

# Role Playing with Behavioristic Approach on Interpersonal Communication Skills of Students in Senior High School

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## ABSTRACT

Interpersonal communication skills are communication that is carried out between two or more people, both verbal and nonverbal to students. In fact, at school, there are still many students who have less interpersonal communication skills in interactions such as frequent misunderstandings in communicating at school. Seeing this phenomenon, efforts are needed to improve students' interpersonal communication skills. The purpose of this study is to increase students' self-confidence and to determine the effectiveness of role-playing with a behavioristic approach to students' interpersonal communication skills. The method used in this research is quasi-experimental research with Nonequivalent Control Groups Design. The results show that  $t_{count} = 8.616 > t_{table} = 1.999$ . So, the conclusion  $H_0$  is rejected, and  $H_a$  is accepted, which means the use of role-playing with a behavioristic approach can improve students' interpersonal communication skills.

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## Introduction - This section should not exceed 20% of the body of the article

Communication skills are an important element for a career in all aspects of work by developing skills that include listening skills, nonverbal, technological, and organizational skills (Billings, 2012: 4). The ability to communicate is considered a skill that will be possessed by itself, along with the physical growth and mental development of the individual concerned. However, interpersonal communication skills are needed by individuals on various occasions, including students at school.

In the learning process at school, interpersonal communication has a considerable impact between teachers and students. An effective learning process will be achieved if

students' interpersonal communication skills are good, between teachers and friends to carry out the learning process. The importance of communication in the learning process cannot be denied, because students' interpersonal communication skills will influence the learning development of students, especially in receiving subject matter. In line with Kurniawan, Arif & Asmawi (2021) argues that interpersonal communication is very important, especially when carrying out activities in formal situations, for example the learning process in lectures between lecturers and students, the world of work, etc.

The problems faced by students are very diverse, for example learning difficulties, low learning achievement, learning atmosphere, adaptation to the environment both with teachers and with other students, communication, social interaction, family problems, and so on. One of the problems faced by students is the problem of communicating with the school environment. According to Manoela & Cecilia (2013: 415), interpersonal skills are a significant advantage in any situation, regardless of scope, size, or efficiency. Of course, as long as individuals know the truth in relationships, what is produced in their respective circumstances is managed and developed by their goals and missions and can make the difference between failure and success.

High school students on average have an age range of 15 to 18 years who are in the adolescent development phase, which is a turbulent time. Students experience various problems, conflicts, and challenges in the process of searching for self-identity. Students who have good communication skills will be able to adjust and show self-identity, but students who do not have good communication skills will experience problems interacting with their environment. According to Rahmawati & Farozin (2019), communication is said to be effective if messages can be conveyed and understood in a clear, structured way and language that does not lead to different interpretations, goes in two directions, creates mutual understanding and commitment, and encourages healthy interpersonal relationships.

One technique that can be done is to use the role-playing technique. Through role-playing, students can learn new skills, explore different behaviors, and observe how these behaviors affect other people (Erford, 2015: 191). Role Playing focuses on behaviorists who actively engage in specific actions to deal with student problems. Not just talking about the condition of students but being required to do something that brings change. Students are monitored for self-confidence and interpersonal communication skills inside and outside of role-playing, learning, and practicing problem-solving skills as well as students learning new and adaptive behaviors to replace old and maladaptive behaviors (Corey, 2015: 251).

In line with Bowman (2010: 43) explains that the Counselor/Counselor teacher uses role-playing skills in social and emotional learning development services, including helping students develop an understanding of the situation and greater empathy for the feelings of the people involved. Russell & Shepherd (2010: 993) state that role-playing is designed to increase understanding of real human interactions and human life dynamics. Joyce, Weil & Calhoun (2011: 329) explains that the process of role playing is useful: (1) exploring the feelings of students; (2) transferring and realizing views on behavior, values , and perceptions; (3) developing problem-solving skills and behavior; and (4) exploring subject matter in different ways. Role-playing techniques can be included in other learning techniques to train appropriate behavior.

The role-playing technique in this study uses role-playing scenarios in educational debate events. The role that will be played by students is the role of being a host, resource person, pros and cons. A host serves as a communicator of the program that is delivered so that the objectives of the program being broadcast can be well received by the audience. Learners are focused on becoming hosts, resource persons, and groups of pros and cons. The focus of role-playing techniques with educational debate scenarios is based on behavioristic theory.

The basic assumptions of behavioristic theory are used in role-playing techniques with educational debate scenarios. Individuals play roles in front of the class to provide information to the audience with a delivery that is acceptable and confident. Students will get support from the audience when playing the role of host repeatedly. Playing a role in educational debate by the role played and getting support and positive encouragement from the audience will be able to foster self-confidence and interpersonal communication skills of students. This is in line with behavioristic theory which explains changes in behavior because of experience. Sanyata (2012: 3) explains that in a behavioristic concept, individual behavior is a learning result that can be changed by manipulating and creating learning conditions. If students have successful experience in acting as hosts, resource persons, and groups of pros and cons and the audience gives positive support, then students will continue to repeat it until they are successful. So playing roles in educational debate events can be used to increase self-confidence.

The use of role-playing with a behavioristic approach is important to find out the extent to which role-playing influences students' self-confidence. In addition, the application of role-playing is expected to help students to have confidence in the environment both at

school and outside of school. Feeling confident when appearing in front of the class, being able to do schoolwork without cheating, and so on. According to Desti (Gontina, Komariyah & Hasanah (2019)) Playing a role is exploring relationships between humans by demonstrating them and discussing them so that together they can explore feelings, attitudes, values, and various problem-solving strategies.

## **Method**

The method used in this research is quasi-experimental research with Nonequivalent Control Groups Design (Creswell, 2010; Sugiyono, 2010). In this design, the experimental group and the control group were both given pre-test and post-test. However, only the experimental group was given the role-playing treatment. The population in this study was 254 students in class X at SMA Negeri 8 Yogyakarta. The sampling technique in this study was to use a cluster random sampling technique. The sampling criterion is that students are randomly selected through the class area.

In this study, the technique used to collect data is a scale. In this study, to obtain evidence of instrument validity, two methods were used, namely construct validity and content validity.

The data analysis technique used in this study is to use the t-test with the independent sample t-test model. Based on the independent sample t-test using the SPSS 20 program, a significance level is obtained, with a qualification level of 5% then  $H_0$  is rejected, and  $H_a$  is accepted, meaning that there is an increase in students' self-confidence after being given role-playing treatment with a behavioristic approach.

## **Findings and Discussion**

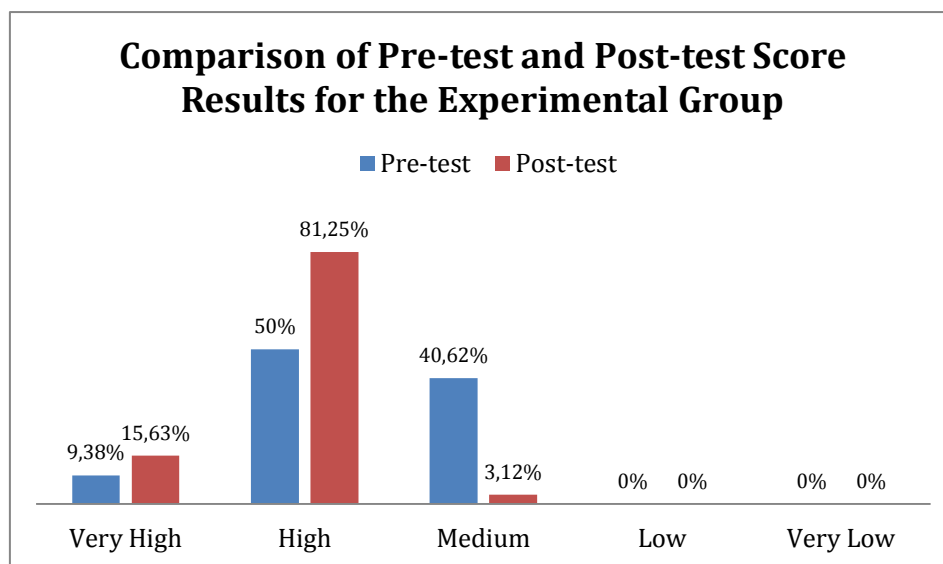
### *Findings*

Based on the results of the pretest and posttest calculations in the experimental group and the control group, both experienced an increase. A description of the results is listed in the following table:

**Table 1. Data from the pre-test and post-test**

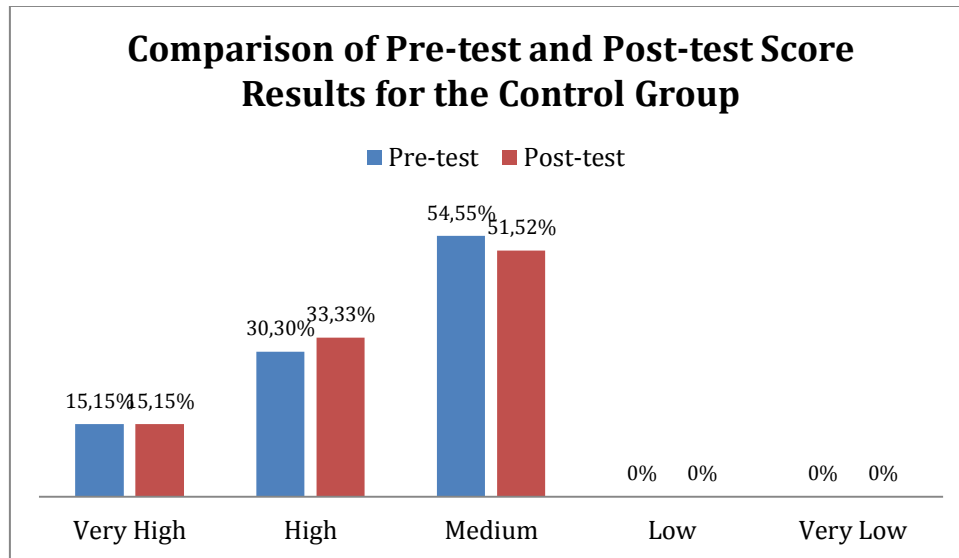
	Data Value		Average	
	Experimental Group	Experimental Group	Experimental Group	Control Group
<b>Pre-test</b>	<b>2657</b>	<b>2819</b>	<b>83.03</b>	<b>83,81</b>
<b>Post-test</b>	<b>2906</b>	<b>2766</b>	<b>90,81</b>	<b>85,42</b>

Based on the table above, the average score of the experimental group experienced a higher increase compared to the control group. This can be seen from the post-test results of the experimental group which was larger than the control group (90.81 and 85.42). Thus, it can be concluded that after giving role-playing techniques with a behavioristic approach, students experience an increase in interpersonal communication skills. Based on the results of the research that has been done, it shows that most of the interpersonal communication is in the high category but there are still students who are in the medium category. So if left unchecked it can become an obstacle in the learning process for both students and people (teachers, other students, and schools), because one that can overcome obstacles in the learning process is having interpersonal communication skills.



Interpersonal communication skills have increased, this is indicated by the percentage score in the experimental group, the result of an increase in the post-test results, in the very high category, from 9.38% pre-test scores, post-test results to 15.63%, in the high category of pre-test scores 50% post-test results to 81.25%, in the medium category of pre-test scores 40.62% post-test results to 3.12%, in the low category pre-test and post-test scores 0%, in the very low category the pre-test and post-test results were 0%. From these data, it can be seen

that the measurement results of the experimental group students experienced an increase in self-confidence in the high category.



Interpersonal communication skills in the control group obtained stable results on the post-test results, in the very high category from the pre-test and post-test scores of 15.15%, in the high category from the pre-test scores of 30.30% the post-test results became 33.33%, in the medium category the pre-test score is 54.55% the post-test results become 51.52%, in the low category the pre-test and post-test scores are 0%, in the very low category the pre-test and post-test results 0%. From these data, it can be seen that the measurement results of the control group students did not experience a significant or stable increase in self-confidence.

Based on the results of the independent sample t-test in the experimental group class, the df 62 at a significant level of 5% obtained the value of  $t_{table} = 1.999$ . Acquisition of  $t_{count} = 8.616 > t_{table} = 1.999$  then  $H_0$  is rejected and  $H_a$  is accepted meaning that there is a relationship or influence of role-playing techniques on improving interpersonal communication skills of students in the experimental group class. Whereas in the control group, it produced a pdf of 62 at a significant level of 5%, the value of  $t_{table} = 1.999$ . Acquisition of  $t_{count} = 9.423 > t_{table} = 1.999$  then  $H_0$  is rejected and  $H_a$  is accepted meaning that there is a relationship or influence of role-playing techniques on the improvement of interpersonal communication skills of control group students.

### *Discussion*

When group collaboration is combined with role-playing techniques, it promotes effective cooperation. The integration of role-playing techniques with group collaboration has been shown to facilitate optimal cooperation among team members. The integration of role-playing techniques with group collaboration has been shown to facilitate optimal cooperation

among team members. This is supported by opinions (Jacobs et al. 2012) supporting the use of a group approach as treatment (treatment) in helping to overcome adolescent problems because the character of the group approach is by teen character. This is also reinforced by the opinion of Van Ments (1983: 15) which states that role play is a term for a type of simulation that focuses attention on one's interactions with other people. In addition to role playing techniques that need to be developed. Support and attention from family and teachers at school is needed so that students are able to develop optimally in establishing social relationships with others (Rahayu & Naqiyah, 2022). The results of other studies state that role playing has an effect on students' interpersonal communication simultaneously. However, there are some drawbacks that might suggest developments related to the use of role playing techniques for more clinical interpersonal communication (Rønning & Bjørkly, 2019). Some things that can affect the results of role playing effectiveness include environment, age, psychological condition, employment status and interest in role playing activities (Zhong, 2023).

### **Conclusion**

Based on the objectives, and the results of the research discussion, it can be concluded that there are 6.25% of students' interpersonal communication skills in the medium category, which means that participants have shown a lack of confidence behavior, which is characterized by being nervous when appearing in front of the class, arising excessive shyness, often cheating and easily anxious. Overall, this study resulted in the conclusion that role-playing with a behavioristic approach is effective in improving students' interpersonal communication skills. This can be seen from the differences and comparisons between the pretest and posttest results of students' interpersonal communication skills.

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