



Role-playing group counseling in character-strengthening education in high school students

Bakhrudin All Habsy*

Univeraitas Darul Ulum, Jombang, Indonesia

Email: bakhrudin_bk@yahoo.com

Article Information:

Received:
25 September 2021
Revised:
18 June 2022
Accepted:
28 June 2022

Keywords:

Group counseling, role technique playing, education character, high school student.

Abstract

Purpose - This research aims to measure the effectiveness of counseling groups using the technique of *role-playing* in the framework of character-strengthening education in high school students.

Method - research type used is quantitative with a quasi-experimental design. This study involves two object groups: experiment group and control group. These groups are set through a random method.

Result - Counseling group with *role-playing* technique is proven to be effective in strengthening the character of the participants. This can be seen from the *paired sample* T-test where the significance score was 0.000 ($p < 0.05$). Thus, strengthening the character through a *role-playing* technique that includes the score of religious, nationalist, independent, mutual cooperation, and integrity shows significant changes in the results. _

Implications - This study the impact on the development of service guidance and counseling in high school as an effort to build character's participants teach to fit with the score of character education.

Originality - This research is strengthening character education through counseling group service with a *role-playing* technique for high school students.

For citation: Habsy, B.A. (2022). Role-playing group counseling in character-strengthening education in high school students. *Journal of Advanced Guidance and Counseling*. 3(1). 1-13. <https://doi.org/10.21580/jagc.2022.3.1.9308>

*Corresponding author: Bakhrudin All Habsy (bakhrudin_bk@yahoo.com), Universitas Darul Ulum, Gus Dur Street 29A, Jombang, East Java, 61419

Keywords:

Konseling kelompok, teknik role playing, pendidikan karakter, Siswa SMA.

Abstrak

Purpose - Penelitian ini bertujuan untuk mengukur efektifitas konseling kelompok menggunakan teknik *role playing* dalam rangka penguatan pendidikan karakter pada siswa Sekolah Menengah Atas (SMA).

Method - Jenis penelitian yang digunakan adalah kuantitatif dengan desain quasi eksperimen. Penelitian ini melibatkan dua objek kelompok yakni kelompok eksperimen dan kelompok kontrol. Penentuan kelompok ditetapkan melalui metode acak.

Result - Konseling kelompok dengan teknik *role playing* terbukti efektif dalam penguatan karakter peserta didik. Hal ini terlihat dari uji *paired sample T-test* dimana nilai signifikansi menunjukkan angka 0,000 ($p < 0,05$). Dengan demikian, penguatan karakter melalui teknik *role playing* yang meliputi nilai religius, nasionalis, mandiri, gotong-royong dan integritas menunjukkan hasil perubahan yang signifikan.

Implications - Kajian ini berdampak pada pengembangan layanan bimbingan dan konseling di SMA sebagai upaya penanaman karakter peserta didik agar sesuai dengan nilai pendidikan karakter.

Originality - Penelitian ini merupakan kajian penguatan pendidikan karakter melalui layanan konseling kelompok dengan teknik *role playing* pada siswa SMA.

Introduction

The Preamble to the 1945 Constitution of the Republic of Indonesia mandates the Government of the Republic of Indonesia to protect the entire Indonesian and the entire homeland of Indonesia and promote public welfare, educate the nation life, and participate in implementing a world order based on independence, eternal peace, and social justice. (Preamble to the Constitution of the Republic of Indonesia, 1945)

The purpose of national education as stated in the Law of the Republic of Indonesia Number 20 of 2003 Article three (3) concerning the National Education System is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become a human being who believes and fears of God Almighty, has a noble character, healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. (Law of the Republic of Indonesia Number 20, 2003).

The curriculum in Indonesia is undergoing renewal based on the mandate contained in the opening of the 1945 Constitution and also the goals of national education itself, starting from the post-independence curriculum in 1947 to the 2013 curriculum, it is character strengthening education (PPK) (Halawati, 2020).

According to Presidential Regulation Number 87 (2017), it is stated that Strengthening Character Education, hereinafter abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of the heart, feeling, thought, and sports activities with the involvement and cooperation of education, family, and community units as part of the National Movement for Mental Revolution (GNRM) (Asro et al, 2021) (Anjastuti et al, 2018).

Strengthening Character Education (PPK) as referred to in Presidential Regulation Number 87 of 2017 above explains that Character Strengthening Education (PPK) is the responsibility of the education unit where educational services are built to provide education on formal, non-formal, and informal channels at every level and type of education to strengthen the character of students through the alignment of emotional and spiritual development, intellectual development, physical and kinesthetic development, and affective development by involving educational units, family and society.

The application of Character Strengthening Education (PPK) is carried out in education units in Indonesia through formal, non-formal, and informal education. Formal education based on Presidential Decree Number 87 of 2017 is a structured and tiered educational path consisting of basic education such as elementary school level (SD) or madrasah ibtidaiyah (MI) and secondary education such as junior high school level (SMP) or madrasah tsanawiyah (MTs) and high school (SMA) or vocational high school (SMK) or madrasah aliyah (MA) levels. While non-formal education is an educational path outside formal education that can be carried out in a structured and tiered manner such as through tutoring institutions, training institutions, or courses. Meanwhile, Informal Education is a path of family and environmental education such as parenting in the family and customs in society.

The objectives of the application of Character Strengthening Education (PPK) as stipulated in Presidential Regulation Number 87 of 2017 article two (2) include: building and equipping students as the golden generation of Indonesia in 2045 with a good soul and character education to face the dynamics changes in the future; develop a national education platform that places character education as the main soul in providing education for students with the support of public involvement through formal, non-formal and informal education with due regard to the diversity of Indonesian culture; and revitalize and strengthen the potential and competence of the educators, education staff, students, communities, and the family environment in implementing KDP. (Perpres Number 87, [2017](#))

Application of Character Strengthening Education (PPK) as stated in Permendikbud Number 20 of 2018 Article one (1) concerning Character Strengthening in Formal Education Units, applying values in character education, especially religious values, honesty, tolerance, discipline, hard work, creativity, independent, democratic, curiosity, national spirit, love for the nation, appreciate achievement, communicative, love peace, love to read, care for the environment, care about social, and be responsible. As for Article two (2), it is clear that the values contained in Article one (1) are the embodiment of 5 (five) interrelated main values, namely religiosity, nationalism, independence, mutual cooperation, and integrity which are integrated with the curriculum. (Permendikbud Number 20, [2018](#))

According to the Ministry of Education and Culture ([2017](#)), the five main character values are religion, nationalism, integrity, independence, and mutual cooperation. Religious character values reflect faith in God Almighty which is manifested in the behavior of carrying out religious teachings and beliefs, respecting religious differences, upholding a tolerant attitude towards the implementation of religious worship and other beliefs, and living in harmony and peace with adherents of other religions. The implementation of these religious character values is shown in an attitude of love for peace, tolerance, respect for differences in religion and belief, firm stance, self-confidence, cooperation between adherents of religions and beliefs, anti-bullying and violence, friendship,

Role-playing group counseling in character-strengthening education in high school students

sincerity, not forcing the will, loving the environment, and protecting the weak and marginalized (Azzet, 2011).

Nationalist character values are ways of thinking, behaving, and acting that show loyalty, concern, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation, placing the interests of the nation and state above the self-interests and their groups. The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through consistent actions and words based on the truth. The value of independent character is the attitude and behavior of not depending on others and using all energy, thought, and time to realize hopes, dreams, and ideals. The value of the *gotong royong* (teamwork) character reflects the act of appreciating the spirit of cooperation and working together to solve common problems, establish communication and friendship, and provide assistance/help to people in need. It is expected that students can show respect for others, be able to work together, be inclusive, be able to commit to joint decisions, reach consensus, be helpful, have empathy and a sense of solidarity, anti-discrimination, anti-violence, and volunteerism.

Of the five main character values above, each character value interacts and develops dynamically and forms a complete personality for students. The implementation of Character Strengthening Education (PPK) in formal education units, as referred to in Permendikbud Number 20 of 2018 Article 5 (five), it maximizes three educational centers including schools as formal education units, families, and communities.

According to Permendikbud Number 20 (2018) Article 5 (five) also states that optimizing the implementation of KDP by families is carried out through joint activities and family involvement in schools, homes, and the community. While optimizing the implementation of KDP by the community is carried out through the involvement of individuals, community groups, and/or institutions.

Today the development of technology and science is rapid and it affects many aspects of life (Habsy, 2018). Changes that arise due to the development and progress of the times pose many new challenges and obstacles in life.

High school students are at a stage of development where the greatest influence on their development is determined by the environment, family, school, peers, and also the surrounding community. Thus, a guidance and counseling teacher has a responsibility to assist students in achieving optimal, mature, independent, and responsible self-development. Where in the embodiment of this self-development there is a strengthening of character education. In this case, the guidance and counseling teacher can provide a counseling service group to students using the *role-playing technique* (Nurhidayah et al, 2022)(Haolah et al, 2020).

Role-playing is a technique where an individual (student) plays imaginative situations (and parallels with real-life) to help understand themselves, improve skills (including problem-solving skills), analyze behavior, or show others how to treat others or how people must behave (Santrock, 1995)(Agboola Sogunro, 2004)(Acharya et al, 2019). The purpose of this study is to apply group counseling with the *role-playing technique in character-strengthening education for high school students*.

Research Methods

This section describes the design of the activities, the scope of objects, materials, and equipment, location of study, data collection technique, variables, and operational study definitions, as well as a data analysis technique. The type of research used in this study is quantitative with design *quasi-experimental*. The researchers involved two groups, namely the experimental group and the control group. Where these two groups were determined randomly (Sugiyono, 2014).

Table 1 shows the initial measurement was given to the experimental group and the control group to see the initial data before the treatment was applied, then the experimental group will be given treatment in the form of providing group counseling services with the *role-playing technique*. While the control group was not given any treatment. The experimental and control groups furthermore were given a *post-test* so that the results of the treatment could be compared with the results of the previous pretest. Then the measurement results are compared before and after being given treatment. Therefore, data will be obtained showing

Role-playing group counseling in character-strengthening education in high school students

a cause-and-effect relationship for the occurrence of an event or events that are being studied.

Table 1 Research design

Group	Pretest	Treatment	Posttest
Experimental	O1	X	O2
Control	O1	-	O2

Results and Discussion

This research was conducted online and offline by using a questionnaire sheet and showing a video of learning the values of character education. The observed aspects are the values of religion, nationalist, independence, mutual cooperation, and integrity characters which are strengthened through group counseling services with *role-playing techniques* where the counselor applies role-playing games to help the counselee achieve self-understanding, improve skills, analyze behavior, or show others how one behaves or how one should behave. [Table 2](#) shows description related to the values of religious, nationalist, independence, mutual cooperation, and integrity character education applied by high school students before being given group counseling services with *role-playing techniques*.

Table 2. Overview of Values Character Education

No	Character Values	Total Score	Percentage	Category
1	Religious	269	60%	Low/Less
2	Nationalist	189	49%	Low/Less
3	Independent	175	55%	Low/Less
4	Mutual cooperation	328	64%	Low/Less
5	Integrity	152	59%	Low/Less

[Table 2](#) above shows that the description of the application of the value of religious character education to students of class X Social Studies SMA obtained a total score of 269 with a total of 16 students as respondents. This shows that the average student gets a score of 60%. Hence, the application of the value of religious character education to students of class X Social Science SMA is still relatively low or lacking. While the application of the value of nationalist character education

obtained a total score of 189 with an average student score of 49%. This also shows that the application of the value of nationalist character education is still low or lacking. The application of the value of independent character education obtained a total score of 175 with an average student score of 55%. Therefore, the application of the value of independent character education is also still relatively low or lacking. The application of the value of mutual cooperation character education obtained a total score of 328 with an average student score of 64%, which means that the application of the value of mutual cooperation character education is also still relatively low or lacking. The application of the value of integrity character education obtained a total score of 152 with an average student score of 59%, which means that the application of the value of integrity character education is also still relatively low or lacking. The purpose of conducting a *role-playing* technique in a counseling service group is that students can strengthen the values of religious character education, nationalism, independence, mutual cooperation, and integrity. Meanwhile, when viewed from the application of character education values (religious, nationalist, independent, mutual cooperation, and integrity characters) of each respondent, the data obtained are as follows:

Table 3. Pre-Test and Post-Test Results

No.	Student's name	Pre Test	Post Test
1	IR	40	82
2	AADM	73	101
3	DS	73	105
4	MR	69	99
5	AW	72	95
6	TFIA	86	100
7	ZN	85	93
8	JD	70	88
9	MAA	73	87
10	YE	74	90

No.	Student's name	Pre Test	Post Test
11	APB	68	90
12	S	51	84
13	EYU	62	83
14	RM	79	92
15	MBS	51	83
16	TA	87	114

Table 3 shows the result of the recapitulation of the application of the five values of character education carried out by each student. Where in the table, each respondent is in a low category and some are in the sufficient category. The division of this category is based on the distribution of the percentage score obtained by the respondents in the distribution of the questionnaire instrument.

Table 4. Paired Samples Statistics

Category	t - value	P-value
Pretest-posttest	10.105	0.000

Based on the table Paired Samples Statistics in table 4, shows the descriptive value of each variable in the paired sample. The pre-test (initial test) has an average score (mean) of 69.5625 from 16 data. Moderate distribution of data (standard deviation) obtained 13.12996 with a margin of error of 3,28249. Post Test (Final Test) has an average score (mean) of 92.8750 from 16 data. Moderate distribution of data (standard deviation) obtained 9.01758 with a margin of error of 2.25439.

Paired Table Sample Test is the main table of output that shows the results of the tests carried out. The significance value of the sample t-test is 0.000 ($p < 0.05$). Therefore, the results of the initial test and the final test experienced a significant change. Therefore, it can be concluded that the provision of group counseling services with *role-playing techniques* can strengthen the character of high school students.

Based on the results of the pre-test and post-test data calculations carried out on the respondents, it can be seen that each character is strengthened, namely religious, nationalist, independent, mutual cooperation, and integrity characters

through the provision of group counseling services with *role-playing techniques* has increased. So it can be concluded that after providing group counseling services with the *role-playing* technique, students experience the strengthening of the values of religious character education, nationalism, independence, mutual cooperation, and integrity.

Summary of the research results based on each aspect of the strengthened value is that it is obtained an overview of the effectiveness of group counseling with the *role-playing technique* in strengthening character education for high school students, especially in class X social studies.

Initial conditions of students before being given group counseling services with the *role-playing* technique were that they rarely performed God's commands (worship), they also did not work on the group assignments given by the teacher, and in social and community life they also rarely participate in social activities held, when the teacher is called to the front of the class they often feel shy and afraid, and often indifferent to friends. However, after being given group counseling services with the *role-playing* technique, there are changes and improvements in students such as being more frequent in worship, especially praying, working on group assignments together, participating in *tarang cadet* activities or mosque's youth activities, not being ashamed when the teacher called to the front of the class and being more caring and helpful to help friends in need.

Conclusion

Based on the results of the research that has been carried out, it is concluded that there is character strengthening after the provision of group counseling services with *role-playing techniques* on high school students. This character strengthening is marked by a positive attitude change in each of the indicators contained in the questionnaire instrument for character strengthening education, they are strengthening the attitude of carrying out religious teachings and beliefs, loving peace, firm stance, self-confidence, sincerity, not forcing the will, loving the environment, protecting the weak and marginalized, appreciating the nation's own culture, preserving the nation's cultural wealth, being willing to sacrifice, excelling, and achieving, loving the homeland, protecting the environment, obeying the law,

Role-playing group counseling in character-strengthening education in high school students

discipline, respecting cultural, ethnic and religious diversity, being responsible citizens, actively involved in social life, through consistent actions and words based on the truth, respect others, can work together, be inclusive, be able to commit to joint decisions, deliberation to reach consensus, helpful, have empathy and a sense of solidarity, anti-discrimination, anti-violence, and volunteerism.

This is also proven by the Paired Sample Test which is the main table of output that shows the results of the tests carried out. The significance value of the sample T-test is 0.000 ($p < 0.05$). Therefore, the results of the initial test and the final test experienced a significant (meaningful) change. Thus, the character-strengthening education in Class X Social Sciences SMA students has changed after being given group counseling with the *role-playing technique*. Hence, it can be concluded that group counseling with the *role-playing technique* has a significant effect on character-strengthening education for high school students.

Based on the research results, the researcher could give the following advice: (1) Counselors: are expected to support the development of guidance and counseling programs, namely group counseling services with *role-playing techniques*, because the program is very useful to overcome the character of students who are not in accordance with the values of character education, (2) Next Researchers: research related to character strengthening education through group counseling services with the role-playing techniques should be able to use different subjects other than that in providing group counseling services with *role-playing techniques* in accordance with the problems of students because each student has a different character. So that various kinds of self-character can be adapted to the needs of students so that students can feel the benefits and changes from the research activities carried out.

References

- Acharya, H., Reddy, R., Hussein, A., Bagga, J. and Pettit, T. (2019), The effectiveness of applied learning: an empirical evaluation using role playing in the classroom, *Journal of Research in Innovative Teaching & Learning*, Vol. 12 No. 3, pp. 295-310. <https://doi.org/10.1108/JRIT-06-2018-0013>
- Agboola Sogunro, O. (2004), Efficacy of role-playing pedagogy in training leaders: some reflections", *Journal of Management Development*, Vol. 23 No. 4, pp. 355-371. <https://doi.org/10.1108/02621710410529802>
- Anjastuti, T. M., Dahlan, S., & Widiastuti, R. (2018). Penggunaan Konseling Kelompok Teknik Role Playing Untuk Meningkatkan Interaksi Sosial. *ALIBKIN (Jurnal Bimbingan Konseling)*, 6(2).
- Apollo. (2002). *Undang-Undang Dasar Republik Indonesia Tahun 1945*. Surabaya: Apollo.
- Asro, M., Sugiharto, D. Y. P., & Awalya, A. (2021). Mengatasi Perilaku Bullying Siswa Melalui Konseling Kelompok Teknik Role Playing. *Indonesian Journal of Educational Counseling*, 5(2), 35-41.
- Azzet, Akhmad Muhaimin. (2011). *Urgensi Pendidikan Karakter di Indonesia: Revitalisasi Pendidikan Karakter terhadap Keberhasilan Belajar dan Kemajuan Bangsa*. Yogyakarta: Ar-Ruzz Media
- Habsy, B. A. (2018). Model bimbingan kelompok PPPM untuk mengembangkan pikiran rasional korban bullying siswa SMK etnis Jawa. *Jurnal Pendidikan (Teori dan Praktik)*, 2(2), 91.
- Halawati, F. (2020). Pengaruh Pendidikan Karakter Terhadap Perilaku Siswa. *Education and Human Development Journal*, 5(2), 51-60.
- Haolah, S., Rohaeti, E. E., & Rosita, T. (2020). Penerapan Bimbingan Kelompok Teknik Role Playing Untuk Meningkatkan Kematangan Karier. *FOKUS (Kajian Bimbingan & Konseling dalam Pendidikan)*, 3(1), 1-8.
- Indonesia. (1945). *Constitution of the Republic of Indonesia*. Japenpa.
- Kementerian Pendidikan dan Kebudayaan. (2017). *Penguatan Pendidikan Karakter Jadi Pintu Masuk Pembinaan Pendidikan Nasional*. <https://www.kemdikbud.go.id/min/blog/2017/07/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembinaan-pendidikan-nasional>. (online, 07 April 2021)
- Nurhidayah, B. S., Wibowo, M. E., & Purwanto, E. (2022). Keefektifan Konseling Kelompok Cognitive Behavioral Therapy (CBT) dengan Teknik Modeling

Role-playing group counseling in character-strengthening education in high school students

Simbolis dan Role Playing untuk Meningkatkan Self-Confidence pada Siswa. *Bulletin of Counseling and Psychotherapy*, 4(1), 64-69.

Republik Indonesia . (2018). *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 20 Tahun 2018 tentang Penguatan Pendidikan Karakter Pada Satuan Pendidikan Formal*. Jakarta: Kementerian Riset, Teknologi, dan Pendidikan.

Republik Indonesia. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Kementerian Riset, Teknologi, dan Pendidikan.

Republik Indonesia. (2017). *Peraturan Presiden Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter*. Jakarta: Kementerian Riset, Teknologi, dan Pendidikan.

Santrock, J.W. (1995). *Adolescence 6th Edition Perkembangan Remaja*. Jakarta: Erlangga.

Sugiyono. (2014). *Statistika Untuk Penelitian*. Alfabeta, Bandung.