) instrument.

RESULTS AND DISCUSSION

According to the data description, it was known that the level of self-control was low. After being given the treatment of group guidance with role playing technique and analyzed using Wilcoxon Signed Rank Test, there obtained the following data.

Table 1. The Results of Wilcoxon Test Data Analysis

	M	**SD**
Pretest	43.50	1.378
Posttest	73.00	5.899
Z	-2.20	
p	<0.05	

Table 1 shows that the intervention of group guidance with role playing technique was effective to improve self-control (Z= -2.20, p<0.05). In details, the comparison results between the pretest and posttest data of students' self-control indicated that the initial data were lower, namely (M= 43.50, SD= 1.378) for pretest and (M= 73.00, SD= 5.899) for posttest. This finding has proved that the role playing technique in group guidance can improve self-control of junior high school students (Z = -2.20, p < 0.05).

Findings of this study implied that some students still had low self-control. The cause of this low self-control was mostly due to the lack of cognitive control factor because the students had low score in it, while another factor, decision control obtained the highest score. (Ghufron & Risawati, 2011) mention self-control is a significant ability to manage behavioral factors in accordance with situations aiming at doing socialization, controlling behavior, attracting others' attention, adjusting behavior to suit others, please others, conform other people, and cover up feelings. When these factors cannot be done due to the lack of self-control, individuals will encounter emotional management which later can cause problems (Praptiani, 2013). Then, individuals with low self-control tend to do crime without considering its consequences. For more, a study by (Delisi & Vaughn, 2008) explains crime is greatly influenced by low self-control.

Students with high self-control will behave positively and responsibly (Rianti & Rahardjo, 2014). The higher students' self-control, the higher their personal and behavioral management will be (Marsela & Mamat, 2019).

The results of this study implied that the treatment of group guidance with self-control has effectively improved the students' self-control. It is in line with a study by (Yundani, 2018) which concerns self-control because of juvenile delinquency, namely adolescents who have low self-control seem to not develop self-assessment skills from an early age, while adolescents are expected to be able to control themselves from deviant behavior that can damage life in the future instead. Therefore, it is very effective if juvenile delinquency can be overcome with a role playing technique. Then, a study conducted by (Yemima, et al, 2022) focusing on a role playing technique to improve students' self-control concludes that this technique has been approved to improve the ability.

Based on Carciun's study (2010) role playing is the best technique to develop skills of initiation, communication, problem solving, solution findings, self-exploration, and cooperative. It integrates behavior and knowledge. Then, a study by Yuli Andita and (Selvia, 2016) concludes that a group guidance service can improve students' self-control to be at high level. Low self-understanding is an inhibiting factor in self-adjustment at school which then results in aggressiveness, so a group guidance service with a role playing technique is needed.

Again, the findings of this study have confirmed that the group guidance with a role playing technique model has been effective to improve self-control. It was indicated by the results of Z value (Wilcoxon). Of these proof and other previous studies findings, the use of group guidance with a role playing technique can be said effective to improve students' self-control.

CONCLUSION

This study was conducted to examine the effectiveness of group guidance with a role-playing technique model to improve students' self-control. Based on the findings, this intervention has been successfully able to improve the students' self-control.

School counselors can implement this intervention to deal with problems related to low self-control. Meanwhile, the future studies can use group guidance with a role playing technique to improve other life skills such as increasing self-confidence, self-regulation, self-esteem, self-awareness, etc.

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