Implementation of the Good Behavior Game Method to Improve Interpersonal Mindfulness Skills of 2024 KKN Students at Bhakti Kencana University in Nanjung Village, West Java

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Abstract

The interpersonal mindfulness program is an activity carried out to deepen insight into healing and realizing what is detrimental to oneself by being guided either in pairs or small groups. Habituating someone to behave, especially in the use of interpersonal mindfulness, requires more directed and regular activities. Good behavior game (GBG) is one of the activities used as a class or group management strategy in which there are activities or activities containing rules, dividing groups, providing feedback, deducting points if anyone violates the rules. The results of the literature search show several studies related to this theme in the form of good behavior game methods that can affect individual self-regulation. The research design uses a Pre-Experimental design with One Group Pre-Post Design method. The study will be conducted on 23 students who are doing the Community Service Program (KKN) in Nanjung Village. Based on the research results, there was a 4.52% increase in interpersonal mindfulness among students. However, the results of this statistical test showed that the implementation of the Good Behavior game was not considered effective in increasing Interpersonal Mindfulness in KKN students. This can still show an initial indication of the program's success, even though it is on a small scale. This can be caused by several things such as good behavior game which focuses more on disruptive behavior, while mindfulness is more on the individual's abilities within themselves, and the duration of the activity is considered insufficient to create habituation in its rules. Although from the students' opinions, they feel that they have learned to communicate well and understand other people.

Keywords: Good game behavior; interpersonal mindfulness.

1. Introduction

The Community Service Program (KKN) is a program that students must undertake to fulfill their academic assignments. It also serves as an intracurricular activity that integrates the Tri Dharma of Higher Education with the method of providing students with learning and work experiences in community empowerment activities (Paputungan, 2023). One activity that enhances students' critical thinking and practical experience is the Community Service Program. The implementation of Community Service Programs (KKN) is one way to practice the Tri Dharma of Higher Education (Pusparini, 2018). However, in practice, various obstacles, both interpersonal and intrapersonal, are likely to arise. Consequently, the objectives of KKN can deviate from the original expectations, resulting in students (KKN participants) still not receiving meaningful personal learning. Furthermore, the quality of life of the community at the KKN location does not show significant changes (Pramana et al., 2021).

Based on the results of research conducted by Fitriani et al. (2023), it was found that in KKN activities, good interpersonal communication skills are necessary for each group member. A good level of effectiveness in interpersonal communication in students enables the program's objectives to be achieved. Based on the results of this study, it can be said that interpersonal communication can be a focus that needs to be considered, especially in observing group collaboration to achieve the desired goals. Good interpersonal communication is characterized by an open self to generate feedback and understanding with others. The effectiveness of interpersonal communication can be defined as the delivery of messages by an individual that is understandable and easily understood by the other person, thus avoiding misperceptions (Arwansyah & Suharyanto, 2025).

Seeing the results of the study, the researcher tried to collect initial data related to interpersonal communication in KKN group 33 students in Nanjung Village. This interpersonal communication check was carried out using Milliard J. Bienvenu's Interpersonal Communication Inventory (ICI), which contains 40 questions with answer options

categories; Yes, No, Sometimes. The questionnaire was given to 20 KKN students from group 33, there were 15 students who filled out the questionnaire. Interpersonal Communication Inventory (ICI) if looking at the norms from Bienvenu which states there are 3 categories; High, Medium, and Low.

The results obtained 10 students included in the medium category and 5 students included in the high category. This shows that there are 5 students in the high category, which means their interpersonal communication skills are already good. Meanwhile, 10 students are in the medium category, which means they can already use their interpersonal skills well, but in some aspects still need improvement (Hidayati & Tristanti, 2024).

These preliminary data were further supported by preliminary interviews conducted by the researchers with three students. They reported that during the Community Service Program (KKN) activities, they experienced difficulties communicating and lowering their egos. This was evident in discussions and meetings, where they felt uncomfortable when their opinions were not chosen, and they expressed feelings of unfairness in the process. Furthermore, they expressed difficulty expressing their opinions due to concerns about offending others, leading them to remain silent. Furthermore, they stated that their opinions were often poorly received by others during communication (Eisenstadt & Geddes, 2017).

From the perspective of interpersonal communication skills, it appears that individuals need mindfulness skills in dealing with their environment to avoid stress that can impact daily activities. Based on the foundation of mindfulness-based programs, one of the activities involves interpersonal mindfulness. Interpersonal mindfulness programs are guided activities designed to deepen insight into healing and awareness of what is detrimental to oneself, either in pairs or small groups. Interpersonal mindfulness emphasizes an individual's ability to be present, empathetic, and compassionate in their interpersonal relationships (Bartels-Velthuis et al., 2020).

Habituating of behavior, particularly in the use of interpersonal mindfulness, requires more focused and organized activities. Even when implementing targeted behavior, a program is needed that can control and provide rules and feedback on emerging behavior. Good behavior games (GBG) are a classroom or group management strategy that includes activities with rules, dividing groups, providing feedback or deducting points for rule violations. Good behavior games are commonly used to improve social skills, reduce bad behavior, and create a positive environment for the group or class. This activity can be carried out on students from preschool to adolescence (Institute of Education Science, 2023). This is what made researchers interested in conducting research on the Good Behavior Game method in group activity settings to see its application to interpersonal mindfulness of KKN students.

2. Method

In this study, the sample used was students undergoing The Community Service Program (KKN) in Nanjung Village. There were 23 research samples, consisting of KKN students from groups 33 and 34.

The independent variable in this study is the Good Behavior Game (GBG), the dependent variable is Interpersonal Mindfulness in KKN students in groups 33 and 34. The instrument used is the Interpersonal Mindfulness questionnaire from Kramer. The collected data were analyzed using a Paired Sample T-test . Statistical tests using collected data were analyzed using the Paired Sample T-test to compare ordinal data from the pre-test and post-test interventions. The statistical test used a significance level of $\alpha = 0.05$, which means that if the α value ≤ 0.05, there is a comparison of data before and after the intervention on interpersonal mindfulness in KKN students. The data from the analysis were then displayed in tabular form.

During the implementation, students will be grouped based on gender and IQ level, with equal or balanced distribution in each group. This aligns with the principles of the Good Behavior Game, which states that group members must be equal in gender, age, and cognitive ability (Institute of Educational Game, 2023). After a group assignment, each individual is given a pre-test consisting of an interpersonal mindfulness questionnaire and knowledge of the good behavior game. Then, a brief presentation related to interpersonal mindfulness is provided. To apply this interpersonal mindfulness, students will be given group activities with specific rules. The use of these rules is based on points in the good behavior game, with modifications to the rules according to field phenomena, such as maintaining good communication and empathizing with the interlocutor. Following the explanation of the good behavior game, if students violate the rules, points will be deducted, and if students comply with the rules, points will be earned. The group that earns or maintains the most points will receive a prize. After the activity, students are given another post-test questionnaire on interpersonal mindfulness and knowledge of the good behavior game.

The focus of this research is the use of the Good Behavior Game to improve interpersonal mindfulness skills in KKN students, which aligns with the researcher's field of study, namely Psychology. During implementation, the chairperson and members will jointly monitor the technical implementation of data collection and report preparation. However, the responsibility for report preparation and publication will rest with the chairperson, taking into account input from members. The researcher will carry out the technical implementation of testing and be responsible for report preparation and publication.

3. Results and Discussion

3.1. Participant Characteristics Data Results based on IQ Category

Characteristics of KKN students based on IQ categories measured using the SPM intelligence measuring tool.

Table 1: IQ category results

No	IQ Category	Amount	Presentation
1	Below Average	1	4.3%
2	Average	8	34.8%
3	Above average	10	43.5%
4	Superior	4	17.4%

Based on the table above, the results obtained from 23 participants were 1 person in the Below Average IQ category, 8 people in the Average IQ category, 10 people in the Above Average IQ category, 4 people in the Superior IQ category.

3.2. Participant Characteristics by Gender

Table 2: Participant characteristics by gender

No	Gender	Amount	Presentation
1	Male	10	43.5%
2.	Female	13	56.5%

Based on the results of the table above, of the 23 participants present, 10 were male and 13 were female.

3.3. Statistical Test Results

Based on the results of a pretest conducted on 23 participants using an interpersonal mindfulness questionnaire, the researchers attempted to conduct a statistical test using a Paired Samples T-test to compare the differences in post-test and pre-test results. The statistical test results yielded the following results:

Table 3: Statistical test

Paried samples T-test						
Measure 1	Measure 2	t	df	p	Cohen's d	SE Cohen's d
Total Pre Test	Total Post Test	-1.353	22	0.190	-0.282	0.332

Based on the results of the paired sample T-test, a p-value of 0.190 was obtained, which is greater than 0.05 (α=5%), indicating that there is no significant difference between the pre-test and post-test.

3.4. Percentage Change Results

The percentage change test was conducted to determine the percentage change in results between the pretest and posttest administered to participants. The calculation yielded the following:

$$Percentage\ change = \frac{Posttest\ Score - Pretest\ Score}{Pretest\ Score} \times 100\%$$

$$Percentage\ change = \frac{1848 - 1768}{1768} \times 100\% = 4.52\%$$

From the test results, it was found that there was an increase of 4.52% from the pretest and posttest results conducted using the interpersonal mindfulness questionnaire.

3.5. Discussion

This study was conducted over a four-hour, with several activities including IQ testing, an explanation of interpersonal mindfulness, and good behavior games. Two games were included: a word guessing game and a ball-moving game, with points awarded for each game in groups. The IQ test was conducted initially to obtain an

overview of the participants' intelligence. This was followed by the provision of material and an understanding of the material covered in this study. This was followed by the application of the material in a game using a good behavior game system. There were rules such as not interrupting, not using rude language, and not ignoring others when they are speaking, and there was a punishment of point deductions. Participants were divided into two groups to play the game, with the division based on the researcher's provisions, which ensured balance based on gender, intelligence, and major of each student.

This study aims to obtain an overview of the relevance of developing good behavior games to interpersonal mindfulness skills in adolescents and to determine the effectiveness of implementing the good behavior game method in developing emotional management skills in students. Interpersonal mindfulness was measured in KKN student subjects using the Kramer Interpersonal Mindfulness questionnaire. Based on the results of the percentage change from the pretest and posttest conducted, it showed an increase in interpersonal mindfulness skills in participants of 4.52%. This indicates a small increase in interpersonal mindfulness skills in students.

The results of the paired sample t-test showed no significant difference. These results indicate that the implementation of the Good Behavior Game did not significantly improve interpersonal mindfulness in KKN students. This is likely because the Good Behavior Game focuses on disruptive behavior and promotes prosocial behavior through rules and external reinforcement, while Mindfulness involves internal awareness and self-reflection. Therefore, the Good Behavior Game does not directly improve interpersonal mindfulness.

When observing the implementation of the activity and during the game, there were still participants in the group who frequently violated the rules. The rules that were frequently violated were interrupting and ignoring when someone was speaking, even though points were added or subtracted in the game. This is in line with research conducted by Cheatham, which found that awarding activity points does not function as reinforcement, considering that activity points can be obtained for other desired behaviors (i.e., attending class, completing assignments) (Cheatham et.al, 2017). Therefore, this is likely the reason why the Good Behavior Game is less effective.

Furthermore, based on the questionnaire given to participants, several participants wrote about their impressions of the Good Behavior Game. While there were positive aspects, such as learning to understand others, effective communication, and fostering group cooperation, participants also experienced weaknesses during the activity, such as unfamiliarity with the existing rules, lack of communication between members, and a perceived need for further familiarization. These factors may be the reason the Good Behavior Game remains ineffective, although improvements, albeit small, are still visible. Research conducted by the Institute of Educational Games (2023) on the Good Behavior Game suggests that repetition or reminders of the rules are necessary for participants, as well as multiple meetings (approximately 16 meetings or 2 weeks) to be effective in reducing negative behavior in children. Therefore, it can be estimated that the duration of this study was only conducted with one participant, so the effect of the Good Behavior Game on interpersonal mindfulness has not yet been established.

4. Conclusion

The results of this study showed a 4.52% increase in students' interpersonal mindfulness after implementing the good behavior games. Although not statistically significant, this result does indicate the program's initial success, albeit on a small scale.

The insignificant difference in this regard may be because the Good Behavior Game focuses on disruptive behavior and increases prosocial behavior through rules and external reinforcement, while Mindfulness involves internal awareness and self-reflection. Therefore, the Good Behavior Game does not directly increase interpersonal mindfulness. Furthermore, several factors may influence the results of this study, such as the duration of the study, which was only conducted with one participant, so the effect of the Good Behavior Game on interpersonal mindfulness has not yet been established. Although participants did feel an improvement in their ability to understand others and communicate effectively, they also report an improvement in their ability to communicate effectively.

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