

## Group Guidance with Cooperative Games to Improve Social Skills in Junior High School Students

Yola Noperiyanti<sup>1</sup>, Ali Daud Hasibuan<sup>2</sup>

<sup>1,2</sup>Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

---

### Article Info

#### Article history:

Received 2025-06-18

Revised 2025-07-28

Accepted 2025-07-29

---

#### Keywords:

Cooperative Game Techniques

Group Guidance

Social Skills

---

### ABSTRACT

The issue of low social skills among junior high school students can hinder interpersonal relationships and collaboration during the learning process. This study examines the effectiveness of group guidance services that integrate cooperative game techniques in improving the social skills of seventh-grade students at SMP Negeri 3 Galang. A quantitative approach was employed using a quasi-experimental design of the Pretest-Posttest Control Group type. The study population consisted of 101 students, with 16 students identified as having low social skills. The sample was divided into experimental and control groups, each comprising eight students selected through purposive sampling. The intervention was conducted over six sessions. The research instrument used was a social skills scale, and the data were analysed using the t-test with the assistance of SPSS version 27. The analysis results showed a significance value (2-tailed) of 0.000 ( $< 0.05$ ), indicating a significant difference between the experimental and control groups. The t-values were 17.616 and 8.981, with a significance level of 0.000. These findings demonstrate that group guidance services based on cooperative games effectively enhance students' social skills. This result implies that such an approach can serve as an alternative strategy for school counselling services.

*This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.*



---

### Corresponding Author:

Yola Noperiyanti

Fakultas Ilmu Tarbiyah dan Keguruan, Bimbingan Konseling Pendidikan Islam, Universitas Islam Negeri Sumatera Utara

E-mail: [yola303212092@uinsu.ac.id](mailto:yola303212092@uinsu.ac.id)

---

## 1. INTRODUCTION

Junior high school students are typically in the adolescent stage of development. According to Hurlock, one of the most crucial developmental tasks during this period is forming positive social relationships with peers of the same and opposite gender. In addition, adolescents are expected to begin developing emotional independence and enhancing the intellectual abilities required to fulfil their roles as members of society. As social beings, humans cannot live in isolation; instead, they constantly interact with others, building

understanding, familiarity, and harmonious relationships. In every interpersonal interaction, individuals are indirectly involved in social connections. Consequently, in a society that continues to evolve, individuals must adapt and integrate into their surroundings, even when those environments are not always supportive or conducive. In this context, social skills become a critical aspect that enables individuals to respond to social life's increasingly dynamic and complex nature [1].

The rise of digital technology has significantly affected patterns of social interaction. The intensity of face-to-face communication has declined, as many students feel more comfortable communicating through digital media rather than engaging in direct interactions. This condition can hinder the optimal development of their social abilities. Such a phenomenon presents a challenge for educators, particularly in devising effective strategies to develop students' social skills within the school environment. Students may encounter various obstacles that disrupt their academic achievement during learning. At this point, guidance and counselling (GC) teachers play a pivotal role in assisting students with preventive measures against factors that may affect learning success [2], [3], [4]. GC teachers also act as facilitators who help students resolve academic or personal challenges [5]. Strategies aimed at enhancing students' social interaction skills are strongly linked to the strategic role of GC teachers, who assist students through the socialisation process in schools so that they can function optimally as learners [6], [7], [8]. Social skills become even more vital during adolescence as students begin engaging in broader social environments. This necessitates the development of adaptive and personal capacities to navigate emerging social challenges [9].

According to Merrell [10], Social skills encompass five core aspects. First is the ability to build peer relationships, characterized by empathy, sympathy, ease of making friends, and positive interactions. Second, self-management skills include emotional regulation and responding constructively to criticism. Third, academic-related attitudes include independent learning, task responsibility, activeness, and collaboration. Fourth, compliance, which involves adherence to rules and effective time management. Fifth, assertiveness includes self-confidence, the ability to express feelings appropriately, and respect for others. Mastery of these aspects, developed gradually, allows students to adapt effectively to their social environments. This adaptation further supports psychosocial development and improves academic performance [11].

Based on observations conducted with GC teachers at SMP Negeri 3 Galang, it was found that several students exhibited low levels of social skills. Indicators of this condition include difficulty forming peer relationships, inability to initiate conversations, and limited expressions of empathy and sympathy. Some students had only one close friend, struggled to regulate emotions, were easily offended, and often rejected advice from others. In addition, they encountered difficulties completing tasks independently, depended heavily on peers for help, showed impatience in facing challenges, and refrained from asking questions when encountering learning difficulties. Other signs of low social skills included a lack of respect for others, talking while the teacher was speaking, nervousness when asked to speak in front of the class, inappropriate language use during communication, and disinterest in group discussions.

---

Several contributing factors to the low level of social skills include the quality of peer relationships, family environment, and individual adaptation capacity. Insufficient social skills can lead to negative consequences, such as low self-esteem, lack of confidence, social withdrawal, and decreased learning motivation, affecting academic performance [12]. These findings align with previous studies showing that students' social skill levels are not always optimal. Some students exhibit individualistic behaviour, feel shy or insecure, and are reluctant to engage with others—conditions that hinder the learning process in schools and broader educational contexts [13].

In response to these findings, particularly the low social skills demonstrated by seventh-grade students at SMP Negeri 3 Galang, it is essential to initiate structured efforts to improve their social competence. Social skills refer to personal competencies in establishing interpersonal relationships and interacting effectively in social contexts. Students with well-developed social skills are generally more capable of engaging with others, whereas limitations in these skills can adversely affect both social life and learning outcomes.

GC teachers possess various tools that can be utilised to support the holistic development of students' potential [14]. This role is reflected in implementing various guidance and counselling services, such as orientation, placement, information dissemination, individual counselling, group counselling, and group guidance. The role of educators in schools goes beyond delivering subject matter or transferring knowledge. It also encompasses the comprehensive development of students' personal and social growth. This applies not only to homeroom teachers and subject teachers but also, more specifically, to GC teachers tasked with supporting students' personal and social development [15]. To address the issue of low social skills, GC teachers can implement individual and group-based approaches that aim to enhance students' social functioning effectively.

Schools play a strategic role in addressing social skill deficiencies among students. One viable approach is implementing systematic group guidance services consisting of guidance and counselling components. This study focuses explicitly on implementing group guidance services targeting students with low social skills. In practice, the facilitation conducted by the counsellor in leading a group of students is referred to as group guidance. Such activities address various issues related to self-development, positive self-acceptance, and the prevention of potential personal or social problems [16]. The implementation of group guidance in schools is generally supervised by GC teachers, who serve as facilitators to help students develop their potential and prevent the emergence of personal and social difficulties. Several techniques, including cooperative game-based methods, may be applied within group guidance sessions.

Cooperative games involve group-based activities designed to achieve shared goals. Through these games, participants gain direct experiences later internalised and reflected upon. During the reflection phase, participants are encouraged to express the emotions they experienced during the game, helping them become more aware of their feelings and personal responses in interactive situations [17]. Cooperative games include various structured methods to build solidarity and collaborative ability among group members to reach common objectives. Some examples of these activities include “Crossing the River,”

---

“See Out Feet,” “The Longest Street,” and “Entangled Rope.” Each game is structured to enhance collaborative skills and foster stronger social bonds among participants.

Group guidance activities utilising cooperative games allow students to improve their social skills directly through experiential learning and peer interaction. Besides strengthening peer relationships, this method creates a joyful and supportive environment that fosters positive group dynamics [18]. Individuals learn more effectively and with greater motivation in such enjoyable and interactive settings. Research has shown that behaviours demonstrated during gameplay often mirror those seen in real-life situations, such as decision-making, problem-solving, planning, communication, and relationship-building. Therefore, games can serve as reflections of real-world social dynamics. In the context of cooperative games, the essential aspect is the individual's ability to adapt and align with prevailing social norms and values. When participants collectively explore and solve issues, constructive interaction patterns emerge, which can be applied to everyday social life..

Several relevant studies support the application of this technique. Prakoso and Prasasti [17] found that integrating cooperative games in group guidance significantly enhances students' social skills. Similar findings were reported by Rici and Alawiyah [1] who emphasised that students with low social abilities can benefit significantly from structured group guidance interventions using collaborative games.

Faizah [18] also reported that cooperative game-based methods are an effective strategy for developing the social capacities of individuals struggling to build interpersonal interactions. Through this approach, participants gain insight into their social roles and learn to support peers facing similar challenges.

Based on the aforementioned background, this study aims to explore the effectiveness of group guidance services that incorporate cooperative game techniques in improving the social skills of seventh-grade students at SMP Negeri 3 Galang. This strategy is expected to encourage students to actively participate in collaborative problem-solving, where the involvement of each group member plays a crucial role in achieving constructive outcomes.

## **2. METHOD**

### **2.1 Participants**

This study employed a quantitative approach using a quasi-experimental design. The participants were seventh-grade students from SMP Negeri 3 Galang, with a total population of 101 students. The sample was selected through purposive sampling, consisting of 16 students with low levels of social skills. These participants were then divided into two groups: an experimental group and a control group, each consisting of 8 students [19], [20], [21].

### **2.2 Instruments**

The primary instrument used in this study was a social skills scale, developed based on the indicators proposed by Merrell. The measured aspects included: (1) the ability to build relationships with peers, (2) self-management, (3) academic-supportive attitudes, (4) compliance with rules, and (5) assertiveness [22]. The scale was adapted from a previous

---

study by Putri Evita [11] and had undergone both validity and reliability testing. The validity test results showed item-total correlation values above 0.30, and the reliability coefficient was 0.891 using Cronbach's Alpha method, indicating high internal consistency.

### 2.3 Procedure

The study adopted a Pretest-Posttest Control Group Design. Both the experimental and control groups were given a pretest and a posttest. The experimental group received a treatment in the form of group guidance services integrated with cooperative game techniques, while the control group participated only in conventional group guidance sessions [20]. The experimental procedure consisted of three main phases: pretest, treatment, and posttest. During the pretest phase, the researcher assessed the baseline social skills of participants in both groups. The treatment phase involved delivering the intervention—cooperative game-based group guidance—to the experimental group, whereas the control group received standard guidance services. The posttest was then administered to evaluate the effectiveness of the treatment by comparing the post-intervention scores between the two groups.

### 2.4 Data Analysis

The collected data were analysed using parametric statistical tests to compare pretest and posttest results of both groups to determine the intervention's effectiveness in improving students' social skills. The data were processed using SPSS version 27. Statistical analysis included normality and homogeneity tests, followed by paired sample t-tests and independent sample t-tests to examine differences within and between the groups.

The t-test formula used is as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \quad (1)$$

Where:

- $X_1$  = mean of the experimental group
- $X_2$  = mean of the control group
- $n_1$  = number of students in the experimental group
- $n_2$  = number of students in the control group
- $S_1$  = variance of the experimental group
- $S_2$  = variance of the control group
- $S$  = pooled variance

Before conducting the t-test, statistical assumptions were verified through normality and homogeneity tests to ensure the data were suitable for parametric analysis. These steps were essential for validating the reliability of the statistical inferences drawn from the dataset regarding the effect of the cooperative game-based group guidance intervention.

### 3. RESULTS AND DISCUSSION

#### 3.1 Result

##### Pretest Condition of Social Skills in the Experimental and Control Groups

The implementation of the pretest aims to identify the initial condition of the social skills of grade VII students at SMP Negeri 3 Galang before being given treatment. Based on the results of the initial measurements of 101 students, 16 students with the lowest social skills scores were selected, and they were then divided into two groups: experimental and control, with eight students each. The pretest results showed that most students were in the low category (75%) and some were in the medium category (25%), both in the experimental and control groups. The average score of the experimental group was 84.75, and the control group was 85, both in the low to moderate category. After five interventions, the experimental group received cooperative game-based group guidance services, while the control group received conventional guidance services. The results of the measurements made are shown in Table 1.

Table 1. Social Skills Pretest Data in Experimental and Control Classes

NO	EXPERIMENTAL CLASS			CONTROL CLASS		
	Code Name	Score	Category	Code Name	Score	Category
1	RA	81	Low	DSA	80	Low
2	PA	77	Low	FL	81	Low
3	FHS	85	Low	R	84	Low
4	RH	95	Moderate	F	77	Low
5	FZN	91	Moderate	LOS	95	Moderate
6	ATA	83	Low	AL	85	Low
7	ZR	85	Low	HM	101	Moderate
8	RD	81	Low	MAF	77	Low
	Total	678			680	
	Mean	84,75			85	

Table 1 presents the results of the *social skills pretest*; the experimental group obtained an average score of 84.75, which was in the low to medium category, while the control group achieved an average score of 85.

Based on the data in Table 2, it is known that out of the eight students in the experimental class, six of them (75%) were classified as having low social skills, while the other two students (25%) were in the medium category. A similar composition was also found in the control class, namely 75% of students in the low category and 25% in the medium category regarding social skills. As a follow-up to the initial findings, the experimental group was given treatment through group guidance services combined with cooperative-based game techniques. Meanwhile, the control group received conventional group guidance services without applying the game technique. *This intervention* was carried out during five meetings. The results of the initial measurement of social skills indicated that some students experienced obstacles in adjusting to their peers, were less able to express their opinions in class discussions, showed low cohesiveness in group work, lacked empathy

for others, and did not pay attention or actively listen when the teacher or friend was speaking in a group discussion session.

Table 2. Frequency Distribution and Percentage of Pretest Results

Category	Interval	Experimental Frequency	Percentage	Control Frequency	Percentage
Very High	140-160	0	0	0	0
High	113-139	0	0	0	0
Moderate	86-112	2	25%	2	25%
Low	59-85	6	75%	6	75%
Very Low	32-58	0	0	0	0

**The condition of the social skills of the students of the experimental and control classes after being given treatment (*posttest*)**

In order to identify the transformation experienced by students as a result of the implementation of group guidance services to encourage progress in students' social interaction competencies, measurements were carried out through *posttests* in experimental and control groups. The data from the measurement results are shown in Table 3:

Table 3. Posttest Data of Social Skills in Experimental and Control Classes

NO	EXPERIMENTAL CLASS		CONTROL CLASS			
	Code Name	Score	Code Name	Score	Code Name	Score
1	RA	117	High	DSA	124	High
2	PA	113	High	FL	116	High
3	FHS	116	High	R	120	High
4	RH	120	High	F	118	High
5	FZN	121	High	LOS	117	High
6	ATA	114	High	AL	119	High
7	ZR	119	High	HM	114	High
8	RD	124	High	MAF	116	High
	Total	944			944	
	Mean	118			118	

In Table 3, after the implementation of *the pretest, intervention* in the form of treatment was carried out four times. Furthermore, *a posttest* is given to measure the level of social skills of students after treatment. As a result, the experimental group obtained an average score of 118, which was classified as high, while the control group also obtained the same average of 118.

Table 4. Frequency Distribution and Percentage of Posttest Results

Category	Interval	Experimental Frequency	Percentage	Control Frequency	Percentage
Very High	140-160	0	0	0	0
High	113-139	8	100%	8	100%
Moderate	86-112	0	0	0	0
Low	59-85	0	0	0	0
Very Low	32-58	0	0	0	0

Table 4 shows a significant improvement in students' social skills after the implementation of treatment. All participants, 16 students, were classified into the high category, with a full percentage of 100%. These findings indicate that interventions positively impact improving students' social skills.

### **The effect of the social skill condition of students in the experimental and control classes at the time of *pretest* and *posttest***

Analysis of the results of the pretest and posttest of social skills was carried out by comparing the average scores of students in the experimental and control groups. This comparison shows the changes experienced by each group and is presented visually through Figure 1.

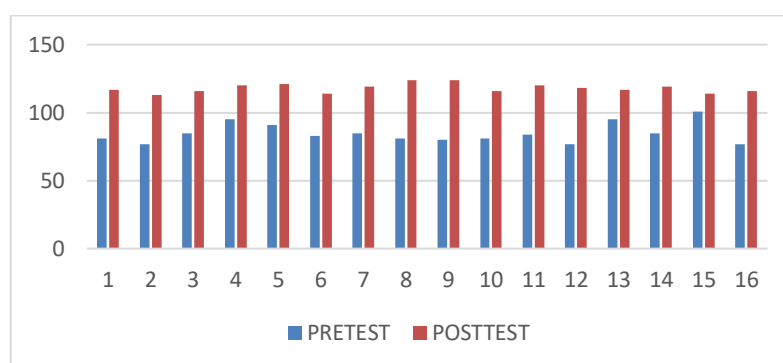


Figure 1. Social Skills Pretest and Posttest Results

Figure 1 shows that all 16 students experienced increased social skills in grade VII. Before the intervention was given, the experimental group was dominated by students who had social skills at a low to moderate level. After participating in a group coaching session that integrated collaborative play, there was a marked increase in the high category. Meanwhile, the control group that only received group guidance services without cooperative game techniques also improved, although the rate of change was not as strong as that shown by the experimental group.

### **Normality Test**

In order to ensure the validity of the data used in this study, the researcher evaluated the data on the pretest and posttest results through the application of *normality* and *homogeneity tests*. The *normality test* aims to identify whether the data distribution follows a normal distribution pattern. In the analysis process, the normal distribution is determined if the significance value (*sig*) is more than 0.05, which is used as the main reference in decision-making. On the other hand, if the significance value is below 0.05, then the data is considered to deviate from the normal distribution. A recap of the results of normality testing is presented systematically in Table 5.

Table 5. Normality Test Results

Class	Kolmogorov-Smirnova			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Social Skills Outcomes	Experimental Class Pretest	0,233	8	,200*	0,939	8	0,597
	Posttest Experiment Class	0,110	8	,200*	0,977	8	0,945
	Control Class Pretest	0,250	8	0,150	0,859	8	0,118
	Control Class Posttest	0,132	8	,200*	0,945	8	0,661

The *pretest* and *posttest scores* in the experimental and control classes showed a relevant significance level, as the analysis results obtained through the Shapiro-Wilk *normality* test are presented in Table 5. In the control group, the *normality test results* had a value of 0.118 for *the pretest* and 0.661 for *the posttest*. Both values exceeded the threshold of 0.05, so it can be concluded that the data in this group is normally distributed. The same is true for the experimental group, where the significance value *of the pretest* is 0.597 and the *posttest* is 0.945, both above 0.05, indicating that the data has a normal distribution.

**Homogeneity Test**

To determine whether the data distribution in the sample is homogeneous, the researcher needs to conduct a homogeneity test on the variance similarity between the analysed sample groups. This test is important, especially when the researcher wants to generalise the research results, and if the data comes from several different groups but the same population [23]. The results of the homogeneity test analysis can be seen in Table 6:

Table 6. Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Social Skills Outcomes	Based on the Mean	2,358	3	28	0,093
	Based on the Median	1,668	3	28	0,196
	Based on Median and with adjusted df	1,668	3	14,766	0,217
	Based on the trimmed mean	2,147	3	28	0,117

Based on the results of the data analysis in the table above, it can be concluded that there is an equivalence of variance between the experimental and control groups. This is indicated by the significance value (*Sig.*) *Based on the mean* of 0.093, which is greater than 0.05. Thus, the data in this study meet the homogeneity assumption.

**Paired Sample t-Test**

In order to prove the hypothesis proposed, this study uses a statistical analysis method in the form of a *Paired Samples t-Test*. This test aims to identify the average difference between the pretest and posttest in the experimental and control groups. This test is beneficial in evaluating the effectiveness of the treatment given. If the significance value (*Sig.*) produced is less than 0.05, then the difference is considered statistically significant, meaning that the treatment has a real influence on the studied variable. Data processing is

carried out with the help of SPSS software, and the results of the test data details are presented in Table 7.

Table 7. Paired Sample t-Test Test Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Experiment – Posttest Experiment	-33,25000	5,33854	1,88746	-37,71313	-28,78687	-17,616	7	0,000
Pair 2	Pretest Control – Posttest Control	-33,00000	10,39230	3,67423	-41,68818	-24,31182	-8,981	7	0,000

Based on the decision-making criteria according to Sugiyono [24], the conditions for hypothesis testing can be described as follows:

- a. A significance value ( $p$ )  $< 0.05$  indicates a significant difference, so  $H_0$  is rejected.
- b. A significance value ( $p$ )  $> 0.05$  indicates no significant difference, so  $H_0$  is accepted.

Based on the data in Table 7, the analysis was carried out using *the Paired Sample t-Test* with a significance level of  $\alpha = 0.05$ . The test results showed that the significance value (Sig. 2-tailed) was 0.000, which means it was smaller than 0.05. The output of *pair 1* shows a *calculated t-value* of 17.616 with a significance value of  $0.000 < 0.05$ . This indicates a significant difference between the average pretest and posttest results in the experimental class regarding students' social skills. Thus,  $H_0$  is rejected and  $H_1$  is accepted. Furthermore, in the output *pair 2*, a *calculated t-value* of 8.981 was obtained with a significance of 0.000 (2-tailed), which is also smaller than 0.05. This shows a significant difference between pretest and posttest results on social skills indicators. Thus, the differences shown in the two groups prove the influence of the treatment given. Based on the results of the analysis, the intervention has a significant impact on improving students' social skills. Thus, the alternative hypothesis ( $H_1$ ) is declared accepted, while the null hypothesis ( $H_0$ ) is rejected. These findings indicate that the intervention is effectively applied in the learning process at SMP Negeri 3 Galang.

The study results showed that group guidance services, especially those that integrate cooperative game techniques, were proven effective in improving the social skills of grade VII students at SMP Negeri 3 Galang. These interventions resulted in significant positive impacts, supported by statistical data and the distribution of social skills categories that increased from low to high.

### 3.2 Discussion

The findings of this study indicate that group guidance services incorporating cooperative game techniques significantly enhance students' social skills. The effectiveness of this approach can be explained through several mechanisms. Cooperative games naturally require active participant engagement, creating scenarios that simulate real-life social interactions. These structured yet enjoyable activities provide students with low-pressure

opportunities to practice social behaviours, such as initiating conversations, working together, and resolving conflicts.

Such experiences foster the development of empathy, communication, mutual trust, and a sense of responsibility within the group. The interactions during these sessions help form a healthy group dynamic, where students learn to adapt, resolve interpersonal issues, and express their opinions assertively. These outcomes support Merrell's theory as cited in Amala et al. [25], emphasising that the five dimensions of social skills can be effectively developed through direct and systematic experiential learning in group-based activities.

However, this study is not without limitations. First, the relatively small sample size (only 16 students) restricts the generalizability of the findings to a broader population. Second, the duration of the intervention, consisting of only five sessions, may not be sufficient to observe long-term effects or sustained behavioural change. Third, the assessment of social skills relied heavily on questionnaires and teacher observations, both of which are potentially influenced by subjective bias. Moreover, this study did not strictly control external factors such as classroom dynamics, peer support, and family environment, which may have influenced the outcomes.

Despite these limitations, the findings offer important practical implications for school counsellors and educators. Implementing group guidance services using cooperative game techniques can serve as a compelling intervention strategy, particularly for students who are passive or experience difficulty in building social relationships. Schools may also adopt this approach as a preventive program to reduce potential issues such as peer conflict or social isolation. Furthermore, school counsellors are encouraged to adapt the games in alignment with students' developmental needs and extend the intervention to include other areas of personal growth, such as leadership, conflict resolution, and emotional regulation.

Based on the study's results and analysis, it can be concluded that the social skill levels of seventh-grade students at SMP Negeri 3 Galang were initially within the low to moderate category. After implementing five sessions of group guidance incorporating cooperative game techniques, there was a significant improvement, with all students in the experimental group reaching the high social skills category. The comparison between the experimental and control groups further supports the conclusion that cooperative games facilitate students' social development.

The results of the Paired Samples t-Test showed a significance value (2-tailed) of 0.000, which is below the 0.05 threshold. This finding indicates that the null hypothesis ( $H_0$ ) should be rejected, and the alternative hypothesis ( $H_1$ ) accepted. Therefore, it can be statistically concluded that group guidance services using cooperative game techniques effectively improve students' social skills. The study recommends that school counsellors adopt this method as part of a broader and more sustainable social skills development program in schools.

#### **4. CONCLUSION**

Based on the findings and analysis conducted, it can be concluded that group guidance services utilising cooperative game techniques effectively enhance the social skills of seventh-grade students at SMP Negeri 3 Galang. The significant improvement observed

---

indicates that collaborative and interactive approaches in guidance sessions can foster the development of students' communication abilities, teamwork, and empathy.

Therefore, it is recommended that school counsellors incorporate cooperative game-based methods into ongoing social skills development programs. Such methods can serve as a dynamic and engaging intervention strategy, particularly for students who face challenges in social interaction.

For future research, it is suggested that the scope of participants be expanded to include different grade levels or schools, and that additional variables such as students' socio-economic backgrounds or the role of family support be considered in the analysis. Doing so will make the results more comprehensive and contribute to designing more effective and contextually relevant intervention programs within broader educational settings.

## REFERENCES

- [1] O. T. Wahyuning Rici and T. Alawiyah, "Layanan Bimbingan Kelompok Dengan Teknik Permainan Kerjasama untuk Meningkatkan Keterampilan Sosial Siswa," *FOKUS (Kajian Bimbingan & Konseling dalam Pendidikan)*, vol. 2, no. 5, p. 171, Sep. 2019, doi: 10.22460/fokus.v2i5.3520.
- [2] F. R. Zalika and A. T. Nisa, "The Relationship between Self Boundaries and People Pleaser Behavior in Islamic Guidance and Counseling Students at UIN Raden Mas Said Surakarta/Hubungan ...," *Al-Hiwar Jurnal Ilmu dan Teknik Dakwah*, 2024, [Online]. Available: <http://103.180.95.17/index.php/alhiwar/article/view/14355>
- [3] Y. A. Lubis, Y. Elita, and R. Sinthia, "The Relationship Between Self-Control, Self-Awareness, And Cyberloafing Behavior On Guidance And Counseling Students In Universitas Bengkulu," *G-Couns: Jurnal Bimbingan dan ...*, 2025, [Online]. Available: <https://journal.upy.ac.id/index.php/bk/article/view/7012>
- [4] A. Syakira and Y. Syukur, "The Students' Readiness to Continue Education to The Higher Education and Its Implications in Guidance and Counseling Services," *TOFEDU: The Future of Education Journal*, 2025, [Online]. Available: <http://journal.tofedu.or.id/index.php/journal/article/view/448>
- [5] A. D. Hasibuan, "Peran guru BK masa kini: sebuah kajian tentang fenomena pendidikan indonesia," *Al-Irsyad: Jurnal pendidikan dan konseling*, vol. 8, no. 1, 2018.
- [6] A. Akdemir, "School guidance & counseling in the 21st century: a focused review," *ISPEC International Journal of Social Sciences & ...*, 2023, [Online]. Available: <https://ispecjournal.org/index.php/ispecijssh/article/view/366>
- [7] M. Sahabi, J. Aliyu, S. Ibrahim, I. Ibrahim, and ..., "Evaluation of Factors Influencing Guidance and Counselling Programmes in Secondary Schools in Sokoto Metropolis," *Language Teaching ...*, 2024, [Online]. Available: <https://dergipark.org.tr/en/pub/lat/issue/89286/1561830>
- [8] M. Q. Ramadhan and M. Shobabiya, "The Role of Guidance and Counseling in Forming Pancasila Student Profiles," *Sosiosaintika*, 2024, [Online]. Available: <http://glorespublication.org/index.php/sosiosaintika/article/view/347>
- [9] Y. Adam, "Meningkatkan Keterampilan Sosial Melalui Bimbingan Kelompok Teknik Diskusi pada Siswa Kelas VIII Tsanawiyah Muhammadiyah Kabila Kabupaten Bone Bolango," Universitas Negeri Gorontalo, Bone Bolango, 2013.
- [10] Merrel, *Keterampilan Sosial (Sosial Skill)*. Jakarta: Gramedia, 2010.
- [11] Putri Evita Sari Nasution and Alfin Siregar, "Efektivitas Layanan Bimbingan Kelompok dengan Teknik Role Playing Untuk Meningkatkan Keterampilan Sosial Peserta Didik Kelas X Madrasah Aliyah Laboratorium UINSU Medan," *G-Couns: Jurnal Bimbingan dan Konseling*, vol. 8, no. 01, pp. 197–208, Jul. 2023, doi: 10.31316/gcouns.v8i01.5115.
- [12] H. Machmud, "Pengaruh Pola Asuh dalam Membentuk Keterampilan Sosial Anak," *Al-Munzir*, vol. 6, no. 1, pp. 130–138, 2013.
- [13] M. Janah, "Efektivitas layanan bimbingan kelompok dengan teknik diskusi untuk meningkatkan keterampilan sosial peserta didik kelas xii sma negeri 7 bandar lampung tahun ajaran 2016/2017," IAIN Raden Intan Lampung, Lampung, 2017.

- [14] A. H. Awlawi, "Teknik Bermain Peran Pada Layanan Bimbingan Kelompok Untuk Meningkatkan Self-Esteem," *Konselor*, vol. 2, no. 1, Mar. 2013, doi: 10.24036/0201321887-0-00.
- [15] N. Ariana, "Penggunaan Model Teknik Role Playing melalui Layanan Bimbingan Kelompok sebagai Upaya Meningkatkan Pemahaman Diri pada Siswa Kelas XI IPS 3 SMA Negeri 1 Tunjungan Semester 2 Tahun Pelajaran 2021/2022," *Educatif Journal of Education Research*, vol. 4, no. 4, pp. 100–107, Sep. 2022, doi: 10.36654/educatif.v4i4.247.
- [16] J. Hartanti, *Bimbingan Kelompok*. Tulungagung: UD Duta Sablon, 2022.
- [17] E. T. Prakoso, Wagimin, and S. Prasasti, "Efektifitas Bimbingan Kelompok dengan Teknik Permainan untuk Meningkatkan Keterampilan Komunikasi Siswa," *Jurnal Kreatif Olahraga*, vol. 1, no. 1, pp. 37–46, 2023.
- [18] A. N. Faizah, "Efektivitas Bimbingan Kelompok dengan Teknik Permainan Kerjasama untuk Meningkatkan Keterampilan Sosial Siswa di SMP Negeri 1 Wangon Kabupaten Banyumas," UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Purwokerto, 2024.
- [19] J. W. Creswell, *Research design: qualitative, quantitative, and mixed methods approaches*, 4th ed., no. c. Los Angeles: SAGE, 2014.
- [20] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2017.
- [21] Latifun, *Psikologi Eksperimen*. Malang: Universitas Muhammadiyah Malang.
- [22] A. Gul, T. Bashir, and J. Mustafa, "Role of Educational Institutions in Building a Peaceful Society," *Liberal Arts and Social Sciences International Journal (LASSIJ)*, vol. 4, no. 2, pp. 267–277, Dec. 2020, doi: 10.47264/idea.lassij/4.2.21.
- [23] S. Arikunto, *Prosedur Penelitian Suatu Penelitian Praktis*. Bandung: Rineka Cipta, 2017.
- [24] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2011.
- [25] D. N. Amala, F. Setiawan, and M. N. Faradita, "Analisis Pembelajaran Online Terhadap Keterampilan Sosial Siswa Sekolah Dasar Pada Masa Pandemic Covid-19," *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS*, vol. 9, no. 1, p. 258, Jun. 2021, doi: 10.36841/pgsdunars.v9i1.1036.
-