



The Effect of Group Guidance Services with Role Playing Techniques to Improve Emotional Management Skills in Al-Washliyah 12 Perbaungan High School Students

Septi Aulia Lubis¹, Saiful Akhyar Lubis²

State Islamic University of North Sumatra^{1*}, State Islamic University of North Sumatra²

*Corresponding Author. E-mail: ¹septi0303201074@uinsu.ac.id

Received: 10/08/2024

Accepted: 10/09/2024

Published: 01/10/2024

Abstract

This study aims to determine the Effect of Group Guidance Services with Role Playing Techniques to Improve the Ability to Manage Emotions in Al-Washliyah 12 Perbaungan High School Students. The model in this study uses a quantitative method, an experimental model of quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research a certain population or sample, data collection using research instruments, data analysis is quantitative/statistical with the aim of testing the hypothesis that has been set. Based on the output of "Test Statistics" above, it can be seen that Asymp. Sig. (2-tailed) is worth 0.043. Because the value of $0.043 < 0.05$, it is concluded that H1 is accepted. Which is an increase in the control of angry emotions of Al-Washliyah 12 Perbaungan High School students after being given role playing group counseling. So it can be said that the influence of group guidance services with role playing techniques can improve the ability to manage emotions in Al-Washliyah 12 Perbaungan High School students.

Keywords: Emotional Control, Group Counseling, Role Playing Techniques

Introduction

Emotions themselves are a person's effort to determine, maintain, or change the relationship between an individual and the environment to suit the individual's desires (Isbayani, 2018). A person not only has emotions, but also needs to regulate emotions, in the sense of needing to take a stance towards emotions and accept the consequences of emotional actions, emotional regulation is indispensable because some parts of the human brain want to do something in a certain situation, while other parts judge that these emotional stimuli are not appropriate to the situation at that time (Hendri Yahya Sahputra, 2024), thus making the individual do something else or do nothing at all (Puspita Sari, 2013).

A person with high emotional regulation will be able to behave correctly and benefit himself and others to help, be friendly, share and so on (Susilowati, 2022). It is different with someone who has low emotional regulation will have a negative impact and an inability to control emotions because they lack understanding the emotions they feel and understand the events

experienced so that it makes it difficult to modify emotions in solving the problems they face, besides that emotional regulation can also be used to modulate positive and negative emotional experiences (Ahmad, 2021).

A person's inability to regulate emotions does not mean experiencing a psychological disease, but the inability is related to the purpose of his emotions, so it can be said that he is unable to regulate his emotions (Iskandar, 2021). As a teenager, individuals learn to get used to mastering the emotions within themselves. Individual habits in him can create emotional control in various situations experienced. According to Galla and Wood's research (Jelita, 2020) titled "Trait Self-Control Predicts Adolescents' Exposure and Response to Daily Stressful Events", 129 adolescents from two public schools in the northeastern United States were subjected to self-control, neurosis, and stress response by taking measurements for 14 consecutive days. Participants had to report daily stressful events (academic depression, arguments with friends, family needs, stress levels experienced, emotions, coping with them, and

carelessness as the main things about how adolescents would react to themselves. It was found that adolescents with higher self-control skills experienced lower levels of stress. (Nurhanifa, 2020) Explains that self-control is an individual's ability to control inappropriate social behavior. The self-control ability contained in a person has an important role when interacting with the surrounding environment to practice the formation of mature self-control. It takes habituation to come up with new behaviors and learn those behaviors well (Azzahra, 2022).

The importance of self-control for adolescents requires that a person be able to control themselves when giving a certain response. Self-control plays an important role in determining and directing individual behavior, related to the individual who must give rise to a positive self-concept. Low self-control can result in individuals being happy to take risks that have the potential to violate without thinking about the long-term consequences (Marsela, 2019).

There is one of the services available in Guidance and Counseling, namely group guidance (Umi Kalsum, 2024). Group guidance is a service that encourages students to discuss and mitigate the problems they face through group dynamics, the problems discussed are for all group members (Sulastri, 2021). The purpose of group guidance is for group members to get information during the activity process and to train individuals in behavioral decision-making (Putri Syahri, 2024). One of the techniques used in group guidance is Role Playing. According to Bennet in (Safithry, 2019) argues that "role playing is a technique of learning through the description of skills, the understanding of relationships between people when acting out situations that are actually happening". Through the role playing method, students will be able to develop several aspects such as observing, making conclusions, applying and communicating a situation.

Emotions are an important aspect of a person's psychological development, especially in adolescence (Putri Evita Sari Nasution, 2023). At this stage, individuals often experience hormonal and psychological changes that affect how they respond to emotional situations (Yuni Dwi Kartika, 2023). Adolescents, especially students at the Senior High School level, tend to face various challenges in managing their emotions, both in social, academic, and personal relationships. The inability to manage emotions can cause various negative impacts, such as

anxiety, stress, aggressiveness, and even behavioral problems that can interfere with the teaching and learning process (Rizki Inayah Putri, 2023).

One of the efforts that can be made to help students manage their emotions is through group guidance services (LRI Dalimunthe, 2019). Group tutoring services provide opportunities for students to share experiences, gain support from peers, and learn social and emotional skills in a safe and supportive environment (Said Alwi, 2019). One of the effective techniques in group coaching is role playing, which is an approach in which participants are asked to play a role in a specific situation, to help them understand the feelings and perspectives of others and improve their ability to manage emotions.

At Al-Washliyah 12 Perbaungan High School, some students showed difficulties in managing their emotions, which was reflected in discipline problems and social interaction between them. Therefore, it is important to examine how group guidance services with role playing techniques can contribute to improving students' ability to manage emotions. This study aims to determine the influence of group guidance services with role playing techniques on the ability to manage emotions in students of Al-Washliyah 12 Perbaungan High School.

Based on the phenomenon that occurred, the author describes one of the efforts to overcome unnatural behavior and improve the ability to control angry emotions, namely by using role playing techniques. Role playing is a learning model that can help students add the ability to get to know their feelings and other people's feelings better. They gain a way to prevent the onset of unnatural behavior while instilling positive behavior in students such as example in their role play and can add skills to control their emotions. Based on the above explanation and the phenomena that have been encountered, the researcher intends to conduct a study entitled "The Effect of Group Guidance Services with Role Playing Techniques to Improve the Ability to Manage Emotions in Al-Washliyah 12 Perbaungan High School Students".

Method

Based on the problem to be researched, the appropriate type of research to be used is experimental. Experimental research is research that provides treatment to a group of students who are used as research subjects. The type of

research used in this study is quantitative research. According to Sugiyono in (Ali, 2022) Quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research on a certain population or sample, data collection using research instruments, quantitative/statistical data analysis with the aim of testing the hypothesis that has been determined.

This study uses quantitative research with a "pre-experimental design" with a type of "one-group pretest-posttest design". Where one group is used without a comparison group. The first step taken is to take pre-test data, to obtain data on students about low anger emotional control behavior, then one experimental group will be given treatment, then the results will be compared before and after treatment.

This design can be described as follows (Sugiyono., 2021):



Gambar 1. One Group Pretest-Posttest Design

Information:

- X = treatment given (independent variable)
- O₁ = Pretest of the experimental group
- O₂ = Posttest of the experimental group (after being given treatment)

The effect of treatment on this design is (O₂ - O₁). The thing tested was the difference between O₂ and O₁. If there is a difference where O₂ is greater than O₁, then Self Control has a positive effect on the prevention of narcolepsy in adolescents, and if O₂ is smaller than O₁, it has a negative effect (Sugiyono, 2021). Variable X (Individual Counseling Services with Self Control technique) applies as a treatment.

This study conducted measurements or assessments twice. That is, the initial measurement (pretest) carried out before the administration of treatment (treatment) after the results of the pretest are obtained, then analyzed to determine students who get results in the form of controlling low anger emotions to be given treatment in the form of group counseling Role playing techniques. Group counseling Role playing technique 7 meetings. After the end of the treatment, the final measurement (post test) is given. The measurement was carried out to see if there were differences before and after the counseling of the Role playing technique group. In order to obtain data results that are in

accordance with the research variables, data collection techniques are needed. For this study, a questionnaire data collection technique was used. The data needed in this study is the ability of students to control angry emotions (Sugiyono., 2021).

In this case, the framework of thinking to find out whether there is an influence of group guidance services with role playing techniques in improving the ability to manage emotions of students of Al-Washliyah 12 Perbaungan High School, this can be seen from the picture below:

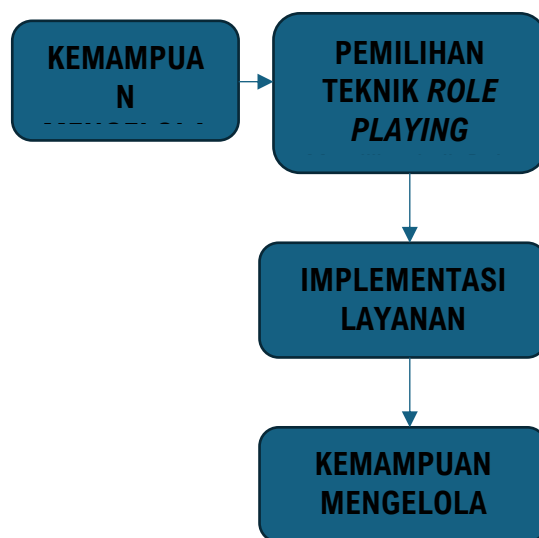


Figure 2. Thinking Framework

In addition, the subjects and objects used in this study are, the subjects in this study are students of Al-Wwashliyah 12 Perbaungan High School which totals 66 students, while the object of this research is the happiness of students after group guidance services are carried out with role playing techniques.

Result and Discussion

The data that has been presented is the result of initial measurements (pretest) by providing a questionnaire to control angry emotions which aims to find out the first condition of students who will be the subject of research. The pre-test was carried out on May 15-14, 2024 and the pre-test was in the form of a questionnaire to control students' angry emotions given to students at the Al-Washliyah 12 Perbaungan High School Student School, totaling 66 students. The purpose of this pre-test itself is to find out the score of the initial condition in students before they will be given treatment. After filling out the questionnaire by the respondents and collecting it again, then the

questionnaire was calculated in accordance with the provisions. Furthermore, to measure the level of controlling students' angry emotions, the researcher used three categories, namely the high category, the medium category, and the low category.

High Category

= (mean +1SD) until the Maximum score
= (131,242+10,491) until the maximum score
= 141,733 to the maximum score

Medium Category

= (mean – 1SD) to (mean + 1SD)
= (131,242- 10,491) to (131,242+10,491)
= (120,751) to (141,733)

Low Category

= (mean – 1SD) until the minimum score
= (131,242- 10,491) until the minimum score
= 120,751 to a minimum score

Based on the results of the data above, it can be seen that there are 10 students who have a high category level, 51 students at the medium category level, 5 students at the low category level. Below are the initial conditions of 5 students before receiving treatment and will later receive treatment in the form of role playing technique group counseling, namely:

Table 1.

Pretest results of 5 research subjects

No	Student Code	Score	Category
1	A1	112	Low
2	A2	115	Low
3	A3	113	Low
4	A4	107	Low
5	A5	115	Low

After conducting a pre-test and obtaining the results of the analysis of students who are in the low category, then the researcher provides treatment or treatment given to research subjects who have low anger emotional control in the form of role playing group counseling which is carried out as many as 7 meetings., then the counselors are asked to fill out the final measurement (Post test) in the form of a questionnaire to control angry emotions where the questionnaire is the same as the initial measurement. The

questionnaire was given at the final meeting, which was on May 17-18. The following are the results of the final measurement (post test):

Table 2.

Final measurement results (post test) of 5 research subjects

No	Student Code	Score	Category
1.	A1	135	Keep
2.	A2	125	Keep
3.	A3	127	Keep
4.	A4	120	Keep
5.	A5	123	Keep

To find out the difference in scores obtained by counselors before and after the provision of group counseling for role playing techniques, the table is presented below:

Table 3.

Pretest and post test results control angry emotions

No	Student Code	Result Pre-Test	Result Post-Test	Information
1	A1	112	135	Increase
2	A2	115	125	Increase
3	A3	113	127	Increase
4	A4	107	120	Increase
5	A5	115	123	Increase

Discussion

Based on the results of the pre-test controlling angry emotions, subject A1 got a score of 112 which is included in the low category. Subject A1's lack of ability to control his emotions is difficult to forgive the person who made him angry. With the help of a counselor, A1 applied group counseling role-playing techniques to improve the ability to control angry emotions. After doing this application, gradually improve the ability to control angry emotions. This is shown by the score from 112 to 135.

A1 explained that he could not forgive others who made him angry easily and he was very easily angry. Therefore, many of his friends do not like him. His friend said that he was judes, even though he told me "this is how I look, ma'am". She is eager to learn how to forgive easily and be able to control her emotions. After implementing group counseling, role-playing techniques start from the determination of roles.

Where A1 gets the role of Fiza in scenario 1, here the figure of Fiza as a student who is smart but grumpy, but still loyal to his friends is the same as what A1 told him that he is easily angered. From the story played by A1, he feels what he feels every day, then in the story he is advised to be more patient and apologize and ask what is wrong with him to the person who has mocked him for fear of misunderstanding. A1 understands and will apply it.

Based on the results of the pre-test controlling angry emotions, subject A2 got a score of 115 which is included in the low category. The A2 subject's lack of ability to control his angry emotions is that he sometimes hurts the person who makes him angry. Because he replied spontaneously the person who made him angry. With the help of a counselor, A2 conducts group counseling role-playing techniques to improve the ability to control angry emotions. After doing this application, gradually improve the ability to control angry emotions. This is shown by the score from 115 to 125.

A2 explained that he was a child who was educated hard and if he was wrong he would be beaten by his parents, so that if he was made angry with his friend he would spontaneously hurt or hit. He wanted to control his abusive behavior so that he would not be the same as his parents. Because of this behavior, he lacked friends, he was hostile to many in class. Application of group counseling role playing techniques. Where in scenario 1, A2 gets the role of Ari. Ari is a mocking and selfish student. In scenario 1, Ari's figure is a student who likes to mock his friends if his friends upset Ari, and many classmates don't like Ari's behavior. Plus the figure of ari here likes to cheat so that his friend named Fiza often insinuates Ari. One day Ari was reprimanded and advised by his friend, and asked why Ari was like that. Finally, Ari realized that his behavior was wrong. From the story and the role played by A2, he can understand that if he is still acting spontaneously, he will not be liked by his friends and will be shunned.

Based on the results of the pre-test controlling angry emotions, the subject A23 got a score of 113 which is included in the low category. The lack of ability to control the angry emotions of the A23 subject is that it is difficult to accept forgiveness from others. Because it is difficult for her to accept forgiveness from others who make her angry, she also finds it difficult to

apologize. With the help of a counselor, A23 conducts group counseling role-playing techniques to improve the ability to control angry emotions. After doing this application, gradually improve the ability to control angry emotions. This is shown by the score from 113 to 127.

A3 explains about not being able to forgive others who make him angry easily and he gets angry very easily. His friend said that he was a cheerful student, but once someone made him angry, he would be silent and would not want to talk to the person who made him angry. He was eager to learn how to talk directly to the person who made him angry. He wants to be able to forgive easily and be able to control his emotions.

After implementing group counseling on role playing techniques. Where in scenario 1, A3 plays Nadya. Nadya is a kind student and caring for her friends. In this story, Nadya, a student who is often the place to vent to her friends. Nadya carefully listened to the confessions of her friends and gave positive advice. From the role played by A3, he learned that being kind and caring will benefit himself and many friends.

Based on the results of the pre-test controlling angry emotions, A4 subjects got a score of 107 which is included in the low category. Lack of ability to control angry emotions. With the help of a counselor, A4 conducts group counseling role-playing techniques to improve the ability to control angry emotions. After doing this application, gradually improve the ability to control angry emotions. This is shown by the score from 107 to 120.

A4 about herself who is easily angry and easily sad. He is trying to control his emotions so that he is not easily angry with his friends and closest people. She had trouble revealing her friend's mistakes that harmed her. about herself who is easily angry and easily sad. She is confused about how to control her emotions so that she is not easily angry with her friends and closest people. She had trouble revealing her friend's mistakes that harmed her.

A5 Based on the results of the pre-test controlling angry emotions, the subject A5 got a score of 115 which is included in the low category. The lack of ability to control the angry emotions of this A5 subject is revenge with rough treatment that makes him angry. Lack of ability to control angry emotions of A5 Subject With the help of a counselor, A5 applied group counseling role-playing techniques to improve the ability to control angry emotions. After doing this

application, gradually improve the ability to control angry emotions.

After implementing group counseling on role playing techniques. Where in scenario 1, A5 plays Aslam. Aslam is Ari's bedmate who always patiently advises Ari if he is wrong. Aslam is sometimes offended by the real fiza insinuation for Ari. Then Aslam told Nadya, Nadya gave input so that Aslam would not be easily offended if he didn't do it. Aslam also thought about Nadya's input and from now on all he had to do was ignorant of unconstructive sarcasm. Then the concierge asked A5 what he got from the story and the role he played, and A5 learned that not all people's words should be listened to and heeded.

After obtaining data from the results of the pretest and post test, the next test was analyzed using the Wilcoxon test using the help of SPSS version 26 and the following results were obtained.

This is in line with relevant research that has been carried out by previous researchers such as the study conducted by (Angela, 2018) which showed that the tcount value was $2,046 \geq t_{table}$ 2,042 with a significance value of $0.003 \leq 0.05$ so that H_0 was rejected and H_a was accepted, which means that there was a significant difference in the improvement of emotional management ability between the experimental group that was given treatment and the control group that was not given treatment with using role playing techniques. The same thing is also shown by research conducted by (Anggraini, 2023) which shows that group guidance services with role playing techniques are effective in the regulation of emotions of students in class VIII-A MTsN Lawe, this can be seen in the presentation of the pretest and posttest categories, namely in the high and low category pretest 5 presentations of 41.2% and in the high category posttest of frequency 6 with a presentation of 50%. This means that there was an increase of 8.3%. Not only that, in the research conducted by (Yemima, 2022) which shows that if there is an influence of group

guidance services with role playing techniques on improving the self-control of Hospitality class X students at SMK Negeri 4 Surakarta, the difference between pre-test and post-test is 12.8.

Conclusion

Based on the results and discussions that have been described above regarding "The Effect of Group Guidance Services with Role Playing Techniques to Improve the Ability to Manage Emotions in Al-Washliyah 12 Perbaungan High School Students", the researcher can conclude that at the time of conducting the pre-test or before the implementation of group guidance services with role playing techniques to find out the initial condition of students' ability to control emotions from a total of 66 students, there were 5 students with have the ability to control emotions in the low category. After getting the clan treatment in the form of using group guidance services with role playing techniques on the 5 students with the low category at the beginning, has experienced a significant increase, this can be seen from the post test results which show that A1 students pre-test results 112 increased in the post test by 135, students A2 pre-test results 115 increased in the post test by 125, students A3 pre-test results 113 increased in the post test by 127, students A4 pre-test results 107 increased in the post test by 120, and A5 students The pre-test result of 115 increased in the post test by 123. So this shows that the use of group guidance services with role playing techniques can improve the ability to manage emotions in students of Al-Washliyah 12 Perbaungan High School. This can also be seen from the results of the Test Statistics above, which can be known, namely Asymp. Sig. (2- tailed) is valued at 0.043. Because the value is $0.043 < 0.05$, it can be concluded that H_1 is accepted. In other words, there is an increase in the control of angry emotions among students of Al-Washliyah 12 Perbaungan High School.

References

- Ahmad, M. Y. (2021). Hubungan Materi Pembelajaran Pendidikan Agama Islam dengan Kecerdasan Emosional Siswa. *Jurnal Agama Dan Ilmu Pengetahuan*, 13(1), 1–17.
- Ali, M. M. (2022). Metodologi Penelitian Kuantitatif dan Penerapannya dalam Penelitian. . *Education Journal*, 22(2), 1–6.
- Angela, N. P. (2018). Pengaruh Konseling Kelompok Dengan Menggunakan Teknik Role Playing Dalam Mengelola Emosi Diri di SMPN 11 Bandar Lampung. *E-Journal IAIN Raden Intan Lampung.*, 8(2), 67-83.

- Anggraini, A. &. (2023). Efektivitas Layanan Bimbingan Kelompok Teknik Role Playing Untuk Meningkatkan Regulasi Emosi Pada Siswa. . *Ghaidan: Jurnal Bimbingan Konseling Islam Dan Kemasyarakatan*, 7(2), 155–163.
- Azzahra, F. K. (2022). Kontrol Diri Dalam Media Sosial Ditinjau Dari Etika Digital. . *SPIRITS: Jurnal Khasanah Psikologi Nusantara*, 12(2), 89-103.
- Hendri Yahya Sahputra, S. W. (2024). Pemanfaatan Media Sosial Sebagai Sarana Pendukung Keberhasilan Pendidikan Di SMP Bumi Qur'an Siantar. *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, 14(4), 476-487.
- Isbayani, N. S. (2018). Penerapan Metode Outbound Untuk Meningkatkan Keterampilan Sosial Emosional Anak. . *PG PAUD Universitas Pendidikan Ganesha*, 31(1), 178-192.
- Iskandar, T. (2021). Pengembangan Sumber Daya Manusia Universitas Islam Negeri Sumatera Utara. *PENDALAS: Jurnal Penelitian Tindakan Kelas dan Pengabdian Masyarakat*, 1(2), 174-197.
doi:<https://doi.org/10.47006/pendalas.v1i2.80>
- Jelita, H. R. (2020). Studi Deskriptif Self Control Remaja di Tengah Wabah Covid di DKI Jakarta. . *Prosiding Psikologi*, 6(2), 45-63.
- LRI Dalimunthe, S. L. (2019). Hubungan Kecerdasan Emosional dan Kepercayaan Diri dengan Kemandirian Belajar Siswa di SMP Negeri 9 Tebing Tinggi. *Tabularasa: Jurnal Ilmiah Magister Psikologi*, 1(2), 1-10.
- Marsela, R. D. (2019). Kontrol Diri: Definisi dan Faktor. *Journal of Innovative Counseling: Theory, Practice & Research*, 32(2), 65–69.
- Nurhanifa, A. W. (2020). Kontrol Diri Dalam Penggunaan Media Sosial Pada Remaja. . *Jurnal Ilmu Keperawatan Jiwa*, 32(4), 527–540.
- Puspita Sari, F. S. (2013). Pengaruh Layanan Konseling Kelompok Dengan Menggunakan Teknik Expressive Writing Sebagai Bentuk Katarsis Terhadap Peningkatan Pengendalian Emosi Pada Siswa. *E-Journal UNIB*, 16(1), 1–11.
- Putri Evita Sari Nasution, A. S. (2023). 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*, 8(1), 197-208.
- Putri Syahri, S. S. (2024). Implementasi modernisasi agama di Kampus UIN Raden Fatah Palembang dengan tujuan bisa saling menghargai antar budaya dan agama. *Academy of Education Journal*, 15(1), 278-287.
doi:<https://doi.org/10.47200/aoej.v15i1.2171>
- Rizki Inayah Putri, T. I. (2023). PENGEMBANGAN MODUL FIKIH BERBASIS INQUIRY LEARNING DI KELAS VIII MADRASAH TSANAWIYAH NEGERI II MANDAILING NATAL. *Edu Global: Jurnal Pendidikan Islam*, 4(1), 54-62.
- Safithry, E. A. (2019). Konseling Kelompok dengan Teknik Self Management untuk Menurunkan Prasangka Sosial Peserta Didik. *Jurnal Bimbingan Dan Konseling*, 14(2), 42-57.
- Said Alwi, S. A. (2019). Bullying Behavior in the Integrated Islamic Boarding School at Lhokseumawe City. *International Journal on Language, Research and Education Studies*, 3(3), 400-411.
- Sugiyono. (2021). *Metode Penelitian Kuantitatif kualitatif dan R&D*. Jakarta: Sutopo, Ed.; ke 3.
- Sulastri, E. (2021). Upaya Meningkatkan Kepercayaan Diri Melalui Layanan

- Bimbingan Kelompok Pada Siswa kelas IX8 SMP Negeri 3 Batang Hari 2018. . *Jurnal Education of Batanghari*, 31(1), 100–113.
- Susilowati, T. G. (2022). Pengaruh Terapi Menulis Pengalaman Emosional Terhadap Penurunan Depresi pada Mahasiswa Tahun Pertama. *Jurnal Psikologi*, 38(1), 92–107.
- Umi Kalsum, Z. Z. (2024, 01 14). Strategi Ketua Jurusan PAI Kampus Universitas Ahmad Dahlan dalam Mengembangkan Kampus Merdeka untuk Mutu Lulusan. *Journal of Education Research*, 5(1), 76-83.
- doi:<https://doi.org/10.37985/jer.v5i1.764>
- Yemima, C. K. (2022). Pengaruh Layanan Bimbingan Kelompok Teknik Role Playing Terhadap Peningkatan Self Control Siswa Era Pandemi Covid-19. . *CONSILIA: Jurnal Ilmiah BK*, 5(2), 99–10.
- Yuni Dwi Kartika, A. S. (2023). Efektivitas Layanan Bimbingan Kelompok dengan Teknik Brainstorming untuk Meningkatkan Kepercayaan Diri pada Siswa Kelas X SMA di Kota Kisaran. *Cetta: Jurnal Ilmu Pendidikan*, 6(2), 348-358.