

Effectiveness of Group Guidance Services using Simulation Games Techniques to Improve Students' Prosocial Behavior in Grade VIII of State Junior High School 1 Bantul

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ABSTRACT

Prosocial behavior is actions taken or planned to help others, regardless of the actor's motives. Individuals who have high prosocial behavior will help others without expecting anything in return. However, prosocial values are declining. Therefore, action is needed to improve students' prosocial behavior, including by providing group guidance services. This study aims to determine the effectiveness of group guidance service using simulation game techniques to improve students' prosocial behavior in Grade VIII of State Junior High School 1 Bantul. This quantitative study used a pre-experimental design, one group pretest-posttest design model. The simulation game technique was carried out for six treatments. The subjects of this study were 10 students in grade VIII of State Junior High School 1 Bantul with a low category of prosocial behavior. The data were collected by using a prosocial behavior scale. The data were analyzed using paired sample t-test. Based on the results of the study, it can be seen that the group guidance service using simulation game techniques are effective in improving the students' prosocial behavior in Grade VIII of State Junior High School 1 Bantul.

Keywords: Prosocial behavior, Simulation Games, Group Guidance.

1. INTRODUCTION

Adolescence is a precious period of human development in life. In this period, adolescence is trying to find their true identity. Adolescence is divided into two, namely early adolescence and late adolescence. Early adolescence is when individuals are 13 to 17 years old, and late adolescence is when individuals are 17 to 18 years old, where this age is legally mature [1]. When individuals enter adolescence, several developmental tasks must be fulfilled, including building good relationships with group members [2]. Good relationships can be created in the process of interaction and communication in daily life.

As social beings who cannot stand alone, humans need the role of others. Thus, humans must establish good interactions with other individuals to be accepted in their environment in daily activities [3]. Therefore, humans are living beings who will constantly interact with others and cannot stand on their own without the

help of others. Humans always need the role of others wherever and whenever. All activities on this earth cannot be separated from the role of other individuals.

There are several ways for individuals to create good relationships with others, namely through prosocial behavior or help. Prosocial behavior is a feeling of caring as evidenced by providing assistance or cooperation to benefit other individuals [4]. Prosocial behavior is a positive activity that is beneficial to others, and this action is motivated by oneself without expecting any reward [5]. In his actions, prosocial behavior is carried out based on desires and motivations from oneself and is more intended to benefit others. This prosocial behavior reflects humans as generous, considerate, and feel that they can assist others. The assistance provided is not only material but also needs assistance such as self-sacrifice. Concretely, prosocial behavior consists of sharing, cooperation, donating, helping, honesty, generosity, and considering other people's rights and welfare [6].

The prosocial values that exist among adolescence nowadays are increasingly showing a decline. Previous research conducted interviews with 30 counselors serving 7,052 students from several provinces in Indonesia. According to counselors, the average prosocial ability of students was around 60% or classified in the deficient category. In fact, at school, students showed maladaptive behaviors such as not caring about others and hurting others physically and emotionally [7].

The results of research conducted at the 'Aisyiyah Women's Orphanage of Karanganyar showed that 22% of adolescents had prosocial behavior in the high category, 66% in the medium category, and 12% in the low category [8]. Another study showed that 68% of 50 eighth-grade students at Bosowa International School Makassar had low prosocial behaviour [9]. Based on the facts at Junior High School 1 of Bantul, some students still did not show optimal prosocial behavior. Through interviews with guidance and counseling teachers (BK), some students helped others based on relationships with those who needed help (knew or did not know). In addition, there were still students who had low cooperation and an indifferent attitude to others and were selfish. If a friend was grieving or getting an accident or problems, students would make donations if ordered by the teacher, not an automatic movement from their conscience.

Based on the facts obtained at Junior High School 1 of Bantul and research that several experts had carried out, it was clear that prosocial behavior is low among teenagers currently. Prosocial behavior should be increased when children enter adolescence. Prosocial behavior will increase until mid-adolescence. The development of prosocial behavior in boys will develop from the age of 14 to 17 years, while in girls, prosocial behavior will develop until they reach the age of 16 years [10]. Therefore, to improve prosocial behavior, the role of counselors or guidance and counseling (BK) teachers is needed, namely the provision of group guidance services through simulation game techniques.

Several previous studies have utilized guidance and counseling services to improve the prosocial behavior of students, one of which is research conducted at State Vocational High School 1 Semarang which shows the guidance services of sociodrama engineering groups improve student prosocial behaviour [11]. In addition, other research also shows that group guidance services with fortress game media are effective to improve students' prosocial behavior [12]. However, there is a difference between previous research and this study. In previous studies only used fortress games in improving students' prosocial behavior, while this study used a variety of simulation games in improving students' prosocial behavior. Other studies have also sought to improve students' prosocial behavior through group

guidance on students of class IX F Bonang Islamic Junior High School [13]. Previous research has utilized group guidance services to improve students' prosocial behavior, so this study wanted to test the effectiveness of simulation game technique group guidance services to improve the prosocial behavior of N 1 Bantul Junior high school students.

Group guidance refers to group activities that provide information or experiences through planned and organized group activities [14]. Group guidance consists of five to 15 people [15]. In providing group guidance services, researchers could use exciting techniques, such as simulation games, as one of the techniques that counselors could use in providing services to counselees. Simulation games are teaching techniques where students take a unique role in making decisions and behaving as if they are involved in certain situations and compete to achieve specific goals according to certain rules that have been set [16]. Simulation games provide a learning experience for students to make decisions, see the results of decisions that have been made, and then need to make different decisions based on these results [17].

Through simulation games, students can express their thoughts, attitudes, and feelings that they usually do not express. In addition, by using games, students can also strengthen cognitive skills, such as concentration, memory, and the ability to anticipate consequences. Playing games in implementing guidance and counseling services in schools also helps children learn new behaviors and practice social skills [18]. One of the behaviors that students can learn through simulation game techniques is prosocial behavior. Therefore, to improve the prosocial behavior of BK teachers, students can use group guidance services with simulation game techniques.

The simulation games used in this study were line donating games, three friends traveling games, games helping the blind, and telling the truth games. The aim of line donating was for students to apply a generous and light-hearted spirit in assisting others. The steps of the game were: (1) participants had been divided into two groups (2) all members in the group were not allowed to speak (3) participant 1 drew one stroke, followed by other participants when finished, then returned to participant number 1 again. Meanwhile, the game of the trip of three friends aimed at the students had noble character by sharing both material and non-material with others to obtain convenience. The steps of the game were: (1) participants were asked to form groups of three (2) each person in the group played the role of the deaf, the lame, or the blind (3) their tasks were to walk together through the track (4) the deaf could not hear, but still could speak; however the blind could not see, but could still hear and speak, while the paralyzed could still see, speak, and hear.

This research also used helping the blind game. This game aimed to the students can get used to the behavior of helping sincerely and cooperating with others. The steps of the game were: 1) the game was done in pairs (2) one member of the group became blind, in which the blind would pick up an object (3) drew left and right edge line, which line should not be stepped on by the blind (4) the partner who was not blind must give instructions to the blind person to take the object. The last game used in this research was the telling the truth game. The aim of this game was for students to get used to being honest in word and deed. The steps of this game were: (1) participants formed a circle (2) sang songs and relayed items such as markers 3) if the song stopped and the student who got the marker must answer questions from the researcher or other group members.

The games used in this research were adjusted to prosocial behavior indicators, which were also used in compiling a scale of prosocial behavior. This research was conducted in six meetings. The first meeting was just an introduction or building relationships with group members and arranging a schedule for the next meeting. Then, from the second meeting until the fifth meeting, the researcher gave a simulation game. At the last meeting or the sixth meeting, the group members were asked to recall the material at the previous meeting, and each member was asked to provide a conclusion on the implementation of the group guidance service that had taken place.

Based on the explanation above, this research objective was to determine the effectiveness of group guidance services for simulation game techniques to improve the prosocial behavior of eighth-grade students of Junior High School 1 of Bantul.

2. METHODS

The method used was experimental research. It used one group pre-test and post-test model design. The research model was only involved one group and without a comparison group. The experimental design was carried out by providing the treatment (X) to one group, i.e., the experimental group. Before giving treatment, a group was given pre-test (O1) and post-test (O2). The two-test results were compared to test whether the treatment could affect the groups.

The research population was the eighth-grade students of Junior High School 1 of Bantul that consisted of 311 students. Meanwhile, the sampling technique in this study used a purposive sampling technique. This research was conducted for one month. The instruments used in the study were prosocial behavior scales and observation sheets for the implementation of simulation game technique group

guidance services. The scales compiled in this study refer to aspects of prosocial behavior including sharing, cooperating, contributing, helping, honesty, generosity, and considering the rights and well-being of others. The steps in the study are (a) providing pre-tests to all students of Class VIII of State Junior High School 1 Bantul, which aims to find out the prosocial level of students, (b) providing treatment in the form of guidance services for simulation game technique groups to students who have low prosocial behavior, (c) provide post-tests to students who have been given treatment, which aims to find out the difference in prosocial behavior before and after treatment.

Based on the calculation results of the pre-test questionnaires, it obtained ten students who had low prosocial behavior as the research sample. They would be given the group guidance services using the simulation game technique with six treatments. The research data was a quantitative form (number) so that it would be able to be analyzed statistically. The use of statistical data analysis in this study used a t-test formula with the SPSS program of computer facility assistance (Statistical Package for Social Science) and Excel.

3. RESULT AND DISCUSSION

3.1. Result

Based on the results of calculations using Microsoft Excel, it was known that ten students had low prosocial behavior. The following were the pre-test scores for students' prosocial behavior in Junior High School 1 of Bantul:

Table 1. Results of The Pre-Test for Prosocial Behavior

No	Subject	Pre-test Score	Category
1	AZ	79	Low
2	DNA	80	Low
3	TF	74	Low
4	GA	80	Low
5	NKA	75	Low
6	CC	79	Low
7	RP	70	Low
8	KR	69	Low
9	SJA	79	Low
10	SB	80	Low
Average		76,5	Low

The measure of the central tendency of prosocial behavior in the eighth-grade of Junior High School 1 of Bantul before the group guidance services using the simulation game technique was carried out, namely the minimum score = 69, maximum = 80, average (mean) = 76.5; standard deviation (SD) = 4.25 and the mean = 79.

Table 2. Measures of Central Tendency Pre-test Prosocial Behavior

Minimal	Maksimal	Mean	Standar Deviasi	Median
69	80	76,5	4,25	79

Based on the table above, it can be seen that the ten students who were the research subjects had prosocial behavior in the low category. The average initial value of prosocial behavior before the group guidance services using the simulation game technique was carried out (pre-test) was 76.5. These results indicated that the students' prosocial behavior before the group guidance services using the simulation game technique was carried out in the low category.

After giving the pre-test, the next step was that the researcher gave treatment to ten students by providing group guidance services for simulation game techniques. The treatment was carried out for six meetings. Based on the results of the evaluation process using the observation sheet in the first treatment, the average observation score was 15.7 and there was an increase in the second treatment to 22.1. Furthermore, the third treatment increased to 23.6 and in the fourth treatment, there was an increase of 1.1 points to 24.7. On the fifth treatment the average score was 26.4 and in the sixth treatment increased by 1.3 points to 27.7. An average observation score of 23.4 was in a good category that indicated that students listened to researchers when conveying goals, benefits, and norms in group guidance, readiness to follow activities, students pay attention to researchers when delivering topics, provide direction of group guidance activities, enthusiastic students in following services and active in expressing opinions. In addition, students can cooperate with other group members, be able to respect the opinions of others, and be orderly in the implementation of simulation game technique group guidance services. Students dare to conclude the results of the meeting and convey impressions and messages.

After giving treatment, the next step was conducting a post-test to see the difference in students' prosocial

behavior after being given group guidance services for simulation game techniques. The post-test results can be seen in the table 4.

Table 3. Results of Prosocial Behavior Post-test

No	Subject	Post-test Score	Category
1	AZ	93	Medium
2	DNA	89	Medium
3	TF	90	Medium
4	GA	91	Medium
5	NKA	83	Medium
6	CC	101	High
7	RP	97	Medium
8	KR	82	Medium
9	SJA	100	High
10	SB	99	High
Average		92,5	Medium

The measure of the central tendency of prosocial behavior in eighth-grade of Junior High School 1 of Bantul after the group guidance services using the simulation game technique was carried out, namely the minimum value = 82, maximum = 101, the average (mean) = 92.5; standard deviation (SD) = 6.77 and mean (median) = 92.

Table 4. Measures of Post-test Central Tendency Prosocial Behavior

Minimum	Maximum	Mean	Standard Deviation	Median
82	101	92,5	6,77	92

Based on the table above, it can be seen that the ten students who were the research subjects, three students (30%) had prosocial behavior in the high category, and seven students (70%) were in the medium category. The initial average value of prosocial behavior after the group guidance services using the simulation game technique (post-test) was 92.5. These results indicated that prosocial behavior after the group guidance services using the simulation game technique was in the medium category. Based on the calculation results, it was known that there was an increase in prosocial behavior, which can be seen from the table 5.

Table 5. Changes in Prosocial Behavior Scores through Group Guidance Services using the Simulation Game Techniques

No	Subject	Pre-test	Post-test	Gain
1	AZ	79	93	14

No	Subject	Pre-test	Post-test	Gain
2	DNA	80	89	9
3	TF	74	90	16
4	GA	80	91	11
5	NKA	75	83	8
6	CC	79	101	22
7	RP	70	97	27
8	KR	69	82	13
9	SJA	79	100	21
10	SB	80	99	19
Average		76,5	92,5	16

It was known that there was an increase in the score of prosocial behavior through the group guidance services using the simulation game technique, which was 16 points. Before the group guidance services using the simulation game technique were carried out, the average score was 76.5, and after the group guidance services using the simulation game technique were carried out, it increased to 92.5. The score of prosocial behavior after the group guidance services using the simulation game technique was higher than before the group guidance services using the simulation game technique. The increase in prosocial behavior scores in students was quite varied. The highest increase of 27 points was for RP students, while the smallest increase was for NKA students of 8 points.

The research hypothesis was a one-sided hypothesis testing with a critical area at degrees of freedom (dB) = $N-1 = 10-1 = 9$ and a significance level of = 5% obtained $t\text{-table} = 2.262$. H_0 was rejected if the value of $t\text{count} > 2.262$ ($t\text{-table}$), and H_0 is accepted if $t\text{count} = 2.262$ ($t\text{-table}$). Based on the calculations using the SPSS for windows version 22.0 program, the count value was $8.208 > 2.262$ ($t\text{-table}$) at $dB = 9$ and the significance level = 5%, so H_0 was rejected. This shows that there are differences in prosocial behavior before and after the service of guidance of the simulation game technique group, so it can be concluded that "Group Guidance Services on Simulation Game Techniques were Effective for Improving Prosocial Behavior of The Eighth-Grade Students of Junior High School 1 of Bantul".

3. 2. Discussion

Humans are destined as social beings who, in every activity, always need other people. In daily life, humans, especially adolescents, were required to develop social behavior. One of the behaviors that adolescents can develop is prosocial behavior. Prosocial behavior is an act that has a positive effect on others. This behavior is

motivated by one's desires without expecting any reward. Prosocial behavior is voluntary and carried out intentionally to benefit others, and the reasons are uncertain [19].

Prosocial behavior makes adolescents or individuals more understanding and empathetic towards others in their environment who are in trouble. States that individuals who help others by assisting or helping will feel that their lives are more meaningful and intensive in giving help to others depending on how reciprocal they get [20]. Individuals who have high prosocial behavior usually do not easily engage in aggressive behavior. It is because when someone has prosocial behavior, he will appreciate the existence of others more. Prosocial behavior can counter aggressive behavior and improve academic achievement during adolescence [21].

The high or low prosocial behavior of a person is also influenced by the empathy attitude that is owned. Empathy is a factor that can shape a person's prosocial behavior [22]. Other studies have also shown that empathy contributes 42% to prosocial behavior [23]. A person who has empathy means he can understand what is felt by others, sensitive to the situation and conditions around him. When the individual has a high empathy attitude then he will be happy to help others without any reward. Each student has a different level of empathy that influences prosocial behavior. The higher the empathy attitude, the higher the prosocial behavior in students.

Prosocial behavior can be improved through a guidance and counseling teacher by providing group guidance services with simulation game techniques. Group guidance services for simulation game techniques have been proven to improve the prosocial behavior of eighth-grade students of Junior High School 1 of Bantul. This research result was in line with research conducted by previous researchers, which showed that children's prosocial behavior in the Sion Salatiga dormitory had increased after being provided with group guidance services using game techniques

[24]. Group guidance services using games have been proven effective because they could improve children's prosocial behavior [25].

Simulation games are a method of learning social skills [26]. In addition, simulation games can also increase students' intrinsic motivation in learning to do problem-solving [27]. Simulation games also have a positive impact on learning objectives [28]. It is because students become relaxed and not stiff like other learning methods through simulation games. Simulation games have the potential to improve students' knowledge, skills, and behavior [29]. This statement is in line with this research because it uses simulation games to improve student behavior one of them is prosocial behavior.

Simulation games cannot only increase prosocial behavior. Games, psychodrama, role-playing, and simulations have been used in various contexts to develop better insight, empathy, prosocial skills, and behavior [30]. Games can improve social skills when used in conjunction with discussion activities [31]. Games are one way that can be used to develop social and emotional adolescents [32]. It is because, through simulation games, students can express feelings, thoughts, and emotions. Through social and emotional simulation games, adolescents become increasingly so that it can affect the tendency of adolescents to carry out prosocial behavior.

4. CONCLUSION

Based on the results of the t-test calculation, obtained the value of the count value was $8.208 > 2.262$ (t-table) at $df = 9$ and the significance level = 5%, so H_0 was rejected. This shows that there are differences in prosocial behavior before and after the service of guidance of the simulation game technique group, so it can be concluded that group guidance services on simulation game techniques were effective for improving prosocial behavior of the eighth-grade students of junior high school 1 of bantul.

AUTHORS' CONTRIBUTIONS

Shoofii Syammari contributed to this research by researching the field, while Agus Basuki contributed to guiding shoofii syammari during the study.

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