

## The Influence of Group Guidance Services with Simulation Game Techniques to Develop Self-Concept

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Received Month 2020-08-02;  
Revised Month 2020-10-26;  
Accepted Month 2020-12-19;  
Published Online 2020-12-31

### Conflict of Interest

#### Disclosures:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

**Abstrak:** This research is motivated by students lacking self-confidence, feeling inferior, lacking in understanding themselves, less able to interact, feel disliked, and less able to accept criticism from others. The type of this research is quantitative research quasi experimental design in the form of nonequivalent control group design the population of this study is students of class VIII SMP Negeri 6 Semarang. The sampling used in this study is proportionate stratified random sampling. The data analysis technique used is percentage analysis with t-test. The results of the self-concept scale analysis of the experimental group using the t-test results of the pre-test showed an average of the experimental group of 63.92% and post-test results of 76.71%. So that there was an increase in the average experimental group by 12.79%. In the calculation of the t-test results obtained at  $t_{count} (5.875) > t_{table} (2.055)$ . Then the working hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It was concluded that there was an influence of group guidance with simulation game techniques to develop the self-concept of eighth grade students of SMP Negeri 6 Semarang.

**Keywords:** Self-concept, group guidance, simulation game techniques.



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**How to Cite:** Siti Nabilla Ramadhani, Heri Saptadi Ismanto, Farikha Wahyu Lestari, Wayan Eka Paramartha. 2020. The Influence of Group Guidance Services with Simulation Game Techniques to Develop Self-Concept. *Bisma*, 4 (3): pp. 215-219, DOI: <http://dx.doi.org/10.23887/bisma.v4i1>

## Introduction

Adolescence is a period where the process of developing a personality character is formed by a person. (Sarwono, 2013: 2) suggests that adolescence is a transitional period between childhood to adulthood or teenage years, or if someone shows certain behaviors such as unruly, easily aroused feelings and so on. In general, personality a teenager can develop because that personality is dynamic (Henzler-

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Wildman, 2007). As long as these adolescents want to learn to add experience, hone their creativity and skills, the personality will mature depending on which direction the teenager wants to develop his personality (Beregovaya, 2019).

According to (Yusuf, 2006: 122) explains that self-concept is a person's perception (view), assessment and feelings of himself, both in terms of physical, psychological and social aspects. Self-concept has an important role in determining a person's behavior (Syabilla, 2018). The low self-concept problems experienced by students of SMP Negeri 6 Semarang are proven in the AKPD results that class VII A = 2.16% have low self-concept problems 8 out of 32 students, class VII B = 3.19% have low self-concept problems 18 out of 32 students, class VII C = 3.54% had low self-concept problems 15 out of 32 students, class VII D = 5.43% had low self-concept problems 19 out of 32 students, class VII E = 2.98 % have low self-concept problems 15 out of 32 students, class VII F = 3.27% have low self-concept problems 17 out of 32 students, class VII G = 2.02% have low self-concept problems 10 out of 32 students, class VII H = 2.73% have low self-concept problems 15 out of 32 students.

In addition to the results of the AKPD analysis, researchers observed that there were still many students in grade VIII who did not dare to express their opinions in front of the class, were quiet, shy, could not accept criticism from others, did not understand themselves. Interviews also conducted by counseling teachers also showed that there were still students who were embarrassed when told to come to the front of the class, sensitive to criticism, happy with praise, insecure about themselves and also quiet. The above behavior shows that students are less able to respect themselves positively. Efforts to overcome the low self-concept that can be done by researchers are by utilizing one of the existing services in guidance and counseling, namely group guidance (Lusiana, 2020).

(Narti, 2014: 17) suggests that group guidance, which is a guidance and counseling service that allows a number of students to discuss together by utilizing dynamics in groups discussing certain topics from certain sources which are useful for showing individual understanding, consideration in making decisions and behave in certain actions. By using group guidance and counsees can develop social attitudes, attitudes to understand the role of the counselee in their environment according to the visions of other people in the group so that they get new views about themselves from others and their relationships with others (Bulantika, 2020). To provide new variations in providing group guidance services to make them look more attractive and fun, researchers used simulation game techniques to develop students' self-concepts (Cvencek, 2018).

According to (Romlah, 2001: 118) simulation game technique is a game that is done in groups where the players play a role and behave as if they are really involved in the real life situation by competing to achieve certain goals and also obeying the established rules.

(Sabaraningsih, 2013: 8) using group guidance services with simulation game techniques has been shown to increase student self-confidence. Changes in behavior that resulted after participating in simulation games were that students became courageous in their opinion, dared to ask the teacher during class, dared to appear, and liked to hang out with their friends (Mustata, 2017). Where self-confidence is one indicator of self-concept (Sultra, 2019).

Based on this phenomenon, the researcher tries to compile a quantitative research that is packaged through a study entitled: "The Effect of Group Guidance Services with Simulation Game Techniques to Develop Self-Concepts in Class VIII Students of SMP Negeri 6 Semarang".

## Method

The research method used in this research is quantitative research and the type of research is quasi experimental design with the nonequivalent control group design model. This design has a control group but cannot fully function to control the external variables that affect the implementation of the experiment. The main characteristic of quasi experimental is that it is used because in reality it is difficult to get the control group used for research (Sugiyono, 2015: 114).

In this study the population was subjected to class VIII students of SMP Negeri 6 Semarang with a population of 224 students. 28 students were used for the research sample, namely 14 control groups and 14 experimental groups. In taking the sample, the researcher used the proportionate stratified random sampling technique, that is, the sampling based on the population area was carried out randomly, where the population had members / elements that were not homogeneous and stratified proportionally.

The variables of this study include group guidance services with simulation game techniques to develop self-concepts. The instrument used in this study is a psychological scale of self-concept with 50 items that have been tested for validity and reliability to test the research instrument. This test is done by spreading the instrument. Identification of the effect of group guidance services with simulation game techniques is presented in the form of a percentage descriptive table with each category.

## Results and Discussion

The calculation of the normality test in this study uses the Liliefors test with a significant level of 5%. The criterion in this normality test is if  $L_o < L_{tabel}$  then the data is not normally distributed and the homogeneity calculation in this study uses the F test. The following is a recapitulation of the results of the calculation of normality of the following sample Pre-test data:

**Table. 1 Data Normality Test Self-Concept Pre-test**

Kelas	Lo	Ltabel	Kesimpulan
Eksperimen	0,183	0,227	Berdistribusi normal
Kontrol	0,042	0,227	Berdistribusi normal

Based on the table, it can be seen that the calculation results obtained from the pre-test value are 0.183 < 0.227 in the experimental group and 0.042 < 0.227 in the control group at a significant level of 5% with n 14, then  $H_o$  is accepted, so it can be concluded that the pre-test self-concept is normally distributed.

**Table. 2 Homogeneity Test of Self-Concept Pre-test Data**

F hitung	F table	Kesimpulan
0,699	2,48	Homogen

Based on the pre-test data homogeneity test in Table 2, because  $F_{count} < F_{table}$  is 0.699 < 2.48, then  $H_o$  is accepted and  $H_a$  is rejected. So, it can be concluded that the samples come from the same or homogeneous population.

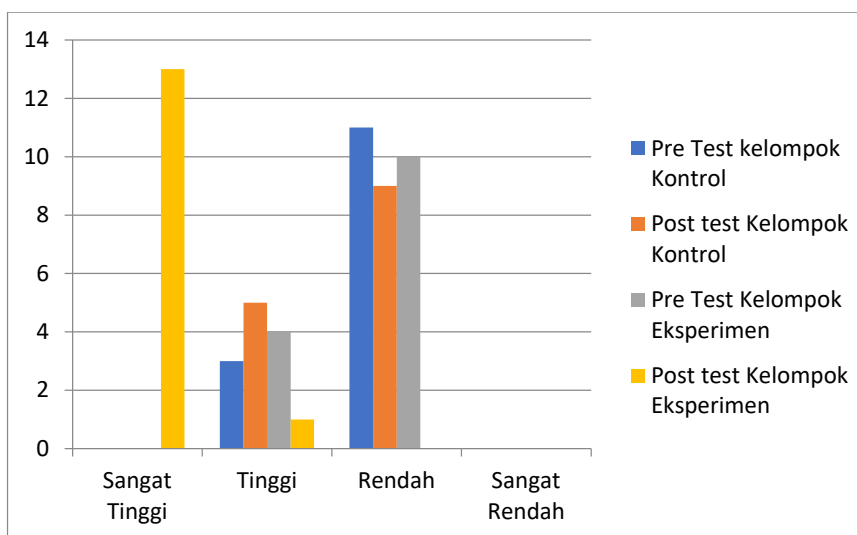
### Post-test data

The calculation of the normality test in this study uses the Liliefors test with a significant level of 5%. The criteria in this normality test are if  $L_o < L_{tabel}$ , then the data is normally distributed, and the homogeneity calculation in this study uses the F test. The following is a recapitulation of the results of the calculation of normality of the following pre-test sample data:

**Table. 3 Data Normality Test Self-Concept Post-test**

Kelas	Lo	Ltabel	Kesimpulan
Eksperimen	0,019	0,227	Berdistribusi normal
Kontrol	0,038	0,227	Berdistribusi normal

The effect of group guidance with simulation game techniques to develop students' self-concepts. The data description and pre-test results are as follows: From the results of the pre-test regarding the self-concept of class VIII students of SMP Negeri 6 Semarang, while the pre-test data description of the control group there were 3 students in the high category with a percentage of 21% and 11 students in the low category. percentage 79%. While the pre-test results in the experimental group regarding the self-concept scale above, it can be seen that 4 students are in the high category with a percentage of 29%, and 10 students are in the low category with a percentage of 71%. The data descriptions of the post-test results are as follows: 5 students in the high category with a percentage of 36% and 9 students in the low category with a percentage of 64%. While the post-test results in the experimental group regarding the self-concept scale above can be seen, 13 students were in the very high category with a percentage of 93%, and 1 student was in the high category with a percentage of 7%.



**Figure 1. Pretest and Posttest Control Group and Experiment**

Based on the t-test calculation, the t-test result is 5.857 while t-table with db  $(n_1 + n_2) - 2 = 26$  with a significant level of 5% of 2.055. Because the number of  $t_{count} > t_{table}$ ,  $H_0$  is rejected and  $H_a$  is accepted, so the hypothesis ( $H_a$ ) reads "group guidance with simulation game techniques has an effect on improving self-concept of class VIII students of SMP Negeri 6 Semarang". Meanwhile, the null hypothesis ( $H_0$ ) which reads "Group guidance with simulation game techniques has no effect on the self-concept of class VIII students of SMP Negeri 6 Semarang" was rejected at a significant level of 5%. From the explanation above, it can be concluded that there is an effect of group guidance with simulation game techniques to develop self-concept of class VIII students of SMP Negeri 6 Semarang. There is a significant difference seen from the t test calculation results. Group guidance with simulation games students understand better and are happy because they discuss material through games that are given about self-concept.

Field facts obtained in group guidance treatment with simulation game techniques, before and after treatment has increased by 35.6 based on the results of the pre-test and post-test. From these results it can be concluded that there has been a change because the treatment has increased when giving treatment in class VIII SMP Negeri 6 Semarang.

## Conclusion

Based on the t-test calculation, the result is  $t_{count}$  5.857 while  $t_{table}$  db  $(n_1 + n_2) - 2 = (14 + 14) - 2 = 26$  with a significance level of 5% (0.05) of 2.055. Because the number is  $5,875 > 2,055$ ,  $H_0$  is rejected and  $H_a$  is accepted, so the hypothesis ( $H_a$ ) reads "there is an effect of group guidance services using simulation game techniques to develop self-concept of class VIII students of SMP Negeri 6 Semarang". Thus it shows that group guidance services with simulation game techniques can develop self-concepts.

Based on the above conclusions, the researchers provide the following suggestions: 1. For students From the group guidance services on self-concept provided, students can get to know themselves better in carrying out their daily life. 2. For BK Teachers The counseling teacher can continue to provide group guidance services with simulation game techniques to all students. Because through group guidance services with simulation game techniques it can make it easier for the supervisor to be able to help students develop student self-concepts.

## Acknowledgment

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**Article Information (Supplementary)**

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**Conflict of Interest Disclosures:**

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