



**REDUCING INSECURITY THROUGH CLASSICAL GUIDANCE SERVICES  
WITH GAME BASED LEARNING METHOD AND  
CARD GAME MEDIA**

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**Abstract**

*Based on the preliminary study at Junior High School Salatiga, it was found that the level of self-confidence was in the low criteria, in this case one aspect of self-confidence is insecurity. This study aims to reduce insecurity in students through classical guidance services with game-based learning methods and game card media. This research uses mixed methods or a combination of quantitative and qualitative methods with a sequential explanatory model, which begins with quantitative data collection as a general description of the level of insecurity and is strengthened by qualitative data as further explanation through observations and interviews. The subjects in this study used all students in class VIII F Junior High School Salatiga who became the target class in conducting classical guidance. Based on quantitative results, it is known that the classical guidance model is proven to reduce insecurity in students. This is indicated by a change in the decrease before (pre-test) and after (post-test) given services of 15.7%. The output significance result =  $0.00 < 5\%$ , so it means that the pre-test average is different from the post-test average. Reinforced by observations and interviews which show that the condition of students has been able to accept themselves and be able to encourage themselves to appear when presenting in front of the class. So that the classical guidance model with the game-based learning method and game card media can be used as an alternative in reducing insecurity in students.*

**Keywords:** *Insecurity, Classical Guidance, Game Based Learning, Game Card.*

**How to Cite:**

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**INTRODUCTION**

During the education process, students need to complete developmental tasks according to the level of the education unit. Especially for junior high school students, it is during adolescence that they are searching for their identity. Many problems play a major role in their self-discovery as a form of personal development aspects. Being in today's modern era, students in adolescence are required to look perfect. In the school environment, they are required to succeed in their

learning activities, be able to adapt and have good relationships with friends and the school. This causes anxiety, feelings of doubt, lack of self-confidence which ultimately makes them feel insecure. Insecure is a condition where a person feels a lack of self-confidence and feels insecure about their condition which is felt to be different from other people. According to Maslow (in Yasmin Fadhillah & Rihardini Sundari, 2023) insecure is a condition of someone who is in a position to be easily influenced or indecisive, and views the world around as an unsafe place and considers the presence of people as dangerous and thinks in narrow terms.

Massey & Cionea (2022) assume that insecurity or identity insecurity can be a factor that affects intercultural communication behavior. It can be said that insecurity is a situation where a person feels that there are things from the surrounding environment that threaten his life and are accompanied by someone feeling that his ability is limited in solving a problem. Insecurity can also mean that someone is in a condition of feeling a loss of gratitude for what they have. If this happens in a school environment, it will certainly have a negative impact on the development and mental health and psychological conditions of students, especially in reducing their academic performance (Nurul Qalbi et al., 2022). Insecure can be seen from someone who is in a state of mind that feels uncomfortable, and thinks that the world is a threatening, dangerous environment and this can make anxiety, unhappiness, lack of confidence and feel rejected (Prasasti et al., 2023).

Based on the results of the learner needs questionnaire (AKPD) at SMP Negeri 2 Salatiga, the results show that the level of self-confidence of students is included in the low criteria. One aspect of self-confidence is insecurity, which is a person's insecurity in their identity. Supported by the results of observations during classical guidance services in the classroom show that students are still shy to give opinions, afraid of presenting in front of the class, feel often compared physically, and shy to make friends with people of higher economic status.

As in the research of Lianasari *et al.*, (2023) proves that insecurity in students can be reduced through the provision of Thought Stopping Techniques in group counseling services using Cognitive Behavior Therapy. This is indicated by the behavior of students who are more able to be confident in their condition, able to encourage themselves in expressing their opinions, being able to comfortably express their condition, the existence of life goals, feeling more grateful and not comparing with other people's conditions by appreciating their condition, a sense of responsibility for their academic duties and focusing more on their strengths and potential.

Sabil & Karnita (2022) assume that if insecurity becomes an obstacle for adolescents who must develop, then this condition can be a factor affecting the quality of their lives and can limit their abilities. In this case, ideally a person needs to have self-confidence and love himself as a whole so that he will be able to accept his condition as it is. Then also in general, a person needs to realize that advantages and disadvantages must be owned by everyone, no one is perfect and can meet all the standards that exist in the surrounding environment.

But in fact not everyone has this thought. Many people still think that the words of others will hurt their hearts and make their condition worse. It is possible that this will continue to be a burden if thought about continuously. In this condition, a person can feel weak and not confident in their abilities and tend to compare with the success of others. According to Nadia Rani et al., (2022) when we find it difficult to accept ourselves as we are and we do not feel comfortable showing our true nature, it is a condition that can put a burden on our mentality.

Insecurity which is included in the aspect of students' self-confidence can be reduced by using classical guidance services with the Game Based Learning method. As in the research of Genita Permata et al., (2023) which shows that there are changes in self-confidence through games

in the form of monopoly simulations. Evidence that the game is effective in X Culinary class students of SMK Negeri 3 Blitar is the posttest results which show the average score of students' self-confidence level is in the high category, compared to pretest data which shows self-confidence in the moderate category.

Based on this background, the author intends to provide classical guidance services with game-based learning methods and game card media to reduce students' insecurity. Game cards can be used to reveal insecurity in students through classical guidance services. Therefore, to answer the above phenomenon with the formulation of research problems, namely to find out whether the game-based learning method reduces insecurity, and how the game-based learning method reduces insecurity. While the purpose of the research is to reduce insecurity in students, so that students are able to understand their condition as a whole, be able to show confidence through their potential and develop a sense of loving themselves positively.

## METHODS

The method in this study is to use a mixed method or a combination method between quantitative and qualitative. Mixed methods or combination methods have advantages because mixed methods are more comprehensive in exploring facts, more complex in answers, collaboration, freedom of view, flexibility in methods and stronger in terms of conclusions (Waruwu, 2023). In this study, the mixed method model used is sequential explanatory. According to Azhari et al., (2023) the sequential explanatory model is characterized by data collection and quantitative data analysis in the first stage, and followed by qualitative data collection and analysis in the second stage, this is to strengthen the results of quantitative research conducted in the first stage. Quantitative data provides a general description (generalization) of the research problem, so qualitative data is needed in the form of observations and interviews with students as further analysis to explain the general picture.

The subjects in this study used all students in class VIII F SMP Negeri Salatiga with 16 male students and 16 female students. These students are the target class in conducting classical guidance services, this is based on the results of the AKPD which shows that the level of self-confidence of students is included in the low criteria, especially for students in class VIII F. The data in this study are about the insecurity of students before and after service/treatment. Data sources are obtained from quantitative and qualitative data. Quantitative data is obtained from psychological scales given before and after classical guidance services. The psychological scale used was adapted from A New Scale for Measuring Identity Insecurity (Massey & Cionea, 2022) which consists of 30 items regarding insecurity. The scale used is in the form of a Likert scale in favorable and unfavorable assessment categories, namely Very Suitable (SS), Suitable (S), Not Suitable (TS), and Very Not Suitable (STS). Reinforced with qualitative data in the form of observations, and interviews. Observations are carried out during the author's PPL activities in the class both when providing services and outside of service hours, and interviews will be conducted with VIII F class students totaling 2 people by asking oral questions related to insecurity that is being researched in students in class VIII F.

Data analysis techniques use descriptive analysis both descriptive quantitative and descriptive qualitative by comparing the results of pre and post tests on the insecurity scale. Descriptive analysis is an analysis that aims to explain, describe through the data and variables obtained (Azwar, 2018). In this study, descriptive analysis was used to see changes before and after classical guidance services were carried out with the help of the IBM SPSS Statistic version

25 application, the results of student interviews and also strengthened by observation. In this case, two types of quantitative and qualitative data were analyzed using an analysis that was in accordance with the research method, namely two research methods with a sequential explanatory research design. Quantitative data analysis is used as the first method while qualitative data analysis further explains quantitative data.

For more details, the researcher provides an overview of the operational framework regarding the mixed methods research used.

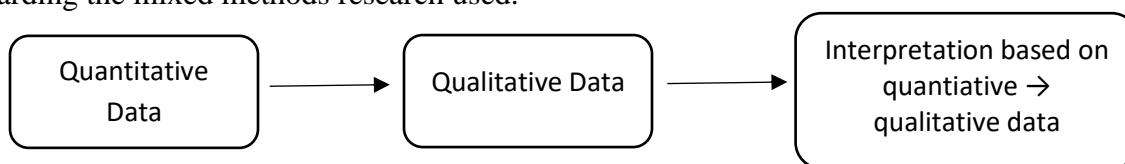


Figure 1. Mixed Method Research Framework with Sequential Explanatory Model

The validity and reliability tests were carried out as a measure of the validity of the instrument used. In the psychological scale instrument adapted from A New Scale for Measuring Identity Insecurity, it shows that 30 items are declared valid because the results of  $R_{hitung} > R_{tabel}$ . Each item is on a score of 0.485 - 0.769, so it can be stated that  $R_{hitung}$  is greater than 0.349 on the  $R_{tabel}$  which is the benchmark. Then also the instrument data is declared reliable because the data results show a score of 0.966 which can be interpreted as greater than  $R_{tabel}$  0.349 so that it can be stated that all statement items can be used for research.

### RESULTS AND DISCUSSION

An overview of the insecurity of students in class VIII F SMP Negeri Salatiga from a total of 32 students obtained the results of 6 students or 18.8% in the moderate category and 26 students or 81.3% in the high category. Thus, in general, the insecurity of students in class VIII F SMP Negeri Salatiga is in the high category.

Table 1. Pre-Test Insecurity Level

	Description	
Low	-	-
Medium	6	18.8%
High	26	81.3%
Total	32	100%

Based on table 1. it can be seen that the level of insecurity of students before being given classical guidance services is included in the high category of 81.3% and 18.8% in the medium category. Therefore, the author designed the application of classical guidance services with game-based learning methods and game card media.

Table 2. Post-Test Insecurity Levels

	Description	
Low	11	34.4%

Medium	21	65.6%
High	-	-
Total	32	100%

Based on table 2. it can be seen that by being given classical guidance services, the level of insecurity of students is included in the 65.6% medium category and 34.4% in the low category. So it can be said that there is a decrease after being given classical guidance services using game-based learning methods and game card media.

The decrease in insecurity can be seen through the research results in the form of a comparison from before the classical guidance service is given (pre-test value) and after the classical guidance service is given using the game-based learning method and game media (post-test value) at the level of insecurity of students. The comparison in more detail can be seen through table 3.

Table 3. Comparison of pre-test and post-test insecurity levels

Total	Frequency	<i>Pre-Test</i>	Category	<i>Post-Test</i>	Category	Reduction
Total	F	2982	High	1990	Medium	992
Average	%	81.3		65.6		15.7

From the table above, it can be seen that the level of insecurity of students decreased by 15.7% after participating in classical guidance services with game-based learning methods and game card media. Before the classical guidance service was given, the level of insecurity was in the high category, and after the classical guidance service was given, it was in the medium category.

In order to prove the research hypothesis, which is to see the comparison through the difference between the pre-test and post-test results, the effectiveness of the model was tested using paired sample t-test analysis through the help of SPSS Version 25.

Table 4. Test Results of Mean Differences Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	93.19	32	11.355	2.007
	POST TEST	62.19	32	15.361	2.715

Based on the table above, it can be seen that the level of insecurity in students has decreased before and after being given classical guidance services with game-based learning methods and game card media. This can be known through the output of the sig value = 0.00 = 0% < 5%, so it can be interpreted that the pre-test average is different from the post-test average. Then seen in the post-test average of 62.19 < pre-test average of 93.19, thus the post-test value can be said to be better than the pre-test value. So that it proves that service delivery can reduce insecurity in

students. This answers the research formulation that the game-based learning method reduces insecurity in students.

Based on interviews with two students of class VIII F SMP Negeri 2 Salatiga, it can be seen that the insecurity experienced by students has decreased. It can be seen that the learners in the class have been able to express their opinions and they dare to come forward to present the results of group work when learning in class. One of the learners who is the class leader of VIII F said, "my friends and I can position ourselves when told by the teacher to present in front of the class, not pointing at each other but rather venturing forward to present".

Strengthened by observation after being given classical guidance services, when there are group presentation activities, students want to propose themselves to go forward to present and want to argue and respond to each other's opinions. This can be a support that service provision can reduce insecurity in students.

Based on the research results, it can be explained that the level of insecurity in students can be reduced by providing classical guidance services with game-based learning methods and game card media. According to Tobias (in Hariyadi et al., 2022) game based learning is simply interpreted as a service strategy that uses a broader utilization of games in an effort to convey and provide understanding of material content in learning. So it can be interpreted that the provision of game-based learning methods can increase the effectiveness of student learning and can make the learning process more interesting and fun because they can be involved with each other. The classical service provided aims to reduce insecurity in students, so that students are able to understand their condition as a whole, be able to show self-confidence through their potential and develop a sense of loving themselves positively.

According to Azizah et al., (2022) counseling teachers need to be creative in making game media that need to adapt and adjust to the current game because of the development of various games that are increasingly interesting. So that there needs to be innovation in modifying existing games that are easily accepted by students and adjusting to the character of students who feel challenged by new things. As in the research of Putri et al., (2023) which provides game treatment in the form of a "women's circle forum", sharing sessions and watching motivational videos for adolescent girls who feel insecure about their body / physical parts. Giving games can reduce insecurity and increase self-love owned by these young women because it can be a lesson for them to be able to develop the ability to express themselves to accept their strengths and weaknesses.

The game-based learning method is used in classical guidance services by utilizing game cards that include factors included in insecurity, so that students can play the cards as well as reflection materials related to their insecurities and students can write down what they hope and desire to overcome their insecurities. Massey & Cionea, (2022) mention five factors that are included in insecurity, including individual identity insecurity (insecurity in individual identity), public presentation insecurity (insecurity when presenting in public), dissimilar others insecurity (insecurity when different from others), reactive insecurity (reactive insecurity), and social identity insecurity (insecurity in social identity).

As in the research of Nopiyanti et al., (2023) shows that adolescents are vulnerable to insecurity, and must be given education on how to overcome this insecurity. Adolescents experience various possibilities regarding the lack of education in overcoming insecurity which can cause many problems, especially in terms of mental health. Feelings of insecurity can occur in someone who is in a condition that is always dissatisfied, there are feelings of guilt, shame or inability to control something. This causes the person to be afraid to interact with others.

Interaction with others makes learners need to adjust to the changes around them. Not all learners are able to adjust to the surrounding environment such as a new learning environment, new friends and other changes in their lives (Nurmalasari et al., 2022). Thus, some of them feel insecure about their condition and find it difficult to adapt to the surrounding environment.

According to Tunnoor et al., (2024) someone who feels insecure has an impact that will be experienced, namely not having self-confidence, becoming more closed, overthinking or always thinking about negative things that are not necessarily happening, fear in crowds, a sense of anxiety and decreased concentration and shrinking the social sphere. If the feeling of insecurity is excessive and left unchecked, it is feared that it will have an impact on the development and mental and psychological health of students which can result in them not understanding and being grateful for their condition as a whole.

Adolescents who feel insecure will definitely hinder the development process because they experience instability in themselves. According to Melanie Greenberg (in Jihan Insyirah Qatrunnada et al., 2022) someone who feels insecure is triggered through 3 common reasons, namely various failures and rejections, low self-confidence, social anxiety and the urge to always be perfect. Feelings of insecurity can make a person close themselves to hide from others. In this case, the person will be more closed by being a person who looks great in front of others around him (Al-Ghaadah Santifa, 2024).

As is the case with students in class VIII F SMP Negeri 2 Salatiga, before the classical guidance service was given they had high insecurity and it was seen during direct observation in the classroom. These learners tend to always think negatively and do not have self-confidence, and tend to be unable to do things like people in general.

The insecurity possessed by students in class VIII F was proven to have decreased after being given classical guidance services, this is because they have been able to reflect insecure feelings as deficiencies possessed by each individual, and there needs to be a sense of self-love as a whole towards these strengths and weaknesses. The existence of a sense of self-love and acceptance will lead to gratitude and this is important so that they are not easy to compare their conditions with others. It is necessary to think that the words and views of others about themselves can be used as motivation or encouragement to improve themselves.

According to Nadia Rani et al., (2022) when we are able to accept our own condition, it includes a condition where we are able to accept all the conditions we experience, conditions when feeling happy or feeling sad and being able to have a sense of responsibility for the activities that have been carried out. It can be said that the individual has been able to accept himself as a whole, so that he will be confident in his abilities, which can be associated with a decrease in insecurity or insecurity in his condition. As in the research of Rahmadyani et al., (2023) which proves that gratitude with the level of insecurity has a significant relationship experienced by adolescents at SMA Negeri 1 Kuningan in 2023, this can be interpreted that adolescents need to develop a sense of gratitude for the blessings they have, more acceptance of all the advantages and disadvantages they have so that insecurity can be avoided.

Insecurity will increase if a person does not develop a sense of gratitude for one's own condition, because that person is unable to understand how one's own condition really is. A person who feels insecure needs to be grateful even though it is often forgotten to do so, when he wants to praise or insult his friend, he needs to remember that God's creation is more perfect than humans (Wardiansyah, 2022). Therefore, it is important to understand that a person needs to always be grateful for the conditions he has, so as not to be trapped in insecurity that always hovers over him.

This research has also proven that the provision of services/treatments in the form of classical guidance services has been able to reduce the insecurities of students in class VIII F SMP Negeri 2 Salatiga.

Based on the research that has been conducted, the problem formulation in the research can be answered in the research results. However, this is inseparable from the limitations in the implementation of the service, among others; 1) The target used in this study was only one class at the junior high school level. 2) The short time in the implementation of services, so that the implementation of classical guidance only utilizes time during BK service hours for 40 minutes at each meeting. 3) The instruments used only focused on psychological scale instruments adapted from international journals.

The implication of this research in the field of guidance and counseling is that counselors are expected to be able to make the findings of this research as an effort to reduce insecurity in students, it can also be a consideration in terms of increasing self-confidence in students. Then also counseling teachers can carry out collaborative activities with subject teachers whose orientation is constructive so that students can accept their own conditions as they are.

## **SUMMARY**

### **Conclusion**

The conclusion of this study based on the results of the research and discussion that has been described related to reducing insecurity through classical guidance services with game-based learning methods and game card media, among others, insecurity in class VIII F students of SMP Negeri Salatiga has decreased after being given classical guidance services. This is evidenced by the results of the t-test output sig value = 0.00 = 0% < 5%, so it means that the pre-test average is different from the post-test average and the post-test average is 62.19 < pre-test average 93.19, thus the post-test value is better than the pre-test value. After being given classical guidance services, the level of insecurity decreased by 15.7% with the initial condition of the pre-test in the high category of 81.3% and the final condition of the post-test in the medium category of 65.6%. So it can be concluded that the provision of classical guidance services with game-based learning methods and game card media can reduce insecurity owned by students in class VIII F SMP Negeri 2 Salatiga.

### **Suggestion**

Suggestions that can be proposed through the results of the research, discussion and conclusions that have been described, among others; 1) Future researchers are expected to be able to develop research on insecurity involving a large number of research subjects that are not only one class so that the research data obtained can be more actual and well generalized, 2) Future researchers are expected to be able to optimize time in the implementation of research if they continue to use the implementation of classical guidance services as a form of service / treatment, 3) Development of research instruments used, although there are already observations and interviews, it is necessary to update the instruments made by themselves to better adjust the conditions of the students studied.



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