# APPLICATION OF ROLE PLAYING TECHNIQUES IN THE CONTEXT OF GROUP COACHING

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**Abstract**

Group guidance the role-playing technique is one of the services that plays a role in preventing problems and difficulties for students in the scope of their personal, social, academic, and learning lives. Group guidance role-playing techniques can help learners develop their personal abilities and potential, make decisions, and choose a career in a dynamic group. This study aims to describe in depth the role-playing technique in the context of group guidance. This study employs a qualitative research design, drawing upon the literature study method. Accredited national and international journals provided books and articles as data sources. The results of the study include: (1) the concept and purpose of applying role playing techniques in the context of group guidance, (2) the stages of implementing group guidance role playing techniques, and (3) the advantages and disadvantages of role playing techniques in group guidance.

**Keywords:** Guidance, group, role, playing

*Abstrak*

*Bimbingan kelompok teknik role playing adalah salah satu layanan yang berperan dalam mencegah terjadinya masalah dan kesulitan peserta didik dalam lingkup kehidupan pribadi, sosial, akademik, maupun belajar. Bimbingan kelompok teknik role playing dapat membantu peserta didik dalam mengembangkan kemampuan dan potensi pribadinya, mengambil keputusan, dan memilih karier dalam sebuah kelompok yang dinamis. Penelitian ini bertujuan untuk mendeskripsikan secara mendalam terkait teknik role playing dalam konteks bimbingan kelompok. Penelitian ini menggunakan rancangan penelitian kualitatif dengan menggunakan metode studi kepustakaan. Sumber data diperoleh dari buku dan artikel dari jurnal nasional terakreditasi dan jurnal internasional. Hasil penelitian meliputi: (1) konsep dan tujuan penerapan teknik role playing dalam konteks bimbingan kelompok, (2) tahapan pelaksanaan bimbingan kelompok teknik role playing, dan (3) kelebihan dan kekurangan teknik role playing dalam bimbingan kelompok.*

*Kata kunci: Bimbingan, kelompok, role, playing*

**INTRODUCTION**

Guidance and Counseling (BK) provides support to students, both individually and in groups, with the aim of strengthening individuals and developing optimally both personally, socially, academically, and careerally through various types of services and support based on applicable standards (Zhai et al., 2021). The issue in the field of education concerning BK arises from the fact that the number of BK teachers in schools does not match the number of students. The ratio of a guidance teacher or counselor to guide students is 150; however, facts in the field show that there are still many guidance teachers or counselors who guide students beyond the predetermined workload (Onishchuk et al., 2020). The average school only has one guidance and counseling teacher, with the number of secondary school students reaching 600. The presence of guidance and counseling teachers who are not proportional to the number of students causes attention to individual students to be less than optimal (Peláez Zuberbuhler et al., 2020). The lack of guidance and counseling teachers in an educational institution will hinder the effectiveness and efficiency of service delivery.

Organizing group guidance and counseling services will make it easier to provide comprehensive assistance to large numbers of students. Services that focus on preventing problems and developing students' potential are guidance services. Guidance is a form of assistance from guidance counselors or counselors to individuals or groups with the aim of enabling each individual to gain an understanding of themselves, their environment, and their future. Bowie et al. (2020) explain that students can develop personalities, improve social and learning abilities, determine careers and jobs, and make decisions through dynamic groups in an activity in the group guidance process. Modified group tutoring services can integrate several techniques, such as role-playing, bibliography, metaphor, and suggestion. The goal of this service modification is to deliver guidance material effectively, efficiently, and enjoyably.

Modified group tutoring services present opportunities for students to learn from shared experiences in a structured and supportive atmosphere. Through techniques such as role playing, students can gain an understanding of themselves and practice social skills in controlled situations (Bieling et al., 2022). Students can use bibliographies and metaphors to delve deeper into issues pertinent to their personal and social development. Meanwhile, suggestions can provide support and motivation for students to face challenges and develop their potential. By modifying these group tutoring services, providers can adapt their approach to suit the needs and preferences of learners. This helps increase engagement and effectiveness of the service, as well as create a positive and confidence-building experience for learners. Thus, providing integrated and focused group guidance services can provide significant benefits in helping students develop their potential and plan a better future. Modifications to group tutoring services also enable the inclusion of a wider range of students in a single session. By involving a number of students in the same group, service providers can provide assistance to more individuals efficiently while still maintaining the necessary quality of interaction and support (Killen & O'Toole, 2023).

The importance of aligning these techniques with the needs and characteristics of students cannot be ignored. For example, in integrating role-playing, organizers must ensure that the situations created are relevant to students' real lives and facilitate deep reflection afterwards. Likewise, with the use of metaphors and suggestions, organizers need to consider the cultural sensitivities and beliefs of students to ensure the effectiveness and acceptance of the messages conveyed. Thus, modification of group guidance services opens up opportunities to expand and improve the overall quality of guidance service delivery, creating meaningful experiences and empowering students to reach their full potential (Arief et al., 2021).

Based on this explanation, this research aims to describe in depth the concept of implementation, objectives, benefits, procedures, and implementation stages, as well as the advantages and disadvantages of role-playing techniques in the context of group guidance.

**METHOD**

This research design is a qualitative descriptive research design that describes and explains the problem in written form. Winarni (2021) explains that the descriptive qualitative research method includes collecting descriptive data in the form of words or images without focusing on numerical data. The results of qualitative research are in the form of descriptive sentences that explain the results of the research.

The research approach uses the literature study method. Iswadi et al. (2023) state that library research involves the collection of primary and secondary library sources. The library study method in this research is to collect information from various library sources, including books, journals, and other literature sources that are relevant to the research topic. The data sources for this research are secondary, namely data sources that refer to information that does not directly provide data to data collectors but rather through intermediaries such as other people or documents (Purwanza, 2022). Secondary data for this research comes from books and articles from accredited national and international journals. The data obtained was then analyzed using the Miles and Huberman technique with the following stages: (1) data collection; (2) data simplification; (3) presenting the data systematically and neatly; and (4) drawing conclusions based on the data that has been presented.

**RESULTS AND DISCUSSION**
**Group conseling**
Buljac-Samardzic et al. (2020) define guidance as a comprehensive term that encompasses school activity programs and services that assist students in formulating and executing appropriate plans, as well as achieving satisfactory life adjustments. Guidance is a dynamic process that aims to help someone understand, accept, and optimize their potential, talents, interests, and attitude patterns to suit their goals and aspirations. The aim of guidance is to achieve optimal growth, which includes development in accordance with individual potential and a positive and correct view of life values.

Group guidance is a form of guidance service that uses interaction between several individuals (counselors) as group members to overcome certain problems and improve

their self-understanding and social skills through a group dynamics process so that they can interact with other people effectively. Group coaching is the process of supporting individuals through group dynamics to facilitate active participation and exchange of experiences among members to develop understanding, attitudes, and skills, prevent problems from arising, and assist personal development. (Rusmana and Warni, 2020). In group guidance, each member has the opportunity to actively participate and share experiences, ideas, attitudes, and skills that help in their personal development.

Hawkins (2021) distinguishes between general and specific goals in group guidance. In general, group guidance services aim to develop social and communication skills. Specifically, the goal of group guidance is to expand thoughts, feelings, and attitudes that help realize more effective behavior. Teachers or counselors design this service to provide students with useful guidance and counseling for their daily lives. Students can use the provided guidance as reference material to make future decisions.

The benefits of group guidance When viewed from a social perspective, group members can support and motivate each other, thus enabling each individual to improve communication and cooperation skills as well as adapt to their environment. From a learning perspective, group guidance enhances an individual's capacity to accomplish tasks efficiently, foster motivation during the learning process, and comprehend effective learning techniques. In addition, by involving several individuals in one session, group guidance makes it easier for teachers or counselors because they can provide guidance to more people in a shorter time.

**Role playing techniques in Group Guidance**

Role playing is one of several techniques used in group tutoring services in which individuals or group members play certain roles in situations that are being simulated. For example, a conflict that occurs to someone in a social relationship allows students to explore and participate actively, which is followed by a directed discussion with the hope that students can find a solution to overcome the problem.

Otte et al. (2020) state that role-playing is a technique designed so that students or group guidance members can explore situations and human behavior. Shatfel & Shaftel further explained that students are individuals who are faced with various life situations and problems that require them to take action, make decisions, and make choices. Students need guidance in realizing the principles that guide their behavior and also learning to consider values and possible consequences.

According to Baglioni et al. (2020), there are several goals to be achieved through role-playing techniques, namely: (1) experiencing an event that actually happened and feeling it deeply by considering emotions, thoughts, and personal experiences; (2) understanding the causes and consequences of an event; (3) forming an independent self-concept by developing an understanding of identity, values, beliefs, and self-acceptance; and (4) guiding students in developing problem-solving, critical, analytical, communication, and social life skills.

According to Miller et al., (2021) the benefits that can be taken from role playing include: (1) encouraging students to apply the concepts they learn into the expressions they use, (2) involving many students, and (3) makes students feel happy because playing is their world. By using this technique, students play roles that can develop their abilities and skills in the areas of social interaction, empathy, and problem solving in everyday life. The benefits of this technique can also increase self-confidence, motivation, and involvement in the learning process.

**Implementation Stages**

Irkinovich (2022) explains the stages in the opinion-based role-playing technique (Plotzky et al., 2021) as follows:

1. Build a warm atmosphere. This stage is the initial stage, known as the introductory stage or warm-up stage. In this stage, the guidance and counseling teacher attempts to arouse students' interest and motivation by presenting problems or situations that are relevant to their daily lives. By cultivating students' interest and curiosity about the problems they face, they will try to understand and find solutions to the problems they face.

2. Define roles. Students and guidance and counseling teachers can collaborate at this stage to describe the various characters involved in previously identified situations or problems.

3. Develop role-playing steps. This stage asks students to work together to plan the outline of the scene or scenario they will play. This enables students to thoroughly plan and prepare for their roles in the given situation or problem. Guidance and guidance teachers can help students prepare appropriate scenes or scenarios so that pupils can feel more involved and have greater confidence in playing their roles.

4. Preparing observers According to Plotzky et al. (2021), observers who actively participate in the story can offer valuable perspectives and assessments of the role's quality and effectiveness. Students can actively experience the role they are playing and receive valuable feedback to enhance their skills.

5. Acting stage. At this stage, students start acting out the chosen or assigned role, reenacting it as if they were actually experiencing it in the given situation. Plotzky et al. (2021) said that acting is short-term and may not last long, depending on the level of difficulty and complexity of the problem being acted out and the number of students participating.

6. Discussion and evaluation. Engaging actors and observers emotionally and intellectually in role-playing can enhance their comprehension of the roles and equip them for meaningful discussions. By involving students in discussions that focus on role analysis and alternative solutions, teachers can help them to deepen their understanding of a given situation or problem and improve their ability to think critically and solve problems.

7. Acting stage II. At this stage, we can modify the role based on the evaluation results and discussions about role changes and the advancement of problem solving. This change aims to determine progress in efforts to resolve the problems faced.

8. Discussion and evaluation II. At this stage, the players and observers revisit the results of the second role and evaluate the suggested problem solutions. The difference with the previous stage is that in this stage, problem solving may be clearer after going through the role adaptation process. By conducting follow-up discussions and evaluations after role re-enactment, students can develop a deeper understanding of the complexity of problem solving and strengthen their abilities in critical and creative thinking.

9. Share your experiences and draw conclusions. At this stage, students have the opportunity to share their experiences during the role-playing process because this process allows them to gain new insights about themselves and about how to interact with other people in various life situations. The experience of role-playing in group guidance allows students to draw conclusions..



**Figure 1**

**Implementation stages**

**Advantages and disadvantages**

The advantages of role-playing techniques in group guidance are:

1. According to Papanastasiou et al. (2020), role playing provides students with a lively discourse method. Students can feel empathy and gain an understanding of other people's perspectives through role-playing methods. By using real-life experiences or situations, this technique can also create meaningful experiences for students.

2. The role-playing technique allows students to exchange opinions about the problem they are playing. Students and guidance counselors can provide feedback to each other to find out their mistakes (Mannucci et al., 2021).

3. Buljac-Samardzic et al. (2020) revealed that this role-playing technique can improve cooperation and cohesiveness skills between students because they have to work in groups, collaborate in playing roles during group guidance sessions, and train students to respect each other's opinions. other.

The disadvantages of role-playing techniques in group guidance are:

1. Corti & Gelati (2020) argue that the time needed to do role-playing is quite long. This is due to the need for students to first comprehend the role-playing techniques.

2. Hart et al. (2020) explained that one of the main problems in carrying out role-playing activities is that a teacher can lose control of his emotions. When doing role playing, it is difficult to ensure that all students remain concentrated. Sometimes students may be reluctant to participate in role playing or take on the role of a character or situation, which can result in failure in the implementation of the role playing.

3. When using role-playing techniques, teachers assign students the roles and situations they encounter, but they frequently fail to explain the purpose of the role-playing. This could be due to students' limited ability to express themselves or their lack of imagination. Therefore, in addition to assigning roles and situations, teachers must also explain the goals to achieve to students (Baglioni et al., 2020).

**CONCLUSION**

The role-playing technique is a technique or method in group guidance where individuals or group members play certain roles in situations that are being simulated. The application of role-playing techniques provides benefits in developing students' social skills, especially communication skills. Students can use this technique to foster cooperation and make learning a meaningful experience for them. However, this technique faces several obstacles in its implementation, including limited time, unclear role objectives, and sometimes uncontrollable counselor emotions.

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