# KONSELOR

# The effectiveness of games in group guidance in improving students' interpersonal relationships

Maria Natalia Loban
Christian State Institute of Kupang
*Corresponding email: e-mail: lobanmelly@gmail.com

**Abstract**
This research aims to analyze the effectiveness of games in group guidance in improving students' interpersonal relationships. Games that were used were adapted to certain aspects of interpersonal relationships. An experimental method was used in this research, specifically the pre-experimental design: one group pre-test post-test. The effectiveness test was done by comparing the results of pre-test and post-test. The treatments were given to one group only without a comparison group. The hypothesis testing was done using non-parametric statistics, namely the Wilcoxon Statistical Test. The results showed an increase in students' interpersonal relationships through the provision of games in group guidance. The increased interpersonal relationships was by 17.2% and seen in all aspects of interpersonal relationships. Thus, it can be concluded that games in group guidance have proven to be effective in improving students' interpersonal relationships.

**Keywords:** Games, group guidance, interpersonal relationships

**How to Cite:** Loban, M. (2020). The effectiveness of games in group guidance in improving students' interpersonal relationships. *Konselor,* 9(2), 62-74. DOI:10.24036/0202092108718-0-00

## Introduction

Interpersonal relationships are defined as relationships that consist of two or more people who have dependencies with one another along with a consistent pattern of interaction (Berscheid & Regan, 2016). These interpersonal relationships include intimacy, control, appropriate responses, and emotional harmony when communication takes place.

Children at the age of 12-15 years at studied primary school consider the area of social relationship for very important. The most  important  indicator of quality of life from this  area is  considered to be the friends  then hobby, family (Gire et al., 2019; Michek & Loudová, 2014). There are have a differences between men and women in facing interpersonal relationship (Proverbio, 2017). It means that there are many problems of interpersonal relationship around us.

Children who have strong social and emotional skills perform better in school, have more positive relationships with peers and adults, and have more positive emotional adjustment and mental health(Jones, Barnes, Bailey, & Doolittle, 2017). There are strong associations between adolescents' social relations with friends and parent and adult mental health (Landstedt, Hammarström, & Winefield, 2015). Satisfaction in best friend relationships emerged as a significant predictor of mental health outcomes, with higher levels of satisfaction linked to lower levels of distress, suggesting the salience of close friendships for mental health outcomes in adolescence (Guarnieri, Smorti, & Tani, 2015).

The life of adolescent is often characterized by various problems in interpersonal relationships. The problem of students' interpersonal relationships and stress that happened to teachers. This finding was obtained in Europe where 25-35% of teachers experienced stress. The reason is the low interpersonal relationships in students. Students' interpersonal behavior acted as a burden and decreases teacher resources. The research has shown that students' interpersonal behavior arises and develops psychological illness which results in stress on the teachers. This research used inventory to assess interpersonal relationships between the teachers and students. Students were assessed from two high schools in South Tyrol of northern Italy, with an average age of 16 showing interpersonal problems. The interpersonal

problems of students were 12.7% regarding vengeful/ego-centric, 12.1% of being cold and unfriendly, and 17.1% of being annoying and demanding (Tschiesner, Tauber, Martina, & Farneti, 2014). Conflict between students is a common problem in the schools. If they are not supervised and controlled in a practical way, it can prevent school from reaching its goals and objectives and will have negative impact on school climate (Mahvar, Farahani, & Aryankhesal, 2018). The other results revealed during the stating stage showed a low degree of psychological climate friendliness in the collective that, in its turn, causes interpersonal conflicts (Karimova, 2015). Manage interpersonal conflict through problem solving may prevent it escalating to higher emotional levels (relationship conflict) and bullying situations (Leon-Perez, Medina, Arenas, & Munduate, 2015).

Adolescents higher in intimacy and conflict management competences had more friendship closeness and less discord (Chow, Ruhl, & Buhrmester, 2013; Snir, Gavron, Maor, Haim, & Sharabany, 2020). Specifically, adolescents with more positive qualities in their best friendships reported less social anxiety (Cavanaugh & Buehler, 2016), even when other aspects of their peer relations were considered. This suggests that a good quality best friendship may serve a protective function, at least in terms of adolescents' feelings of social anxiety (Van Zalk & Van Zalk, 2015). The other researcher, gave an example, that a person who receives a favor from another in a group is likely to give a favor in return. Therefore, characteristics of relationships—such as reciprocity or trust—imply the amount and quality of social capital (Chen, Huang, & Davison, 2017).

Such described interpersonal relationships are also found in schools in Kupang City, such as difficulty in working together, low sense of responsibility, humiliating other friends, inability to resolve conflicts, not showing closeness, intimacy with friends, and difficulty in accepting differences of opinion. Things like these often cause wider problems in school environment.

As an integral part of education, counseling guidance has played an important role related to students' interpersonal relationships. One of the services that can be provided in counseling is through group guidance. Through group guidance, students get a variety of information and interaction with each other through occurring group dynamics. (Ahman, 2011) explained that in the aspects of personal social development, the guidance helps students to: "(1) have a self-understanding, (2) develop a positive attitude, (3) choose healthy activity, (4) respect others, (5) have a sense of responsibility, (6) develop interpersonal relationship skills, (7) solve problems, and (8) make good decisions". Certainly this service is related to developing interpersonal relationships with others, especially with peers. Groups have particular advantages for school counseling. Special groups in schools are designed to deal with students' educational, vocational, personal, or social problems (Corey, 2012). Group members are assisted in developing their existing skills in dealing with interpersonal problems so that they will be better able to handle future problems of a similar nature (Corey, 2012). Members of the group will of the identify with each other and then feel part of the whole. A sense of belonging has proven benefical in such groups as those for veterans, women, man, ex-convicts, addicts, addicted teenagers, people with disabilities, and the eldery. Theyhave said that the experience of being accepted was one of the most important features of the group. This is especially true for teenagers, which accounts for why groups are very popular in middle and high schools (Rambaran et al., 2017).

Group guidance is given variedly by using games. Games pose the benefit of training that those games are effective in strengthening the concepts of group work (showing that when children play, they accept various types of roles). These types of games are the most social and have a great influence on social awareness (Parsons, 2015), such as improving children's ability to work together in group and improving participation in social activities that help children to better understand human relationships.

Games have the benefit of strengthening the concepts of group work (Marlow, Salas, Landon, & Presnell, 2016). This type of game is the most social and has a great influence on a child's social awareness. Like improving the ability to cooperate in group situations, participation in social activities helps children to better understand human relations (Parsons, 2015). Through the provision of games in group guidance, counseling teachers can turn on group dynamics so they can train students to improve their interpersonal relationships and students can learn to obey the rules. One of the important component in relationships is rules. Rules are developed so that people's goals in different relationship or sittuation can be attained. These rules provide a key to skills needed to cope relationships successfully and enable to understand better (Jackson-Dwyer, 2013). The objectives of this research are to analyze the effectiveness of games in group guidance in improving students' interpersonal relationships.

## Method

The method used in this research was an experimental method using one group pre-test post-test research design. The effectiveness test was done by comparing the results of pre-test and post-test. In this design, treatment was given to one group only without a comparison group. The hypothesis testing was done using non-parametric statistics of the Wilcoxon Test. The population of this research was the students of Junior High School 1, Junior High School 3, and Junior High School 5 students in Kupang city. The number of students selected from each school was 50 students, amounting to 150 students in total. Based on considerations, the number of group members in group guidance was decided to be 10 which were determined by purposive sampling technique. The instrument aspect used in this research was the scale of interpersonal relationships. The scale was arranged using a Likert scale, which used a check list with 4 options. In total, there were 52 valid items in this scale consisting of 25 favoriable items and 27 unfavoriable items. These valid items totaling 52 items consisted of Positivity aspects of 25 items; Openness aspect of 8 items; Assurance aspect of 11 items; Network aspects of 4 items; and Sharing Task aspect of 4 items. To test the validity and reliability of the instrument, the interpersonal relationship scale was tested on 50 students who were not intended in the research subject but had more or less the same characteristics (peer).

## Results and Discussion

### The objective condition of students interpersonal relationships

The following table describes the objective conditions of interpersonal relations of students in three junior high schools; Junior High School 1, Junior High School 3, and Junior High School 5 of Kupang city, totaling 150 students. The results are as follows:

**Table 1.** The objective condition of students interpersonal relationships

| Number of Student | Percentage | Criteria |
|---|---|---|
| 25 | 17% | High |
| 38 | 25% | Medium |
| 47 | 31% | Lacking |
| 40 | 27% | Low |
| **150** | **100%** | |

Based on the objective conditions of students' interpersonal relationships in the three schools that have been mentioned, the researcher focused on Junior High School 5. The following table describes the objective conditions of interpersonal relations between students of Junior High School 5 of Kupang City.

**Table 2.** The objective condition of students interpersonal relationships
(Loban, Wibowo, & Purwanto, 2017)

| Number of Student | Percentage | Criteria |
|---|---|---|
| 8 | 12,90% | High |
| 20 | 32.25% | Medium |
| 28 | 45,16% | Lacking |
| 6 | 9,67% | Low |
| **62** | **100%** | |

### Games in group guidance in improving students interpersonal relationships

Games used in the group guidance were adapted from the results of the research development. It was developed based on the theoretical foundation and field conditions encountered. Games can bring together knowledge and skills. Games facilitate learning process for children and their education, care for others, and support the development of physical, cognitive, linguistic and social-emotional aspects. Through games, a student can express his emotions and thoughts, learn to speak in public more casually, listen and understand others, communicate with others, share, work together, help each other, and solve problems together (Gelisli & Yazici, 2015).
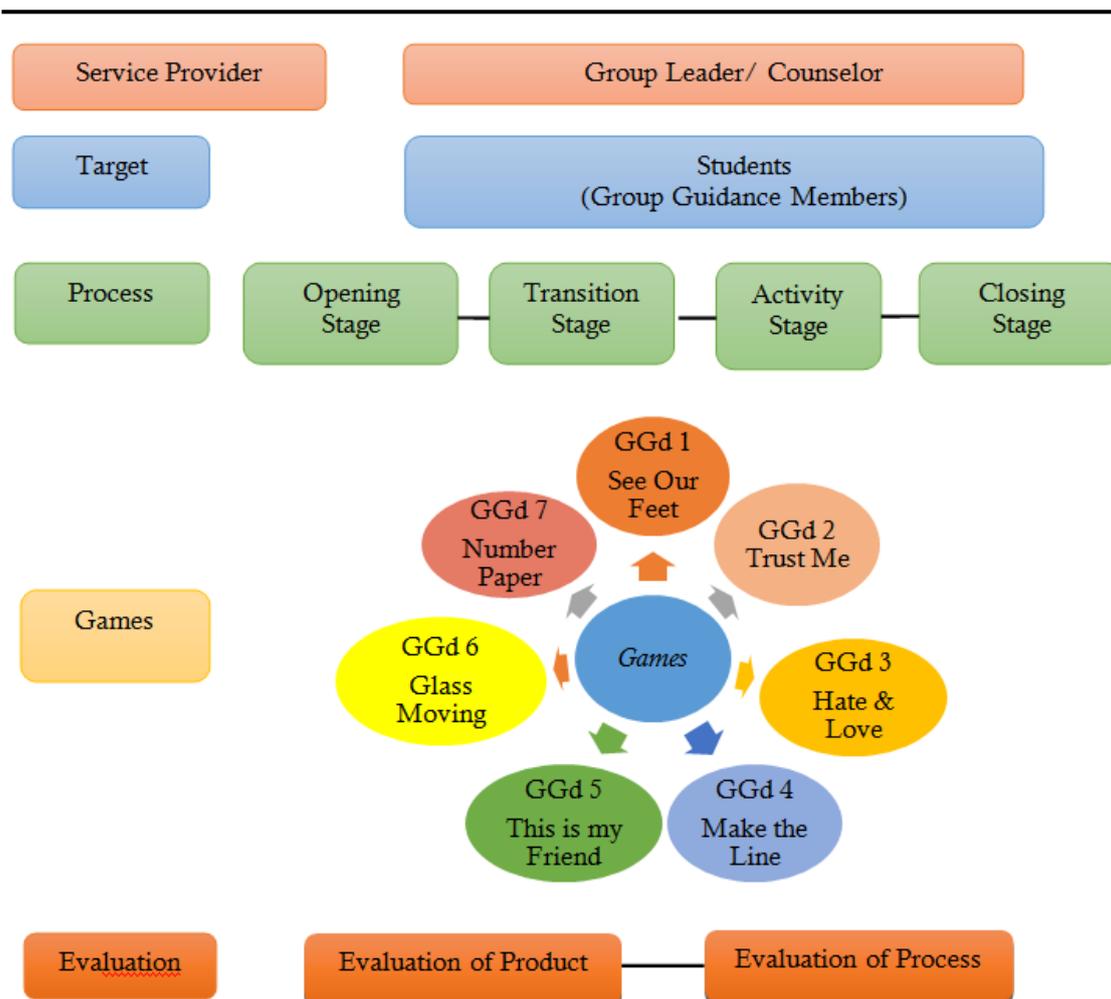
**Figure 1.** Games in group guidance in Improving Students interpersonal relationships

**The effectiveness test**

The effectiveness test was carried out at Junior High School 5 of Kupang. The research subjects numbered 10 people. Games were held 7 times from July to September 2016.

**Table 3.** Implementation of effectiveness test

| No | Activity | Topic | *Games* | *Learning point* |
|----|----------|-------|---------|------------------|
| 1 | Group Guidance 1 | Cooperation | *See Our Feet* | Practicing togetherness, cooperation, cohesiveness, and problem solving. |
| 2 | Group Guidance 2 | Self Confidence | *Trust Me* | Building confidence and maximizing strengths. |
| 3 | Group Guidance 3 | Dare to Express Thoughts and Feelings | *Hate and Love* | Expressing their thoughts and feelings, Practicing group communication |
| 4 | Group Guidance 4 | Getting to Know Others | Make a Line | Getting to know and understand others, fostering closeness and cohesiveness. |
| 5 | Group Guidance 5 | Friendship | This is My Friend | Getting to know group members, practicing courage, and establishing intimacy. |
| 6 | Group Guidance 6 | Sharing Duties & Responsibilities | Glass Moving | Sharing duties fairly, practicing cohesiveness and cooperation |
| 7 | Group Guidance 7 | Cooperation | Number Paper | Fostering cooperation, cohesiveness, learning to listen and understand group members' opinions. |

**The overview of implementation and scoring of students' interpersonal relationships**
Group guidance was carried out in stages including the opening stage, the transitional stage, the activity stage, and the closing stage. Group members are formed in task groups where the group leader determined and provided several topics to be discussed together. The topic in this group guidance was more focused on the social field leading to indicators of interpersonal relationships. The improvement of students' interpersonal relationships can be seen from the comparison between the initial evaluation and the final evaluation scores, which were obtained from each member. The following table details the acquisition of initial evaluation and final evaluation of group members.

**Table 4.** The result of initial evaluation and final evaluation on students interpersonal relationships

| No | Group Member | ∑ % | Initial Eval. | Category | Final Eval. | Category | Improvement |
|----|------|-----|---------|----------|--------|----------|-------------|
| 1. | LF | ∑ | 144 | M | 175 | H | 31 |
|    |    | % | 69 |   | 84 |   | 15 |
| 2. | RA | ∑ | 148 | M | 167 | M | 19 |
|    |    | % | 71 |   | 80 |   | 9 |
| 3. | GEB | ∑ | 91 | Lo | 145 | M | 54 |
|    |    | % | 44 |   | 70 |   | 26 |
| 4. | BYM | ∑ | 174 | H | 196 | H | 22 |
|    |    | % | 84 |   | 94 |   | 11 |
| 5. | YW | ∑ | 90 | Lo | 139 | M | 49 |
|    |    | % | 43 |   | 67 |   | 24 |
| 6. | YL | ∑ | 173 | H | 197 | H | 24 |
|    |    | % | 83 |   | 95 |   | 12 |
| 7. | AW | ∑ | 156 | M | 186 | H | 30 |
|    |    | % | 75 |   | 89 |   | 14 |
| 8. | ED | ∑ | 120 | La | 159 | M | 39 |
|    |    | % | 58 |   | 76 |   | 19 |
| 9. | PD | ∑ | 119 | La | 155 | M | 36 |
|    |    | % | 57 |   | 75 |   | 17 |
| 10. | RK | ∑ | 89 | Lo | 142 | M | 53 |
|    |    | % | 43 |   | 68 |   | 25 |
| | **Average** | ∑ | **130,4** | **La** | **166,1** | **M** | **35,7** |
| |         | % | **62,7** |   | **79,9** |   | **17,2** |

The visualization of the comparison between the total score of initial evaluation and final evaluation of students' interpersonal relationships level can be described as follows.
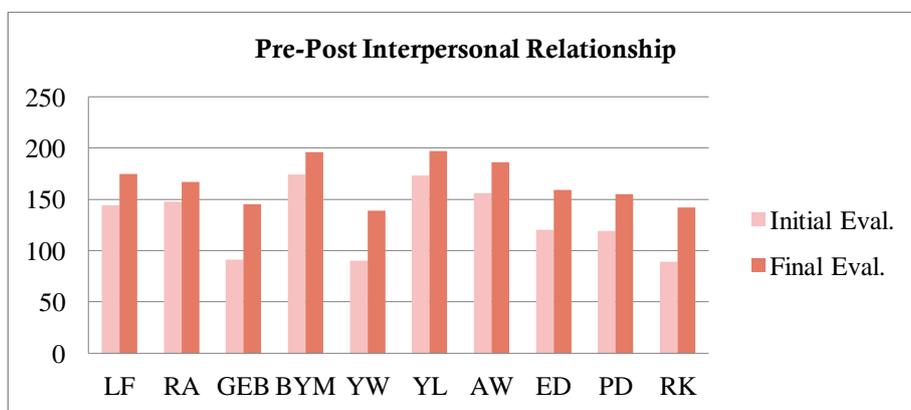


**Figure 1.** The total score of initial evaluation and final evaluation of students' interpersonal relationships
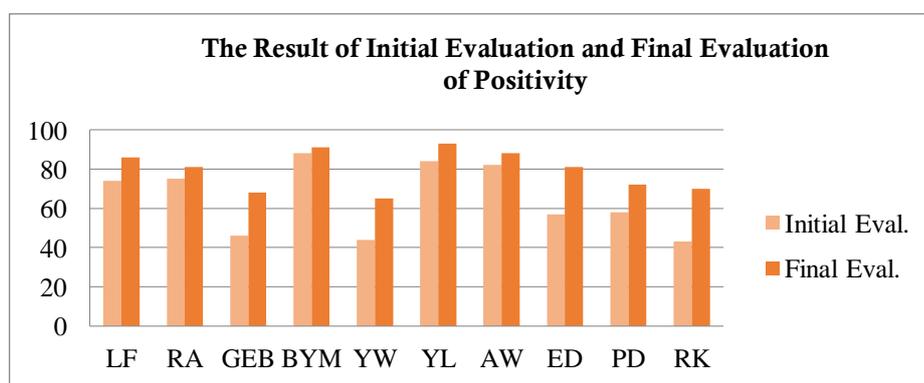(Loban, et al., 2017)

Based on the chart, it can be seen that the interpersonal relationship among all students who were members of the group has improved (the score of the final evaluation is higher than the score of the initial evaluation). Such achievements are because the games given in group guidance pay attention to the procedures and the stages of group guidance. To see the improvement in interpersonal relationships on each indicator in detail, pay attention to the following.

**Positivity**

**Table 5.** The result of initial evaluation and final evaluation of positivity

| No | Group Member | ∑ % | Initial Eval. | Category | Final Eval. | Category | Improvement |
|---|---|---|---|---|---|---|---|
| 1. | LF | ∑ | 74 | M | 86 | H | 12 |
| | | % | 74 | | 86 | | 12 |
| 2. | RA | ∑ | 75 | M | 81 | M | 6 |
| | | % | 75 | | 81 | | 6 |
| 3. | GEB | ∑ | 46 | La | 68 | M | 22 |
| | | % | 46 | | 68 | | 22 |
| 4. | BYM | ∑ | 88 | H | 91 | H | 3 |
| | | % | 88 | | 91 | | 3 |
| 5. | YW | ∑ | 44 | La | 65 | M | 21 |
| | | % | 44 | | 65 | | 21 |
| 6. | YL | ∑ | 84 | H | 93 | H | 9 |
| | | % | 84 | | 93 | | 9 |
| 7. | AW | ∑ | 82 | H | 88 | H | 6 |
| | | % | 82 | | 88 | | 6 |
| 8. | ED | ∑ | 57 | La | 81 | M | 24 |
| | | % | 57 | | 81 | | 24 |
| 9. | PD | ∑ | 58 | La | 72 | M | 14 |
| | | % | 58 | | 72 | | 14 |
| 10. | RK | ∑ | 43 | Lo | 70 | M | 27 |
| | | % | 43 | | 70 | | 27 |
| | Average | ∑ | 65,1 | M | 79,5 | M | 14,4 |
| | | % | 65,1 | | 79,5 | | 14,4 |

The Visualization of the tabel can be described as follows:



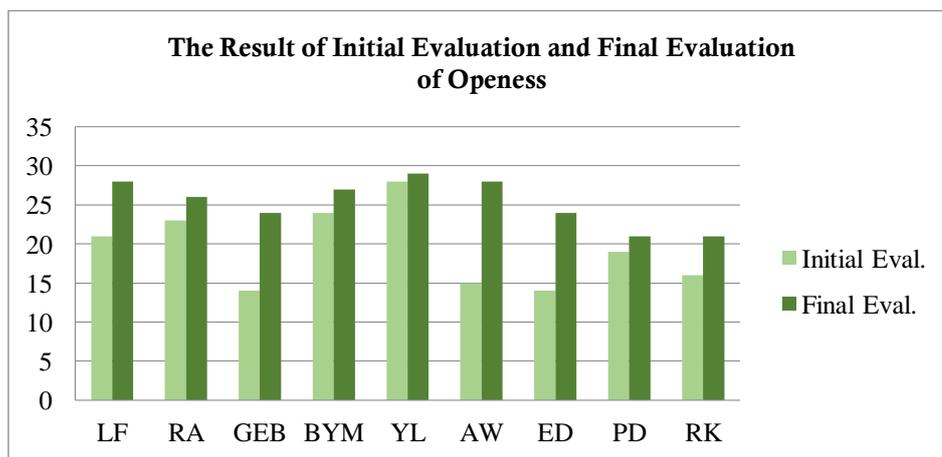**Figure 2.** The result of initial evaluation and final evaluation of positivity

The average improvement in this indicator is 14.4%. The data shows that the games provided through group guidance effectively improve the interpersonal relationships of group members, especially on positivity indicator. The games help group members learn to have positive attitudes such as team-working and build trust of their friends. Students as group members can understand that if the attitude is possessed, then they will have a good relationship with their friends.

**Openess**

Table 6. The result of initial evaluation and final evaluation of openess

| No | Group Member | ∑ % | Initial Eval. | Category | Final Eval. | Category | Improvement |
|---|---|---|---|---|---|---|---|
| 1. | LF | ∑ % | 21 65,6 | La | 28 87,5 | M | 7 22 |
| 2. | RA | ∑ % | 23 71,9 | M | 26 81,3 | M | 3 9 |
| 3. | GEB | ∑ % | 14 43,8 | Lo | 24 75 | M | 10 31 |
| 4. | BYM | ∑ % | 24 75 | M | 27 84,4 | M | 3 9 |
| 5. | YW | ∑ % | 13 40,6 | Lo | 20 62,5 | La | 7 22 |
| 6. | YL | ∑ % | 28 87,5 | M | 29 90,6 | H | 1 3 |
| 7. | AW | ∑ % | 15 46,9 | La | 28 87,5 | M | 13 41 |
| 8. | ED | ∑ % | 14 43,8 | Lo | 24 75 | M | 10 31 |
| 9. | PD | ∑ % | 19 59,4 | La | 21 65,6 | M | 2 6 |
| 10. | RK | ∑ % | 16 50 | La | 21 65,6 | H | 5 16 |
| | **Average** | **∑ %** | **18,7 58,4** | **La** | **24,8 77,5** | **M** | **6,1 19,1** |

The Visualization of the tabel can be described as follows:



Figure 3. The result of initial evaluation and final evaluation of openess

The average improvement for openness indicator reaches 6.1 (19.1%). The data shows that the treatment given through games can improve interpersonal relationships, especially on openness indicator. The games in this group guidance aim to make students able to express their own feelings. After following group guidance and playing games, students are given the opportunity to explain learning points or objectives from activities that have been carried out. By finding learning points, students will understand the benefits derived from implementing group guidance by using games

**Assurance**

**Table 7.** The result of initial evaluation and final evaluation of assurance

| No | Group Member | Σ % | Initial Eval. | Category | Final Eval. | Category | Improvement |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | LF | Σ % | 30 68,2 | M | 36 81,8 | M | 6 14 |
| 2. | RA | Σ % | 31 70,5 | M | 32 72,7 | M | 1 2 |
| 3. | GEB | Σ % | 18 40,9 | Lo | 28 63,6 | La | 10 23 |
| 4. | BYM | Σ % | 35 79,5 | M | 41 93,2 | H | 6 14 |
| 5. | YW | Σ % | 19 43,2 | Lo | 29 65,9 | M | 10 23 |
| 6. | YL | Σ % | 32 72,7 | M | 43 97,7 | H | 11 25 |
| 7. | AW | Σ % | 36 81,8 | M | 41 93,2 | H | 5 11 |
| 8. | ED | Σ % | 27 61,4 | La | 29 65,9 | M | 2 5 |
| 9. | PD | Σ % | 21 47,7 | La | 33 75 | M | 12 27 |
| 10. | RK | Σ % | 14 31,8 | Lo | 30 68 | M | 16 36 |
| | **Average** | Σ % | **26,3 59,8** | **La** | **34,2 77,7** | **M** | **7,9 18,0** |

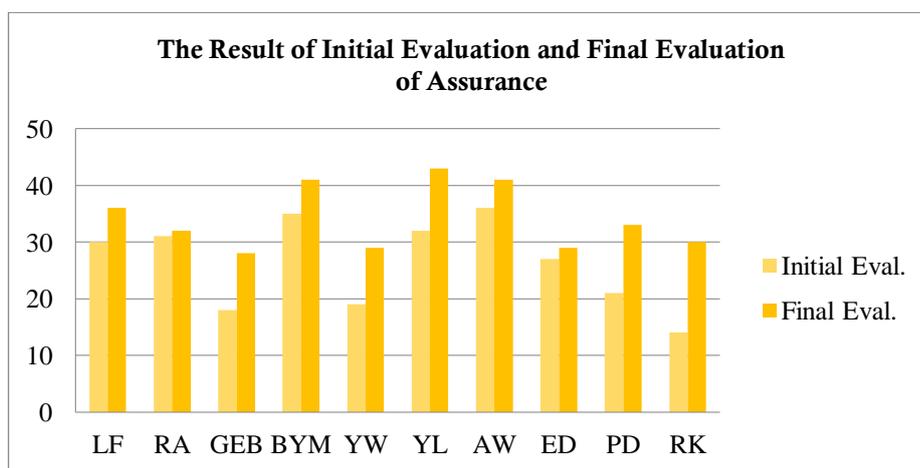The Visualization of the tabel can be described as follows:



**Figure 4.** The result of initial evaluation and final evaluation of assurance

The average improvement of this indicator is 7.9 (18.0%). The data shows that the games provided in group guidance can improve interpersonal relationships, namely the assurance indicator. Games are given through group guidance that help group members learn to get to know each other, find common things with their friends, and practice the courage in establishing friendship.

An average increase in the network indicator is 3.3 (20.6%). The data shows that games provided through effective group guidance can improve students' interpersonal relationships specifically on network

indicator. Through the games, students as group members learn to get to know and understand other group members, so that students will be more intimate and more compact in their friendships.

**Networks**

**Table 8.** The result of initial evaluation and final evaluation of networks

| No | Group Member | ∑ % | Initial Eval. | Category | Final Eval. | Category | Improvement |
|----|----|----|----|----|----|----|----|
| 1. | LF | ∑ % | 9 56,3 | La | 12 75 | M | 3 19 |
| 2. | RA | ∑ % | 12 75 | M | 16 100 | H | 4 25 |
| 3. | GEB | ∑ % | 6 37,5 | Lo | 12 75 | M | 6 38 |
| 4. | BYM | ∑ % | 14 87,5 | M | 16 100 | H | 2 13 |
| 5. | YW | ∑ % | 7 43,8 | Lo | 11 68,8 | La | 4 25 |
| 6. | YL | ∑ % | 14 87,5 | M | 16 100 | H | 2 13 |
| 7. | AW | ∑ % | 7 43,8 | Lo | 14 87,5 | M | 7 44 |
| 8. | ED | ∑ % | 11 68,8 | La | 13 81,3 | M | 2 13 |
| 9. | PD | ∑ % | 12 75 | M | 14 87,5 | M | 2 13 |
| 10. | RK | ∑ % | 8 50 | La | 9 56,3 | La | 1 6 |
| | **Average** | ∑ % | **10,0 62,5** | **La** | **13,3 83,1** | **M** | **3,3 20,6** |

The Visualization of the tabel can be described as follows:
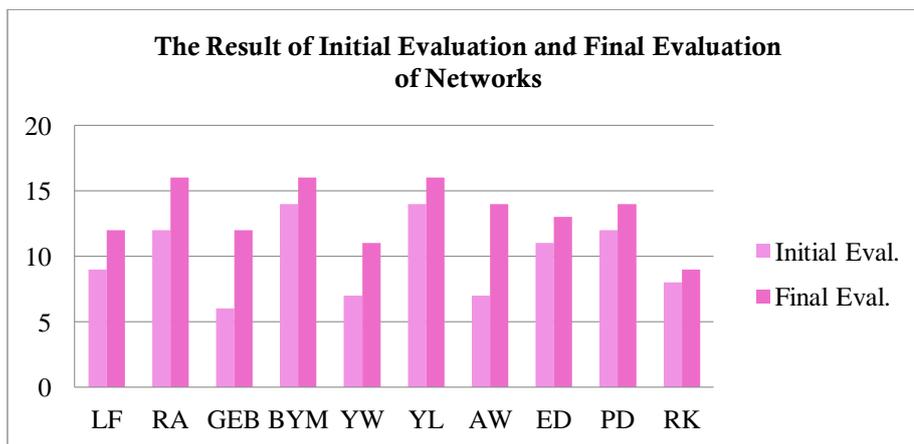


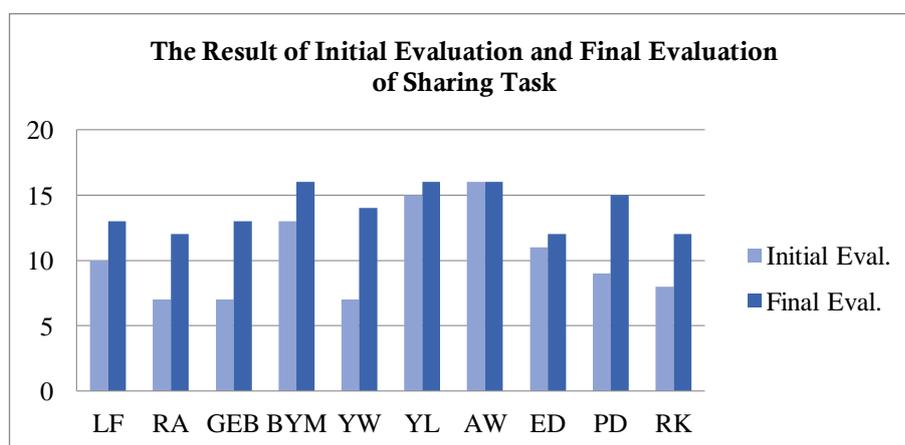**Figure 5.** The result of initial evaluation and final evaluation оf networks

An average increase in sharing task indicator is 36 (22.5%). The data shows that the games provided through group guidance are effective in increasing the interpersonal relationships of group members, especially on the sharing task indicator. Through the games, students as group members learn to share assignments fairly, learn to accept and carry out assigned tasks, learn to work together, and maintain cohesiveness in groups.

**Sharing Task**

**Table 9.** The result of initial evaluation and final evaluation of sharing task

| No | Group Member | ∑ % | Initial Eval. | Category | Final Eval. | Category | Improvement |
|---|---|---|---|---|---|---|---|
| 1. | LF | ∑ % | 10 62,5 | La | 13 81,3 | M | 3 19 |
| 2. | RA | ∑ % | 7 43 | Lo | 12 75,0 | M | 5 31 |
| 3. | GEB | ∑ % | 7 43,8 | Lo | 13 81,3 | M | 6 38 |
| 4. | BYM | ∑ % | 13 81,3 | M | 16 100 | H | 3 19 |
| 5. | YW | ∑ % | 7 43,8 | Lo | 14 87,5 | M | 7 44 |
| 6. | YL | ∑ % | 15 93,8 | M | 16 100 | H | 1 6 |
| 7. | AW | ∑ % | 16 100 | H | 16 100 | H | 0 0 |
| 8. | ED | ∑ % | 11 68,8 | Le | 12 75,0 | M | 1 6 |
| 9. | PD | ∑ % | 9 56,3 | La | 15 93,8 | M | 6 38 |
| 10. | RK | ∑ % | 8 50,0 | La | 12 75,0 | M | 4 25 |
| **Average** | | **∑%** | **10,3 64,4** | **La** | **13,9 86,9** | **M** | **36 22,5** |

The Visualization of the tabel can be described as follows:



**Figure 6.** The result of initial evaluation and final evaluation of sharing task

Based on the initial evaluation and final evaluation that has been described previously, both in overall and in detail concerning the indicators of interpersonal relationships, it can be seen there are improvements in students' interpersonal relationships. The result of effectiveness test can also be seen through the following Wilcoxon Signed Ranks Test Statistic Test.

**Test Statistics[a]**

|  | postest – pretest |
|---|---|
| Z | -2,803[b] |
| Asymp. Sig. (2-tailed) | ,005 |
| a. Wilcoxon Signed Ranks Test | |
| b. Based on negative ranks. | |

The value of T Table with N = 10 and 5% error level for one tailed test value is 8. H0 is rejected if Z (the smallest number) < T from Wilcoxon table, therefore Ha is accepted. In the above results, it is known that the value of Z is -2,803 while the T table is 8, meaning that Z is smaller than T table. Therefore, it can be concluded that games in group guidance are effective for improving students' interpersonal relationships.

Games in group guidance can foster group dynamics, which means they can foster interaction among members where group members can be actively and cooperatively involved. This is consistent with the opinion of (Wibowo, 2005) that group dynamics describe the various forces that determine the behavior of members and groups that causes the occurrence of movement changes in the group to achieve common goals. This is line with the other result has shown that through a group guidance approach, the main concepts, principles, and techniques of the Gestalt theory can be seamlessly applied for student's self-development (Arip, Bakar, Ahmad, & Jais, 2013).

The cognition of reality is achieved within play and through play, as well as the exercise of the psycho-motric and socio-affective functions; the play is at the same time an agent of transmitting experience and of socialization. Through play, the child learns, disciplines his creativity and makes efforts towards a learning activity without being tired, exhausted or bored (Parsons, 2015). Games can bring together knowledge and skill. Games are a learning process for children that can foster the feeling of care for others and support the development of physical, cognitive, linguistic and social-emotional aspects. Through games, children can express their emotions and thoughts, learn to speak in public more casually, listen and understand others, learn to communicate with each other, share and work together, help each other, and solve problems together (Gelisli & Yazici, 2015). Games can be able to improve cooperation and social abilities of the member (Agusta, 2018), practice communication, improve emotional management. Moreover, it can be able to construct self-esteem; to improve group and self-cohesiveness; and to strengthen the role of group members. Based on these basic competencies, the values of teamwork and responsibility become one of the values in student characteristics and can be integrated with students through games (Marlow, et al., 2016). The other result showed that interpersonal relationships dimension of the highest average is on the "empathy" dimension. In other words, empathic features of students are clearer in their interpersonal relationships while their confidence in others are less visible (Koçak & Önen, 2014). Games can be used as a way in which they could achieve social competence with their peers (Marzoan & Hamidi, 2017). One of the the important findings is positive relationships with peers. The teens discussed during the interviews that the frequency of social contacts was an important aspect of the stability of their friendships: seeing their closest friends often at school, during extracurricular activities, or outside the school altogether.

The use of games can be used as an alternative in implementing group guidance (Cattik & Odluyurt, 2017). The selection and provision of games is adjusted to the research objectives. The provision of games is given through group guidance with by following the standard stages of group guidance. Another thing to note is the learning point that is delivered at the end of the game so that students are able to convey what things are obtained and can be learned after actively participating in games played in group guidance.

## Conclusion

Games in group guidance are effective to improve students' interpersonal relationships on all indicators, including: Positivity, Openness, Assurance, Networks, and Sharing Task. This conclusion is based on the difference between the initial evaluation and the the final evaluation result, where there are improvements in the level of students' interpersonal relationships before and after being given group guidance using games. The selection and provision of games is adjusted to the research objectives. The provision of games is given through group guidance by paying attention to the stages of the implementation of group guidance

with the aim to improve students' interpersonal relationships. The results of this research are expected to contribute to the development of counseling guidance in general and group guidance in particular.

## References

Agusta, A. R. (2018). *Improving the Student's Cooperation and Environmental Care Skill using Outdoor Learning Strategy Outbound Variation.* Paper presented at the 1st International Conference on Creativity, Innovation and Technology in Education (IC-CITE 2018).

Ahman. (2011). *Konsep Dasar Bimbingan Dan Konseling Perkembangan Dalam Bimbingan Dan Konseling Berbasis Kompetensi.* Jakarta: Rajawali Pers.

Arip, M. A. S. M., Bakar, R. B. A., Ahmad, A. B., & Jais, S. M. (2013). The development of a group guidance module for student self-development based on gestalt theory. *Procedia-Social and Behavioral Sciences, 84*, 1310-1316.

Berscheid, E. S., & Regan, P. C. (2016). *The psychology of interpersonal relationships*: Psychology Press.

Cattik, M., & Odluyurt, S. (2017). The Effectiveness of the Smart Board-Based Small-Group Graduated Guidance Instruction on Digital Gaming and Observational Learning Skills of Children with Autism Spectrum Disorder. *Turkish Online Journal of Educational Technology-TOJET, 16*(4), 84-102.

Cavanaugh, A. M., & Buehler, C. (2016). Adolescent loneliness and social anxiety: The role of multiple sources of support. *Journal of social and personal relationships, 33*(2), 149-170.

Chen, X., Huang, Q., & Davison, R. M. (2017). The role of website quality and social capital in building buyers' loyalty. *International Journal of Information Management, 37*(1), 1563-1574.

Chow, C. M., Ruhl, H., & Buhrmester, D. (2013). The mediating role of interpersonal competence between adolescents' empathy and friendship quality: A dyadic approach. *Journal of adolescence, 36*(1), 191-200.

Corey, G. (2012). *Student manual for theory and practice of group counseling*: Brooks/Cole, Cengage Learning.

Gelisli, Y., & Yazici, E. (2015). A study into traditional child games played in Konya region in terms of development fields of children. *Procedia-Social and Behavioral Sciences, 197*, 1859-1865.

Gire, C., Resseguier, N., Brévaut-Malaty, V., Marret, S., Cambonie, G., Souksi-Medioni, I., . . . Tosello, B. (2019). Quality of life of extremely preterm school-age children without major handicap: a cross-sectional observational study. *Archives of disease in childhood, 104*(4), 333-339.

Guarnieri, S., Smorti, M., & Tani, F. (2015). Attachment relationships and life satisfaction during emerging adulthood. *Social Indicators Research, 121*(3), 833-847.

Jackson-Dwyer, D. (2013). *Interpersonal relationships*: Routledge.

Jones, S. M., Barnes, S. P., Bailey, R., & Doolittle, E. J. (2017). Promoting social and emotional competencies in elementary school. *The Future of Children*, 49-72.

Karimova, L. S. (2015). Prevention of interpersonal conflicts in teenagers' environment. *Procedia-Social and Behavioral Sciences, 191*, 1843-1847.

Koçak, C., & Önen, A. S. (2014). The analysis on interpersonal relationship dimensions of secondary school students according to their ruminative thinking skills. *Procedia-Social and Behavioral Sciences, 143*, 784-787.

Landstedt, E., Hammarström, A., & Winefield, H. (2015). How well do parental and peer relationships in adolescence predict health in adulthood? *Scandinavian journal of public health, 43*(5), 460-468.

Leon-Perez, J. M., Medina, F. J., Arenas, A., & Munduate, L. (2015). The relationship between interpersonal conflict and workplace bullying. *Journal of Managerial Psychology*.

Loban, M. N., Wibowo, M. E., & Purwanto, E. (2017). Model Bimbingan Kelompok Menggunakan Games Untuk Meningkatkan Hubungan Interpersonal Siswa. *Jurnal Bimbingan Konseling, 6*(1), 54-61.

Mahvar, T., Farahani, M. A., & Aryankhesal, A. (2018). Conflict management strategies in coping with students' disruptive behaviors in the classroom: Systematized review. *Journal of Advances in Medical Education & Professionalism, 6*(3), 102.

Marlow, S. L., Salas, E., Landon, L. B., & Presnell, B. (2016). Eliciting teamwork with game attributes: A systematic review and research agenda. *Computers in Human Behavior, 55*, 413-423.

Marzoan, M., & Hamidi, H. (2017). Permainan tradisional sebagai kegiatan ekstrakurikuler untuk meningkatkan kompetensi sosial siswa. *Journal An-Nafs: Kajian Penelitian Psikologi, 2*(1), 62-82.

Michek, S., & Loudová, I. (2014). Family and interpersonal relationship in early adolescence. *Procedia-Social and Behavioral Sciences, 112*, 683-692.

Parsons, S. (2015). Learning to work together: designing a multi-user virtual reality game for social collaboration and perspective-taking for children with autism. *International Journal of Child-Computer Interaction, 6*, 28-38.

Proverbio, A. M. (2017). Sex differences in social cognition: The case of face processing. *Journal of neuroscience research, 95*(1-2), 222-234.

Rambaran, J. A., Hopmeyer, A., Schwartz, D., Steglich, C., Badaly, D., & Veenstra, R. (2017). Academic functioning and peer influences: A short-term longitudinal study of network–behavior dynamics in middle adolescence. *Child development, 88*(2), 523-543.

Snir, S., Gavron, T., Maor, Y., Haim, N., & Sharabany, R. (2020). Friends' Closeness and Intimacy From Adolescence to Adulthood: Art Captures Implicit Relational Representations in Joint Drawing: A Longitudinal Study. *Frontiers in Psychology, 11*, 2842.

Tschiesner, R., Tauber, S., Martina, P., & Farneti, A. (2014). Pupils' Interpersonal Problems And Occupational Stress In Teacher. Preliminary Results. *Procedia-Social and Behavioral Sciences, 140*, 197-199.

Van Zalk, N., & Van Zalk, M. (2015). The importance of perceived care and connectedness with friends and parents for adolescent social anxiety. *Journal of personality, 83*(3), 346-360.

Wibowo, M. E. (2005). *Konseling Kelompok Perkembangan*. Semarang: Unnes Press.