

Effectiveness Of Group Guidance Services Using The Role Playing Method In Improving The Developmental Tasks Of Students At SDN 12 VII Koto Sungai Sariak

Fuaddillah Putra^{1*}, Wirasolina¹

Universitas PGRI Sumatera Barat, Jalan Gunung Pangilun, Padang, West Sumatera, Indonesia¹

Corresponding author: Fuaddillah Putra. Email: putraalyanifahmi@gmail.com; <https://orcid.org/>



Abstract : Behind the glittering developments that occur, many other aspects of each component of education, especially students, do not receive maximum attention, especially in the achievement of developmental tasks in elementary school students. This failure to achieve results in the emergence of new problems, such as students easily losing their fighting spirit in achieving their goals, there are students who do not understand the concepts and roles that are appropriate to their gender, negative self-concepts regarding the weak economic conditions of the family, feeling worthless when adult family members pay less attention to them. This study is in the experimental group, where the use of group guidance services using the role playing method is used to improve the achievement of developmental tasks in children, the sample taken is 12 elementary school students who are in grade six, and are divided into two groups, 8 students who have problems achieving developmental tasks and 4 others are students who are able to fulfill their developmental tasks. After providing group guidance services three times, an increase in the achievement of developmental tasks in the achieved group was found.

Keywords: Achievement of Developmental Tasks, Students.

1. Introduction

The development that occurs in individuals is a process that will always be carried out until the end of life, this can be seen from the process of physical development and psychological development. Jannah (2015) explains that humans are creatures that continue to experience changes in age, starting from the womb, infancy, childhood, adolescence, to adulthood and finally death, where each stage of human life is influenced by the next stage of life both from psychological aspects including religion, cognitive, language, moral, social, and physiological aspects, including physical, motoric children. The role of people around in helping to develop every potential that children have is very decisive, this is because we cannot deny that the role of the environment in shaping a child's maturity is very influential. The above proves that the different situations and environments experienced by children will be able to influence the development of children which is known as the different tempos and rhythms of child development. The same thing was also expressed by (Sumantri, 2003) who explained that "every individual develops according to their own time, something that is impossible and dangerous if we compare individuals in terms of their age, will explain that every child has unique needs and characteristics at a certain stage, this allows for differences and choices. " Then in the development of children's age (preschool age) is often also known as a period full of problems or a period that will experience many difficulties, where in this period children are asked to learn how to live in groups, learn to carry out exploration activities towards the environment where they live, learn to imitate the behavior of people around them, learn to make something / create, then in this period children need special guidance and attention from those closest to them such as parents and nuclear family (Munthe et al., 2024). In line with the previous opinion, Azizah Kurniawati, (2019: 83) also said that the role of parents or family in helping individuals who are in the

final stages of childhood development is very necessary, this is because parents or nuclear families can guide children in recognizing and analyzing which behaviors are acceptable and which behaviors are unacceptable to society, this condition is often known as the introduction of forms or types of developmental tasks that they must be able to master.

Developmental tasks can be defined as skills that each individual must master throughout their developmental stages, from infancy to old age. In Minangkabau, during childhood, specifically between the ages of 6 and 12, there are several developmental tasks that must be mastered, including:

- a. Train physical skills by optimizing their development by participating in regional games in Minangkabau such as 1) Semba Lakon Game, 2) Manjalajah, 3) Kampar Game and 4) Practicing Silat in Surau
- b. Learning to live independently, by understanding the impact of every behavior and every decision, is one of the fundamentals of life that Minangkabau children must master. This will serve as a valuable asset for them as they prepare to live their lives abroad.
- c. Able to socialize with peers of both the same and different genders. The living conditions of children in Minangkabau, which teaches all their descendants to be able to establish social interactions with peers, are also shown in their daily lives, where children in Minangkabau tend to spend a lot of activities in the Surau, so that the activities that often occur in the Surau have an impact on their skills in improving their social skills with peers.
- d. Can carry out their duties, main and functions according to gender both in the community environment and within the family. This can be seen from the life of the Minangkabau community which uses terms including 1) Tigo Tungku Sajarangan, which consists of three types of positions including a) Ninik Mamak, b) Alim Ulama, and c) Cadiak Pandai, 2) Bundo Kanduang. From the two terms above, it explains how the duties of Tigo Tungku Sajarangan are in charge of maintaining the security and progress of a nagari or tribe and Bundo Kanduang as a woman who is in charge of maintaining property and inheritance as well as the continuity of the descendants of a particular tribe or tribe.
- e. and. Able to master writing, reading, and arithmetic. In Minangkabau, the Surau also serves as a place to help children develop emotional intelligence, intellectual intelligence, and religious intelligence.

Furthermore, Havighurts (Azizah Kurniawati, 2019) explains several developmental tasks that must be mastered by individuals who are at the developmental level of children, including: Learning physical dexterity for playing 2. Formation of a healthy attitude towards oneself as a growing organism 3. Learning to socialize in a friendly manner with children of the same age 4. Learning gender roles 5. Developing the basics of reading, writing, and arithmetic skills, 6. Developing the understandings needed for daily life 7. Developing a moral conscience and a scale of values 8. Learning to free oneself from dependence 9. Developing a healthy attitude towards groups and institutions. However, in reality the role of the environment in children will be able to influence the achievement of developmental tasks, such as support from parents who create a harmonious environment and provide opportunities for children to explore all forms of potential that exist in themselves, then support from the child's environment such as peers, educators (teachers) and geographical conditions will also be able to influence the achievement of developmental tasks during childhood. In line with the opinion above, Sabani (2019) explains several things that can influence developmental tasks during childhood, such as: 1. The existence of demands, expectations, and rules that individuals are unable to fulfill, 2. The level of maturity of the individual's body parts, and 3. The development of several factors in the individual such as intelligence, interests, and attitudes in facing new situations.

Therefore, in helping students in fulfilling their developmental tasks, parents and teachers can become public figures for children in recognizing and having standards in behaving, then teachers and parents can become supervisors, guides, caregivers, controllers, directors, connectors, regulators, and become a place for discussion and are able to provide input on problems being faced by children (Ulfah et al., 2023). This is also emphasized by Ermis et al., (2022: 369) who explain that the role of the environment, be it family, the environment in formal education, and peers can be one of the determining factors in shaping a child's personality who is able to master all forms of conditions that arise which are marked by the achievement of their developmental tasks.

Differences in the level of understanding of all parents related to how to raise children can be one of the factors causing the inability of children to fulfill their developmental tasks, therefore parents can utilize several forms of services available in guidance and

counseling such as group guidance aimed at helping parents understand the appropriate care for their children. Group guidance is one of the guidance and counseling services carried out in groups by utilizing existing dynamics and can foster creativity and self-confidence. The development of creativity in children is very necessary during the developmental period, this is because it can help children overcome any obstacles they may face in their lives (Susanti et al., 2024). Group guidance is a service in guidance and counseling carried out in groups and led by a group leader and there are 10 to 12 group members, discussing common problems that are being discussed and can increase member confidence and increase member creativity through the exchange of information that occurs during the activity, Laxdal et al (Dartiningsih & Anggareni, 2023). Furthermore, the role playing technique in group guidance is one of the service implementations that uses a group format and asks each group member to play one of the objects being discussed, and asks each member to analyze each reaction they play (Habsy et al., 2024).

II. RESEARCH METHOD

In the implementation of the research using a comparative quantitative approach, which will see the effectiveness of group guidance with the role playing method in improving the achievement of students' developmental tasks. The population in this study were 12 fifth-grade students at SDN 12 VII Koto Sungai Sariak, Padang Pariaman Regency, West Sumatra Province. Data collection in this study used a questionnaire, and the data analysis technique used comparative descriptive analysis.

Research procedures

The procedure in this study began with the measurement of all 5th grade students at SDN 12 VII Koto Sungai Sariak using a questionnaire on children's developmental tasks. Furthermore, the data obtained will be grouped into a heterogeneous group consisting of 10 students whose developmental tasks were not achieved and 2 more students who achieved their developmental tasks. After the group was formed, three treatments of group guidance services were given using the role playing method which discussed topics previously determined by the group leader, such as: 1) Learning physical skills for playing/activities & Learning to get along with peers. 2) Learning social roles according to gender & Developing basic skills in reading, writing, and arithmetic. 3) Learning to develop a positive attitude towards oneself and others & Learning to live healthily. After the treatment was completed, measurements were taken again on 10 students.

Instruments and Data Analysis

The instrument design in this study is based on Azizah Kurniawati's ground theory, which divides childhood developmental tasks into ten parts. After the instrument was completed, an initial measurement was conducted on the achievement of developmental tasks in the sample. After the measurement was completed, treatment was given to the sample, where the treatment time was set, namely once a week, once treatment was given, and after the treatment had been fully completed, a second measurement was conducted on the sample experiencing problems in fulfilling developmental tasks. The first data analysis used a descriptive quantitative analysis method, and in the section looking at the differences in results before and after treatment, a comparative analysis technique was used. For more details, see the image below:

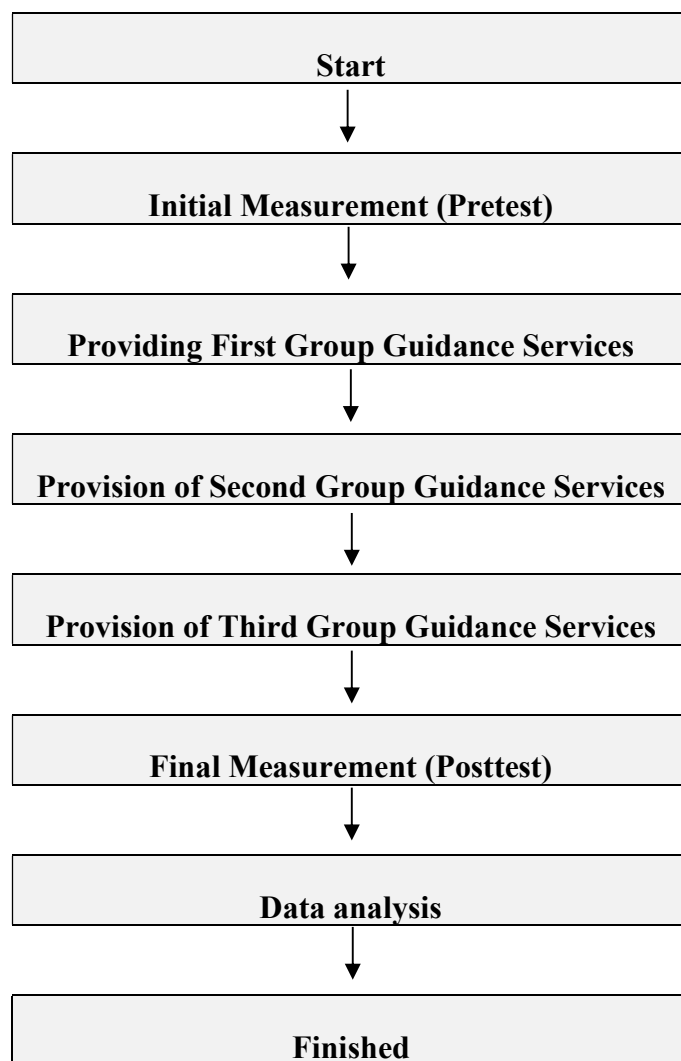


Figure 1. One Group Experimental Research Procedure

III. RESULTS AND DISCUSSION

The following Table 1 will present data on the achievement of developmental tasks carried out on students before being given group guidance services using the Role Playing Method.

Table 1. Developmental Tasks Before Providing Group Guidance Services with the Role Playing Method

Category	Interval	Amount
Very Achievable	196 s.d 240	0
Achieved	147 s.d 195	0
Quite Achievable	98 s.d 146	8
Not achieved	49 s.d 97	2
Very Unattainable	1 s.d 48	0

Based on the table above, we can see the data analysis of the achievement of developmental tasks carried out on students before being given Group Guidance Services with the Role Playing Method, where eight out of ten students are in the category of being sufficiently achieved, two students are in the category of not being achieved and there are no students who are in the category of not being achieved, the category of being achieved and the category of being very achieved in terms of the achievement of students' developmental tasks before being given group guidance services using the role playing method, for more details, please see the image below:

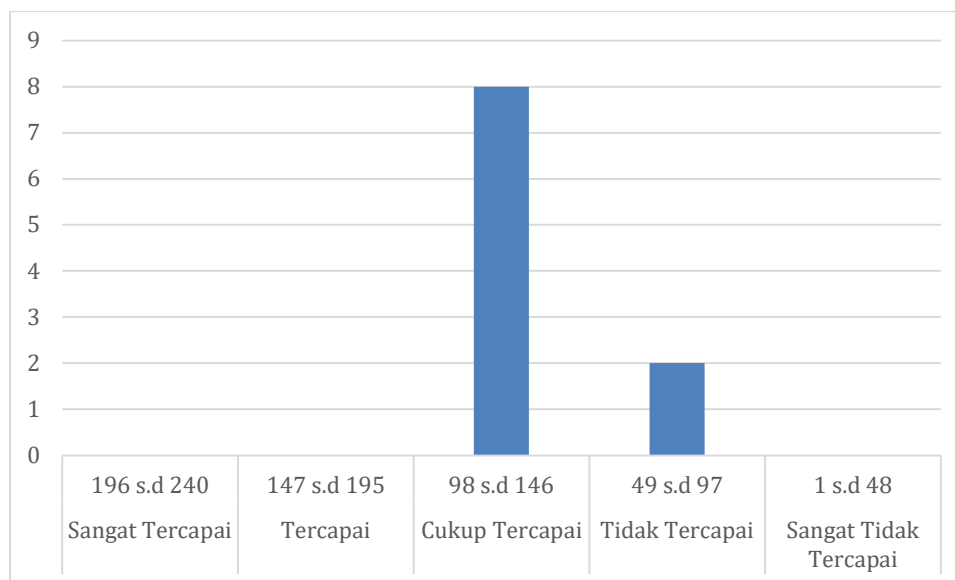


Figure 1 Developmental Tasks Before Providing Group Guidance Services with the Role Playing Method

The following Table 2 will present data on the achievement of developmental tasks carried out on students after being given group guidance services using the Role Playing Method.

Table 2. Developmental Tasks After Providing Group Guidance Services with the Role Playing Method

Kategori	Interval	Jumlah
Very Achievable	196 s.d 240	8
Achieved	147 s.d 195	2
Quite Achievable	98 s.d 146	0
Not achieved	49 s.d 97	0
Very Unattainable	1 s.d 48	0

Based on the table above, we can see the data analysis of the achievement of developmental tasks carried out on students after being given Group Guidance Services with the Role Playing Method, where eight out of ten students are in the very achieved category, two students are in the achieved category and there are no students who are in the very unachieved category, the unachieved category and the fairly achieved category in terms of the achievement of students' developmental tasks before being given group guidance services using the role playing method, for more details can be seen in the image below:

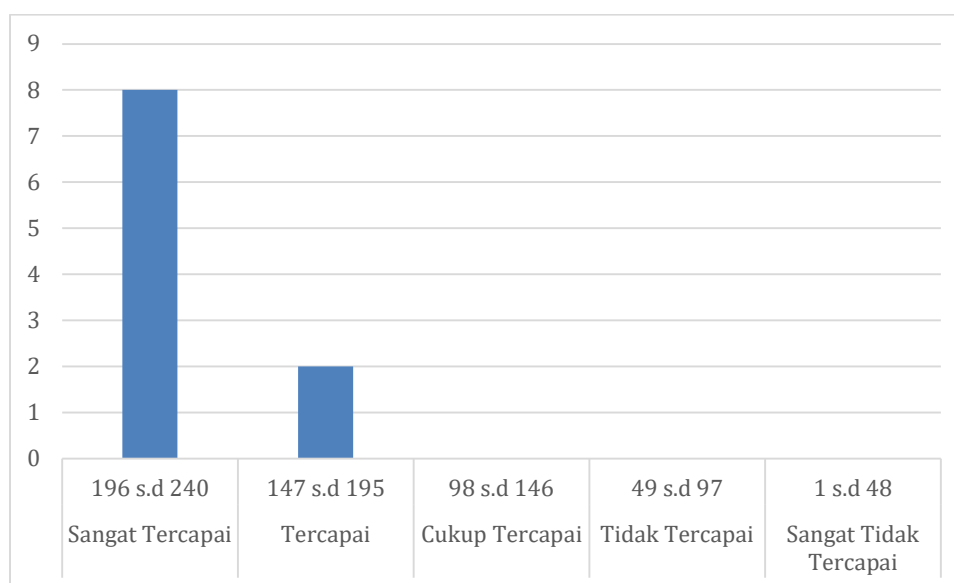


Figure 2. Developmental Tasks After Being Given Group Guidance Services with the Role Playing Method

The following Table 3 presents data on the effectiveness of group guidance services using the role playing method in improving the achievement of developmental tasks for fifth grade students at SDN 12 VII Koto Sungai Saria, Padang Pariaman Regency, West Sumatra Province.

Table 3. The Effectiveness of Group Guidance Services Using the Role Playing Method in Improving the Achievement of Children's Developmental Tasks

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
ITP	Equal variances assumed	1.348	.261	-23.593	18	.000
	Equal variances not assumed			-23.593	15.409	.000

Based on the data analysis that has been carried out to see the effectiveness of group guidance services with the role playing method in improving the achievement of developmental tasks of grade V students at SDN 12 VII Koto Sungai Saria, Padang Pariaman Regency, it was revealed that the implementation of group guidance services using the role playing method was very effective in helping students achieve their developmental tasks during the children's development period. This can be seen from the results of the Sig. column (2-tailed) which shows the number 0.000, which indicates that the number is smaller than 0.005.

In Table 1, it can be seen that the achievement of developmental tasks of fifth-grade students at SDN 12 VII Koto Sungai Saria reveals that eight out of ten students are in the moderately achieved category, two students are in the unachieved category, and there are no students in the very unachieved category, the achieved category, and the very achieved category in terms of the achievement of developmental tasks of students before being given group guidance services using the role playing method. The low level of

achievement of developmental tasks in fifth-grade students at SDN 12 VII Koto Sungai Sariak, Padang Pariaman Regency is one of the conditions that can have a negative impact on students, such as disrupting developmental tasks in the next developmental period. Masganti (2012: 25) explains that the failure to achieve developmental tasks that occur in individuals (children) can be influenced by several factors, where in the "*Nativism*" explains that hereditary or innate factors greatly influence the development of an individual, where indicators such as genes will influence a person in their development, furthermore in the flow of "*Empiricism*" explains that what influences a person in their development is the environment in which an individual lives their life. This is because the interaction between a child and their environment will give them a new understanding that can influence them in decision making, then in the flow of life "*convergence*" have an understanding that hereditary or hereditary factors along with the environment both have a significant role in influencing the development of an individual. In line with the previous opinion, Rahman (47: 2009) also said that there are several factors that cause a child to experience obstacles in his development, where the process of care and guidance carried out by adults in his environment (parents, teachers and peers) will have an impact on them, such as parents and teachers who do not provide space for children to explore their environment, the existence of a social environment of peers who provide bad treatment (bullying) towards their peers, less than ideal conditions experienced by children have a bad impact on their development such as a negative self-concept that will hinder every potential that they should develop during the developmental stages. Furthermore, Putra (2017: 27) also said that the inaccuracy of several regulations in the educational environment in addressing development in children is also a factor that hinders the achievement of developmental tasks, such as the prohibition between male and female students to interact for a long time while undergoing education in an educational institution, as well as There are educators who do not keep up with the times and who still apply all forms of old rules to students that they received when they lived in a certain period of development.

In Table 2, it can be seen that the achievement of developmental tasks of fifth grade students of SDN 12 VII Koto Sungai Sariak after being given three times of group guidance services with the role playing method revealed that eight out of ten students were in the very achieved category, and two students were in the achieved category and there were no students who were in the very unachieved category, the unachieved category and the fairly achieved category in terms of achieving developmental tasks of students after being given group guidance services using the role playing method. If we look at the condition of the increase in the achievement of developmental tasks in students after receiving group guidance services with the role playing method, it shows that a human being is a creature that can change through various processes, where with the increase in knowledge through services they are able to adjust their behavior to be in accordance with the rules that have been agreed upon together, both on a large scale and on a small scale (in the family) (Hendrianti, 2006). A similar thing was also conveyed by (Diana, 2019: 116) who explained that the development stages experienced by an individual will require them to be able to adapt to the environment in which they live, where the adjustment of responsibilities that occurs to individuals will be realized if they are able to adapt by understanding their main tasks and functions in a group.

Furthermore, in Table III, it can be seen that how the implementation of group guidance services using the role playing method can be effective in improving the achievement of developmental tasks in grade V students of SDN 12 VII Koto Sungai Sariak, where this is reinforced by the results of data analysis using SPSS series 20 producing results of 0.00 on sign.2 tailed. Gazda, Prayitno & Amti (Yelisma, 2018) explained that in the implementation of group guidance by utilizing the heterogeneity and dynamics that occur will be able to make all group members get new information that suits what they need, thus helping individuals to prepare plans accompanied by making the right decisions in adapting to their environment. Wicaksono & Naqiyah (2013: 62) also emphasized that the application of the role playing method in the implementation of services will be able to provide individuals so that they do not encounter obstacles during their development process, where the role playing method teaches individuals to communicate appropriately with various backgrounds of their communication lives, so that this condition has helped individuals in increasing their awareness of the importance of mutual understanding and respect in this life. The application of group guidance with several appropriate methods can also reduce the behavior of individuals who do not comply with the rules that apply in their environment, such as students who often physically and verbally attack their friends. This condition is caused because group guidance is a service that has a positive contribution to improving students' social behavior.

IV. CONCLUSION

Group guidance is one of the guidance and counseling services known as the "Heart of Service" where its application combined with the role playing method can provide a significant impact in improving the achievement of developmental tasks in grade V students of SDN 12 VII Koto Sungai Sariak. This improvement is also added to by the application of assignment topics that discuss developmental task materials that can provide new information for students, so that with this new knowledge, students know what forms of behavior are appropriate to the achievement of developmental tasks in the developmental period of children.

REFERENCES

- [1]. Azizah Kurniawati, N. (2019). Tugas Perkembangan pada Anak Akhir. *Journal of Innovative Counseling : Theory, Practice & Research*, 3(2), 83–90. http://journal.umtas.ac.id/index.php/innovative_counseling
- [2]. Dartiningsih, M. W., & Anggareni, N. L. T. (2023). Implementation of Group Guidance With Group Discussion Techniques To Increase Learning Interest of Students Sman 1 Susut. *Indonesian Journal of Educational Development (IJED)*, 4(1), 76–82. <https://doi.org/10.59672/ijed.v4i1.2708>
- [3]. Diananda, A. (2019). Psikologi Remaja Dan Permasalahannya. *Journal ISTIGHNA*, 1(1), 116–133. <https://doi.org/10.33853/istighna.v1i1.20>
- [4]. Ermis, S., Melly, S., Agustian, & Sinyo, H. (2022). Early Childhood Development (Physical, Intellectual, Emotional, Social, Moral, and Religious Tasks) Implications For Education. *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini*, 4(2), 361. <https://doi.org/10.35473/ijec.v4i2.1674>
- [5]. Habsy, B., Azizah, L. N., Nurfirda, I., & Fitria, V. (2024). BIMBINGAN KELOMPOK DENGAN TEKNIK ROLE PLAYING. *T S A Q O F A H "Jurnal Penelitian Guru Indonesia,"* 4(3), 2087–2101.
- [6]. Hendrianti, A. (2006). Psikologi perkembangan pendekatan ekologi kaitannya dengan konsep diri dan penyesuaian diri pada remaja. In *PT Refika Aditama*. <https://doi.org/10.1017/CBO9781107415324.004>
- [7]. Jannah, M. (2015). Tugas-Tugas Perkembangan Pada Usia Kanak-Kanak. *Gender Equality: International Journal of Child and Gender Studies*, 1(2), 87–98. <https://doi.org/10.1016/j.scitotenv.2010.05.022>
- [8]. Masganti, S. (2012). Perkembangan Peserta Didik. In *Perdana Publishing*. Kelompok Penerbit Perdana Mulya Sarana.
- [9]. Munthe, M. V. R., Panjaitan, R., Ivo Julius, F., Sitorus, B. O., & Situmeang, H. (2024). Perkembangan Masa Anak-Anak, Kanak-Kanak, Remaja, dan Dewasa. *JIMU : Jurnal Ilmiah Multi Disiplin*, 2(4), 792–802.
- [10]. Putra, F. (2017). Ketercapaian Tugas-Tugas Perkembangan Siswa SMA Dan Siswa Pondok Pesantren . *Jurnal Counseling Care*, 1(1), 27–34.
- [11]. Rahman, U. (2009). Karakteristik Perkembangan Anak Usia Dini. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 12(1), 46–57. <https://doi.org/10.24252/lp.2009v12n1a4>
- [12]. Sabani, F. (2019). Perkembangan Anak - Anak Selama Masa Sekolah Dasar (6 - 7 Tahun). *Didakta: Jurnal Kependidikan*, 8(2), 89–100.
- [13]. Sumantri, M. (2003). Pertumbuhan dan Perkembangan Anak. In *Perkembangan Peserta Didik* (pp. 1–52). Universitas Terbuka. <http://repository.ut.ac.id/4032/>
- [14]. Susanti, D., Fitriani, V., Sari, L. Y., & Afza, A. (2024). Improving Learning Activities Through Interactive Digital Book Applications in Project-Based Learning. *International Journal of Progressive Sciences and Technologies*, 46(2), 411. <https://doi.org/10.52155/ijpsat.v46.2.6591>
- [15]. Ulfah, J., Na'imah, N., & Danero, D. (2023). Peran Pendidik Terhadap Tugas-tugas Perkembangan Anak Usia 4-5 Tahun. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 1(1), 130–148.

<https://doi.org/10.56832/edu.v1i1.29>

- [16]. Wicaksono, G., & Naqiyah, N. (2013). Penerapan Teknik Bermain Peran Dalam Bimbingan Kelompok Untuk Meningkatkan Kemampuan Komunikasi Interpersonal Siswa Kelas X Multimedia Smk Ikip Surabaya. *Journal Mahasiswa Bimbingan Konseling*, 1(1), 61–78.
- [17]. Yelisma, N. (2018). EFEKTIFITAS BIMBINGAN KELOMPOK DALAM MENGURANGI PERILAKU BULLYING DAN IMPLIKASINYA TERHADAP BIMBINGAN DAN KONSELING. *Jurnal Counseling Care*, 2(2), 47–55.

Bionote:

The author's name is Fuaddillah Putra. He works as a lecturer at the PGRI University of West Sumatra. His final education was a master's program in Guidance and Counseling at Padang State University in 2012. The related research is about how to improve students' mastery of developmental tasks by using group guidance services using the role-playing method..