

## EFFECTIVENESS OF GUIDANCE GROUP ROLE PLAYING AND SYMBOLIC MODELLING TO IMPROVE STUDENTS' INTERPERSONAL COMMUNICATION SKILLS

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### ABSTRACT

Communication skills are one of the predictive abilities that will be needed in the era of the industrial revolution 4.0. The importance of someone having good communication skills will affect his career life in the future. This research uses experimental model with randomized pre-test post-test comparison group design. Sampling was done by purposive sampling method to select 24 subjects that would be placed in three groups of 8 randomly collected students. Data collection is done using Interpersonal Communication Competence Scale (ICCS) developed by Rebecca & Martin (1994). Paired Sample T Test results and One Way Anova showed that group guidance with role play and symbolic modelling and a combination of both techniques were effective to improve interpersonal communication of students. Further discussions are discussed in this study.

**Keywords:** Interpersonal Communication, Role Play, Symbolic Modelling.

### INTRODUCTION

The ability to communicate is the most basic ability that a human must have. Interpersonal communication will contribute to initiating and maintaining social relationships with other people (Jhonson, 1981, Kindred & Roper, 2004, Devito, 2016). Interpersonal communication is also very helpful for organizations in achieving their goals (Magnus, 2009). Interpersonal communication is also one of the determinants of recruiter in choosing prospective workers, because someone who has good communication skills will determine the productivity level of that person in an institution or organization (Okoro et.al, 2017). Unfortunately, the urgency of the importance of interpersonal communication skills is not accompanied by facts about existing interpersonal communication skills, the fact is that students' interpersonal communication skills in Indonesia are low. A study conducted by Utami (2011) as many as 21% of students have low interpersonal communication skills.

In line with the above statement, Astuti (2013) conducted a questionnaire on interpersonal communication skills to students in Jogjakarta showing the results that students' interpersonal communication skills were also low, namely 62% of students had low interpersonal communication skills. Seeing the student problems above, special interventions are needed by all parties, both by parents of students, principals as school leaders, school staff, field teachers and especially guidance and counseling teachers as guides for students in the school, one of them can be by conducting group guidance services. Gibson & Mitchel (2008) explain that group guidance is a group activity that focuses on providing information or experiences through an organized group activity. Group guidance has a role that is almost the same as group counseling, namely helping groups, but different in terms of problems and problems and building skills for making choices and considerations at each stage of their life development.

Wibowo (2019) group guidance services are closer to the function of prevention, understanding and individual development, the information provided is also oriented to new problems. In a simple sense, group dynamics become mini laboratories for group members to develop themselves (life skills) for the better.

As for group guidance services in research using role play techniques and symbolic modeling. Berkhof et.al (2011) in their research stated that role play techniques are effective in improving communication skills. Role play is also very effective and has a significant value in improving students' interpersonal communication skills, as much as 70.1% of students' interpersonal communication skills have increased after being given role play techniques (Nestel, 2007). Role play is a technique that is very effective and has high significance in helping individuals in interaction problems (Xu, 2011).

In addition to the role playing technique group guidance service, the researcher also offers a solution in the form of group guidance services using symbolic modeling techniques. Symbolic modeling techniques are expected to improve students' interpersonal communication skills after conducting group guidance activities. Symbolic modeling is more popular with students and is able to arouse student interest in increasing positive behavior (Sadewi, 2012). Through symbolic modeling techniques, students are expected to be able to generate behavior as demonstrated according to their understanding (Wahyuningsih, 2012). So that the purpose of this study is to implement how much the effectiveness of group guidance services with role play techniques and symbolic modeling in improving students' interpersonal communication skills.

## **LITERATURE REVIEW**

### **Group Guidance**

Group guidance is one of the services in guidance and counseling which is carried out in a group format. Winkel (2007) group guidance will provide behavior change through displaying information conveyed and discussed by group members. Group guidance is a group activity that focuses on providing information through an organized group activity (Wibowo, 2019). The purpose of group guidance services in general is so that individuals are able to manage their own lives, can take their own attitudes, and become responsible individuals (Winkel, 2007). While there are two types of group guidance services, namely the task group and the free group (Prayitno, 2004). Group guidance (Wibowo, 2019), of which there are four stages, namely: 1) group initiation stage, 2) transition stage, Corey (2016) explains that the transition stage is generally marked by increased defensive anxiety, 3) work stage, Group members learn things - something new, hold discussions on various topics or share experiences and reveal themselves and personal problems and 4) the termination stage. The role of the group leader here is to provide reinforcement to the results that have been achieved by the group, especially towards the active participation of members and the results that have been achieved by each group member.

### **Group Guidance with Role Play Techniques**

Role play is often associated with activities undertaken to provide an overview of learning through the roles performed. Blatner (2009) role playing can be interesting, when individuals not only learn about the material but also learn to integrate knowledge into action. Individuals can learn from other people's experiences about how to solve problems which in turn can be used to develop themselves optimally (Rusnawati, 2016). Games are seen as a way to improve interpersonal communication (Wandasari & Sugiyo, 2018; Sugiharto, Astuti & Wibowo, 2018; Agustiyana, & Awalya, 2016).

Elford (2016) provides a seven-step process for professional counselors to follow when implementing role play techniques with a client 1) Warm up, 2) Scene Setting, 3) Selecting roles, 4) Enactment, 5) Sharing and feedback, 6) Reenactment, and 7) Follow Up. Meanwhile, the implementation of role play techniques in group guidance services enters the work stage, in which the seven stages are implemented in the service.

### **Group Guidance with Symbolic Modeling Techniques**

In addition to role play techniques, which include a behavior approach, there are also symbolic modeling techniques. Symbolic modeling techniques are not just imitating or repeating what a model (other people) did, but symbolic modeling also involves adding and or reducing observed behaviors, analyzing various observations at once, and involving cognitive processes, training self-confidence. Individuals are able to learn successfully from observing behavioral models: attention, retention, motor reproduction, and motivation (Sadewi, Sugiharto & Nusantoro 2012; Arumsari, 2013).

Symbolic Model (symbolic modeling) is presented in the form of written, audio, video, and film or slide (Erford, 2016). Symbolic models can be developed for individual or group counseling (Fauziah, Siti & Wardatul, 2017; Fitriana, Ajie & Suhendri, 2016). There are four processes that can influence observational learning (symbolic modeling) as follows, 1) Atensional Process, 2) Retensional Process, 3) Behavior Formation Process, 4) Motivational Process. Like the role play technique, the implementation of this technique in group guidance services is also applied at the working stage of group guidance.

### **Interpersonal Communication Skills**

According to Sugiyo (2017), communication is a human activity to establish a relationship with each other in such an automatic situation, so that communication skills are often not realized is the result of learning. The definition of communication in general is a process of forming, conveying, receiving and classifying messages that occur within a person and or between two or more people with a specific purpose. Devito, J. A. (2016) the purpose of interpersonal communication is the interaction between two people who have a clear and intertwined relationship. Interpersonal communication with 4 objectives, 1) learning, 2) social relationships, 3) influencing, 4) playing and 4) helping.

While the aspects of interpersonal communication Rebecca and Martin (1994) identify 10 aspects of interpersonal communication competence, these skills are as follows: elf disclosure, Empathy, Social relaxation, Assertiveness, Interaction management, Altercentrism, Expressiveness, Supportiveness, Immediacy and Environmental control. As for several factors that affect a person's interpersonal communication skills, Sugiyo (2017) is influenced by interpersonal perception, self-concept, interpersonal attractions and interpersonal relationships.

### **METHODOLOGY**

The subjects of this study were 95 students of class XI SMKN 1 Trucuk Bojonegoro. The sample of this study used purposive sampling technique based on the students' low interpersonal communication skills. Sampling resulted in 24 students from 95 students who have been given a scale of interpersonal communication skills. The 24 students were randomly divided into three. While the design of this study used an experimental research design with a randomized pre-test post-test comparison group design. This design is an extension of the single group pretest-posttest design. According to Purwanto (2016), the randomized pre-test post-test comparison group design is the best design in controlling the threat of internal validity. In the process, research subjects will be carried out randomly. The comparison group (pre-test

post-test) which includes the experimental group of role play techniques as many as 8 students, the experimental group of symbolic modeling techniques as many as 8 students, and the experimental group with the combination technique of role play and symbolic modeling which consists of 8 students.

The data collection instrument used in the study was the Interpersonal Communication Competence Scale (ICCS) developed by Rebecca & Martin (1994). There are 30 items on the Interpersonal Communication Competence Scale (ICCS), which are statements that measure the interpersonal communication skills of individuals. The ICCS indicator includes 10 subscales, namely, Self-Disclosure, Empathy, Social Relaxation, Assertiveness, Interaction Management, Expressiveness, Supportiveness, Immediacy and Environmental control. The results of the validity test on this instrument indicate that the valid items obtained  $r_{xy}$  ranged from 0.270 - 0.570, and obtained a reliability coefficient of 0.842.

This study is carried out in several stages. First, giving intervention treatment to group A, namely the group guidance treatment group with role play techniques. Furthermore, the experimental group B, namely the group guidance treatment group with symbolic modeling techniques, was given a modeling video to be observed and in students. Furthermore, group C, namely the group counseling treatment group with a combination of role play and symbolic modeling techniques, was given a video to observe and a dialogue to demonstrate. During the group guidance session each group has 5 meetings with 1x45 minutes for each group.

The last stage was giving post-test to the three groups to see the improvement in their interpersonal communication skills. The post-test data that has been obtained are then analyzed with pre-test data that has been obtained at the beginning using the Paired Sample t Test and One Way Anova test to see an increase in students' scores of interpersonal communication skills and the Post Hoc test to see the difference in the effectiveness of the two techniques.

## RESULTS

The initial condition of students' interpersonal communication skills in class SMKN 1 Trucuk Bojonegoro can be measured by providing a psychological scale of interpersonal communication competence scale (ICCS). The initial conditions for students' interpersonal communication skills are described in the following table:

Table 1 Summary of Interpersonal Communication Categories

Score Range	Category	Frequency	Percentage
$30 < X \leq 69,5$	Low	24	25,2%
$69,5 < X \leq 109,5$	Moderate	58	61,1%
$109,5 < X \leq 150$	High	13	13,7%
<b>Total</b>			100%

In table 1 interpersonal communication students of SMKN 1 Trucuk Bojonegoro it can be seen that the level of interpersonal communication skills of students who are in the low category is 24 students with a presentation of 25.2%, medium category is 58 students with a presentation of 61.1% and high category is 13 students presentation 13.7%. Furthermore, from 24 students who had low interpersonal communication, they were given treatment in the form of group guidance services. Placement of subjects in each experimental group will be carried out by random assignment, namely: group A as many as 8 students were given treatment of role play techniques, group B 8 students were given treatment with symbolic modeling techniques, and

group C as many as 8 students were given a combination technique role play and symbolic modeling.

Furthermore, group guidance was carried out using these techniques and then given a post-test to determine the level of change in students' interpersonal communication skills.

Table 2 Table of Paired Sample t Test and One Way Anova Test Results

Group	Pre-Test		Post-Test		<i>t</i>	<i>P</i>	<b>F</b>	<b>Df</b>	<i>P</i>
	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>					
RP	64.00	3.70	114.25	2.71	-26.89	< 0.01			
SM	62.88	5.02	105.88	2.85	-17.98	< 0.01	79.09	2.23	< 0.01
RP+SM	59.50	3.92	124.13	3.13	-46.137	< 0.01			

Note,

RP : Role Play

SM : Symbolic Modelling

RP+SM : Role Play & Symbolic Modelling

From table 2 it can be described as follows. After being given the treatment of 3 experimental groups, the post-test average was obtained as follows, the experimental group 1 guidance group with the role play technique had interpersonal communication skills ( $M = 114.25$   $SD = 2.71$ ). The experimental group 2 the guidance group with symbolic modeling techniques had interpersonal communication skills ( $M = 105.88$ ,  $SD = 2.85$ ). While the experimental group 3, the guidance group with combined techniques (role play and symbolic modeling) had interpersonal communication skills ( $M = 124.13$   $SD = 3.13$ ).

Based on the Paired Sample t Test and One Way Anova which have been carried out to answer the research hypothesis, it is known that the level of interpersonal communication of students has increased by using the pre-test role play technique ( $M = 64.00$ ;  $SD = 3.70$ ), post- test ( $M = 114.25$   $SD = 2.71$   $t = -26.89$   $p = <0.01$ ). Meanwhile, to improve interpersonal communication through symbolic modeling techniques there was an increase from the pre-test ( $M = 62.88$   $SD = 5.02$ ), post-test ( $M = 105.88$ ,  $SD = 2.85$   $t = -17.98$   $p = <0.01$ ). Next, to improve students' interpersonal communication through combined techniques (role play and symbolic modeling) there was also an increase from the pre-test ( $M = 59.50$   $SD = 3.92$ ), post-test ( $M = 124.13$ ,  $SD = 3, 13$   $t = -46.137$   $p = <0.01$ ). Whereas from the One way Anova test it is interpreted that there are differences in the results in each group on students' interpersonal communication skills by using group guidance treatment with role play techniques, symbolic modeling techniques and with combination techniques (role play and symbolic modeling) as seen from ( $F(2,23) = 79.09$ ,  $p <0.01$ ). Furthermore, based on the results of the t test analysis between groups, it shows that there are significant differences between groups given the role play technique group guidance treatment, symbolic modeling technique group guidance and combination techniques (role play and symbolic modeling) in improving students' interpersonal communication skills.

Furthermore, to find out which treatment is the most effective in increasing interpersonal communication skills, we can see from table 3 below.

Table 3 Table of Post Hoc Test Results

Group	1	2	3
RP	114.25		
SM		105.88	
RP+SM			124.13

Note,

RP : Role Play

SM : Symbolic Modelling

RP+SM : Role Play & Symbolic Modelling

Based on the following table it can be interpreted that group guidance with role play techniques can increase the average interpersonal communication skills of students by 114.13. While group guidance with symbolic modeling techniques can improve the average interpersonal communication skills of students by 105.88, which means that it is smaller than the previous group. Next, group guidance with combined techniques (role play and symbolic modeling) can increase the average interpersonal communication skills of students by 124.13, which is greater than the two previous groups. So it can be concluded that group guidance with combination techniques is more effective than group guidance using only one technique, namely the role play technique or symbolic modeling. Thus  $H_a$  in this study is accepted.

## DISCUSSION

The results of this study reinforce the view of role play and symbolic modeling techniques expressed by Zahro & Awalya (2018) that the use of role play techniques can improve interpersonal communication of high school students. Previous research also supports the results of this study, including Sutanti's research (2015) which aims to determine the effectiveness of symbolic modeling techniques to increase empathy in students, from these findings it can mean that symbolic modeling can reduce personal distress so as to increase student empathy. Empathy is a tool from the aspect of interpersonal communication, this is the basis that the group guidance of symbolic modeling techniques can be used to improve aspects of interpersonal communication.

Both of these techniques are derivatives of the behavioral approach which emphasizes the social learning approach. Furthermore (Avenell, 2012) revealed that the combination of video modeling and role play shows a more comprehensive result, both from understanding in observing the model and imitating the model's way of speaking, role play provides the advantage of carrying out repeated practices from observing the model being played. Research (Kurniawan, 2020) also showed the same results, namely the psychoeducation group with role playing and effective symbolic modeling techniques to improve interpersonal communication.

## CONCLUSIONS

From the results of the above research, it can be interpreted that group guidance services with role play and symbolic modeling techniques are valuable or effective in improving interpersonal communication skills of students of SMKN 1 Trucuk Bojonegoro. Some suggestions that researchers can give include 1) BK teachers at SMKN 1 Trucuk Bojonegoro in order to be able to implement group guidance services with role play and symbolic modeling techniques as a means of improving each student's interpersonal communication skills. 2) the principal should always facilitate the implementation of counseling guidance services in

schools, especially in improving the ability of students to support their future, because we consciously believe that BK teachers are an integral part of education in schools. 3) for further researchers, to investigate the difference in the effectiveness of implementing a combination of role play techniques and symbolic modeling using more media and subjects.

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