

## Grapyak value sociodrama technique group guidance guidebook for teaching students interpersonal communication skills

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**Abstract:** This research and development aims to produce a guidebook for guidance and counseling teachers. Teachers can use this guide to provide group guidance services using sociodrama techniques of Grapyak Semanak value to develop interpersonal communication skills at school. This research uses research and development methods with the ADDIE model. The results of the validation analysis by material and learning media experts obtained 80.6%, which had very valid qualifications so that the product did not need to be revised. Meanwhile, a result of 3.6 was obtained for cultural expert validation, which has very valid qualifications and does not need to be revised. The test results obtained from prospective users were 97.7%, who had very valid qualifications, so effectiveness tests could be carried out. From the effectiveness test using one group pretest-posttest and carrying out the Wilcoxon test, it was obtained that the p-value was <0.05, which means that there was a change after the intervention was carried out. The research concluded that the group guidance book on sociodrama techniques has good value for developing interpersonal communication skills in the very good category based on aspects of product acceptability. The product effectively empowers students' interpersonal communication skills at Madrasah Aliyah based on the results of limited field tests.

**Keywords:** Grapyak semanak, interpersonal communication skills, sociodrama

**Abstrak:** Penelitian dan pengembangan ini bertujuan untuk menghasilkan buku panduan bagi guru bimbingan dan konseling. Guru dapat memanfaatkan panduan ini untuk memberikan layanan bimbingan kelompok dengan teknik sosiodrama bernilai Grapyak Semanak untuk mengembangkan keterampilan komunikasi interpersonal di sekolah. Penelitian ini menggunakan metode penelitian dan pengembangan dengan model ADDIE. Hasil analisis validasi ahli materi dan media pembelajaran diperoleh sebesar 80,6% yang mempunyai kualifikasi sangat valid sehingga produk tidak perlu direvisi. Sedangkan untuk validasi ahli budaya diperoleh hasil sebesar 3,6 dengan kualifikasi sangat valid dan tidak perlu direvisi. Hasil pengujian yang diperoleh dari calon pengguna sebesar 97,7% mempunyai kualifikasi sangat valid sehingga dapat dilakukan uji efektivitas. Dari uji efektivitas menggunakan one group pretest-posttest dan melakukan uji Wilcoxon diperoleh p-value <0,05 yang berarti ada perubahan setelah dilakukan intervensi. Hasil penelitian menyimpulkan bahwa buku bimbingan kelompok teknik sosiodrama mempunyai nilai baik untuk pengembangan keterampilan komunikasi interpersonal dengan kategori sangat baik berdasarkan aspek keberterimaan produk. Berdasarkan hasil uji lapangan terbatas, produk efektif memberdayakan kemampuan komunikasi interpersonal siswa di Madrasah Aliyah.

**Kata kunci:** Grapyak semanak, keterampilan komunikasi interpersonal, sosiodrama

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## INTRODUCTION

Students are part of the community at school. They are required to adapt and communicate well (Alisyahbana, 2014). During the learning process, students can communicate well with friends, educators, and the people around them. The first step in interacting with other people is to talk. Students must use effective communication when communicating with other people. Communication consists of several types, one of which is interpersonal communication (West & Turner, 2021). Communication with other people

occurs not only in society but anywhere and at any time, even interpersonally. Students must be able to communicate with others to help them learn. Good interpersonal communication skills are crucial in the school environment (Jamilah et al., 2019). It can help students interact with educators, friends, and other school residents. Students possess good interpersonal communication skills and can communicate clearly and directly with anyone (Agustiyana & Awalya, 2016).

Interpersonal communication with other people does not only occur in society. Students must be able to communicate with others to help them learn. Good interpersonal communication is very important to help students interact with friends, teachers, and other people at school (Mindarti et al., 2020). Students with good interpersonal communication skills can talk to other people clearly and directly (Jamilah et al., 2019). Interpersonal communication is very important for students because individuals seeking identity often face difficulties communicating with others (Astuti & Muslikah, 2019). Someone with poor interpersonal communication skills will experience difficulties connecting and communicating with others (Yuliani et al., 2020). This can change students' behavior, such as becoming quiet, withdrawn, and distant from friends. According to Rakhmat (2017), this increase in students' individualistic behavior can decrease the intensity of students' interpersonal communication at school.

There are still many students who are nervous, anxious, or embarrassed to ask questions and give opinions in group discussions in teaching and learning processes (Zuhara, 2015). Students are usually closed and have difficulty pronouncing words or sentences. Students are also not brave enough to start a conversation, do not speak fluently, do not dare to socialize with friends in class, and do not greet teachers and friends (Kusumawaty et al., 2021). Communicators must remain open to each other because this greatly influences the process of receiving and sending messages (Devito, 2016). Having open feelings toward each other can reduce the possibility of communication errors (Abidin, 2011). Darmawan et al. (2019) research results show that the effectiveness of interpersonal communication influences how open teenagers are. Factors that increase good interpersonal relationships include self-confidence, having a supportive attitude, having an open attitude, and being assertive (Rakhmat, 2017). Based on this explanation, an open attitude is an attitude that supports improving individual interpersonal communication. Group guidance services are needed in learning to improve students' communication skills.

Group guidance services have various techniques, one of which is sociodrama. The sociodrama method provides a learning experience by showing students' problems. In line with research conducted by Murnita (2016), the learning experiences gained from using sociodrama techniques include, among other things, students having the courage to express opinions verbally, fostering cooperation between classmates, showing a brave attitude in playing the characters they play, embodying the characters they play, able to respond to the implementation of sociodramas that have been carried out and train how to interact with other people. According to Romlah (2013), using the sociodrama method is very important for improving students' character because it allows students to solve their problems and place them in a new environment by imitating the characters in the drama, which, in the end, can improve students' character. In addition, sociodrama techniques that integrate national cultural principles can be a breakthrough for guidance teachers and counselors in building students' interpersonal communication skills (Agustiyana & Awalya, 2016). The

choice of group guidance services to develop interpersonal communication skills is supported by research conducted by Gumilang (2019), which concluded that sociodrama technique group guidance is effective in improving students' interpersonal communication.

According to Afriani et al. (2022), and Yusuf and Kuswandi (2023), when trying to build national character, it is important to consider the values of culture in Indonesia because they can influence the identity of the nation itself. These values may change, become less known, or face threats of disintegration and independence. These cultures have noble values that shape the character and identity of the nation (Basyari, 2014). If culture is modernized, traditional values are erased. As a result, the younger generation cannot understand their culture, which results in a loss of character and life guidelines (Damopolii et al., 2024; Kasim et al., 2018; Susanto, 2016; Welerubun et al., 2022). Among Javanese culture, Grapyak Semanak is one of the closest to Javanese life (Mawardi et al., 2022)

According to Mawardi et al. (2022), Grapyak Semanak is a cultural treasure that must be preserved, contains noble values, and is capitalistic in character formation. Gumilang (2017) stated that passing on noble cultural values by the younger generation can be achieved through formal and non-formal education. With a combination of the two, sociodrama techniques can provide basic group guidance services based on the local wisdom values of Grapyak Semanak. Therefore, a guidebook is needed for guidance teachers and counselors that provides direction on using sociodrama techniques containing Grapyak Semanak in group guidance. Therefore, it is necessary to have a manual that contains information that can be used as a reference and provide direction for Guidance and Counseling teachers regarding the use of group guidance on sociodrama techniques containing Grapyak Semanak so that implementation can be effective and efficient in improving students' interpersonal communication skills, which is then called guidebook.

## **METHOD**

Research and development is carried out using one of the research and development models, namely the ADDIE development model (Branch, 2009). The acronym ADDIE itself means analysis, design (planning), development (development), implementation (implementation), and evaluation (evaluation/feedback). At the analysis stage, the developer analyzes the needs for product development through preliminary studies to determine existing phenomena in the field. Developers conduct literature research to support the findings and topics developed into products, such as research journals, books, and interviews with guidance and counseling teachers. At the analysis stage, developers read literature to support the results and subject matter used as a product. Research journals, electronic and printed, and related articles are library research sources.

During the design stage, the information collected, current data and phenomena, and all conditions that influence the analysis process are processed. This stage is a continuous analysis stage. Recommendations from potential users are also considered when creating guidance materials. Students' needs were met while creating this research and development guidebook media. The results of the qualitative and quantitative assessments show that the sociodrama guide is of great value for developing good interpersonal communication skills. This research prototype was adapted to the results of these two studies. The development focus for each session was aligned with the openness aspect of communication skills and sociodrama principles when developing the initial version of the guide.

Products that meet needs are produced after going through the stages of the development process. Expert testing was carried out after finishing the product to perfect the developed product. Expert validation provides an initial picture of the level of product acceptance and improvements to product deficiencies so that changes are made to improve the product. Prospective user trials are carried out to ensure the product is acceptable and can be applied in the field.

The product assessment design is based on the research objectives. Products undergo testing by material experts, media experts, cultural experts, and potential users. Meanwhile, potential user experts assess the content, group guidance format material, and product attractiveness from the perspective of guidance and counseling practitioners. In this research, two types of data were obtained: numerical data to assess the results of the sociodrama guide product assessment of interpersonal communication skills and verbal data to assess criticism, suggestions, and input from content experts, format experts, and potential product users. The assessment results by media experts, material experts, and potential users were Likert scale data analysis from 1-4. This numerical data is analyzed using the mean value. If the total range shows that experts one and two are highly qualified, then the product being developed is good and valid. Table 1 shows the information on each Likert scale, and Table 2 shows the interpretation of validation results.

Table 1. Likert scale test for material experts, media experts and prospective users

<b>Score</b>	<b>Information</b>
4	Very interesting, very useful, very precise and very easy to use
3	Attractive, useful, precise and easy to use
2	Interesting enough, useful enough, precise enough and easy enough to use
1	Less interesting, less useful, less precise and less easy to use

Table 2. Interpretation of test analysis results by material experts, media experts and prospective users

<b>%</b>	<b>Validation</b>
$81 \leq \% \leq 100$	Very good; not required for revision
$61 \leq \% \leq 80$	Good; not required for revision
$41 \leq \% \leq 60$	Less and revision required
$21 \leq \% \leq 40$	Unsuitable; revision required

In assessing assessment data from cultural experts, range data analysis was used because the developer only used one cultural expert (see Table 3). In range data, this is done by dividing the overall value of each assessment aspect by the number of items in each aspect. This data can be in the form of an average or a range value.

Implementation was carried out after the product validation by experts. Implementation was done through product testing of sociodrama technical group guidance products with Grapyak value to improve students' interpersonal communication skills. Researchers used a random sampling method to determine group members. The assessment was conducted in small cohorts utilizing a pre-experimental design consisting of a single group pre-test and post-test. Test results are assessed based on changes in pre- and post-test results. The test was conducted using SPSS version 25 and the Wilcoxon

signed-rank test. The Evaluation Stage is the final stage in the ADDIE model. This evaluation stage revises the guide products that need to be revised based on the results of implementation carried out in schools.

Table 3. Interpretation of cultural expert test results

<b>Score Range</b>	<b>Classification of Average Values</b>	<b>Criteria</b>
1.00 – 1.75	Not appropriate/ not easy/ useless/ not interesting. Not feasible	Not appropriate/ not easy/ useless/ not interesting. Not feasible
1.75 – 2.49	Not precise/ less easy/ less useful/ less interesting. Not Worth It	Not precise/ less easy/ less useful/ less interesting. Not worth it
2.50 – 3.24	Appropriate enough/ easy enough/ useful enough/ interesting enough. Worthy	Appropriate enough/ easy enough/ useful enough/ interesting enough. Worthy
3.25 – 4.00	Very precise/ very easy/ very useful/ very interesting. Very worth it	Very precise/ very easy/ very useful/ very interesting. Very worth it

## RESULTS AND DISCUSSION

The Grapyak Semanak value sociodrama technique group guidance guidebook for developing interpersonal communication skills for Madrasah Aliyah students was a product of this research. This book contains an introduction that includes rationality, objectives, general description, target users, participants, and getting to know Grapyak Semanak and how it helps students learn to communicate with others. You will find a grid of group tutoring activities and general and specific instructions in the following section. General instructions discuss using Grapyak's valued sociodrama techniques each week to help students communicate with others and learn about themes, topics, goals, and activities. Every group guidance meeting aims to accomplish distinct objectives.

At the analysis stage, the researcher collects the necessary information (needs evaluation) through interviews with counselors. The results showed that one of the students in class Developers also interviewed subject teachers and found that students rarely participate in class activities. The majority of students tend to be passive. When students have a sense of togetherness in class (collective feeling), they will be more active. Apart from conducting interviews, developers also see students directly at school. This shows that students still do not greet or lower their heads when passing the teacher. After talking with school counselors to find out the actual field conditions according to their school environment observations, it can be concluded that students' interpersonal communication skills still need to be improved.. Next, theoretical research on interpersonal communication skills was carried out. Efforts are also made to improve interpersonal communication skills and plan product designs that will be made to meet school needs.

In the design stage, the developer created a product prototype for a sociodrama engineering group guidance product worth Grapyak Semanak. The product is prepared for

expert testing in the development stage. Utilizing the outcomes of expert validation tests, the quality of the developed product is determined (Table 4).

Table 4. Assessment results of product

Validator	Result
Guidance and counseling	80.6%
Learning media	94.8%
Cultural Expert	3.6
Potential Users	97.7%

Table 4 shows the test percentage value for material experts was 80.6%, for learning media experts was 94.8%, for cultural experts was 3.6, and the results for prospective users were 97.7%. This indicates that the product was valid and acceptable to users. These findings indicate that the Grapyak Semanak sociodrama technique group guidance guide was very suitable to be used as guidance and counseling material.

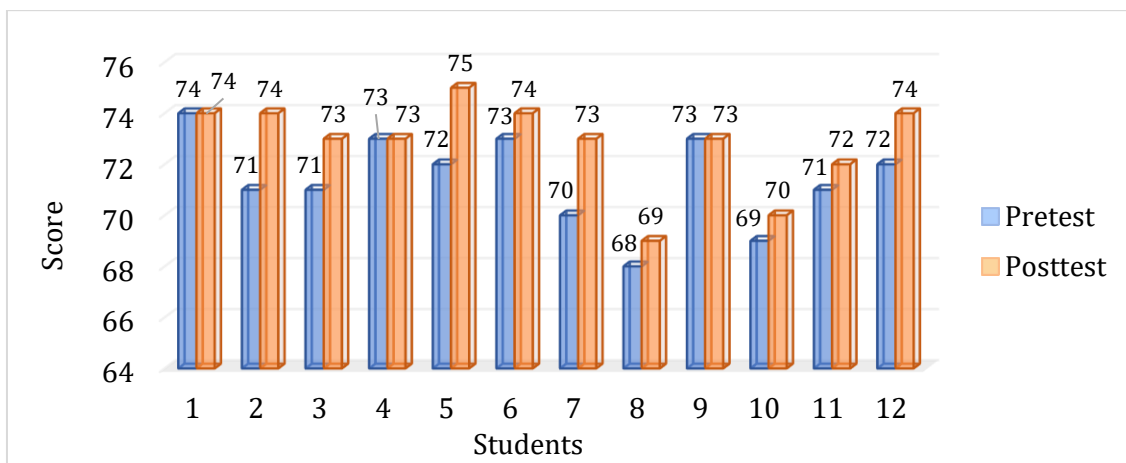


Fig. 1. Student interpersonal communication skills

The posttest of the 12 students (Figure 1) who underwent guidance from the Grapyak Semanak sociodrama technique group experienced an increase. These findings indicate that the product can empower students' interpersonal communication skills.

Table 5. Results of the Wilcoxon signed-rank test

Post Test - PreTest	
Z	-2.023 <sup>a</sup>
Asymp. Sig.	0.007

Table 5 indicates that there are differences in students' interpersonal skills before and after receiving the intervention. These findings indicate that the Grapyak Semanak value sociodrama technique group guidance guide can be effective in empowering students' interpersonal skills.

This research and development product aims to improve the interpersonal communication skills of Madrasah Aliyah (MA) students through the guidance of the Grapyak Semanak value sociodrama technique group. The need for guidance and counseling

services in schools can be determined through acceptability assessments. Convenience, Accuracy, attractiveness, and usability are four components to assess product acceptance (Arifin, 2015). Accuracy includes the guidebook language, material, and topics. Aspects of the usefulness of guidance products include how useful they are for guidance and counseling teachers (counselors) in improving their guidance services. The convenience factor includes ease of use to carry out services according to the guidebook, and the attractiveness factor includes the guidebook's visual attractiveness, the language, and the material presented.

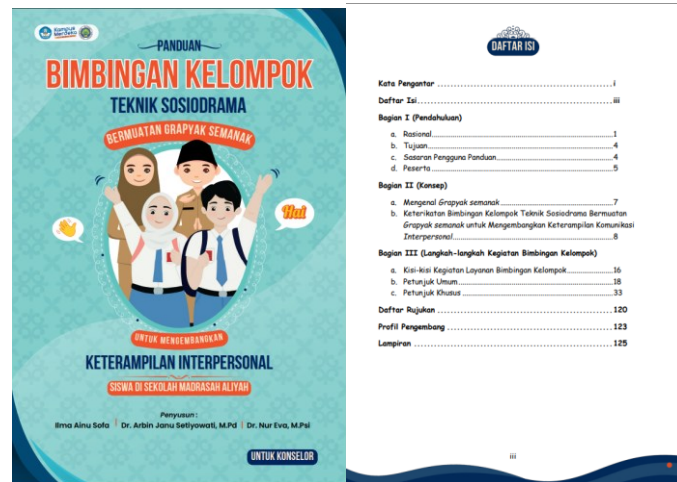


Fig. 2. Final design guide book

The Grapyak Semanak value sociodrama technique group guidance guide for developing interpersonal communication skills at school is accepted in the following way: (1). The guide has a cover image that shows how the Grapyak Semanak value sociodrama Technique group guides developing interpersonal communication skills at school. Illustrations in the form of attractive graphics can depict a story. This book's cover symbolizes identity, creates meaning, and shapes the reader's perception. (2). The guidebook's tables, language, and images are written carefully and adapted to the counselor's needs. (3). ISO and JIS BSNP standards have been met; 260-gram glossy art paper prints the front cover and inside, and the book's contents are printed on 70-gram HVS paper. (4). The guidebook has been arranged sequentially, starting with a foreword and then a table of contents. The next part is Chapter I, the introductory part; Chapter II contains guidance and counseling activities. The final section contains a reference list, profiles of bookmakers and affiliations, and appendices.

The resulting guide has gone through validation tests by experts. Expert testing in each field aims to assess the product's suitability. The results of expert validation are the standard for determining whether a product is suitable (Sinambela et al., 2021). After receiving an expert assessment, potential users assess the guide to determine its suitability for group guidance services in schools. Users state that the product can be used to develop students' interpersonal communication skills. Good responses from users indicate that they can use the product (Ibrahim et al., 2023). Products resulting from feasible development that have been tested in the field help improve the product (Setyantoko et al., 2023; Yomaki et al., 2023). Revising a product is to revise it according to criticism, suggestions, and input



to achieve a better, more acceptable, and more adapted product to user needs (Larasati, Lepiyanto, Sutanto, & Asih, 2020).

The results of effectiveness testing show an increase in pretest to posttest scores. This indicates that the product developed can empower students' interpersonal communication skills. Changes in students' abilities after learning indicate that the product being developed affects their abilities (Dita et al., 2023). The Grapyak Semanak valuable sociodrama group guidance technical guidebook provides direction to school counselors on organizing group guidance activities to improve interpersonal communication skills. This book focuses on the Grapyak Semanak attitude that exists among students. The primary objective of this book was to provide operational guidelines and systematic procedures for implementing school guidance and counseling services. The provision of product guidance and counseling services in educational institutions suggests that the procedures involved are suitable, uncomplicated, and engaging while upholding the principles of the Javanese philosophy of life. The product is valuable for school counselors to improve interpersonal communication skills. The results of the trial carried out through group guidance using sociodrama techniques were effective because there were changes in scores between the pretest and posttest.

## CONCLUSION

This research resulted in a product, namely a guidebook for sociodrama technical groups with the value of Grapyak Semanak. This product is very well received and valid. The product's effectiveness test showed that it influenced and empowered students' interpersonal communication skills. Changes in students' interpersonal skills indicate the product's effectiveness before and after the intervention. Counselors can use this guidebook to provide group guidance to their students. This group tutoring can help students become more adept at communicating with others at school. The limitation of this research is that the guideline effectiveness test was only carried out on one pretest and posttest group without a control group; therefore, future studies can use a control group to evaluate this guidance's effectiveness.

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