

THE EFFECTIVENESS OF GROUP GUIDANCE THROUGH TRADITIONAL GAMES IN IMPROVING INTERPERSONAL COMMUNICATION IN ORPHANAGE CHILDREN

^{*1}Anggun Putri, ²Muzaiyanah, ³Bela Janare Putra

^{*1,2,3}Universitas Islam Negeri Raden Fatah Palembang

Email: ¹anggunptri321, ²muzaiyanah_uin@radenfatah.ac.id,

³belajanareputra_uin@radenfatah.ac.id

Abstract

This study investigates the effectiveness of group guidance through traditional games in improving interpersonal communication among orphanage children. The purpose is to determine the level of interpersonal communication before the application of traditional games and to assess the effectiveness of group guidance through traditional games for the children at the orphanage. This study uses a quantitative research method with an experimental design of one-group pretest and posttest. The population in this study consists of 18 children, with a purposive sampling technique selecting 12 children from the Amanah Rasal Orphanage. The results show that first, the TSR (high, medium, low) test revealed that the level of interpersonal communication (low) had a percentage of 92%. After the group guidance was applied through traditional games, the interpersonal communication level of the orphanage children increased to 75%. Secondly, from the paired samples T-test, the Asymp.sig (2-tailed) value was $0.000 < 0.005$, meaning that H_a is accepted and H_o is rejected. There is a significant difference between the pretest and posttest results. Thus, it can be concluded that group guidance through traditional games is effective in improving interpersonal communication among orphanage children.

Keywords: Group Guidance, Traditional Games, Interpersonal Communication, Orphanage Children

Abstrak

Penelitian ini meneliti Keefektifan Bimbingan Kelompok Melalui Permainan Tradisional Dalam Meningkatkan Komunikasi Interpersonal Pada Anak Panti. Bertujuan untuk mengetahui tingkat komunikasi interpersonal sebelum penerapan permainan tradisional dan untuk mengetahui keefektifan bimbingan kelompok melalui permainan tradisional pada anak panti. Penelitian ini menggunakan metode penelitian kuantitatif dengan jenis penelitian eksperimental melalui one group pretest and posttest design. Populasi pada penelitian ini terdiri dari 18 orang anak. dengan pengambilan sampel menggunakan purposive sampling sebanyak 12 orang anak di Panti Asuhan Amanah Rasal. Hasil menunjukkan pertama, uji TSR (tinggi, sedang, rendah) diperoleh tingkat komunikasi interpersonal yang (rendah) berpersentase 92% Setelah diterapkan bimbingan kelompok dengan melalui permainan tradisional tingkat komunikasi interpersonal pada anak panti meningkat menjadi 75%. Kedua, Dari hasil uji paired samples T diperoleh Asymp.sig (2 tailed) bernilai $0,000 < 0,005$, maka disimpulkan bahwa H_a diterima dan H_o Ditolak. terdapat perbedaan hasil dari Pretest dan Posttest. Maka dapat disimpulkan bimbingan

kelompok melalui permainan tradisional efektif dalam meningkatkan komunikasi interpersonal pada anak panti.

Kata Kunci : *Bimbingan Kelompok, Permainan Tradisional, Komunikasi Interpersonal, Anak Panti*

INTRODUCTION

As a social being, human beings are meaningful, in human life, it is impossible to live alone. Every human being tends to communicate, interact, and socialize with other humans (Nurhuda et al., 2023). Human life cannot be separated from communication, both verbal and nonverbal. Communication is divided into several types, including mass communication, organizational communication, interpersonal communication, intrapersonal communication, and group communication. In daily life, interpersonal communication is more often used or also called interpersonal communication, so that everyone must be connected and interact with each other, so this is where interpersonal communication arises (Polumulo et al., 2023). But not with today's children who are more closed and less socialized, especially with the development of today's children who prefer to play *Gadgets* rather than playing with fellow friends.

This phenomenon also occurs in children in the Amanah Rasal Pagar Alam Orphanage, there are still many children who are not able to do interpersonal communication such as observations made that children are not socialized, they look awkward, shy, and have low self-confidence. Therefore, the importance of interpersonal communication in children because it can affect their social and emotional development when they grow up. According to Devito, interpersonal communication is a form of communication that occurs between two people with a structured relationship and is connected through various communication channels (Anggraini et al., 2022). Arni Muhammad said that interpersonal communication is a process of exchanging information between a person and at least one other person. Or usually between two people who allow them to get an immediate reply (direct communication). Meanwhile, according to Suranto, interpersonal communication is basically a series that is also often referred to as interaction and transactions. Interaction is also concerned with the exchange of about, ideas, ideas of messages, , information *Symbol* and *massage*. Another word for interaction is the understanding of an action that is reciprocal. It is a process of relationship that affects the relationship between the parties involved (Anggraini et al., 2022). Corey said that group coaching is a service that can help solve problems or improve quality in the personal, social, educational, and professional fields. The main focus of group guidance is interaction and communication between fellow group members. In detail, group guidance is carried out to help solve problems faced by group members (Mujiyono et al., 2023).

With Group Guidance through traditional games, it is hoped that children in the Amanah Rasal Orphanage can help in improving interpersonal communication in children and aim to increase confidence, adaptability and social skills. Thus, children in the orphanage not only develop communication but also develop new vocabulary and develop social skills

in living their daily lives well. Ismail argues that games are activities that are done only for entertainment, regardless of the outcome of winning or losing. Meanwhile, Hans Daeng explained that games are an integral part of children's lives and play an important role in the process of forming their character. From these two views, it can be concluded that games serve as a tool to encourage children to interact, learn, and socialize (Puspitasari, 2022). The environment greatly influences children in developing their social development by interacting with each other, one of which is by playing, through traditional games used in group guidance activities to improve interpersonal communication skills in orphanage children. Traditional games are also beneficial for children in increasing their sense of empathy, responsibility, and care for each other. Two types of traditional games, fortification and clog, were used in this study. The Traditional Fortress Game is one that is played involving several players, where the main goal is to seize and defend the fortress from the opponent. The game requires skill, running speed, dexterity, cooperation, strategy, and mutual respect. As for the results of the research, Nurastuti explained that social interaction between friends can be influenced by castle games. Increase cooperation with traditional castle games (Mujriah & Susilawati, 2019). According to Mulyani, the clog game, which is often called Terompa galuak, is a traditional game that originated from West Sumatra. Meanwhile, according to Bahari, the purpose of clogs games is to train children in cooperation, achieve common goals, and strengthen relationships between individuals. Thus, team clogs can help strengthen cohesiveness in the group so that they can work together to finish (Purnamasari et al., 2023). In the observations that have been made at the Amanah Rasal Orphanage, children in the orphanage are still found to have poor interpersonal communication, because it is still found that children are still unable to blend in, shy and lack social participation. With that, the researcher used traditional games of fortresses and clogs which aimed to improve interpersonal communication in orphanage children.

METHOD

The approach in this study applies a quantitative approach. Sukmadinata said that quantitative research is a process that is carried out in a systematic, planned, and structured manner to solve problems using numerical data, statistical analysis, and a controlled approach through structure and experimentation (Suharsimi, 2010). This type of research uses design *One Group Pretest-Posttest Design*. The procedure in the study begins with initial measurements (*pretest*) to dependent variables in one group of subjects. Furthermore, the group is given certain treatment within a predetermined period of time (*exposure*). After the treatment is completed, follow-up measurements are carried out (*posttest*) against the same variable. Results of *Pretest* then compared with the results *posttest* to see the changes that have occurred. *Pre-experiment* It is carried out in one group without a comparison or control group. The first stage is the giving *Pretest* to the experimental group, then the treatment or experiment was given. After treatment, the group is given *posttest*. The data obtained was analyzed by comparing the results of the pretest and *posttest* using statistical hypothesis tests. If the value *posttest* indicates a

higher number, it indicates that the treatment or treatment given is successful. Conversely, if the results *Pretest* higher than *posttest*, then the treatment is considered not to give effective results.

The population in this study is all children in the Amanah Rasal Orphanage. The sample in this study is 12 children in the Amanah Rasal Orphanage where these children have lacking interpersonal communication criteria such as being introverted, lacking confidence, shyness, difficulty mingling, and having a small group of friends. Technique *non-probability sampling* used in this study are *Purposive Sampling*, where the researcher selects samples based on certain criteria that are in accordance with the research objectives (Asrulla et al., 2023). Therefore, the sample in this study consisted of 12 children in the Amanah Rasal Orphanage where these children had lacking interpersonal communication criteria such as being introverted, lacking confidence, shyness, difficulty mingling, and having a small group of friends. Data collection techniques in the research use observation techniques, questionnaires/ *questionnaire* documentation. With the analysis of the data used in the form of prayer test statistics, namely the normality test and the T test *paired sample T-test*.

RESULTS AND DISCUSSION

Research Results

In this study, data were obtained on distributing questionnaires to orphanage children before treatment with the aim of finding out the effectiveness of group guidance through traditional games in improving interpersonal communication in orphanage children. In the mean result of the *pretest* group before being given treatment, the results obtained were mean = 59, then after being given the treatment the mean result = 80, it can be concluded that in this group there can be an increase in the level of interpersonal communication in orphanage children, the management of these results is assisted by SPSS 25. With traditional games, fortresses, and clogs help children in improve interpersonal communication. As for this study, before conducting the T-test, a prerequisite test was first carried out, namely the normality test. The normality test was carried out using *the Kolmogorov-Smirnov test* assisted by the SPSS program, and the results can be seen in the following table.

Table 1. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Itselt f.	Statis tic	Df	Itself.
Pretest	.221	12	.109	.912	12	.225
Postest	.250	12	.037	.861	12	.051
a. Lilliefors Significance Correction						

As can be seen from the data in table 1, the results of the normality test show a significance value for the pretest of 0.225 and for the *posttest* of 0.051. Both have values higher than 0.05 ($0.225 > 0.05$ and $0.051 > 0.05$). Under the normality test provisions, the data is said to be normally distributed if the significance value is greater than 0.05. Therefore, it can be concluded that the pretest and posttest data in this study meet the normal distribution requirements.

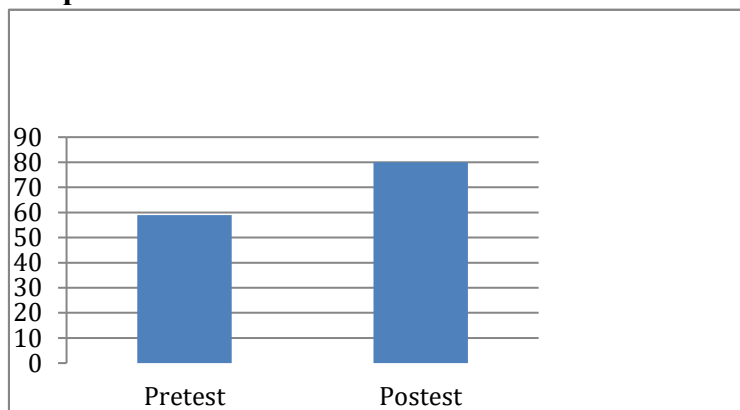
Then from the results of the *Paired Samples Test* which was analyzed using SPSS 25, it can be seen in the table below.

Table 2. Paired Samples Test Results

Paired Samples Test									
		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Hours of deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest	-	8.582	2.478	-	-15.797	-	11	.000
	—	21.2			26.		8.577		
	Posttest	50			70				
					3				

Based on the data above, the results of the T (*Paired Samples Test*) test showed a value of -8.577 with a significance level of 0.000. A significant (2-tailed) value smaller than 0.05 ($0.000 < 0.05$) means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This shows that there is a significant difference between the conditions before and after being provided with group guidance services through traditional games in orphanage children. After being provided with these services, the child's interpersonal communication improved compared to before the guidance. Thus, it can be concluded that the application of group guidance through traditional games is effective in improving interpersonal communication in children. From the graph, it can also be seen that the experimental group experienced an increase in the level of interpersonal communication after being given the treatment as below.

Graph 1. Pretest and Postests Results



DISCUSSION

The problem in this study is that children at the Amanah Rasal Pagar Alam Orphanage experience poor interpersonal communication such as fear, shyness, insecurity and only giving opinions or asking questions with peers. So that interpersonal communication in children before being given traditional clogs and fortifications is still relatively low, so interpersonal communication in children needs to be improved. This can be proven from the results of TSR (High, Medium, Low) level of interpersonal communication in 12 orphanage children with 25 questions with a percentage of 92% in the low category. So that the conclusion is that there is a level of interpersonal communication in children at the Amanah Rasal Orphanage in the low category before receiving treatment where children have difficulty blending with peers or with people around them.

Then the researcher carried out actions with group guidance through traditional games, so that after receiving treatment, a percentage frequency value of 75% was obtained in the high category. Looking at the number of High, Medium, Moderate (TSR) results, it can be concluded that the level of interpersonal communication is in the high category. Because the orphanage children have received treatment through traditional games at the Amanah Rasal Orphanage. Therefore, it can be concluded that before receiving treatment, the level of interpersonal communication in orphanage children (low) is 92% after group guidance is applied through traditional games, interpersonal communication in orphanage children increases by the category (high) with a percentage of 75%. Research conducted in line with research from Fery Syabral and Darmawan, has shown that after participating in the Bentengan game, adolescents become more active in interacting and more familiar with their friends. Not only interacting with peers, but also forming good cooperation, cohesiveness, brotherhood, and responsibility in socializing (Syahrial & Darmawan, 2020).

Therefore, the problem of low interpersonal communication requires attention or proper handling because in this study it was carried out by utilizing a group guidance service through traditional clogs and fortifications so that orphanage children are brave in interpersonal communication with friends and the surrounding environment and eliminate fear, lack of confidence, insecurity and difficulty mingling. Through traditional games,

Clogs and Fortresses help orphanage children not to feel ashamed, confident and brave in socializing with the surrounding environment. The advantage of this traditional game is that orphanages are able to apply it quickly because children of their age like to learn and play, as well as in doing the traditional game of Clogs and Fortresses, each member of the group must be involved.

Based on the results of the calculations that have been carried out, it results that the increase in interpersonal communication in orphanage children after group guidance through traditional games is in the high category. The results of observations carried out after being given group guidance through traditional games, showed that orphanage children who experienced interpersonal communication and were also sampled in the study experienced changes for the better. Children in the orphanage can already express ideas, are not shy in asking questions and are much braver than before. This study is in line with research conducted by Erwan Irawan et al showing similar results, where the average score of children aged 8 to 11 years in Nunggi Village after participating in training in the form of a Bentengan game reached 85%, while previously the average score was only 47%. This showed that *the posttest* score was higher than *the pretest* ($85\% > 47\%$), which indicated an increase in the level of social behavior in children aged 8 to 11 years in Nunggi Village after participating in the Bentengan game. Based on the results of the study, the experimental group that received the application of group guidance through traditional games showed an improvement. The average *pretest* score in the experimental group was 92% with the low category, and after the treatment, the *posttest* score increased to 75% with the high category. Thus, it can be concluded that group guidance through traditional games is effective in improving interpersonal communication in orphanages.

CONCLUSION

Based on the results of research that has been carried out previously, the level of interpersonal communication in orphanage children before being given group guidance treatment through traditional games was in the low category. Thus, it can be seen from the results *pretest*, which showed a mean score of 92% with 11 children who were relatively low, and 1 child in the medium category. However, there was an increase in interpersonal communication in orphanage children after being treated with group guidance through traditional games, entering the high category. These results can be seen from the *Post-test*, which shows a mean of 75%. So there is a significant increase so that there are 9 children in the high category, and 3 children are included in the medium category. And from the test results, obtaining an Asymp Sig (2-tailed) of 0.000. A value of $0.000 < 0.005$ can be concluded that H_a is accepted and H_0 is rejected, meaning that there is a significant difference between *Pretest* and *posttest*, so it is concluded that group guidance through traditional games is effective in improving interpersonal communication in orphanage children.

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