

The Effectiveness of Group Counseling with Role Play Techniques to Improve Student Emotional Intelligence

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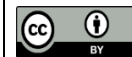
Abstract: Many people believe that the success of one's life is largely determined by the intelligence of reason. Though the success of one's life is influenced by various factors, one of which is emotional intelligence. Group guidance service is an excellent service to provide awareness to individuals about various healthy behaviors and problematic behavior. Role play is a technique of providing guidance to a group of individuals as a solution to solving individual psychological and social problems through dramatization activities. Where each individual is required to be able to play a certain role in the situation planned by the supervisor adjusted to the purpose of providing guidance to be achieved. Emotional intelligence is formed through five skills namely recognizing one's emotions, managing emotions, motivating yourself, recognizing the emotions of others and building relationships. These five skills are used as benchmarks for understanding one's emotional intelligence. Emotional intelligence is very important in our lives, both inward nature and in relation to other people or situations because it will affect our behavior. With the guidance of the group is expected to provide a good impact on emotions so that it will bring positive behaviour.

Keywords: Group Counseling, Role Play Techniques, Emotional Intelligence

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Introduction

The success of a person's life is influenced by various factors. Daniel Goleman (2001: 34) says intellectual intelligence only accounts for 20% of the success of one's life while the other 80% is determined by emotional intelligence. For example when undergoing an interview to become an employee in a company, the first impression that arises and influences the interviewer is how the prospective employee presents himself. Candidates who act politely, are not arrogant, speak the language smooth, humble, make the interviewer positively affected.

In the United States, the Department of Justice said from 1992 to 2011 the number of teenagers with problems increased dramatically by about 68%. The problems are murder, attacking others, annoying

behavior, robbery, and rape. Why did it happen like that? Criminologists mention the lack of social skills such as being unable to feel what other people feel, lack of emotional control exercises, and other social competencies (Fitriana, 2011: 2).

Secretary General (Secretary General) of the Indonesian School Principals Association (AKSI) ZulkarnaenSinaga, said the emotional level among teenagers, especially students, could be said to be still unstable. It can cause emotional imbalance, so that each child's anger comes out easily. Therefore, criminal attitudes occur that are inherent in an individual teenager or in groups, such as brawl and other deviant matters (news.okezone.com).

Teacher beatings, gang fights, demonstrations, damaging public facilities, lacking ethics, open cheating, no shame when acting despicable, dishonest and harmful to others. Is that which has not shown intelligent emotions. However, honesty, social norms, values, respect for others, recognition of the rights of others, remain the main guideline for the creation of a safe, peaceful and prosperous society.

People who are emotionally intelligent are people who are able to manage their emotions in a balanced position with their thoughts, individuals are able to carefully consider the benefits of loss before doing something. Aristotle, in *The Nicomachean Ethics* (in Fitriana, 2011: 3), gave the lesson "people get angry is easy, but angry with other people right, the right time, and in the right way, clear intention is very difficult".

Individuals who are classified as late adolescents tend to be in an unstable and emotional state because they experience many changes that take place quickly. Steinberg (in Indri, 2008: 3) suggests adolescents at the age of 15-18 years experience many changes cognitively, emotionally, and socially, they think more complex, emotionally more sensitive, and often spend time with friends. In the 21st Century, teenagers have been spoiled by the use of very sophisticated technology, such as laptops, cellphones, internet usage and other electronic goods. During adolescence also occurs various changes both hormonal changes, physical, psychological and social. Agree with Santrock (2007: 20) which states that in adolescence there is a process of developmental transition involving changes in the individual, such as biological, socio-emotional, and cognitive changes.

Individuals have different types of intelligence. It was further stated that intelligence exists in everyone but to varying degrees. Intelligence is one of the main factors that determine the success and failure of students when studying in school, one of which is emotional intelligence. Emotional intelligence or commonly known as EQ (English: Emotional Quotient) is the ability of a person to accept, judge, manage, and control his emotions and others around him. Emotion refers to the feeling of information about a relationship (DwiSunar, 2010: 129). Salovey and Mayer (Goleman, 2005: 36) say that emotional intelligence is "the ability to monitor and control feelings to guide thoughts and actions". According to Yusuf and Nurihsan (2010) emotional intelligence refers to the abilities to understand themselves, manage emotions, use emotions productively, empathy and build relationships.

Several studies have shown that children who are treated with the development of social and emotional skills show good behavior. Erik Schops from the Center for Child Development Studies, Oakland California, Mark Greenburg from Washington University DC, J. David Houking of the social development research group, Rogers Weisstburg of the University of Illinois Chicago social competence promotion program compared groups who obtained social and emotional behavior. Research respondents showed behaviors that were (1) more responsible, (2) firmer, (3) better known, (4) preferred to help others, (5) easier to understand others, (6) more attentive, (7) more skilled at solving problems, (8) more harmonious and balanced, (9) more democratic, (10) more self-control, (11) wiser, (12) does not cause trouble, (13) more tolerance, (14) less delinquency, and (15) better performance.

The 2013 curriculum provides opportunities for students to play an active role in learning activities that are categorized in three aspects of assessment namely Cognitive, Affective and Psychomotor. The purpose of the supervising teacher or school counselor in order to increase emotional emotion of students in accordance with the affective aspects. Affective aspects include behavior traits such as feelings, interests, attitudes, emotions and values (Dewi, 2012).

Education is one of the elements that can make humans become more independent, have the quality of Human Resources, have a healthy personality and strong morals. In order to realize students into individuals who have healthy personalities and strong morals in this case increasing emotional intelligence,

active roles of the supervising teacher or school counselor are needed. Emotional intelligence is a human capacity that is owned by a person and is very useful for dealing with, strengthening oneself, or changing unpleasant life conditions into something that is reasonable to overcome (Dewi, 2012).

According to Goleman (in Dewi, 2012) usually people who are pure have only high academic intelligence, tend to have unwarranted anxiety, are too critical, fussy, tend to withdraw, seem cold and tend to have difficulty expressing their frustration and anger appropriately. Individuals can manage and improve their emotional intelligence, so guidance is needed by the supervisor or counselor through guidance and counseling services.

Guidance and counseling as a component of the school that plays an important role in the development of students, especially in affective attitudes. By learning, students are able to understand all the advantages and disadvantages. Guidance is essentially aimed at providing assistance to all students so that they are achieved in terms of adjustment, optimal development, and becoming a more independent individual. Appropriate guidance and counseling services in improving students' emotional intelligence is by implementing group guidance services. The activity will reveal the effect of service delivery on increasing students' emotional intelligence (Dewi, 2012).

The guidance and counseling position is getting stronger to encourage the personal development of students. Guidance and Counseling is an independent need that is no less important than the needs of the subjects taught in learning activities. This means forming students who are competent in mastering material that has a personal character in him. Various counseling services that have been held at school, are intended so that students are able to overcome the problems they face independently, especially their own emotional problems, both personal and in their capacity as social beings.

Good schools have adequate guidance and counseling services. The ratio between the number of supervising teachers and the ideal number of students is one supervising teacher serving 150 students. Guidance goals tend to be attainable. Facilities and the number of tutors who are not balanced must choose the services needed and can reach as many students as possible.

According to Rusmana (2009: 13) group guidance can be defined as a process of providing assistance to individuals through a group atmosphere that allows each member to learn to actively participate and share experiences in an effort to develop insights, attitudes and skills provided in an effort to prevent problems from arising and in the effort personal development.

Development of students' emotional intelligence can be done by providing group guidance services (Martini, 2014: 1). Numaningsih's research results (in Lestari, 2012: 2) show effective group guidance to improve students' emotional intelligence, in line with Sudjiono's research (in Lestari, 2012: 2) showing a significant positive correlation between emotional intelligence and learning achievement. Through group guidance, students can be directed and able to adjust to their environment and achieve social roles in accordance with the tasks of development at their age (Martini, 2014: 1). Various techniques of group guidance services according to experts are as follows: discussion, role play, sociodrama, psychodrama, simulation games, home role, field trips and scouting. The group guidance service that the researcher will carry out is the group guidance service in the form of role playing specifically with the role play technique. The role play technique can be done in group settings for first year high school students and last year students who are trying to improve emotional expression and social interaction with peers and family members (Erford, 2016: 362). According to Papadopoulou (in Erford, 2016: 370) role play has many advantages for cognitive, emotional, social and language development.

Winkel (1991: 470) role play is that some people hold a certain role and play a social interaction scene that contains a problem that must be resolved. This opinion can be interpreted that role play is one of the techniques used to provide group guidance services in schools by acting out behaviors related to social problems. According to Erford (2016: 358) role play is a technique used by counselors from various theoretical orientations for clients who need to develop a deeper understanding or make changes in themselves. Furthermore, according to Abdul Salman (2017) in counseling Efforts made together in a group, with the aim to provide a shared learning experience in handling these anxiety problems.

Method

The design for this research is quasi experiment. Yusuf (2007) explains a design that is not random and difficult to control as many variables as possible from the situation. One design that is classified as quasi experiment is time series design. The subjects of this study were middle school students who were selected using purposive sampling techniques by looking at the level of emotional intelligence of students. Variations in the level of emotional intelligence of students in the process of group guidance services have a considerable influence. This will have an impact on the dynamics of group guidance and a more active process so students can mutually stimulate and respond to the topics discussed in the group's guidance.

The operational definition of the variables used in this study is group guidance services with role play techniques and emotional intelligence. The instrument used was a scale of emotional intelligence with a Likert model. Data collection techniques in this study were administered by the questionnaire of emotional intelligence. The data obtained were analyzed using the Wilcoxon Signed Rank Test.

Result and Discussion

Definition Intelligence

Lay people assume that someone who has intelligence is often said to be intelligent. Based on the Indonesian dictionary, intelligence refers to intelligent matters, intellectual actions, perfect development of the mind such as intelligence, sharpness and reason. Intelligence is closely related to the perfection of reason and mind possessed, including the ability to optimize the ability to think. William Stern (AkyasAzhari, 2004: 142) states intelligence is the ability of the soul to adjust quickly and precisely in new situations. A smart person has the ability to think faster so that he can adjust to new situations in the right way.

According to Gardner (2003: 22) intelligence is the ability to solve problems, or create products, which are valuable in one or several cultural and community environments. With intelligence, problems will be more easily solved. Intelligence will encourage someone to develop their thoughts and create new ideas that are useful for survival. Based on the various opinions above, it can be concluded that intelligence is an ability to think to solve problems quickly and accurately, both problems related to oneself and the environment.

Definition Emotion

Emotion is an impulse to act, an instant plan to tackle problems that have been instilled gradually by evolution. Emotion comes from the Latin verb *movere* which means to move, to move. Emotions stimulate action. This tendency to act will then be formed over time along with experience and culture. Emotion is a form of reaction to stimuli from within and outside the individual (in Goleman, 2001: 7).

According to Chaplin (in TriantoroSafaria and NorfansEkaSaputra, 2009: 12) emotion is a state that is stimulated by organisms including conscious changes, deep nature, and changes in behavior. Goleman (2001: 411-412) emotions are grouped in various large groups, namely:

- 1) Anger: violent, angry, hateful, angry, angry, irritated, annoyed, disturbed, bitter, angry, offended, hostile, and perhaps the most severe, acts of violence, and pathological hatred
- 2) Sadness: poignant, sad, depressed, gloomy, melancholy, self-pity, lonely, rejected, hopeless, and if it becomes pathological, severe depression.
- 3) Fear: anxious, afraid, nervous, worried, anxious, feeling very scared, worried, alert, sad, uneasy, horrified, very scared, wry; as pathology, phobias and panic.
- 4) Enjoyment: happy, joyful, light, satisfied, cheerful, happy, entertained, proud, sensual pleasure, amazed, enchanted, satisfied, fulfilled, extraordinary joy, happy, very happy, and the end, mania.
- 5) Love: acceptance, friendship, trust, kindness, close feelings, devotion, respect, love, love.
- 6) Surprised: surprised, gasped, amazed, stunned.
- 7) Annoyed: contemptible, disgusted, fed up, nausea, hate, dislike, want to vomit.
- 8) Embarrassment: guilt, shame of the heart, resentment, regret, contempt, disgrace, and broken heart.

Based on the various opinions above, it can be concluded that emotions are impulses that arise within themselves due to stimulation from within and outside the individual self.

Definition Emotional Intelligence

Emotional intelligence or commonly known as EQ (English: Emotional Quotient) is the ability of a person to accept, judge, manage, and control his emotions and others around him. In this case, emotion refers to the feeling of information about a relationship (DwiSunar, 2010: 129). According to Salovey and Mayer (Goleman, 2005: 32) emotional intelligence is initially used to explain emotional qualities that seem important for success, such as: empathy, expressing and understanding feelings, controlling anger, independence, ability to adapt, be liked, ability to solve problems between personal, perseverance, herd loyalty, friendliness, and respect.

Salovey and Mayer (Goleman, 2005: 36) say that emotional intelligence is "the ability to monitor and control feelings to guide thoughts and actions". Based on the definition of emotional intelligence from experts, it can be concluded that emotional intelligence is the ability to feel: the intention is to feel the emotions we experience and also to feel emotions or feelings that others feel, the ability to manage and control emotions in order to survive in the face of problems that faced with.

Emotional intelligence also helps someone in dealing with others so that in social life are able to maintain and understand each other's feelings, emotional intelligence is able to motivate themselves so that when we experience a difficulty by having good emotional intelligence we can motivate ourselves, regulate conscience with empathy someone.

Characteristics of Emotional Intelligence

As a reference material and a grip on the emotional intelligence possessed by someone. Hein (1999) suggests specific signs or characteristics of emotional intelligence. These characteristics include:

1. High Emotional Intelligence Features Include:
 - a. Can express emotions clearly
 - b. Not afraid to express their feelings
 - c. Not dominated by negative feelings
 - d. Can understand (read) non Verbal communication
 - e. Allowing the feeling to be confused
 - f. Behave as you wish, not because of necessity, encouragement and responsibility
 - g. Balancing feelings with rationality, logic and reality
 - h. intrinsically motivated
 - i. Not motivated because of power, reality, status, kindness and approval
 - j. Having flexible emotions
 - k. Optimistic, does not internalize failure
 - l. Care about the feelings of others
 - m. Someone to express feelings
 - n. Not founded by fear or worry
 - o. Can identify various feelings simultaneously
2. The characteristics of low emotional intelligence include
 - a. Do not have a sense of responsibility towards one's own feelings, but blame others
 - b. Do not know his own feelings so often blame others often blame, bossy, critical, often annoying, often patronizing, often giving advice, often cheating, and happy to judge others.
 - c. Likes to blame others
 - d. Lying about how he feels
 - e. Allowing things to happen or overreacting to even small (small) events.
 - f. Do not have feelings and integrity
 - g. Not as positive as the feelings of others
 - h. Do not have empathy and compassion
 - i. Rigid, inflexible, requires rules and structure to feel guilty.
 - j. Feeling insecure, definitive and difficult to accept mistakes and often feel guilty.
 - k. No responsibility
 - l. Pessimistic and often consider the world unfair

- m. Often feel inadequate, disappointed, angry, often blame. Using his intelligence to judge and criticize and without respect for the feelings of others.

Aspects of Emotional Intelligence

Goleman (2015: 56-57), divides into five components of emotional intelligence that can become guidelines for individuals to achieve success in life, namely:

1. Recognize your emotions
 Self-awareness - recognizing feelings as they occur - is the basis of emotional intelligence. The ability to monitor feelings over time is important for psychological insight and self-understanding.
2. Manage emotions
 Handling feelings so they can be properly expressed are skills that depend on self-awareness. People who are bad at this skill will continue to fight against moody feelings, while those who are smart can get back up.
3. Motivate yourself
 Organizing emotions as a means to an end is very important in terms of giving attention, to motivating yourself and controlling yourself, and to be creative.
4. Recognize the emotions of others
 Empathy, an ability that also depends on emotional self-awareness, is a "social skill". Empathic people are better able to pick up on hidden social signals.
5. Establish relationships
 The art of building relationships, for the most part, is a skill in managing the emotions of others. This is a skill that supports interpersonal popularity, leadership, and success.

Factors Affecting Emotional Intelligence

Emotional intelligence is something that is not necessarily obtained from birth, but will be learned in line with the process of life. The following factors influence emotional intelligence expressed by Goleman (2001: 276-282):

1. Family environment

Family environment is the environment that was first recognized by individuals, and in this environment emotional intelligence also began to be studied. Parents are very instrumental in learning emotional intelligence, because parents who interact directly with the baby, even from the womb. When still a baby, children begin to learn emotional intelligence through the expressions shown by parents. Even just by looking into the eyes of their parents, children can feel emotional events. Children will identify their parents' behavior and then internalize it to be part of the child's personality. The emotional life that is fostered by a family from childhood will be very useful in the child's future.

Emotional intelligence is not only obtained verbally, but every action taken by a family member, whether seen, touched, and heard will greatly affect the child. Children who live with a less than even unhappy family environment conditions allow the occurrence of emotional or emotional pressure (Rita EkaIzzaty, et al, 2008: 111). However, if the family environment is harmonious, mutually supportive, and democratic, children's emotional intelligence will develop more quickly. From interactions with family, children will learn to identify positive emotions and negative emotions.

2. Non-Family Environment

In addition to the family environment, the community environment and educational environment are also responsible for the development of one's emotional intelligence. The age of someone who has stepped on school will spend 4-8 hours per day to interact with school friends, and with that time certainly a lot of things happen between them. Rita EkaIzzaty, et al (2008: 111) stated that extensive association with the community and school environment would develop children's emotions, children would learn that unfavorable emotional expressions could not be accepted by their friends.

The Function of Emotions in Human Life

The function of emotions in human life according to Coleman and Hammen (Hude, 2006: 40):

1. Emotion functions as an energy generator (energizer). Without emotion, humans are not aware or the same as the dead, because life means to feel, experience, react, and act. With emotion, humans arouse and mobilize the energy they have: anger moves to attack, fear moves to run, love pushes people to get close and make out, and so on.
2. Emotion functions as a carrier of information (messenger). The state of yourself can be known through the emotions experienced. For example, anger means being blocked or attacked by others, sadness indicates the loss of something you like or loved, happy means getting something you like or successfully avoiding something you don't like.
3. Emotion functions as intrapersonal and interpersonal communication as well. Various studies show that emotions can be universally understood. In rhetoric, for example, it is known that conversations that include all of his emotions in a speech are seen as more lively, more dynamic, and even more convincing.
4. Emotion serves as information about the success that has been achieved. When we yearn for good health, a healthy body condition indicates that what we desire is successful. We look for beauty and know we have it when we feel aesthetic pleasure in ourselves.
5. The existence of various functions clearly shows that emotion is needed in life, as long as it does not cause new problems that can damage the order of life itself. From the functions above we can know that emotions have various uses of emotions, can be as intrapersonal communication and interpersonal communication that we can use when dealing with others, and also as information about the success that has been achieved by someone.

Group Guidance with Role Play Techniques to Improve Student Emotional Intelligence

The school is the second place of education for teenagers. For that, in serving the school should pay attention to the task of adolescent development. This is because by paying attention to the tasks of adolescent development, schools can optimize all aspects of the development of their students.

Referring to the competency standards of students in secondary schools at the point of achieving emotional maturity, increased emotional intelligence can be done through the services contained in counseling guidance, namely group guidance. This is because according to Yusuf and Nurihsan (2006) group guidance is intended to prevent the development of various problems or difficulties in the counselee. So that with the guidance of the group, can prevent various problems due to low emotional intelligence possessed.

According to Goleman (2015), emotional intelligence is indicated by self-awareness, the ability to manage emotions, the ability to motivate themselves, the ability to empathize and the ability to build relationships with others. When an individual does not fully have the abilities as described above, it is necessary for the individual to increase his emotional intelligence through various efforts, one of which is group guidance.

This is because in group guidance through group dynamics, members can develop themselves together because they have a clear psychological connection. This is in line with Hartinah (2009: 12) who said "the atmosphere of the group is the relationship between all people involved in the group, can be a vehicle where each of these members can individually utilize information, responding to the interests of himself concerned with the problem". The technique of providing information conveyed by group leaders positively and constructively about emotions in group guidance, makes the group members' knowledge and understanding of emotional intelligence become more developed so that their emotional intelligence can increase (Nurnainingsih, 2011). This is also in accordance with Hartinah (2009: 104), group guidance is a guidance and counseling service that allows a number of students together, through group dynamics to obtain various materials from certain sources (especially from the supervisor) and or discuss together. the same subject matter (topic) that is useful to support understanding and daily life and or for the development of himself, both as individuals, students, and for consideration in student decisions and or actions.

Through group guidance each member will be given information regarding emotions and then discussed with other members to find the right solution. This is in line with the opinion of Prayitno (1995) which states the content and material of group guidance activities consist of information related to personal, social, learning, and career issues that are not presented in the form of lessons. Through group dynamics as a medium in group guidance activities, it is hoped that each member can contribute their opinions, ideas and input openly about how they should behave when certain emotions emerge, manage and use emotions effectively.

Furthermore, according to Miftahul Huda (2013: 115) role play is a way of mastering learning materials through developing the imagination and appreciation of students. Furthermore, according to Erford (2016: 358) role play is a technique used by counselors from various theoretical orientations for clients who need to develop a deeper understanding or make changes in themselves. Furthermore, according to Abdul Salman (2017) in counseling Efforts made together in a group, with the aim to provide a shared learning experience in handling these anxiety problems.

Role play is a teaching model that comes from the dimensions of individual and social education. This model helps each student to find personal meaning in their social world and helps solve personal dilemmas with the help of groups. In the social dimension, this model makes it easy for individuals to work together in analyzing social conditions, especially humanitarian issues. This model also supports several ways in the process of developing polite and democratic attitudes in dealing with problems (Miftahul Huda, 2013: 115).

In the role playing strategy, the emphasis is on emotional involvement and sensory observation in a problem situation that is actually faced. Students are treated as learning subjects who actively engage in language practices (asking and answering) with their friends in certain situations. The definition of role playing mentioned above is explained from the perspective of the method or strategy in the teaching and learning process. While role playing in group guidance can include two techniques, namely sociodrama and psychodrama, depending on the purpose of guidance to be achieved

Based on the explanation above, it is concluded that role playing is a technique of providing guidance to a group of individuals as a solution to solving individual psychological and social problems through dramatization activities. Where each individual is required to be able to play a certain role in the situation planned by the supervisor adjusted to the purpose of providing guidance to be achieved.

Conclusion

Intelligence as the ability, or skill or combination, or emotion is more dominant, but all of that is discourse, is a positive study material in approaching humans with all its secrets. The views of Goleman, Salovey and Mayer, Payne, Wayne Leon and others who give serious attention to emotional intelligence, are extraordinary views in this century in approaching the secret of intelligence, certainly other views about intelligence will provide completeness in scientific exploration, especially in understanding human intelligence. Just like Goleman who gives the characteristics of emotional intelligence as the ability to motivate yourself, and survive facing frustration, controlling impulse and not exaggerating impulse and not exaggerating pleasure, regulate mood and keep the burden so as not to stress not paralyze the ability to think empathize and pray.

Group guidance services with role play techniques are considered effective in providing positive interventions to students. Role play helps individuals understand themselves in seeing a reality of community life so that they can develop skills in creative and logical thinking and can develop empathy and learning responsibly in making logical problem-solving decisions in daily life.

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