

ABSTRAK

Rona Qonitatun Hafidhoh, *Efektivitas Bimbingan Kelompok dengan Teknik Role Play Untuk Mereduksi Kecemasan Peserta Didik MTs Plandaan Jombang*. Skripsi, Fakultas Keguruan dan Ilmu Pendidikan Program Bimbingan dan Konseling, Universitas Darul 'Ulum Jombang. Pembimbing (I). Dra. Miftahul Djanah, M. Pd. I (II). Agus Rizal, S.Sos, M.Pd

Pengarahan terhadap pemahaman efektivitas layanan bimbingan kelompok dengan teknik *role playing* dalam mereduksi kecemasan komunikasi berbicara di depan kelas pada peserta didik Madrasah tsanawiyah.

Mengaplikasikan pendekatan kuantitatif dengan desain pra-eksperimen (pre-experimental design) jenis one group pre-test and post-test. Subjek penelitian total 8 peserta didik yang dipilih berdasarkan tingkat kecemasan tinggi dari hasil angket pre-test. Data dikumpulkan dengan implikasi skala kecemasan yang dirancang berlandaskan tahapan Jeffrey S. Nevid, meliputi aspek fisik, behavioral, dan kognitif. Hasil analisis statistik membuktikan perbandingan substansial skor pre-test dan post-test dengan nilai sig. (2-tailed) memeplihatkan 0,000 ($p < 0,05$) dan $t = 10,154$. Membuktikan layanan bimbingan himpunan terhadap *role playing* memiliki daya guna dalam mereduksi kecemasan peserta didik. Menyatakan, diterimanya asumsi penelitian.

Kata Kunci: Bimbingan kelompok, *role playing*, kecemasan berbicara di depan kelas.

ABSTRACT

Rona Qonitatun Hafidhoh, The Effectiveness of Group Guidance with Role-Play Techniques in Reducing Anxiety in Students at MTs Plandaan Jombang. Thesis, Faculty of Teacher Training and Education, Guidance and Counseling Program, Darul 'Ulum University, Jombang. Supervisor (I): Dra. Miftahul Djanah, M.Pd. I (II): Agus Rizal, S.Sos, M.Pd.

This study aims to determine the effectiveness of group guidance services with role-playing techniques in reducing communication anxiety in speaking in front of the class among students at Islamic junior high schools (Madrasah Tsanawiyah).

This study used a quantitative approach with a pre-experimental design with a one-group pre-test and post-test. Eight students were selected based on their high levels of anxiety from the pre-test questionnaire. Data were collected using an anxiety scale structured based on Jeffrey S. Nevid's characteristics of anxiety, encompassing physical, behavioral, and cognitive aspects. The statistical analysis results showed a significant difference between the pre-test and post-test scores, with a 2-tailed significance value of 0.000 ($p < 0.05$) and a t-test of 10.154. This indicates that group guidance services using role-playing techniques are effective in reducing student anxiety. Therefore, the hypothesis of this study is accepted.

Keywords: Group guidance, role-playing, anxiety about speaking in front of the class.