

Implementation of Game Engineering Strategies Through Group Tutoring Services to Develop Work Ethic

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ABSTRAK

Banyaknya siswa yang menghadapi masalah penyesuaian sikap perilaku berimbas pada ketidaksiapan siswa dengan tuntutan kerja, padahal siswa-siswa SMK dituntut untuk memiliki etos kerja yang baik dan dapat memiliki daya saing. Adapun tujuan dari penelitian ini adalah untuk melihat gambaran efektifitas penerapan strategi teknik permainan melalui layanan bimbingan kelompok pada siswa Sekolah Menengah Kejuruan (SMK). Penelitian ini menggunakan eksperimen dengan pendekatan kuantitatif dan jenis one group pretest and posttest design. Populasi penelitian ini adalah 85 siswa kelas X SMK. Penarikan sampel dalam penelitian dilakukan dengan teknik purposive sampling dengan jumlah sampel akhir yakni 10 orang siswa SMK. Pengumpulan data dilakukan dengan menggunakan skala etos kerja siswa. Data yang diperoleh kemudian dianalisis teknik analisis statistik deskriptif dan analisis statistik inferensial. Hasil analisis data menunjukkan bahwa diperoleh nilai signifikansi $0,005 < 0,05$, yang berarti bahwa hipotesis diterima. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa teknik permainan berpengaruh secara signifikan dalam mengembangkan etos kerja siswa SMK.

ABSTRACT

The large number of students who face behavioral adjustment problems impacts students' unpreparedness for work demands, even though vocational school students must have a good work ethic and be competitive. This research aims to see a picture of the effectiveness of implementing game technique strategies through group guidance services for Vocational High School (SMK) students. This research uses an experiment with a quantitative approach and a one-group pretest and post-test design. The population of this study was 85 class X vocational school students. The research was conducted using a purposive sampling technique, with the final sample size being ten vocational school students. Data collection was carried out using the student work ethic scale. The data obtained was then analyzed using descriptive and inferential statistical analysis techniques. The results of the data analysis show that a significance score of $0.005 < 0.05$ is obtained, which means that the hypothesis is accepted. Based on these results, game techniques significantly influence the development of the work ethic of vocational school students.

1. INTRODUCTION

In the process of building this industrial area, of course, much labor is needed in all the construction activities. The workforce needed is, of course, human resources (HR) who have good quality so that the development process can be carried out smoothly and according to the goals to be achieved. A high work ethic can demonstrate one quality resource or workforce. Work ethic is a set of positive behaviors rooted in fundamental beliefs accompanied by total commitment to an integral work paradigm (Darmawan, 2020; Meilinda et al., 2022). Apart from that, work ethic is also defined as the views and attitudes of a nation or people towards work, therefore giving rise to views and attitudes that respect work as something noble, so encouragement or motivation is needed (Dolonseda & Watung, 2020; Silalahi et al., 2021). Work ethic can be demonstrated by an attitude of Loyalty and obedience, responsibility, enthusiasm, cooperation, Honesty, and thoroughness, where work ethic will reflect compliance with the rules and regulations that have been set in the workplace (Rahmi, 2019; Sukmawati et al., 2020). The work ethic shown by employees will be able to support the success of an organization/company, this is

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because work ethic can have a chain effect on work results, which are shown through employee performance (Hamid et al., 2021; Suyitno, 2021).

However, the reality on the ground shows that not all employees have a good work ethic, and there are still many employees who are absent and abandon their responsibilities at work (Fairy et al., 2019; Lamere et al., 2021). An individual's increased sense of responsibility or work ethic can be developed at school, where in the educational process, especially vocational education, students will be trained to develop work skills, including attitude skills (Candana, 2021; Fatikah & Fildayanti, 2019). Vocational education is basically secondary education that prepares students to work in certain fields. Vocational education is carried out with the aim of equipping students not only with hard skills or technical skills but also soft skills in the form of good character or non-technical skills. The results of interviews conducted with the Guidance and Counseling Teacher at SMK Negeri 2 Tarakan show that the SMK Negeri 2 Tarakan school has thousands of students with various majors. It is just that during the pandemic, many students are facing problems adjusting their attitudes and behavior, the impact of which is on the students. It is felt that they are not ready for the demands of work in the future, even though vocational school students are expected to have a good work ethic and be competitive in order to comply with the mandate of the law that vocational education prepares students to work in certain fields.

One of the efforts made to overcome this problem is by providing group guidance services using game techniques. Group guidance services are activities that provide information to a group of students with the aim of helping them develop appropriate decision plans (Pohan & Indra, 2020; Simbolon, 2020). Group guidance has a unique score because this service utilizes dynamics within the group during the service process (Irawan et al., 2022; Loban et al., 2017). Through intensive group dynamics, in-depth discussion of topics will encourage the development of feelings, thoughts, perceptions, insights, activeness, and attitudes that support the realization of more effective behavior. Students, as group members, interact with each other and express their opinions on existing topics. In group guidance, student activity is really needed to carry out group guidance activities (Martin et al., 2022; Sitorus et al., 2019; Ulan et al., 2021). The members involved in group guidance have several goals to achieve at each meeting. Apart from being able to exchange feelings and thoughts, active group dynamics are expected to stimulate the growth of student's personal qualities, one of which is developing students' work ethic (Martin et al., 2022; Rahmatyana & Irmayanti, 2020).

Implementation of group guidance can be done using game techniques, where cooperative game techniques in group guidance can help individuals learn about social skills through experience to improve relationships between people. Through games, a pleasant atmosphere will be created (Jannah & Wirastania, 2022; Utamy et al., 2021). Apart from that, a person's behavior in the game is the same as his behavior in everyday life, for example, regarding how to make decisions, solve problems, plan things, and how a person communicates and makes social contacts (Fitriyah, 2019; Mawadah & Mulawarman, 2021; Pratama et al., 2021). Several previous studies have revealed that group guidance using cooperative game techniques can improve social skills in junior high school students (Rici et al., 2019). Other analysis results show that group guidance services using simulation game techniques influence high school students' self-confidence (Desriana, 2019). The results of the analysis further reveal that games can facilitate the development of student empathy in a fun way. Besides that, students will be actively involved in identifying differences, understanding and appreciating other people's feelings, and learning to place themselves in each different situation (Putri, 2019).

Based on several research results, it can be said that group guidance services using game techniques can significantly have a positive influence on students' skills. It is just that in previous research, there have been no studies that specifically discuss the application of game strategy strategies through group guidance services to develop a work ethic. So, this research focuses on this study with the aim of seeing a picture of the effectiveness of implementing game technique strategies through group guidance services for vocational school students.

2. METHOD

The approach used in this research is quantitative experimental research. Experimental research is a research method used to find the effect of certain treatments on others under controlled conditions. This can be interpreted as meaning that in the experimental research method, treatment is given to research subjects whose influence is then sought. The form of Pre-Experimental Design used in this research is the One-Group Pretest-Posttest Design. The population in this study was 85 vocational school students. Sampling in this study was carried out by purposive sampling (sampling based on objectives), with the final sample size being ten vocational school students.

Data collection in the research was carried out using scales and observations. A scale is given to determine the increase in students' work ethic before and after being given group guidance using game techniques. Observation is used to record students' reactions and participation during treatment in the form of group guidance with game techniques to improve students' work ethic through direct observation of research subjects. The instrument used in this research is the work ethic observation sheet. The research instrument grid can be seen in [Table 1](#) and [Table 2](#).

Table 1. Grid of Student Work Ethic Scale Trials before Field Trials

Variable	Indicator	Item Number		Total Item
		(+)	(-)	
Student Work Ethic	Trustworthy	12, 22, 24, 8	23, 11, 31, 9	8
	Actualization	29, 13, 14, 30	18, 28, 15, 26	8
	Honor	35, 37, 46, 45	44, 40, 36, 52	8
	Service	38, 51, 64, 59	39, 58, 47, 57	8
Total		16	16	32

Table 2. Test Grid of Students' Work Ethics Scale after Field Trials

Variable	Indicator	Item Number		Total Item
		(+)	(-)	
Student Work Ethic	Trustworthy	12, 22, 24, 8	23, 11, 31, 9	8
	Actualization	13, 14, 30	18, 15, 26	6
	Honor	35, 37, 46, 45	44, 36, 52	7
	Service	38, 51, 64, 59	39, 58, 47, 57	8
Total		15	14	29

The data obtained in this research was then analyzed using descriptive analysis techniques and inferential analysis. The descriptive analysis intended to describe the work ethic of tenth-grade students of Tarakan State Vocational School 2 before (pre-test) and after (post-test) in the form of game techniques in group guidance services. Inferential analysis is used to analyze sample data and results. The results of the analysis are divided into two: the normality test and the hypothesis test.

3. RESULTS AND DISCUSSION

Result

Data analysis was carried out through description analysis and research hypothesis analysis. Descriptive statistical analysis is intended to determine the work ethic level of tenth-grade students at SMK Negeri 2 Tarakan before and after being given treatment in the form of game techniques in group guidance services. The results of the analysis of research data descriptions can be seen in [Table 3](#).

Table 3. Description of Research Data

Variable	N	Empirical				Hypothetical				
		Min	Max	Mean	SD	Min	Max	Mean	SD	
Work ethic	Pretest	10	44	62	53.2	6.957	29	116	72.5	14.5
	Posttest	10	78	98	87.5	7.184				

The student work ethic scale consists of 29 items with a score range of 1 to 4. The lowest possible score is 29, and the highest possible score is 116. The student work ethic pretest data shows that the lowest score is 46 and the highest is 62, with an empirical mean of 53.2. Meanwhile, post-test data on students' work shows that the lowest score is 78 and the highest is 98, with an empirical mean of 87.5. In [Table 2](#), you can see the categorization of student work ethic scales calculated based on hypothetical data. The results of the categorization analysis of students' work ethic can be seen in [Table 4](#). The categorization data in [Table 4](#) shows that in the pretest, there were five subjects (50%) who had a very low level of work ethic and five subjects (50%) who had a low level of work ethic. There were none or 0 subjects (0%) who had a level of student work ethic in the medium, high, or very high categories. Meanwhile, in the post-test, there were two subjects (20%) who had a very high level of student work ethic, six subjects (60%) who had a high level of student work ethic, two subjects (20%) who had a medium level of work ethic, and none There are subjects that have low or very low levels of student work

ethic. The next analysis is the research hypothesis test, which is carried out using the Wilcoxon test. The results of the statistical analysis of research data can be seen in [Table 5](#).

Table 4. Categorization of Student Work Ethics

Interval Score	Pretest		Post-test		Category
	Frequency	Percentage (%)	Frequency	Percentage (%)	
94 < X	-	-	2	20%	Very high
80 < X ≤ 94	-	-	6	60%	High
65 < X ≤ 80	-	-	2	20%	Medium
51 < X ≤ 65	5	50%	-	-	Low
X ≤ 51	5	50%	-	-	Very low

Table 5. Wilcoxon Test Analysis Results

Test Statistics	
	Post-test - Pretest
Z	-2.803b
Asymp. Sig. (2-tailed)	0.005

Based on the results of statistical analysis using the Wilcoxon test, it is known that there is a difference in students' work ethic before and after being given game techniques in group guidance services, as seen from the significance score of $0.005 < 0.05$, so it can be concluded that the hypothesis is accepted. Therefore, it can be concluded that the application of game techniques in group guidance services is effective in increasing students' work ethic.

Discussion

The results of data analysis show that the work ethic of vocational school students can be improved through providing group guidance services using game techniques. A work ethic is really needed by students to be accepted in the world of work. This is because those who have a work ethic have a kind of enthusiasm to have a positive influence on their environment ([Badru et al., 2022](#); [Yulianto et al., 2023](#)). Work ethic can be measured by the extent to which one's potential provides deep meaning and influence to other people ([Fahrudin, 2020](#); [Zailani et al., 2022](#)). One effort to help develop their work ethic is to carry out group counseling services using appropriate and effective techniques, such as game techniques ([Jannah & Wirastania, 2022](#); [Utamy et al., 2021](#)). Implementation of group counseling using game techniques allows students to play with the aim of developing a work ethic according to the indicators of low work ethic that they want to improve ([Fitriyah, 2019](#); [Mawadah & Mulawarman, 2021](#); [Pratama et al., 2021](#)). Playing is a good means of learning for children, especially to develop all aspects of development, not only physical and social but also the development of children's emotions, language, and thinking abilities ([Martin et al., 2022](#); [Sitorus et al., 2019](#); [Ulan et al., 2021](#)). It is further explained that the pleasant situation of playing will shape children to develop their psychological, cognitive, emotional, and social processes ([Pohan & Indra, 2020](#); [Simbolon, 2020](#)). Based on this, after being given treatment in the form of game techniques, the students' low level of work ethic will develop further.

Group tutoring carried out using game techniques allows individuals to learn social skills through experience and improve relationships between people. Through games, a pleasant atmosphere will be created ([Febriyanti & Rosada, 2022](#); [Melati et al., 2023](#)). Apart from that, it has been proven that a person's behavior in games is the same as their behavior in everyday life, for example, regarding how to make decisions, solve problems, plan things, and how a person communicates and makes social contacts ([Haolah et al., 2020](#); [Widyastuti & Sutoyo, 2021](#)). By applying group guidance, this game technique will run effectively. Game techniques in group guidance will be effective if implemented more systematically with more meetings ([Angelia et al., 2022](#); [Durrotunnisa & Sari, 2022](#)). The results obtained in this study are in line with the results of previous research, which also revealed that group guidance using cooperative game techniques can improve social skills in junior high school students ([Rici et al., 2019](#)). Other analysis results show that group guidance services using simulation game techniques influence high school students' self-confidence ([Desriana, 2019](#)). The results of the analysis further reveal that games can facilitate the development of student empathy in a fun way. Besides that, students will be actively involved in identifying differences, understanding and appreciating other people's feelings, and learning to place themselves in each different situation ([Putri, 2019](#)). So, based on several research results, it can be said that group guidance services using game techniques can significantly have a positive influence on students' skills.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that game techniques have a significant influence on developing the work ethic of vocational school students. This can be seen from the increase in students' soft skills and knowledge after being given guidance.

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