

Game Techniques in Group Guidance to Improve Post-Covid-19 Interpersonal Communication in Students

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ABSTRAK

Permasalahan yang muncul akibat adanya pandemi covid-19 ialah kurangnya komunikasi interpersonal yang terjadi pada mahasiswa maupun dosen, hal ini dikarenakan lembaga pendidikan melakukan pembelajaran secara online, sehingga mahasiswa tidak dapat berkomunikasi dengan baik. Untuk dapat mengatasi permasalahan tersebut maka dibutuhkan layanan yang dapat memperbaiki proses komunikasi mahasiswa. Adapun tujuan penelitian ini ialah untuk menganalisis pengaruh Layanan Bimbingan Kelompok Dengan Metode Games terhadap peningkatan Komunikasi Interpersonal Pasca Pandemi Covid-19 Mahasiswa Bimbingan Dan Konseling. Penelitian ini menggunakan penelitian kuantitatif dengan jenis penelitan eksperimen yaitu pre-experimental dengan one-group pretest-posttest design. Populasi pada penelitian ini berjumlah 190 orang. Pengambilan sampel yang digunakan adalah metode purposive sampling dengan jumlah sampel akhir yakni 12 orang mahasiswa. Teknik pengumpulan datanya menggunakan angket skala likert. Adapun teknik analisis data yang digunakan ialah analisis deskriptif dan analisa uji beda paired sample t test dengan bantuan program SPSS For Windows 20 Version. Hasil penelitian menunjukkan bahwa adanya perbedaan yang signifikan antara sebelum dan sesudah perlakuan. Disimpulkan bahwa layanan bimbingan kelompok dengan metode games sangat efektif dalam meningkatkan komunikasi interpersonal mahasiswa.

ABSTRACT

The problem arising from the Covid-19 pandemic is the need for more interpersonal communication with students and lecturers. Because educational institutions conduct online learning, students need to communicate properly., Services are needed to improve student communication To overcome these problems. This study aimed to analyze the influence of Group Guidance Services Using the Games Method on the Improvement of Interpersonal Communication Post-Covid-19 Pandemic Student Guidance and Counseling. This study uses quantitative and experimental research, namely pre-experimental with a one-group pretest-posttest design. The population in this study amounted to 190 people. The sampling was a purposive sampling method with a final sample size of 12 students. The data collection technique uses a Likert scale questionnaire. The data analysis technique used is descriptive analysis and paired sample t-test further test analysis with the help of the SPSS For Windows 20 Version program. The results showed a significant difference between before and after treatment. It was concluded that group guidance services using the game method effectively improved student interpersonal communication.

1. INTRODUCTION

Interpersonal communication is the process of conveying messages, thoughts, and attitudes between two or more people so that there is a reciprocal relationship between the communicant and the communicator with the aim that both parties understand each other regarding the issues to be discussed so that changes in behavior and perceptions are formed (Sari & Ariani, 2021; Widodo et al., 2021). Delivery of communication can be in the form of one person's ideas, thoughts, or feelings to another by using spoken language so that others can understand the intent (Kartini et al., 2020; Ratnasari & Zubaidah, 2019). With interpersonal communication, humans can understand each other and be open to each other in communicating ideas, thoughts, and feelings between one another to gain meaning

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and identity in the communication process both verbally and non-verbally (Lailani & Wibowo, 2019; Romiaty & Maulana, 2020; Yuliana, 2019). The process of communication is needed in building social relationships because, through communication, a person will be able to adjust, position himself and respond to the other person by showing a good attitude verbally and non-verbally (Rasimin et al., 2021; Saputra, 2020). The process of conveying messages between two or more people that occurs face to face, whether through sign, spoken, or body language, can be received, understood, and responded to directly (Novianti et al., 2017; Yuliana, 2019). In building a good interpersonal communication process, an individual must apply the values in the Pancasila student profile: faith and fear of God and noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Irawati et al., 2022).

Someone with interpersonal communication skills tends to be open and has a sense of empathy, a supportive attitude, a positive attitude, and equality, which is the basis for building good relationships with others (Sujarwo, 2017). It's just that the reality on the ground shows that many people still have not been able to communicate properly. It aligns with the results of observations and interviews conducted with Guidance and Counseling students at FKIP UNDANA. The results of observations and interviews show that there are still many students who do not meet the requirements in interpersonal communication, so they have low interpersonal communication by showing shyness, nervousness, not being open, lacking empathy and passivity towards friends, not supporting each other, and students who use language poorly in speaking during the lesson and when contacting the lecturer. Problems regarding low interpersonal communication skills are caused by a need for adjustment to the new environment and people around from different cultural backgrounds and the presence of inner worries when there is no reciprocity from the other person. Students' low interpersonal communication skills were also due to changes in the mechanism of learning activities during the spread of the Covid-19 virus. Significant changes to the learning process experienced by students certainly put much pressure (stress). This difficulty is related to the learning process and living conditions experienced by students. They must be active in carrying out learning activities through discussion activities, group work and material presentations.

One of the efforts that can be made to overcome these problems is by providing group guidance services to students. Group guidance services refer to group activities that focus on providing information or experience through planned and organized group activities through the stages of implementing group services (Puspawan & Soesilo, 2019; Ulan et al., 2021). The provision of group guidance services can help students to be able to accept and support each other in expressing opinions, how to communicate and building communication and socialize (Astuti et al., 2017; Rasimin et al., 2021; Ulan et al., 2021). The application of group guidance services is carried out in the form of groups to discuss a topic that is appropriate to the group's problems, namely regarding interpersonal communication, so that it can be discussed and resolved based on the stages of implementation (Adison & Suryadi, 2021). Group guidance services will improve interpersonal communication, thus encouraging students to build good relationships with groups of people with new or different situations from before (Aldina, 2018; Andriani & Hariyani, 2022).

The game method can accompany the application of group guidance services. Games or games are a way of learning that analyzes with a group of players or individually using rational strategies. Games are appropriate for learning social skills, specifically in developing interpersonal communication (Ibtyandi et al., 2019; Loban et al., 2017). Using the game's method can make students feel challenged to increase the courage to act or argue, form a creative mindset, and increase emotional and spiritual intelligence in interactions (Astuti et al., 2017; Sitorus et al., 2019). The purpose of using the game's method is to help students to be able to build better communication in social life by utilizing every dynamic that occurs in the playing process. Providing group guidance services using the game method provides an understanding of good adjustment so that students can change and improve communication patterns more effectively.

Several previous studies stated that using group guidance services with the empathy chair technique and self-talk effectively improved interpersonal communication (Aldina, 2018). Other research findings also state that media games in group guidance effectively increase Assertive Training (Wahyuningrum & Putri, 2021). Further research revealed the influence of group counseling services using the sociodrama technique on improving interpersonal communication (Ummah & Handayani, 2022). Based on some of these research results, using media games in group guidance can solve students' interpersonal communication problems. In previous studies, no studies specifically discussed the application of game techniques in group guidance to improve post-covid-19 interpersonal communication in students. So this research is focused on this study to know the effect of Group Guidance Services Using the Games Method on the Improvement of Interpersonal Communication Post-Covid-19 Pandemic Student Guidance and Counseling. The use of media games in group guidance services is expected to assist students in improving interpersonal communication in a better direction by applying the aspects contained in interpersonal communication.

2. METHOD

This study uses quantitative research with experimental types, namely pre-experimental with a one-group pretest-posttest design. The population in this study was 190 people, and the sample was 12 people. The sampling technique used is purposive sampling or respondents with the same criteria' characteristics. The data collection method in this study was a Likert scale questionnaire shared via the Google form link. Questionnaires are an efficient data collection technique if the researcher knows with certainty that the variables to be measured are to the respondents' expectations. In this study, the validity of the instruments that have been compiled is tested to show a good instrument. The steps taken to determine the instrument's validity include compiling a grid, consulting the supervisor, and compiling the instrument. The research instrument grid is presented in [Table 1](#).

Table 1. Interpersonal communication instruments

Aspect	Indicator
Openness	1. Express attitudes, thoughts, and feelings 2. Accept others as they are
Empathy	1. Feeling what other people feel 2. Understand the feelings of others, both emotionally and intellectually 3. Take care of other people's feelings.
Self-confident	1. Optimistic 2. Self-confidence
Supportive attitude	1. Give a positive influence 2. Give respect to others 3. Open space for alternative problem solving

The data analysis technique used was descriptive analysis and paired sample t-test different test analysis with the help of the SPSS For Windows 20 Version program. Descriptive analysis techniques and different test analysis are applied to process numerical data. On product test results, the data obtained is then analyzed to determine validity. The results of testing the validity of the data found that 43 items were declared valid, and 17 items were declared invalid. These items are declared valid because their coefficients exceed 0.329. After knowing the number of valid items, the next step is to distribute a questionnaire (pre-test) to the research subjects to determine the number of samples to be used. The sample is determined by analyzing descriptive data and categorizing individuals into groups whose positions are tiered according to a continuum based on the measured attributes. The categorization or determination of the level of interpersonal communication can be seen in [Table 2](#).

Table 2. Categorization or determination of the level of interpersonal communication

Score calculation	Categorization
$X < (\mu - 1,0 \sigma)$	Low
$(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$	Medium
$(\mu + 1,0 \sigma) \leq X$	High

After knowing the categorization obtained, the next step is to provide treatment or treat the samples that have been obtained. Then compare the results of the pre-test and post-test scores to find out the comparison of the scores obtained before and after the guidance service treatment, compare the mean pre-test and post-test values, and the last step is to carry out an analysis of the effectiveness test of group guidance services by doing calculations. Paired T Test Pre Test and Post Test Interpersonal communication with the help of the SPSS For Windows 20 Version program.

3. RESULT AND DISCUSSION

Result

The research analysis begins with analyzing students' interpersonal communication data. The results of the descriptive analysis regarding the categorization of interpersonal communication of FKIP UNDANA Guidance and Counseling students can be seen in [Table 3](#).

Table 3. Distribution of Interpersonal Communication Data

Score Range	Number of Respondents	Presentation	Categorization
150.5 < 172	17	9%	Low
107.5 < X < 150.5	161	85 %	Medium
X < 107.5	12	6 %	High
Total	190	100 %	

Based on the interpersonal communication data distribution table, there are 17 students with a percentage of 9% showing a high level of interpersonal communication, 161 students with a percentage of 85% showing a medium level of interpersonal communication, and 12 students with a percentage of 6% showing a low level of interpersonal communication. Then 12 students who get the pre-test answer scores above will be given treatment (treatment) group guidance services using the game method. A comparison of scores before and after being given treatment can be seen in [Table 4](#).

Table 4. Comparison of pre-test and post-test scores

Respondent	Pre-test	Post-test
Konseli 1	82	158
Konseli 2	85	153
Konseli 3	92	155
Konseli 4	100	156
Konseli 5	90	154
Konseli 6	94	157
Konseli 7	95	164
Konseli 8	90	156
Konseli 9	90	155
Konseli 10	92	157
Konseli 11	93	160
Konseli 12	94	162

[Table 4](#) shows the results of comparing student interpersonal communication pre-test and post-test scores, which experienced a significant increase after being given group guidance services using the game's method. So the average group guidance service using the game's method tested in this study has a very good influence, which can significantly increase changes in student interpersonal communication scores in the pre-test and post-test. Then a test was carried out to find out the average comparison between the pre-test and post-test scores. The test results are shown in [Table 5](#).

Table 5. Paired Samples Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	91.42	12	4.660	1.345
	Posttest	157.25	12	3.279	.946

Calculating the pre-test and post-test values in the table above shows increased interpersonal communication after applying the game method through group guidance services to Guidance and Counseling students. This increase occurred in 12 students who were given treatment in the form of group guidance using the game's method, where the post-test score was 157.25, which means it was higher than the pre-test score of 91.42. It shows a significant increase, as indicated by the difference in the mean value after the treatment of 12 students using the game's method. The Paired T-Test Pre-Test and Post-Test Interpersonal communication results can be seen in [Table 6](#).

Table 6. Paired T Test Pre Test and Post Test Interpersonal Communication

		Paired Samples Test
		Paired Differences
Pair 1	pre-test – posttest	
	Mean	-65.833
	Std. Deviation	4.687
	Std. Error Mean	1.353
	T	-48.655
	Df	11
	95% Confidence Interval of the Difference	
	Lower	-68.811
	Upper	-62.855
	Sig. (2-tailed)	.000

Based on [Table 6](#), the t-value is 48,655 with degrees of freedom (df) $n-1 = 12-1 = 11$, so the t-table is 1.796. Thus the value of $t_{count} > t_{table}$ ($48,655 > 1.796$) with a significance of 0.00, which means $0.000 < 0.05$, so H_a is accepted and H_0 is rejected. It is based on the decision-making criteria with a significance value of < 0.05 , indicating a significant difference between before and after. It means that H_a can be accepted, and H_0 is rejected. However, if the significance value > 0.05 indicates no significant difference between before and after, then H_0 is accepted, and H_a is rejected.

Discussion

The results of the pre-test and post-test research also showed that students' interpersonal communication levels became higher after treatment in the form of group guidance using the game's method than before being given group guidance treatment using the game's method. These results indicate that providing group guidance services can help students accept and support each other in expressing opinions, communicating and building communication and socialising ([Astuti et al., 2017](#); [Rasimin et al., 2021](#); [Ulan et al., 2021](#)). Group guidance services refer to group activities that provide information or experience through planned and organized group activities ([Sari & Ariani, 2021](#); [Widodo et al., 2021](#)). Providing games or games in group guidance can raise enthusiasm and encourage youth to play a more active role in it. Through games in group guidance, students not only play but can also create a group dynamic to interact and improve interpersonal communication among fellow students ([Astuti et al., 2017](#); [Loban et al., 2017](#); [Sitorus et al., 2019](#)).

The increase in interpersonal communication that occurs in students can be seen based on the results of the pre-test and post-test research on 12 students. The post-test value is 157.25, which means it is higher than the pre-test value of 91.42. From the results of the paired sample t-test, it is known that the t_{count} value is 48,655, while to find out the t_{table} value, first look for numbers using the formula ($df = n-1$). So $df = 12-1 = 11$, then the t_{table} value with $df = 11$, with a significant level of 0.05, is 1.796. Then $t_{count} > t_{table}$ ($48,655 > 1,796$). These results indicate that group guidance services can improve interpersonal communication among students. The application of the game method positively influences students with low interpersonal communication, where students can develop their ability to communicate in a better direction to build effective communication. Game techniques in group guidance are appropriate for play given to individuals with low social interaction abilities ([Ibtyandi et al., 2019](#); [Loban et al., 2017](#); [Octora et al., 2018](#)).

Implementing direct game techniques can create group dynamics, namely collaborating, speaking, responding, listening, and empathizing in a group atmosphere. It can be seen based on the difference in the average value of the pre-test and post-test ([Ibtyandi et al., 2019](#); [Sitorus et al., 2019](#)). Before being given treatment, the level of student interpersonal communication was in a low category. Students showed shyness, nervousness, not being open, lacking empathy and passivity towards friends, not supporting each other, and students who used language poorly. This is due to the lack of adjustment to the new environment and people around from different cultural backgrounds and the presence of inner worries when there is no reciprocity from the other person. However, after being given treatment based on the aspects that had been determined during the four meetings, there was a change in student communication patterns where students began to look active in building communication with their friends without any doubts and embarrassment. In addition, students begin to show empathy and adapt to their environment.

The results obtained in this study align with previous research results, which revealed that the use of group guidance services using the empathy chair and self-talk technique is effective in improving interpersonal communication (Aldina, 2018). Other research findings also state that media games in group guidance effectively increase Assertive Training (Wahyuningrum & Putri, 2021). Further research revealed the influence of group counseling services using the sociodrama technique on improving interpersonal communication (Ummah & Handayani, 2022). Based on the previous findings, group guidance services using the game's method influence improving student interpersonal communication. This research implies that group counseling using the game's method can effectively improve student interpersonal communication. Games that are carried out for students can provide benefits, especially in building communication.

4. CONCLUSION

Based on the data analysis and discussion results, it can be concluded that there is increased interpersonal communication among students. This implies that group guidance services using the game's method effectively improve student interpersonal communication. Thus the application of group guidance services using the game method positively contributes to interpersonal communication problems that occur in students.

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