The Effect of Group Guidance Simulation Game Technique to Improve Emotional Intelligence of Students of Class X-RPL SMK Negeri 10 Semarang

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KEYWORDS	ABSTRACT
Group guidance; Simulation game; Emotional intelligence	This research investigates the effect of group guidance using simulation game techniques to improve the emotional intelligence of students in Class X-RPL at SMKN 10 Semarang. This study uses an experimental pre-test and post-test control group design. Based on the results of research conducted on class X - RPL students at SMKN 10 Semarang, it was concluded that group guidance services using simulation game techniques affected increasing emotional intelligence. This is proven by the results of the experimental group questionnaire, which obtained an increase in the mean or average score from the pretest of 57.6 to the posttest of 63.11, in other words, an increase of 9.5%. Furthermore, the T-test results obtained a sig (2-tailed) value of 0.001. This means that providing treatment with group guidance and simulation game techniques has a significant influence on increasing the emotional intelligence of class X-RPL students at SMKN 10 Semarang.

Introduction

One of the periods in the span of human life is adolescence. Adolescence is an important stage of life in the individual development cycle, a transitional period that can lead to healthy adult development. According to Susilo, p. (2018, p. 24), adolescence lasts around the age of 12 to 21 years, when individuals experience development to reach physical, mental, social and emotional maturity. During this transitional period, an individual experiences development both mentally, socially, physically and emotionally. It is undeniable that in adolescence there are often ups and downs in hormones, especially in terms of emotions. Adolescents tend to have desires that must be fulfilled, and the emergence of these desires makes adolescents act without thinking about the impact and consequences of their treatment. Teenagers tend to easily vent their negative emotions and obey all the desires that must be obtained. This is something that can happen that causes teenagers to fall into complicated things (Rahayu, 2017; Skinner & Wellborn, 2019).

Adolescence is the peak period of emotions, a period of high emotional development; physical changes, especially in the sexual organs, affect the development of emotions and emotions such as love, happiness, sadness, anger, anxiety, and anxiety (Ratnasari et al., 2020; Septiyani, 2018). According to Semiawan (2009, p. 72), not all adolescents experience emotional instability due to adaptation to new behaviour patterns. Emotional behavior that occurs and is felt in daily life functions as a factor that raises and motivates enthusiasm in taking the necessary actions to

maintain the ego so that emotions become a benchmark for a person's resilience in facing and solving problems that arise (Bocci & Niemiec, 2020).

Goleman, p. (2016, p. 38), states that an individual has two brains, two thoughts, and two different types of intelligence, namely rational intelligence and emotional intelligence. A person's success in life is determined by both, not only by reasoning, but the emotional intelligence that plays a role. Based on this opinion, it can be seen that high reasoning cannot guarantee that a person will be able to deal with experiences outside the academic world. In contrast to reasoning, which is a genetic factor that is permanent and cannot be changed, Emotional Quotient (EQ) or emotional intelligence can be developed, nurtured, studied in the learning process and react through life experiences, from birth to death. Basically, what worries me is that students who are only highly reasoning can act irrationally and are unable to manage their emotions properly. In addition, a person who is only highly reasonable, but has low emotional intelligence often lacks empathy for others, has difficulty expressing and understanding his emotions, has difficulty adapting, and tends to be individualistic, causing difficulties in solving the problems he faces.

This is due to the low emotional intelligence of students, so they cannot manage their feelings well, are irritable, lack empathy and cannot maintain good relationships with each other. In fact, in the teaching and learning process at school, many children are often found to be intelligent but lack of emotional intelligence development such as a lack of self-awareness in understanding their emotions, not understanding how to manage emotions well, low self-motivation, lack of participation in what others feel, lack of adjustment to others, so that there are students who are hampered in learning activities at school and lack respect for others. As expressed by Shapiro (Taluke et al., 2019), emotional intelligence as part of social intelligence involves the ability to monitor one's own and others' emotions and feelings, organize them, and use this information to guide thoughts and actions.

Based on several research studies related to student's emotional intelligence, the researcher conducted interviews with BK teachers with the results that some students experienced emotional instability as a result of self-adjustment to fellow friends in the school environment, judging each other when expressing opinions, holding grudges, being irritable, lacking empathy for fellow friends, and not respecting friends who are expressing opinions. Meanwhile, the results of the interview with one of the X RPL students showed that students were easily angered, easily rude, and lacked empathy for their fellow friends. This behaviour is in accordance with the characteristics stated by Goleman, p. (2005, p. 35), related to emotional intelligence which is characterized by aggressive behaviour, impatience, easy despair, lack of sensitivity to the feelings of oneself and others, lack of empathy, inability to control emotions, short-temperedness, and acting according to feelings without thinking about the consequences.

According to Hartanti, p. (2022, p. 11), group guidance services can be interpreted as assistance to individuals that is carried out in a group situation. Group guidance can be in the form of information delivery or group activities discussing educational, work, personal and social issues. In the group guidance service, general topics that are of concern to group members will be discussed, and problems that are topics of discussion will be discussed through the atmosphere of group dynamics in a great and organized manner so that group members under the guidance of the group leader will follow.

According to Yohardini in (Mubarokah et al., 2019, p. 107), the simulation game technique is one to reflect the reality of daily life through the atmosphere of play and is made for certain purposes such as to help students learn experience experiences related to social rules. Students are invited to have fun while learning, can break away from inhibiting seriousness, relieve stress in the learning environment, and encourage students to be fully involved in achieving goals without realizing them and achieving a sense of learning experience. It can be said that reducing stress during the learning process can be done by using games.

Emotional intelligence (EQ) plays a crucial role in students' success, influencing their interpersonal relationships and academic performance. Goleman (2016) emphasizes that emotional intelligence, alongside cognitive abilities, determines life success. However, many students struggle with emotional regulation, affecting their academic and social interactions. Recent studies, such as those by Hartinah (2017) and Ulandari and Juliawati (2019), highlight the benefits of emotional intelligence interventions in school settings. This study aims to address this gap by exploring the effectiveness of group guidance with simulation game techniques to enhance emotional intelligence among vocational high school students.

Materials and Methods

This study employed a pre-test and post-test control group design. Two groups of Class X-RPL students were randomly selected, with 18 students in each group. The experimental group received group guidance with simulation game techniques, while the control group did not receive any intervention. Data were analyzed using the Shapiro-Wilks test for normality, followed by paired T-tests to determine the significance of the results.

Research variables

This study has two variables, namely the independent variable is the group guidance service of the simulation game technique (X) and the bound variable increases emotional intelligence.

Research Design

The design in this study uses a pre-test and post-test control group. It consists of two randomly selected groups, which are then given a pre-test to determine the initial state and a post-test to determine whether there is a difference in the results between the experimental group and the control group.

Population and Sample

The researcher used a population of 3 classes, namely class X RPL 1-3. The researcher used a sample of 1 class, which was divided into 2 groups, the experimental group and the control group. So, in the experimental group, there were 18 students, and in the control group, there were 18 students. The experimental group will be divided into 2, which originally had 18 members to 9 members each; therefore, later, the 9 members will be given treatment.

Research Instruments

This research instrument uses indicators from books, which are made to be the item item of the question. The researcher obtained 30 question items from the book's indicators, then all items

were tested for validity whether each item was valid or not. Of the 30 questions that were valid, only 26 and 4 items were declared invalid.

Data Analysis Techniques

In this study, the researcher used a normality test, a homogeneity test and a hypothesis test. The normality test is used to find out whether the test result data is normally distributed or not. for homogeneity test, this analysis was carried out to determine the fulfilment of homogeneity assumptions for each data category. If the homogeneity assumption is proven, the researcher can perform further data analysis steps. Furthermore, the hypothesis test, After the prerequisite test of the analysis, the data will be tested hypothetically to determine the influence of the services provided by students. T-test: This paired sample t-test is used to show whether the paired sample has undergone meaningful changes. The results of the paired sample t-test are determined by their significance. This value then determines the decision taken in the study.

Results and Discussions

After being given treatment or treated with group guidance with simulation game techniques, then the data is analyzed and calculated from the results of the questionnaire that has been given to the respondents. The following data explains the influence of group guidance with simulation game techniques to increase the emotional intelligence of students in class X - RPL SMKN 10 Semarang. Furthermore, the sample data is divided into two groups, namely the control group and the experimental group, the following are the results of each calculation of each group as follows:

1. Control group

Table 1 descriptive statistics of the control group

No	Categories	Pretest	Posttest
1	Mean	68,7	62,3
2	Median	66	62,5
3	Highest score	93	69
4	Lowest score	52	58
5	Standard deviation	9,96	3,78

Based on the results of the questionnaire from the respondents who amounted to 18 students from the control group, the results of the pretest were obtained with a mean or average value of 68.7, a median or middle score of 66, the highest score of 93, a low score of 52 and a standard deviation value (std. deviation) of 9.96 while for the results of the posttest, the results of the mean or average value were obtained of 62.3, the median value or middle value was 62.5, the highest score was 69, The lowest score was 58. The standard deviation value (std. deviation) was 2.78.

2. Experimental group

Furthermore, for the results of the questionnaire from the respondents totalling 18 students after the pretest was carried out, treatment was given with group guidance using simulation game techniques and the final results were given the posttest following the results of the questionnaire from the experimental group as follows:

Table 2 Descriptive Statistics of Experimental Groups

NO	Categories	Prettest	Posttest

1	*Mean*	57,6	63,1
2	*Median*	64	64
3	Highest score	83	66
4	Lowest score	26	60
6	Standard deviation	15,9	1,60

The experimental group showed a significant increase in emotional intelligence, with the mean score rising from 57.6 in the pre-test to 63.11 in the post-test, reflecting a 9.5% improvement. The paired T-test results indicated a p-value of 0.001, confirming the statistical significance of the intervention. In contrast, the control group did not show any significant change, with the mean score decreasing slightly from 58.5 to 56.1.

3. Results of both groups

From the results of the questionnaire of respondents, each of which amounted to 18 students in the experimental group and the control group regarding emotional intelligence, students of class X - RPL SMKN 10 Semarang after being given treatment with group guidance using simulation game techniques in the experimental group experienced an increase in the mean or average value from the pretest of 57.6 to the posttest of 63.11, in other words, an increase of 9.5% while the results of the emotional intelligence questionnaire students of class X - RPL SMKN 10 Semarang in the control group had a mean or average value from a pretest of 58.5 to a posttest of 56.1 and there was no increase.

Table 3 Percentage of improvements

Variable	Mean	Increased
Prettest control group	57,6	9,5%
Postest Experimental Group	63,11	
Prettest control group	58,5	0%
Posttest control group	56,1	

4. Validity Test

Of the 30 Instruments, there are 6 that are classified as invalid. Therefore, the total valid items are 26 questions.

5. Reliability

Reliability is an instrument that will produce the same data if used several times to measure the same object. Therefore, a valid and reliable instrument is an absolute requirement to obtain valid and reliable research results (Sugiyono, 2019), following the results of reliability tests:

Table 4 Feasibility test results

Cronbach's alpha	N of items	Information
0,945	30	Reliable

Based on the reliability test results, the instrument is declared reliable with an Alpha Cronbach value equal to or greater than 0.70, namely 0.945 > 0.70.

6. Analysis
a. Normality test

The calculation of this normality test uses the Shapiro-Wilks formula using the help of SPSS software. The following results were obtained:

Table 5 Normality test

Group	Data	Asymp.Sig.(2 tailed)	Information
Control	Prettest	0,401	Normal
	Posttest	0,458	Normal
Experiment	Prettest	0,501	Normal
	Posttest	0,625	Normal

Based on the data from the normality test results above, Asymp.Sig was obtained. (2 tailed) for all pretest and posttest data is more than α = 0.05, so it can be concluded that all data are typically distributed.

b. Homogeneity Test

The homogeneity test was carried out to find the similarity of variance or to test whether the data obtained came from a homogeneous population. Variance is said to be homogeneous if the sig value > 0.05. The results of the homogeneity test can be seen in the table below:

Table 6 Homogeneity test

Group	Df 1	Df 2	Asymp.Sig.(2 tailed)	α=sig	Information
All results	1	34	0,062	0,05	Homogeneous

The results of the research variables' homogeneity test stated that the data's variance was homogeneously distributed with the value of Asymp. Sig. (2 tailed) is greater p > 0.05 or 0.062 > 0.05. So it can be concluded that the data of the research results are homogeneous.

c. Hypothesis test

The test of the difference in pretest and posttest results data was carried out to determine the difference between before and after being given treatment with group guidance using simulation game techniques in the experimental group. The hypothesis test uses a paired sample t-test whose results can be seen in the table, as follows: (Zaki & Saiman, 2021)

Ho : There is no influence of group guidance on simulation game techniques to improve the emotional intelligence of students in class X-RPL SMKN 10 Semarang

Hα: There is an influence of group guidance on simulation game techniques to improve the emotional intelligence of students in class X-RPL SMKN 10 Semarang.

Table 7 Test the difference between Pretest and Experimental Posttest

Data	Df	Average difference	T count	Sig.(2-tailed)	Information
Pretest Posttest	17	6,389	2,475	0,001	Significant

The basis for decision-making is seen from a significant level (sig-2tailed). If (sig-2tailed) > 0.05, then Ho is accepted, and if (sig-2tailed) < 0.05, then Ha is accepted. With a confidence level = 95% or (⍺) = 0.05, according to the results of data analysis, the t-value of the pretest and post-test calculations was 2.475, then from the results of the mean pretest and post-test values, there was a difference or average difference of 6.389 and a sig value. (2-tailed) 0.001. Thus, the alternative hypothesis (ha), which reads that there is an influence of group guidance on simulation game techniques to improve the emotional intelligence of students in class X-RPL SMKN 10 Semarang, was accepted. This means that providing treatment with the guidance of the simulation game technique group significantly influences the improvement of students' emotional intelligence in class X-RPL SMKN 10 Semarang. Then, it can be concluded that there is an influence and a significant increase in students' emotional intelligence in class X-RPL SMKN 10 Semarang through group guidance with simulation game techniques.

Discussion

Based on the results of the existing research, the results of the calculations that have been carried out are discussed and explained. Discussion about the influence of group guidance with simulation game techniques to increase the emotional intelligence of students in class X - RPL SMKN 10 Semarang experimental group for the experimental group was given treatment or treatment with group guidance with simulation game techniques while the control group was not given any treatment. The following are the statistical descriptive results of each group as follows:

From the results of the calculation of the questionnaire of the control group of 18 students, the results of the pretest were obtained with a mean or average value of 68.7, a median value or middle score of 66, the highest score of 93, a low score of 52 and a standard deviation value (std. deviation) of 9.96 while for the results of the posttest obtained a mean or average value of 62.3, a median value or middle score of 62.5 and a highest score of 69, The lowest score was 58 and the standard deviation value (std. deviation) was 2.78. For the results of the emotional intelligence questionnaire of students of class X - RPL SMKN 10 Semarang in the control group, the mean or average value from the pretest was 58.5 to the posttest of 56.1, and there was no increase. As for the T-test, the t-value of the pretest and posttest calculation was -1.514, then from the results of the mean pretest and posttest values; there was a difference or the average value of the difference of -5.500 and the sig value. (2-tailed) 0.148. The control group had no treatment or treatment with group guidance with simulation game techniques. From these results, it can be concluded that it is not significant, and there is no increase in the control group.

As for the calculation of the questionnaire of the experimental group of 18 students, the results of the pretest were obtained with a mean or average value of 57.6, a median value or middle score of 64, the highest score of 83, a low score of 26 and a standard deviation value (std. deviation) of 15.9 while for the results of the posttest after treatment, the results of the mean or average value were obtained of 63.1, the median value or middle value of 64, The highest value is 6, the lowest value is 60. The standard deviation value (std. deviation) is 1.60. Furthermore, from the average mean results of the emotional intelligence questionnaire results of students in class X - RPL SMKN 10 Semarang, after being given treatment with group guidance using simulation game techniques, the experimental group experienced an increase in the mean value or average from the pretest of 57.6 to the posttest of 63.11, in other words, an increase of 9.5%. Furthermore, the results of the T-

test obtained a t-value of 2.475 for the pretest and post-test calculations, then from the results of the mean pretest and post-test values, there was a difference or the average value of the difference of 6.389 and the sig value. (2-tailed) 0.001. This means that providing treatment with the guidance of the simulation game technique group significantly influences the improvement of students' emotional intelligence in class X-RPL SMKN 10 Semarang.

Conclusion

Based on the results of research conducted on class X - RPL SMKN 10 Semarang students, it was concluded that group guidance services with simulation game techniques are influential in increasing emotional intelligence. This is evidenced by the results of the questionnaire of the experimental group, which obtained an increase in the mean or average value from the pretest of 57.6 to the posttest of 63.11, in other words, an increase of 9.5%. Furthermore, the results of the T-test obtained a value of sig. (2-tailed) 0.001. This means that providing treatment with the guidance of the simulation game technique group significantly influences the improvement of students' emotional intelligence in class X-RPL SMKN 10 Semarang. This study demonstrates that group guidance with simulation game techniques significantly improves emotional intelligence among vocational high school students. The findings suggest that such techniques could be incorporated into counseling programs to help students better manage their emotions. Future research could explore the long-term effects of these interventions and their applicability in other educational settings.

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