

Implementation of Group Counseling Assisted by Simulation Games at the MGBK SMP in Banyuwangi

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Abstract

The implementation of this community service activity aims to improve the competence of group counseling services assisted by simulation games at MGBK SMP in Banyuwangi. The implementation of this community service, the structured learning approach (SLA) is intended to improve understanding and application of expected competencies. The activities start from (1) the preparation stage, namely the procedure for preparing the activities to be carried out, (2) Implementation stage for implementing group counseling skills training activities with the help of simulation games at MGBK SMP Banyuwangi partners, (3) Evaluation and Follow Up which is carried out comprehensively including guidelines for observing the implementation of community service, interview guidelines, and questionnaire instruments for group counseling skills competency assisted by simulation games. As for the results of the post-test for improving group counseling skills competency assisted by simulation games, it shows that there has been rapid progress for the participants of the activity, as shown by the results of more than 50% of participants being at level 8 and above or very good achievement.

Keywords: Group counseling; simulation games; BK teacher; junior high school; training

Abstrak

Pelaksanaan kegiatan pengabdian ini adalah bertujuan untuk meningkatkan kompetensi pelayanan konseling kelompok berbantuan permainan simulasi pada MGBK SMP di Banyuwangi. Pelaksanaan pengabdian ini, pendekatan pembelajaran terstruktur (SLA) juga dikenal sebagai pendekatan pembelajaran terstruktur dimaksudkan untuk meningkatkan pemahaman, contoh, dan penerapan kompetensi yang diharapkan. Adapun kegiatan dimulai dari (1) tahap persiapan yaitu prosedur untuk mempersiapkan kegiatan yang akan dilakukan, (2) Tahap Pelaksanaan untuk kegiatan pelaksanaan pelatihan keterampilan konseling kelompok dengan bantuan permainan simulasi pada mitra MGBK SMP Banyuwangi, (3) Evaluasi Dan Follow Up yang dilaksanakan secara menyeluruh meliputi pedoman observasi pelaksanaan pengabdian, pedoman wawancara, dan instrumen kuesioner kompetensi keterampilan konseling kelompok berbantuan permainan simulasi. Adapun untuk hasil post-test peningkatan kompetensi keterampilan konseling kelompok berbantuan permainan simulasi menunjukkan bahwa ada kemajuan yang pesat bagi peserta kegiatan ditunjukkan dengan hasil 50% lebih peserta berada di angkat 8 keatas atau cakupan sangat baik.

Kata kunci: Konseling kelompok; permainan simulasi; guru BK; SMP; pelatihan.

INTRODUCTION

Indonesian students' habits and behaviors are heavily influenced by post-COVID-19 pandemic developments (Shin & Choi, 2021). It can be seen that the use of technology in this

era such as the internet and electronic devices as a means of communication, or what is better known today as social media, is the basis of these changes or developments (Farooq et al., 2023). Given the large population in Indonesia, the use of social media can facilitate fast and cheap long-distance communication and is currently easily accessible (Cahyani et al., 2022; Feraco et al., 2023). Social media can also be used to communicate and entertain by posting photos, videos, or simply descriptive text with others who have a different culture than the student (Ramli et al., 2024).

Although social media offers many advantages as a communication tool in the 21st century, social media also has negative effects (Wang et al., 2022). The impacts that often arise from social media include cyberbullying, hate speech, and racism carried out by someone on social media. This is closely related to the issue of SARA (ethnicity, religion, race, and inter-group) (Kennedy, 2021; Ramli et al., 2022). Many changes are brought about by technology with the increasingly rapid development of the times, such as cultural immigration to Indonesia from the West, Korea, Thailand, and other countries (Reid & Weigle, 2014).

It should be noted that currently many students are making barcodes in Korean style to follow the trend of scratching wounds on their hands with sharp objects, which is a current phenomenon that will continue to be done even if it hurts oneself (Cheng et al., 2020; Himayanti et al., 2020). It is not uncommon for students to even try to commit suicide to solve their problems. Access to adult content, or pornography, is one of the most common. This is because of increasingly limited access to technology as well as other worrying issues, such as the brawl between students at SMPN 1 Sempu Banyuwangi in 2023 (Long-haired, 2023). However, the situation in Banyuwangi, known as the "Sunrise of Java," makes the number of BK teachers in schools limited. This is because the ratio between BK teachers and students in junior high schools is not ideal (Minister of Education and Culture Regulation, 2014; Santoso, 2022). One example is SMP X in Banyuwangi, which has approximately 600 students and only has two counselors. In addition, there are no special entry hours. The conditions that occur are contrary to the reality in the field which shows the problems faced by students that cannot be overcome by counselors.

To support many students simultaneously in the most effective and efficient way, guidance and counseling services with a group counseling setting are one solution. However, from interviews conducted by the team, it was found that many counselors at MGBK SMP Banyuwangi needed to improve their skills for group counseling services. This situation is evidenced by the fact that they have never received group counseling service assistance or carried out group counseling services for their students.

METHOD

The implementation of this community service, the structured learning approach (SLA) is intended to improve the understanding and application of expected competencies. The purpose of using the structured learning approach is to improve the ability of Banyuwangi Regency junior high school counselors in applying group counseling skills assisted by simulation games. The steps of the structured learning approach in training consist of developing good relationships, modeling performances, role playing, providing feedback, and transferring the learning process to daily life practices (Ardyanti et al., 2017; Fauzan et al., 2018). These steps are carried out in the stages of implementing community service. Furthermore, the stages of implementing the service are shown in Figure 1 below.

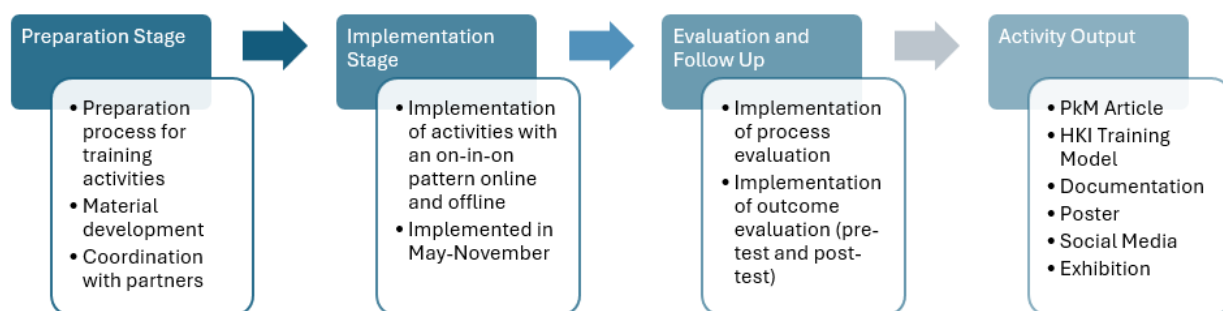


Figure 1. Stages of community service implementation

1. The preparation stage is a procedure for preparing activities to be carried out. Among other things, the preparation includes the process of preparing training activities: (1) developing ideas about implementing activities; (2) collaborating with implementers regarding activities; (3) developing additional training materials (materials, guides, and media); (4) preparing evaluation tools during the implementation of activities; (5) preparing activity accommodation; and (6) collaborating with partners regarding implementation.
2. Implementation stage for group counseling skills training activities with the help of simulation games. The activity is carried out through the following steps: (a) The process of creating good relationships (creating rapport). In this section, the community service implementer will create a healthy and positive work environment. Furthermore, the team determines the reasons and objectives of participant participation, (b) Modeling process. In this step, the implementer provides a model or example of the implementation of group counseling through the use of simulation games. Both direct and imitation models are provided in the form of descriptions and videos about aspects of practice that improve group counseling skills through the use of simulation games. By using simulation games, participants conduct group counseling, (c) Role-playing process. In this step, participants are asked to work in groups to practice or apply the learning outcomes they have learned in the previous modeling stage. After that, simulation games are used for group counseling and continued with, (d) Project-based learning, where participants are faced with real problems to improve their problem-solving skills during training, (e) Feedback process, which occurs when the training implementer facilitates reflection of group counseling training participants assisted by simulation games. During the reflection activity, the training implementer reviews the training status of participants and assesses their opinions and improvements in their performance. The final process, (f) Transfer of Learning and Maintenance process, where the facilitator uses assignment techniques to provide participants with the opportunity to practice group counseling services assisted by simulation games in junior high schools.
3. Evaluation and follow-up are carried out comprehensively using the implementation of community service observation guidelines, interview guidelines, and group counseling skills competency questionnaire instruments assisted by simulation games. Data collection tools used to assess the implementation of group counseling include community service observation guidelines, interview guidelines, and group counseling skills competency questionnaire instruments assisted by simulation games. In addition, the development of school counselor participants' knowledge and improvement of

group counseling skills with the help of simulation games are assessed to measure the results of reinforcement. Both of these evaluations are carried out through pretests and posttests. After this reinforcement meeting or community service program, follow-up is a process to determine the application of training knowledge and skills in group counseling with the help of simulation games. Online visits to schools once every two months for follow-up activities.

RESULTS AND DISCUSSION

The preparation stages in the implementation of junior high school counselor training in Banyuwangi who participated in group counseling training assisted by simulation games in four stages of community service implementation, namely (1) The first stage includes preparation of activities, such as creating concepts for implementing activities; (2) collaborating with implementers related to activities; and (3) providing group counseling training. Table 1 shows the schedule for group counseling training assisted by simulation games for junior high school counselors in Banyuwangi.

Table 1. List of Activity Details

No	Activity	Topics	Time (Minutes)	Implementation Pattern	Person responsible
1.	Understanding 1	Identifying student problems	120	Asynchronous Online	Prof. Dr. M. Ramli, M.A Nur Mega Aris Saputra, S. Pd., M. Pd
2.	Understanding 2	Creating non-test assessments	120	Asynchronous Online	Prof. Dr. Nur Hidayah, M. Pd
3.	Implementation 1	Group counseling strategy training	180	Asynchronous Online	Dr. Diniy Hidayatur Rahman, M. Pd
4.	Implementation 2	Simulation game-assisted group counseling strategy training and development	360	Offline	Prof. Dr. M. Ramli, M.A Nur Mega Aris Saputra, S. Pd., M. Pd
5.	Evaluation	Implementation of evaluation of the process and results of applying group counseling assisted by simulation	60	Offline	Prof. Dr. M. Ramli, M.A

6.	Follow-up	games Monitoring the implementation of group counseling assisted by simulation games	360	Asynchronous Online	Nur Mega Aris Saputra, S.Pd., M.Pd
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Furthermore, the activities were carried out according to the plan made by the service implementation team and service partners, the MGBK SMP group. The service activity to improve group counseling skills competency assisted by simulation games was carried out at SMP Negeri 1 Sempu, located on Jalan Temuguruh Karangsari Sempu 68465 Banyuwangi. This partner is MGBK in Banyuwangi Regency. Between Malang State University and its partner, SMPN 1 Sempu, the distance is about 285 kilometers and takes approximately 5 hours 40 minutes. However, the training location is SMP Negeri 2 Genteng. The activity took place from June to August 2024 and involved 32 selected participants. The selection of participants was based on three criteria: (1) recommendations from the head of the MGBK Banyuwangi Regency; (2) commitment to participate in the activity; and (3) evaluation of the problems faced by each prospective school participant. Selected participants participated from the beginning to the end of the activity.



Figure 2. Opening of training activities

The implementation team for this community service activity consists of: Prof. Dr. M. Ramli, MA as the head of the community service activity implementation with community service implementation members: Prof. Dr. Nur Hidayah, M. Pd; Dr. Diniy Hidayatur Rahman, M. Pd; Nur Mega Aris Saputra, S.Pd., M.Pd and Nail Hidaya Afandi, S. Pd., M. Pd. During the community service implementation process, they were assisted by students, namely Ahmad Ali Sadikin and M. Khoirudin Jalil. The offline activity was carried out on June 19, 2024 at the Hall of SMP Negeri 2 Genteng Building, Banyuwangi. In the implementation of the community service activity to improve group counseling skills competency assisted by simulation games, it began with a ceremonial activity for the community service team, the host and the participants present. The activity was opened by Bapak H. M Hasyim, M. Pd as the Banyuwangi Regency Education Council; Bapak H. M Rifai, M. Pd as the Education Consultant for SMP Negeri 2 Genteng and Ibu Dra. Hj. Wahyu Handayani, M.Si as the principal of SMP Negeri 2 Genteng. The education leaders in Banyuwangi gave a positive response to the training implementation process carried out by academics.



Figure 3. Implementation of training

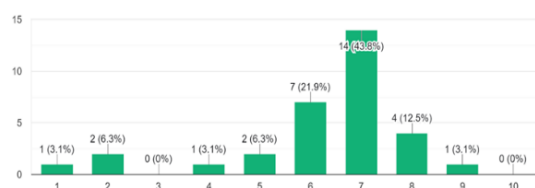
After the opening activity, it was continued with further presentation of the material given by Prof. Dr. M. Ramli, M. A with the topic "Implementation of Group Counseling Services with Simulation Games." In this presentation, Prof. Ramli conveyed the urgency of implementing counseling services with group settings which are currently very rarely applied by guidance and counseling teachers in Indonesia. Then continued with the material presented by Nur Mega Aris Saputra, S. Pd., M. Pd which discussed "Practice of group counseling services with simulation games on social media problems faced by junior high school students in Banyuwangi". As we know, social media problems are one of the quite serious problems faced by the current generation. In this practical activity, junior high school guidance and counseling teachers in Banyuwangi Regency learned how to handle students who face problems caused by social media activities through group counseling services assisted by simulation games.



Figure 4. Implementation exercises

Before and after the implementation of community service, both in the presentation of materials and practices carried out by the community service team and participants, then participants are required to fill out a pre-test (before the implementation of simulation-assisted group counseling training) and fill out a post-test (after the implementation of simulation-assisted group counseling training). The pre-test results show that most of the junior high school guidance and counseling teacher participants in Banyuwangi have low skills in applying simulation game-assisted group counseling skills. Figure 5 shows the results of the participants' pre-test and post-test consisting of 32 guidance and counseling teachers as participants in this training activity.

Jika diminta untuk mengukur, skala 1-10 berada pada angka berapa keterampilan dalam konseling kelompok berbantuan permainan simulasi?
32 responses



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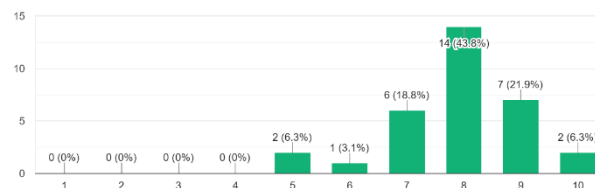


Figure 5. Pre - Post Test Measurement Results

As for the results of the post-test on improving group counseling skills competency assisted by simulation games, it shows that there has been rapid progress for the participants in the activity, as indicated by the results of more than 50% of participants being at level 8 and above or very good achievements. The competencies obtained by the training participants include (1) application of group counseling; (2) implementation of simulation game-based counseling; and (3) analysis of implementation problems related to social media.

CONCLUSIONS AND SUGGESTIONS

Community service activities with a structured learning approach can improve the competence of junior high school counselors in Banyuwangi Regency in providing group counseling services assisted by simulation games. The results of the training improve competence including theoretical understanding of group counseling and practical skills to help students overcome their various problems more efficiently and effectively through group counseling assisted by simulation games. Based on the results of the service, it is expected that training participants can improve the competence they have by applying it in the implementation of counseling services in schools. In addition, disseminating the results of this community service to other counselors who have not participated in this training and developing simulation games with other topics needed by junior high school students.

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