

Model Guidance and Counseling by Using Role Playing Technique to Improve Students' Leadership Character

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Abstract: This research is grounded by the phenomenon of the lack of respect, self-appreciation, carefulness, and leadership on other people, amongst young generation, especially teenagers and young adults. This research aims to obtain a guidance and counseling program by using role playing technique to improve the leadership character of the students of Islamic Elementary School Study Program in STAI Siliwangi Bandung. This research uses the quantitative method with one-group pretest-posttest design pre-experiment approach. The result of the research shows: (1) The character profile of the Islamic Elementary School Study Program students is on the high category; and (2) the guidance and counseling program by using the role-playing technique is quite effective in improving the students' leadership character. This research is highly recommended to: (1) the chairman of STAI Siliwangi Bandung, so this research will be fully facilitated by the chairman of STAI Siliwangi Bandung; (2) guidance and counseling lecturers so they can apply this role playing technique with few suitable adjustments for the students; and (3) the researcher will keep on applying this guidance and counseling role playing technique program to varied subjects, such as in other departments or other universities.

Keywords: model guidance and counseling, role playing, students' leadership character

I. INTRODUCTION

A correct leadership character should be able to give virtuous examples and also be a pattern to the others. So, the given instructions will fit the norms and the laws. Moreover, it will give good perceptiveness to the members' improper behaviors (Boies, 1972; DeRoche, 2000). This correct leadership character is suitable with the college students' character educations that orders the students to be ethical, proper, courteous, and affable. Those characters are the human's behavior values which connected to the Almighty God, themselves, human alike, environment, and nationality that emerged into minds, attitudes, feelings, words, and action based on religion norms, laws, etiquettes, cultures, and customs.

Lubis (2001) contends typical Indonesian has weak nature and delicate character. Typical Indonesian is feeble in maintaining or supporting their beliefs in coercion. This nature's unsteadiness is the result of the characteristic of feudal society which is the form of "curry-favouring" and "saving one's neck" demeanors.

Sudrajat (2010) believes that characters education is characters values implantation system to the school society which covers knowledge, awareness, and actions that implement those values, to the Almighty God, to one's self, to the others, to the environment, and even to the nation. Hence, one can be impeccable. Characters education is inferred as a form of appropriate education and it minds the social conditions in each learning locations. Thus, science education can't be equated with one place with another, let alone with different countries,

because one place has different traditions and cultures with the others.

The effort to build leadership character that has been explained can be filled in a form of guidance and counseling service. Related with that, one way of the service that can be given to college students to develop their leadership character is to improve their mental health. The reason is college student is included in future development of early adulthood with the duty of development is "to develop the interpersonal communication proficiency and to learn to associate with colleagues individually and in group" and it's really possible to be given to college student because it suits the development characteristic (Yusuf, 2009) guidance and counseling methods are used in order to make the college students can develop their cooperation, communication, and reception proficiency contentedly without feeling bored in performing activities that involve themselves and their colleagues in college or organization contexts.

II. METHODS

This research used quantitative method. Quantitative approach was used to analyze the difference between leadership character profile in STAI Siliwangi Bandung before and after an intervention by interpretation statistically. The approach that was used is quasi experiment with research design of nonequivalent pretest-posttest control group. A quasi experiment research means as research that approach an experiment or an apparent experiment (Creswell, 2010), and stands as a

research that has passed through trials in order to control and manipulate relevant variable.

III. RESULT

The measurement of the students' leadership character level is done by summing up total cumulative of leadership character phases. Data collection towards the research subject is used as the pretest data to identify the general picture of Islamic Elementary School Education Study Program of STAI Siliwangi (semester V) students' character. The general picture of the students' leadership character is shown in the Table 1.

Table 1 The Profile of the Students of Islamic Elementary School Education Study Program

Classification	Frequency	%
Very Low	0	0
Low	2	1,7
Average	5	6,8
High	18	59,3
Very High	9	32,2

Based on the data above, the level of the Islamic Elementary School Education Study Program students can be described. From 29 students, more than a half (specifically 18 students or 59,3%) students who become the subject of the research are grouped in "high" classification of their leadership character; at the same time there are 9 students (32,2%) who are categorized in "very high" classification. As a result, this data shows more than a half of the total students (91,5%) actually have good leadership character. There are only 5 students (6,8 %) who are classified in "average" classification, and 2 students classified in "low" category; thus, there are 8,5% students who have deficient leadership character.

Based on the Table 1, it can be identified that 32.2% of students are categorized in high classification. It means that the fifth semester students of Islamic Elementary School Education Study Program in STAI Siliwangi Bandung (2018-2019) are in "high" classification, they already have the basic values that build their personality, the basic values are: interpersonal power that provides social knowledge, carefulness towards other people, and the power to build their leadership and also a good relationship -which is formed by the impact of heredity or the impact of their environment that differs them from other people- with other people surrounding them. In this category, the students comprehend, feel, believe and internalizing the leadership character into their mind and soul, and they apply it in their real life.

The pretest data also shows that 18 students (59,3 %) are on the "high" classification. That number means 18 students of the fifth Semester of Islamic Elementary School Education Study Program in STAI Siliwangi Bandung (2018-2019) are in "high" classification, they already have the basic values that build their personality, the basic values are: interpersonal power that provides social knowledge, carefulness towards other people, and the power to build their leadership and also a good relationship - which is formed by the impact of heredity or the impact of their environment that differs them from other people - with other people surrounding them. In this category, the students comprehend, feel, believe and

internalizing the leadership character into their mind and soul, and they apply it in their real life.

On the research, five students (6,8%) are categorized in the "average" classification. That data can be interpreted; five students of the fifth Semester of Islamic Elementary School Education Study Program in STAI Siliwangi Bandung (2018-2019) already have the basic values that build their personality, the basic values are: Interpersonal power that provides social knowledge, carefulness towards other people, and the power to build their leadership and also a good relationship -which is formed by the impact of heredity or the impact of their environment that differs them from other people- with other people surrounding them. In this category, the students comprehend, feel, believe and internalizing the leadership character into their mind and soul, and they apply it in their real life. But not too good.

Whilst, two students (1,7%) from the pretest are categorized in the "low" classification. From that data, we can obtain that the students already have the basic values that build their personality, the basic values are: Interpersonal power that provides social knowledge, carefulness towards other people, and the power to build their leadership and also a good relationship - which is formed by the impact of heredity or the impact of their environment that differs them from other people - with other people surrounding them. However, the basic values have not been accomplished really well on their daily lives. In this category, the students' comprehension, feeling and application on the values of leadership character are lacking. Those values of leadership character have not been fulfilled in their daily lives really well.

IV. DISCUSSION

Leadership character which indicated in this research is divided into 6 natures: (1) wisdom & knowledge of cognitive virtue in gaining and using knowledge; (2) courage, which is divided into physical courage that is daring to bet his life on all of the group members or other people and managerial courage/moral courage that has the power to standstill eventhough problems are swarming in the group; (3) caring, which is sincere and honest to the other; (4) optimism, "leaders are dealers in hope" a leader need to possessed optimism in perceiving the bright sides in every problems they encounter; (5) self-control, which means that someone can handle themselves from emotion, action, desire, and lust; and (6) communication, which means an effective nature and ability on direct connection of interpersonal interaction. Communication need to occur well between the sender and the receiver (Peterson & Seligman, 2004; Damnon, 2002).

Moreno stated the importance of learning spontaneously and creatively (Corey, 2005). Spontaneity is a response that is accurate to face a new situation or a new and precise response to confront former problems. Analogically, role playing in individual connections try to create a spontaneous situation and creativity to depart pressures that hinder an individual to have the chance to learn openly without hindrances.

Lewin (Oktaviani, 2008) claims that behavior or nature alteration through role playing happen gradually

and classified the alteration into three phases: (1) rigid behavior patterns that they have now, Human daily behaviors are “rigid” behavior that has been shaped and automatically done without second thought; (2) The alteration to new behavior patterns, meaning after an individual receives awareness, they will feel the need to change their behavior, Individual can develop this awareness into thoughtful and considerate fashion against the problems they are facing; and (3) Inputting new behaviors into daily life, in this last phase the influence of role playing is implicit. Lippit (Oktaviani, 2008) stated the values of role playing in this phase can only be proven after the patterns of those new behaviors are already conducted in daily life.

V. CONCLUSION

In general, the leadership character of the fifth Semester students of Islamic Elementary School Education Study Program in STAI Siliwangi Bandung (2018-2019) are in the “high” category, it means that the students have already acquired a good leadership character. Nevertheless, there are still a small number of students who are classified in “average” or “low” classification. It indicates that the students still need to be mentored to increase and strengthen their leadership character.

From the six aspects of leadership, they are: wisdom, courage, humanity, justice and transcendency, the aspect of courage has the lowest percentage amongst the other five aspects. Guidance and Counseling program

by using the role playing to improve the students’ leadership character significantly effective in improving students’ leadership character. The result of the research also shows some improvements in students’ leadership character after the treatment giving by using the role-playing technique. The result also reveals a high percentage almost in every aspect and indicator.

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