

Psychoeducational Groups With Simulation Game Technique to Improve Student's Self-Control

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Abstract—Self-control is the ability possessed by every individual in controlling themselves both in terms of behavior, thoughts, emotions, and decision making. Improving self-control could be done by providing understanding and training through guidance and counseling services in schools. One of the way is having psychoeducational group, an activity carried out in groups with certain themes to improve the skills or abilities of students. In the implementation of this psychoeducational group, the simulation game techniques were included. This technique is a game that directly practices the material delivered in a psychoeducational group. The focus of the material presented is self-control. Through simulation games, students practice to control themselves both cognitive, behavior, and decisions making in everyday life.

Keywords— *simulation game, self control, psychoeducational group*

I. INTRODUCTION

Guidance and counseling program are very important in school because it plays a role in the succession of students [1]. In addition to help students solve problems and develop their potential, the guidance and counseling teacher at school is also responsible for forming students into good personalities. Guidance and counseling services provided at schools can make students behaving better, more disciplined, and reduce the cases of alcohol and drug abuse [2].

Guidance and counseling program are important in various aspects of life such as in personality development, adaptation, mental care, time management, decision making, achieving goals, and understanding individual differences [3]. The implementation of guidance and counseling services could be conducted outside and in the classroom by using a method, technique, and strategy that emphasizes student experience [4]. One of the services that can be provided to students is guidance group and counseling namely psychoeducational group. Psychoeducational group is a structured activity with the main theme that could be carried out in school or outside the school [5, 6]. The implementation process can be carried out through presentations, discussion of factual information, and building skills. This psychoeducational group is more focused on developing cognitive and behavioral skills that

are implemented in structured teaching [7]. Psychoeducational groups are able to improve the development of students in dealing with life issues such as controlling anger, friendships, and learning abilities [8].

In this study, psychoeducational groups are conducted to develop students' self-control skills. Self-control is the ability of individuals to arrange, organize, guide, and direct behavior that leads individuals to positive consequences [9]. Self-control can be developed and considered as a preventive intervention on negative behavior of individuals [9]. Individuals with low self-control will have poor health and are easier to commit crime compared to individuals who have good self-control [10]. Individuals who have good self-control also have good cognitive abilities [11].

There are three aspects of self-control, namely cognitive control, behavioral control, and decision control [12]. Cognitive control means the ability to control and process the mind. This aspect consists of obtaining information and making assessments. Behavioral control is the ability to be able to control behavior that consists of managing the action and the ability to modify the stimulus. Control decisions means the ability to choose and make the right decisions from certain situations.

The implementation of psychoeducational groups with the theme of self-control was carried out using simulation game techniques. Simulations and games are widely used in academic programs [13]. Games are a popular alternative for developing useful learning media in the classroom [14]. The game was proven that students better understand the problem strategy and apply it more broadly [13]. Simulation games can facilitate teaching and learning in schools [15]. The simulation game also has a goal or objective in terms of completing the game. The game does not have to be decided based on victory [14].

II. METHODS

This is a pre-experimental one group pretest and post-test research. The research subjects were taken by purposive sampling technique. The data collection method used self-control scale. Self-control scale was given twice, before and after psychoeducational group activities with the theme of self-control. The Wilcoxon test was used as the data analysis technique.

III. RESULTS DAN DISCUSSION

Results

The results were obtained from a self-control scale which was developed from Averril's theory. The development of self-control scale is based on self-control aspects such as cognitive control, behavioral control, and decision-making control. The scale consists of 25 items which are the development of aspects of self-control. There are 5 categories of self-control level measurement results, namely Very High, High, Medium, Low and Very Low. The results of the pre-test measurements showed the level of self-control of students was in the medium category which are 25% and the low category which are 75%.

Psychoeducational group was carried out after the pre-test. Psychoeducational group is given to students for 7 times face to face meeting with the number of students are 20 people. The material presented was self-control and its aspects. Each aspect is conveyed to students in theory with presentations and discussions. Students were also given the assignments that have been prepared by researchers.

The next meeting is a simulation game technique with the aim that students directly practice the material that has been delivered previously. From the material that has been delivered, researchers made a fictional situation, then it was simulated by students. It is hoped that with this simulation game, students can manage themselves when dealing with real situations in their life. The same thing was done in other aspects of self-control.

Post-test measurements were carried out after 7 psychoeducational group activities. The results showed an increase in the level of self-control. The level of students' self-control becomes in the very high category as much as 85% and the high category as much as 15%. The Mean measurement results with self-control scale of pre-test was 48 and post-test was 81, the lowest score of pre-test was 41 and post-test was 66, the highest score of pre-test was 56 and post-test was 92.

Pre-test and post-test results data from the measurement results with self-control instruments were further analyzed using the Wilcoxon test with the SPSS computer program. The results of the analysis can be seen in the following table:

Table 1. Pre-Test and Post-Test Result

Z	post - pre
Asymp. Sig. (2-tailed)	-3.825 ^a .000

Based on the table above, the Asymp value is known. Sig. (2-tailed) is 0,000. This value is smaller than 0,05, meaning that H_a is accepted. That means there are differences in the level of self-control before and after the psychoeducational group is given with a simulation game technique.

Discussion

Self-control could be increased to improve maladaptive behavior [16]. Self-control as a deliberate process by individuals to be able to change their own behavior, such as resisting temptations, changing the mood of the day, and

taking action to achieve personal goals. However, this process overrides existing habits, thoughts, emotions, and natural responses [17].

Self-control is an ability possessed by every individual. Each individual has a different ability to control oneself that is done intentionally. Self-control requires individuals to act according to the will of the individual for what they think is most appropriate to do [18]. Self-control could be practiced in many ways, such as learning to think right in dealing with certain situations, encouraging character traits that are closely related to one's ability to make responsive reasons such as awareness, practical policies and policies, and other things.

Practicing self-control could be done at school through guidance and counseling services. Helping students meet basic physiological needs, understanding themselves, being able to adjust to peers, balancing between permissive and control of school rules, realizing achievement of success, and standing up for learners are the goal of guidance and counseling services in schools [19]. Based on these objectives the guidance and counseling teacher is responsible for the development of students including the development of self-control.

Guidance and counseling become an important educational tools in shaping an individual's orientation that cannot be separated from the influence of their surroundings or peers [1]. The role of guidance and counseling is very effective in teaching and learning in schools for the future succession of students. One of them is by providing guidance and counseling services for psychoeducational groups. Psychoeducation was formed in such a way as to strengthen the resources and skills of students, so that they can solve the difficulties they face [20].

Psychoeducational groups will be more interesting if they use techniques that are preferred by students. In this study choosing simulation games as a technique for implementing psychoeducational group guidance services in order to improve self-control. Simulation technique is a method for learning social skills [21]. Through psychoeducational groups certain skills could be taught [22]. Self-control is closely related to social skills, so this technique is considered to be used to improve self-control. It was proven by the results of the research that has been elaborated above in the result section.

IV. CONCLUSION

Students who are also teenagers need to have a good self-control. Good self-control will make students or adolescents become good individuals and able to control themselves. Self-control can be taught or practiced to students. Schools become the right place to teach or practice self-control through learning or guidance and counseling services. The material provided in the psychoeducational group activities are given in accordance with aspects of self-control namely cognitive control, behavioral control, and decision-making control. Through simulation games, students are more enthusiastic in participating in psychoeducational group activities. Simulation games provide opportunities for students to practice directly a situation that often occurs in everyday life. So, it can be concluded, psychoeducational group by using simulation

game techniques are considered effective to improve students' self-control.

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