Islamic Role Playing in Classical Guidance for Social Interaction

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Abstract

This study aims to determine the initial conditions, conditions after being given treatment and service effect classical guidance services with role playing techniques in increasing the social interaction of students at MTs Qudsiyyah Putri Kudus. This study uses a quantitative pre-experiment design method because in this implementation the researcher participates in providing services at MTs Qudsiyyah Putri Kudus. The data collection technique used is service delivery by distributing pretest and posttest questionnaires. The results obtained after being given 3 treatments in this study concluded that the social interaction of students can be improved by using role playing techniques in classical guidance. This can be seen from the results of the F test, the results of Fcount are 11.961 > Ftable 4.14 and the average increase before being treated is 586 points and after being treated is 878 points.

Keywords: *Classical Guidance, Role Playing, Social interaction*

Abtrak

Penelitian ini bertujuan untuk mengetahui kondisi awal, kondisi setelah diberikan perlakuan dan pengaruh layanan bimbingan klasikal dengan teknik role playing dalam meningkatkan interaksi sosial peserta didik di MTs Qudsiyyah Putri Kudus. Penelitian ini menggunakan metode kuantitatif pre-experiment design karena dalam pelaksanaannya peneliti ikut serta dalam memberikan layanan di MTs Qudsiyyah Putri Kudus. Teknik pengumpulan data yang digunakan adalah pemberian layanan dengan membagikan kuesioner pretest dan posttest. Hasil yang diperoleh

setelah diberikan 3 kali perlakuan dalam penelitian ini menyimpulkan bahwa interaksi sosial siswa dapat ditingkatkan dengan menggunakan teknik role playing dalam bimbingan klasikal. Hal ini dapat dilihat dari hasil uji F diperoleh hasil Fhitung sebesar 11,961 > Ftabel 4,14 dan rata-rata peningkatan sebelum diberi perlakuan sebesar 586 poin dan setelah diberi perlakuan sebesar 878 poin.

Kata kunci: Bimbingan Klasikal, Bermain Peran, Interaksi Sosial

A. Introduction

Students in secondary school can be classified into the adolescent phase. During adolescence, they often feel confused about life due to uncertain duties and positions. Adolescents who are learning to recognize and control their emotions will have good self-confidence and have healthy physical, psychological and emotional health. Emotional health is very much needed in adolescence when interacting socially with the surrounding environment.

Student interaction at school is considered very basic because in the learning process other students or friends of the same age are alternative means of transferring information and knowledge. This happens because every individual essentially has a sense of curiosity about how to establish good and peaceful relationships with the environment around them, both physical and social. This situation is in line with the developmental tasks that must be obtained in adolescence, including: (1) towards more mature relationships with friends of the same age, (2) achieving social duties as a man or woman, (3) achieving emotional independence from parents and others. other adults, (4) achieve socially consistent morals, (5) obtain a set of systematic values such as guidance or guidance in behavior, (6) develop knowledge skills, (7) choose and prepare a career. (Sa'idah 2016). In this study, researchers made observations by distributing a problem checklist (DCM). The results obtained from the checklist for personal relationship problems had the highest percentage, namely 17.77%. This can also be seen during the implementation of DCM distribution that students do not seem to have much interaction between one student and another.

Sourced from the views of interviews with guidance and counseling teachers at MTs Qudsiyyah Putri, the implementation of guidance and counseling service programs in schools is only classical guidance. This happens because if there are services provided outside learning hours, it will conflict with activities at the Islamic boarding school. Classical guidance activities are carried out using the lecture method and referring to guidance and counseling service material.

According to Joice and Weil, classical guidance is an appropriate alternative for guidance and counseling teachers or counselors when conveying information and introducing students to learning programs, and considering that responsive behavior can stimulate students socially and knowledgeably. Apart from that, classical guidance is the service that has the largest number of guidance and counseling services and is the right service to overcome the problem of quantity of students and counselors. (Andriati 2015). The field of personal guidance or social guidance has a basic task, knowing that success in implementing guidance can lead to improving the personality of students in relation to students in their teens who have not yet mastered interacting with their friends. This situation is also felt by Mts Qudsiyyah Putri Kudus students. The problem that occurs is that students feel there is a lack of interaction with peers, so that students feel they do not have close friends.

The use of techniques in classical guidance has many roles, including being more aimed at classical guidance activities about dreams to be realized, it can create dynamics in classical guidance activities so that they are more enthusiastic and do not easily cause students to feel bored when participating in classical guidance. The determination and use of each technique cannot be separated from the personality of the counseling teacher or counselor. An alternative technique that can be used in classical guidance services is role playing .

According to Weinstein and Meyer, role play in classical guidance must pay attention to how students learn, remember, think and motivate themselves. (Ghea 2018) Role playing is created with the aim of helping students teach social values that can describe themselves, create a sense of empathy for others, and improve students' social skills. Using role playing , students can enjoy the role they are playing and can put themselves in other people's desired conditions. The emphasis in role playing is on students' emotional participation and sensory observation into a clear problem situation. Bimo Walgito explained that social interaction is a relationship between individuals and other individuals and can lead and result in reciprocal relationships. (Rahayu 2016) Students who have superior interaction skills can be noticed from the activities carried out in daily activities at school. Meanwhile, students who have little interaction skills can be seen from daily activities such as with certain friends.

Based on the background above, the researcher formulated the problem as follows: what are the initial conditions of students' social interactions before being given classical guidance services using role playing techniques, what are the conditions of students ' social interactions after being given classical guidance services using role playing techniques, Does providing classical guidance services using role playing techniques have an influence in increasing students' social interactions?

The aim of this research is to determine the initial conditions of students' social interactions before being given classical guidance services using role playing techniques, to determine the conditions of students' social interactions after being given classical guidance services using role playing techniques, to find out the significant level of role playing techniques in improving interaction. social studies of students at MTs Qudsiyyah Putri Kudus. The approach used in this research is a quantitative approach with pre-experimental design with one-group pretest-posttest design which aims to determine the effect of providing role playing techniques in classical guidance services in improving students' social interactions.

1. Theoretical Review

The theories that will be used as the basis for this research are classical guidance theory, role playing techniques, and social interaction. Classical guidance according to Makhrifah and Wiryo Nuryono (Prayitno and Erman, 2015:94) is a guidance and counseling service activity carried out for students in groups in the classroom by guidance and counseling teachers or counselors. Classical guidance services are considered the most successful in identifying students who need help. Apart from that, classical guidance is considered the most appropriate step for guidance and counseling teachers or counselors in conveying information to students regarding programs at school, for example further education programs and study skills .

Classical guidance is an alternative approach to basic services and individual specialization and planning services in the guidance and counseling program. Classical guidance is aimed at all students or counselees who have the characteristics of development, prevention and maintenance. Classical guidance is practiced in class face-to-face and is carried out routinely every week. Until now, classical guidance has an important role in the realization of guidance and counseling programs.

Classical guidance services are usually informative, so that the guidance and counseling teacher or counselor can provide services immediately. The needs or problems expressed in classical guidance services are still global in nature, experienced by all or half of the students, and do not involve personal or privacy issues. (Edi 2016). Several definitions according to researchers can draw the conclusion that classical guidance is a service aimed at students or counselees in the form of groups that is practiced in the classroom. Classical tutoring services are usually informative. Classical guidance also has a developmental, preventive and maintenance nature, such as the personal development of students which is not very personal in nature.

In general, the general aim of classical guidance services is to provide assistance to students to gain self-understanding, help students achieve continuity between

thoughts, feelings and behavior, help students to improve personally, socially, learning and career and help students to adapt to life. environment well. According to Tohirin (Febrita 2014) classical guidance has the aim of ensuring that each individual who is given guidance can carry out optimal social interactions with the surrounding environment. Meanwhile, the classical social guidance provided aims to help each student adapt well and be in harmony with their social environment. In the BK program operational guide (POP) the stages of implementing classical guidance are grouped into three stages, namely; (1) preparation stage; (2) implementation stage; (3) evaluation and follow-up stage.

Role playing or role playing is a form of presenting learning material or material in the learning process which is carried out by showing or displaying an incident or event experienced by another person, as well as behavior in a social relationship. According to Mansyur, role playing is a teaching and learning method in which students are assigned to act out a social situation that has a problem so that students can find a solution to the problem. (Ari Yanto 2015). Another opinion from Bennet (Romlah, 2020:99) states that role playing is a medium used in learning that increases knowledge and explanations about relationships between individuals by playing out parallel situations in accordance with real life.

According to several explanations from the figures above, it can be concluded that role playing is a method of learning or guidance in which students are given the task of playing roles in accordance with real life. This is carried out according to the aim so that students can make decisions and solve problems spontaneously. Apart from that, role playing is a learning method that focuses on students' activeness in the teaching and learning process in the classroom.

The objectives of implementing the role playing technique are: (1) to provide a sense of enjoyment and to foster motivation in the teaching and learning process; (2) students get the opportunity to express themselves; (3) increasing opportunities for students to speak freely; (4) can develop students' self-confidence; (5) Support students in making decisions and solving problems (Herlina 2015).Role playing techniques has the function of overcoming personal difficulties, increasing the ability for sympathy and empathy, developing adaptive thinking patterns, as a medium for managing emotions, improving interpersonal skills, as a medium for problem solving and forming responsible individuals. (Azmi 2015)

The implementation of classical guidance services using role playing techniques has several differences in the steps. The stages of the role playing technique in classical guidance are: (1) the guidance and counseling teacher creates a scenario to play out; (2)

the guidance and counseling teacher selects several students to play roles; (3) guidance and counseling teachers form small groups consisting of 5 members; (4) the guidance and counseling teacher invites students who have been selected to play the prepared scenario; (5) other students are assigned to be observers when the role play is carried out; (6) after the role play is finished, students discuss; (7) each group representative conveys the results of the discussion; (8) guidance and counseling teachers make conclusions from the results of student discussions; (9) guidance and counseling teachers carry out evaluations and close activities.

From the explanation above, role playing techniques have the advantage of helping students develop their personalities in knowing and considering the scenarios that will be played. So that in playing roles students can develop creativity, train cooperation between individuals, and help individuals develop good verbal language. Interaction comes from the words action (action) and inter (between). From these words, interaction means an action carried out by two or more people. Interaction can also be translated into an active relationship. The dynamic relationship in question is the relationship between individual and individual, individual and group, and group and group. (Ari Yanto 2015)

According to Bimo Walgito (Rahayu 2016) explains that social interaction is a relationship between individuals and other individuals and can lead and result in reciprocal relationships. According to Borner, social interaction is a relationship carried out by someone with another person and gives rise to mutually influencing behavior and changes in individual behavior. (Rahmansyah 2017). The aspects of peer interaction are, (1) As a place other than family, (2) A source to increase self-confidence, (3) A source of direction that can create behavior, (4) Protection from parental pressure, (5) A place to do something and look for an experience. (Azmi 2019).

B. Methods

Quantitative research is a method that advances the numbers that are used to reflect a problem. This research method has the content of a description of the methods, means, or measures that are operational to the implementation of research and are both technically and applied. This study examines the population, samples of data collection using instruments, and statistical data analysis.

These research methods have a kind of experimental nature. Research that aims to find the influence of independent variables on dependent variables by manipulating (treatment) This research uses field research or field research using comparative methods. It's called field research because the data collected must be from the field. The problem in this study is social interactions that will be given guidance and support

services using self-management techniques, so that the service can be known to be effective or not. In this study, using a population students in one class, the researchers took six samples from the population to be treated. In this study, the researchers took samples using the non-probability sampling technique, which is the technique of sampling that does not give the same chance or opportunity. The sample in this study has a high level of aggressiveness. The design in this study uses pre-experimental designs in the form of one-group pre-posttest designs.

C. Results and Discussion

Role playing techniques in classical guidance is generally the same as role playing techniques in general, only in Islamic role playing techniques there are Islamic values in the implementation of role playing. Role playing technique in the world of education is considered a technique that can be used as an investment and improvement of concepts, values and morals, as well as norms. Role playing can run according to its objectives if students can work together directly and interact with friends. Apart from that, the role playing technique is a technique that can be used to solve problems related to relationships between humans or students. Therefore, this technique can create or create a valuable experience for students. (Puspitasari 2015) Contemporary Islamic education experts have explained that the story method (qishshah) or drama is one of the methods that is categorized as important in Islamic education.

The results of this research state that the use of Islamic role playing techniques in classical guidance in increasing social interaction has a value in the very good category. From Table 2, the increase in students' social interaction can be seen from the increase in the average score of 292 points. So it can be concluded that the use of Islamic role playing techniques in classical guidance can increase students' social interactions.

1. Initial Conditions of Students Before Being Given Islamic Role Playing Techniques in Classical Guidance

Before providing treatment or services to students, researchers carry out activities before the research (pre-experiment). The aim of this pre-experimental activity is to determine the population and samples that will be used as samples in this research. Sample determination was carried out by distributing questionnaires. Then data was generated on students who experienced low social interaction. The results of the pre-experiment and suggestions from the guidance and counseling teacher found that class VIII I, totaling 35 students, was determined to be the sample for this research. The following are the results of the research conducted:

Table 1

Students who have low social interaction

Name	Score
RSA	115
AM	116
TTM	117
R	118
SKM	118
JI	119
Average	586

The table data above is the result of grouping students who have a low level of social interaction. After being given *the pretest,* there were 6 students who had a low level of social interaction compared to other students. After students are given *a pretest* , two services will then be carried out, namely classical guidance services using *role playing techniques.* After being given the treatment, students will be given *a posttest* to see the comparison between students before and after being given the treatment.

The first service was carried out on Tuesday, August 24 2021 at MTs Qudsiyyah Putri Kudus in the guidance and counseling room at 08.00-09.00 WIB. In carrying out the activities at this first meeting, the researcher divided the students into 4 small groups with the aim of making the activities easier and can be carried out effectively. Then the researcher provided an explanation regarding the objectives, benefits and procedures for the activities to be carried out, namely classical guidance services using *role playing techniques.*

After explaining the material by the researcher, students began role playing *activities* . Students who are tasked with role playing prepare themselves and then start playing the role. Students who do not play a role get the task of observing the implementation of the role play. After playing the role, all students have a discussion about the evaluation of the role play that has taken place, then the students play the role again in line with the results of the evaluation that has been carried out.

The results of student observations from implementing the first *role playing technique* are (1) students can respond well to activities; (2) there are students who still feel embarrassed when the activity takes place; (3) it appears that students already have the confidence to participate in role playing; (4) there are some students who feel

indifferent to role-playing activities and prefer to sit quietly at the back. During the activity, the researcher experienced several obstacles. The obstacle experienced by the researcher was that the researcher had not been able to fully condition the conditions in the classroom when the activity took place. Students who get roles are still shy and have not fully explored the character. The condition of the lounge room makes students confused in arranging the setting of the place, so that when implementing the role play it seems to have the same impression. From the results of these observations, researchers carried out follow-up actions to improve the provision of *role playing technique services* in increasing students' social interactions.

The second service was carried out on Monday, August 30 2021 at MTs Qudsiyyah Putri Kudus in the guidance and counseling room at 11.00-12.00 WIB. The second implementation of this service has the same stages as the first stage. The difference with the previous stage lies in the delivery of material provided by researchers. Apart from that, the results of observations in this second implementation, the researchers obtained student observation results in the form of (1) almost all students really participated during the activity; (2) students who serve as actors appear to be starting to appreciate or deepen the character being played; (3) students who were originally quiet at this meeting began to feel confident in expressing their opinions, there were even students who volunteered to be actors in this activity. So that in the implementation of this second phase of services there has been an increase compared to the previous service provision.

The third service was carried out on Monday, September 6 2021 at MTs Qudsiyyah Putri Kudus in the guidance and counseling room at 10.40-11.40 WIB. Providing this third service also has the same stages as the service provided previously. What makes the difference is the delivery of material in this service. Apart from that, the results of student observations also increased from the previous ones. Some of the observation results obtained by researchers in providing the third service are (1) all students really participated during the activity, (2) students who served as actors seemed to appreciate the character being played, (3) students who were initially silent At this meeting, they began to feel confident in expressing their opinions, some even volunteered to take part in this activity.

2. Conditions After Being Given Islamic Role Playing Technique Services in Classical Guidance

After giving the treatment, students were given *a posttest* which was carried out on Monday 6 September 2021. The following are the results of the students' *posttest after being given the treatment:*

Table 2

Posttest Results of Students Who Have Low Interaction

Name	Score
RSA	150
AM	142
TTM	139
R	147
SKM	147
JI	153
Average	878

From the results of these data it can be explained that students who had low interaction experienced improvement after being given treatment. This can be seen from the average increase when giving the pretest and posttest of 292 points. Role playing techniques, some students in class VIII I had a low level of social interaction. This is caused by a lack of communication between students and their friends in class. The low level of social interaction between students occurs because of the slow adaptation process carried out by students with their environment and friends. Apart from that, the Covid-19 pandemic is also a factor causing students' low social interaction. This is due to a lack of communication caused by fear of contracting Covid 19.

In line with the treatment given by class VIII I students, several students received assignments to play roles. Role playing: In this case, students are taught to spontaneously play other people's characters. This can train students to develop their imagination. Apart from that, students gain experience that can be used to improve or increase social interactions with each other.

The increase in social interaction between students can be observed from the social interaction requirements that have been fulfilled by class VIII I students. The interaction that occurs between students is not only carried out by making social contact (eye contact or physical contact), but there is a feeling of mutual acceptance of each other. with the others. Bearing in mind that students at MTs Qudsiyyah Putri do not only come from around the school but some come from outside the area. Apart from that, the cooperation carried out by students is considered good in completing the tasks that have been given.

3. Role Playing Techniques on Classical Guidance in Increasing Students' Social Interaction

A process of role playing techniques in classical guidance can increase the social interaction of class VIII I students, which can be seen from the fulfillment of the conditions for social interaction which include social contact (eye contact and physical contact), communication, openness, mutual understanding and being able to work together.

This research uses questionnaire data or research instruments for class VIII I students which are then analyzed using classic assumption tests which include normality tests, linearity tests, and hypothesis tests using simple linear regression analysis and the F test.

Table 3

Normality Test Results with SPSS 16.0 for Windows

Tests of Normality

	Kolmogorov-Smirnov		
	Statistics	df	Sig.
Difference between posttest and pretest scores	.118	25	,200

Based on the table above, it proves that the significance value of the social interaction variable is 0.200. This variable has a value of more than 0.05, it can be concluded that the social interaction variable is normally distributed.

Table 4

Linearity Test Results with SPSS 16.0 for Windows

ANOVA

	Sum of	df	Mean	F	Sig

	squares		Square		
Deviation From Linearity	1089,849	19	57,360	,523	,906

Based on the results of the linearity test above, it proves that the linearity test obtained a significant value in deviation from linearity of 0.906 (0.906>0.05), which shows that the relationship between classical guidance services and role playing techniques and social interaction is linear.

Table 5

Linear Regression Test Results with SPSS 16.0 for Windows

Coefficients

Model	Unstandardized coefficients		Standardized coefficients	t	sig
	B	Std. error	Beta		
(Constant)	53,600	21,137		2,536	.016
Student posttest scores	,491	,142	,516	3,458	,022

Table 5 uses simple regression analysis to measure the relationship between the independent variables, namely classical tutoring services and *role playing techniques* on social interaction as the dependent variable. The results of the simple linear regression test show that the value (constant a) shows a value of 53,600, while the student's *posttest* value (b/regression coefficient) is 0.491, then the regression equation can be written as follows:

$$Y = a + bX$$

$$Y = 53,600 + 0.491X$$

The linear regression equation can be interpreted to mean that the *regression* coefficient The regression coefficient has a positive value, so it can be interpreted that the direction of the influence of the *role playing variable* on social interaction is positive.

Decision making in the simple linear regression test is taken based on the significant value from the coefficient table obtained from a significant value of 0.02 <0.05, then the conclusion is drawn that the *role playing variable* (X) has an effect on the social interaction variable (Y). Apart from that, based on the results of the table above, it can be seen that the calculated t value is 3,458> t table 2,035, then it can be concluded that the *role playing variable* (X) has an effect on the social interaction variable (Y). Note that the t table calculation is as follows:

$$T_{table} = (a/2 : nk\text{-}1)$$

$$= (0.05/2 : 35\text{-}1\text{-}1)$$

$$= (0.025 : 33)$$

$$= 2.035$$

Table 6

F Test Results with SPSS 16.0 for Windows

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	952,061	1	952,061	11,961	,002

Table 6 F test is used to determine whether the independent variable has a significant influence on the dependent variable. Regarding the F test results, it shows that the F hit value is 11,961 with a significance level of 0.002 or (0.002<0.05). It can be concluded that there is a significant relationship between classical guidance services and role playing techniques on students' social interactions.

From the discussion of the research results above, the researcher draws the conclusion that classical guidance services using role playing techniques can increase the social interaction of students in class VIII I. The increase in students' social interaction can be observed from the increase in pretest results with an average result of 126.51 and posttest with an average score. -average 148.37. Increased social interaction of students can also influence the learning process in the classroom. Remembering that interaction is very necessary for the success of the learning process.

The research results show that the simple linear regression analysis contained in table 12 shows that the significant value obtained is 0.02 (0.02<0.05). These results can prove that H 1 is accepted, which means that there is a significant influence between the role playing variable on the social interaction of students at MTs Qudsiyyah Putri Kudus.

D. Conclusion

From the research results that have been obtained and have been presented, it can be concluded that classical guidance services using role playing techniques are effective and influential in increasing the social interaction of students at MTs Qudsiyyah Putri Kudus, especially in class VIII I. The following are details of the research results that have been concluded, namely Interaction Socially, students at MTs Qudsiyyah Putri Kudus, especially in class VIII I, before being given classical guidance services using role playing techniques , there were 6 students who were categorized as low in social interaction. The social interaction of students at MTs Qudsiyyah Putri Kudus, especially in class VIII I, after being given classical guidance services using role playing techniques experienced an increase in the average score of 292 points. Classical guidance services using role playing techniques have an effect on increasing the social interaction of students at MTs Qudsiyyah Putri Kudus, especially in class VIII H. These results were obtained from the results of analysis tests using a simple linear regression test and obtained a significant value of 0.02<0.05 so that the hypothesis alternative (H 1) is accepted.

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