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## **Implementation of *The Bear Card Feelings* in Classical Guidance to Train Students' Speaking Skills**

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### ***Abstract***

*This study aims to determine the implementation and effectiveness of the bear card feelings in classical guidance services to help train students' speaking skills at MTsN 1 Banyumas, precisely in class VIIIC. The method used in this study is descriptive qualitative where data is obtained from the results of interviews and observations conducted by researchers related to student behavior and responses after being given services. The sampling technique used is purposive sampling with two criteria, namely 1) students have participated in classical guidance services with the bear card feelings media, and 2) are willing to be participants in interviews and observations submitted by researchers. Data was obtained through interviews and observations of students as well as documentation during the service process. Data analysis techniques used include data reduction, data presentation and drawing conclusions. Data reduction is done by selecting and also conveying important data presented in the form of descriptive narratives that describe the response and also the service process taking place. The results of this study indicate that classical guidance services implemented with the simulation game method using the bear card feelings tool can help students practice their public speaking skills. Thus, it is necessary to develop more innovative and fun methods, so that students have a deep understanding of the material presented in a fun way.*

**Keywords:** *Classical Guidance, The Bear Card Feelings, Anxiety*

### **Introduction**

Students as students who are studying are required to be able to have speaking skills. Students must be able to express the knowledge they have gained verbally during the learning process. In addition, students must also be able to

contribute to discussion activities, meetings or seminars by expressing opinions, arguing and being able to ask questions to obtain information.<sup>1</sup>

Speaking skills such as expressing feelings, should have been possessed by students before they enter school. But in fact, the level of students' speaking skills in schools varies, there are students who have fluent, moderate, stuttering and poor speaking skills. There are some students who are fluent in expressing their opinions even at a simple level. There are also students who have not been able to express their feelings fluently, usually these students are students who are still hesitant to speak in front of their classmates. There are even some students who feel anxious when they have to speak in front of the class, such as sweating, forgetting and shaking when in front of the class.<sup>2</sup>

The anxiety that students experience when speaking in public will of course make it difficult for students to do their schoolwork, because during the learning process students need to communicate to convey their opinions, discuss and ask questions to interact with others, because according to Padmawati, the ability to speak is not just about making sounds but this ability is an important ability and must be possessed by all individuals to express their thoughts and feelings to others.<sup>3</sup>

Padmawati also said that speaking skills have an important role in determining individual achievement both in the school environment and at home. <sup>4</sup>Speaking is the basis for communication, where individuals who are skilled in speaking are able to communicate fluently and appropriately in various situations and conditions.

When students can communicate well, then students will be able to build an understanding, foster friendship and be able to share knowledge at school.

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<sup>1</sup>Erwin Harianto, "Method of Exchanging Ideas in Learning Speaking Skills," *DIDAKTIKA* 9, no. 4 (2020), <https://jurnaldidaktika.org/>.

<sup>2</sup>Erwin Harianto, "Method of Exchanging Ideas in Learning Speaking Skills," *DIDAKTIKA* 9, no. 4 (2020), <https://jurnaldidaktika.org/>.

<sup>3</sup>Ipinda Intan Saliya, Eko Kuntarto, and Silvina Noviyanti, "Analysis of Fourth Grade Students' Speaking Skills in Indonesian Language Learning Content in Elementary Schools," *Jurnal Muara Pendidikan* 8, no. 2 (November 29, 2023): 330–37, <https://doi.org/10.52060/mp.v8i2.1440>.

<sup>4</sup>Ipinda Intan Saliya, Eko Kuntarto, and Silvina Noviyanti, "Analysis of Fourth Grade Students' Speaking Skills in Indonesian Language Learning Content in Elementary Schools," *Jurnal Muara Pendidikan* 8, no. 2 (November 29, 2023): 330–37, <https://doi.org/10.52060/mp.v8i2.1440>.

Therefore, speaking skills are needed by students to convey information and also ideas for each student. However, the reality is that many students still find it difficult to speak in public, even in front of the class. Often this anxiety of public speaking is experienced by students, this can happen because students feel afraid or unable to face the audience. There are several reasons that make students feel anxious, namely students are afraid of being judged negatively by the audience, afraid of forgetting, embarrassed, afraid of failure and generally students are afraid of an uncertain future. anxious when<sup>5</sup>

Public speaking anxiety itself can be caused by internal factors where individuals usually have negative thoughts that arise because the individual has a bad experience during a presentation which then causes feelings of anxiety and worry in students <sup>6</sup>. In addition, speaking anxiety in students can also occur because the learning methods provided by teachers at school are still less innovative to make students active, students find it difficult to compose words to be conveyed, students often feel anxious, nervous, embarrassed, and tense so that students are not confident to speak in front of the class <sup>7</sup>.

There are several ways that can be used to help students improve their public speaking skills, namely by teaching students to be calm before speaking in public, teaching students to always think positively and helping students to improve their speaking skills by continuing to practice their speaking skills <sup>8</sup>. Classical guidance can be one of the services that helps students to reduce and improve their speaking skills. There are several classical guidance service strategies that BK teachers can do for their students, namely by *role playing*, sociodrama, psychodrama, educational cinema, simulation games and many more. And in the world of education, one strategy that has shown its effectiveness in building skills is simulation games.<sup>9</sup>

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<sup>5</sup>Masnawati, "The Relationship Between Self-Confidence and Public Speaking Anxiety in Students of One-Roof Junior High School, UPT XV Buluh Carak, Subulussalam City" (Medan Area University, 2021).

<sup>6</sup>Suriati, "Efforts to Increase Self-Confidence in Public Speaking Anxiety in Students," *RHETORIKA : Journal of Islamic Communication and Broadcasting Studies* 3, no. 1 (April 30, 2021): 1–27, <https://doi.org/10.47435/retorika.v3i1.577>.

<sup>7</sup>Riris Nurkholidah Rambe et al., "Efforts to Improve Public Speaking Skills," *Journal of English Education and Literature* 3, no. 2 (June 19, 2023): 11–24, <https://doi.org/10.55606/jupensi.v3i2.1966>.

<sup>8</sup>Suriati, "Efforts to Increase Self-Confidence Against Public Speaking Anxiety in Students."

<sup>9</sup>Ria Rizka Awalliya, "Implementation of Classical Guidance Services with the KOKO Simulation Method (Conflict Management Box) on the Understanding of Conflict

*The Bear Card Feelings* game is a card containing illustrations of bears with various expressions such as happy, sad, angry, scared and many more. *The Bear Card Feelings* can help individuals, especially children, to express and identify their emotions. *The Bear Card Feelings* can help BK teachers in providing services to students, for example in classical guidance services.

Classical guidance services with the game method using *The Bear Card Feelings* are expected to be able to help students reduce and train their speaking skills in public or in class. In Indonesia itself, there has been no research that discusses the use of *The Bear Card Feelings* as a classical guidance service tool. This study focuses on the implementation of *The Bear Card Feelings* to help students practice their speaking skills in public. The implementation of classical guidance services with *The Bear Card Feelings* was carried out at MTs N 1 Banyumas. This service is carried out based on the results of the Problem Checklist (DCM) carried out at MTs N 1 Banyumas, precisely in class VIIIC.

There are several theories used in this study to strengthen the results of observations and interviews that have been conducted by researchers. One of the theories used is the theory of Judisasri which explains that speaking ability is the ability where someone can provide information through broadcasts, and also the essence of speaking is basically a communication process because in it there is a message from one source to another. Meanwhile, according to Manurung's opinion, speaking ability is the ability used by individuals to express or convey information or messages through words that can be received and understood by others or asked <sup>10</sup>.

In addition to the theory of speaking ability, this study also discusses anxiety. The theory of anxiety expressed by Chaplin, which states that anxiety is a mixed feeling of fear and worry experienced by someone about the future without any cause or reason <sup>11</sup>. According to Jeffry, the presence of this anxiety can be a barrier for someone to communicate, this is because anxiety can make it difficult for someone

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Management of Class XI SMKN 1 Malang,” *Journal of Learning, Guidance and Educational Management* 4, no. 2 (2024): 2024, <https://doi.org/10.17977/um065.v4.i2.2024.2023.10>.

<sup>10</sup>Fahrudin et al., “Effectiveness of Using Picture Card Media to Improve Children's Speaking Ability,” *Journal of Classroom Action Research*, no. 1 (February 2022).

<sup>11</sup>Edisa Oktonika, “Public Speaking Anxiety Among Today's Teenagers,” *Jurnal Edu Research Indonesian Institute For Corporate Learning And Studies*, no. 1 (May 4AD): 184–92.

to understand and difficult to express something through language either in speech or articulation <sup>12</sup>.

## Research methods

The method in this study uses a descriptive qualitative method, where this method is a qualitative descriptive method, where this method is a method that aims to explore a phenomenon that occurs. Research with this qualitative descriptive method will try to explain a number of variables related to the phenomenon or problem that occurs <sup>13</sup>. With this descriptive qualitative research method, it is expected that this study will be able to describe and explain the results of the implementation, response, and obstacles in classical guidance services using *The Bear Card Feelings*.

The sample in this study were VII students at one of the State Mts in Purwokerto, namely MTsN 1 Banyumas, precisely in class VIIC who had participated in classical guidance services using *The Bear Card Feelings media*. The selection of samples carried out by the researcher was carried out using the *purposive sampling method* or a technique for determining samples with certain considerations <sup>14</sup>. And the study contains criteria such as 1) students have participated in classical guidance services with *the bear card feelings media*, and 2) are willing to be participants in interviews and observations submitted by the researcher.

The results of this descriptive qualitative research are in the form of words that explain the results of observations that have been made by researchers related to the reactions and responses of research subjects. This descriptive qualitative method requires interviews and observations to obtain the data needed by researchers. Interviews and observations conducted are open in nature with the aim of finding out the feelings, reactions, and understanding of individuals after being given

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<sup>12</sup>Ariane Nafia and Syamsu Al Alam Al Fatah, "The Role of Self Efficacy in Overcoming Public Speaking Anxiety," *Muttaqien; Indonesian Journal of Multidisciplinary Islamic Studies* 3, no. 2 (July 30, 2022), <https://doi.org/10.52593/mtq.03.2.05>.

<sup>13</sup>Hasan Syahrizal and M. Syahrani Jailani, "Types of Research in Quantitative and Qualitative Research," *QOSIM: Journal of Education, Social and Humanities* 1 (May 2023).

<sup>14</sup>Laeli Choerun Nikmah, Sri Hermuningsih, and Agus Dwi Cahya, "The Effect of DER, NPM, ROA, and TATO on Stock Returns (Study on Companies in the Automotive and Component Industry Sector)," *Jurnal Ilmiah Manajemen Kesatuan* 9, no. 2 (August 2, 2021): 21–30, <https://doi.org/10.37641/jimkes.v9i2.450>.

services. The subjects in this study were students of MTs N 1 Banyumas school, precisely in class VII C.

## Results and Discussion

One way to help students reduce anxiety when speaking in public is to practice, in addition to that by practicing students are also able to improve their speaking skills. The purpose of training students' speaking skills is expected to be able to help increase self-confidence, start to be able to manage emotions, and also start to adapt to the existing audience <sup>15</sup>. In addition, practicing speaking in small groups or large groups can also overcome all obstacles in speaking <sup>16</sup>.

Kristanto in Ratna explains that there are several tips that students can do to help reduce anxiety when speaking in public, namely suppressing the nervousness that arises by trying to focus, relaxing and doing body movements to reduce tension. As for the opinion explained by Larasati in Ratna, there are several things that individuals can do to reduce anxiety when speaking in public, namely thinking positively, having thorough preparation, practicing diligently, reading diligently to increase vocabulary and also taking advantage of the opportunities given.

Before, after and during this classical guidance service, the researcher conducted observations and interviews with several class VIIC students, and from the results of the observations and interviews, it was found that before the classical guidance in class VIIC began, several students stated that they felt anxious, panicked, and tense when they had to speak in front of the class. The signs of anxiety that they often experience are cold sweats, trembling, blankness, and dizziness. In addition, during the classical guidance service, the researcher observed and conducted interviews and it was found that during the practice, many students did not show signs of anxiety. After the service was carried out, the researcher also followed up with the students and it was found that many students had started to actively practice their speaking skills outside of school hours by forming small groups.

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<sup>15</sup>Kartika Ratma Sari, "Speaking Without Anxiety in Public Speaking Practice," *Jurnal Akrab Juara* 8, no. 3 (August 2023): 164–77.

<sup>16</sup>Riris Nurkholidah Rambe et al., "Efforts to Improve Public Speaking Skills," *Journal of English Education and Literature* 3, no. 2 (June 19, 2023): 11–24, <https://doi.org/10.55606/jupensi.v3i2.1966>.

## Classical Guidance Service with The Bear Card Feelings

Simulation games as one of the methods of *experiential learning* have been recognized for their effectiveness as one of the methods that can help teach students social and emotional skills by making students feel direct experiences that are expected to be able to make students gain a deeper understanding<sup>17</sup>. In this study, a simulation game using *The Bear Card Feelings* was created to provide an opportunity for students to be able to directly practice their speaking skills using *The Bear Card Feelings*. This simulation game makes students practice speaking in front of small groups that have been created, so that students are able to adapt little by little to the existing audience.

The implementation of the game using *The Bear Card Feelings* aims to improve the guidance and counseling approach at MTs N 1 Banyumas. By using a game-based approach, it is expected to not only be able to increase students' enthusiasm for learning, but it is also expected to be able to improve students' emotional regulation and help overcome anxiety when speaking in public. This is in line with the opinion put forward by Kato (2010) in Ria Ritzka who explained that the use of this game can improve a person's ability to help remember the material that has been delivered and also become a learning tool that has a direct positive impact on students. It is hoped that the use of the game method using *The Bear Card Feelings* will be one of the effective games to help students practice their speaking skills.

In the initial stage, the BK teacher entered the class by greeting and doing a wheeling led by the VIIC class leader, after praying the BK teacher asked the students about the previous activity and asked about the students' condition. After that the BK teacher conveyed the purpose of the classical guidance service that would be carried out as well as conveying the steps of the activities that would be carried out. And to make students more enthusiastic, the BK teacher did ice breaking so that students would be active again. After the students were active again and enthusiastic to start the service, the BK teacher conducted an appeception with the students by asking about concrete experiences about their experiences when students had to speak in public or in class. After that the BK teacher began to display a power

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<sup>17</sup>Ria Rizka Awalliya, "Implementation of Classical Guidance Services with the KOKO Simulation Method (Conflict Management Box) on the Understanding of Conflict Management of Class XI SMKN 1 Malang," *Journal of Learning, Guidance and Educational Management* 4, no. 2 (2024): 2024, <https://doi.org/10.17977/um065.v4.i2.2024.2023.10>.

point containing materials about the causes of feeling anxious about speaking, signs of anxiety, and also how to overcome anxiety when speaking in public.

After finishing delivering the material in the power point, the BK teacher began to divide the students into small groups where each group consisted of six students with a total of six groups. The flow of the game of *The Bear Card Feelings* is that each group that has been created will get 10 cards containing pictures of bears in various emotions. After each group gets the 10 cards, the next instruction is for each group to determine or choose one student who will be the first person to choose a card, after that each group must also determine the next person to choose a card. After each group has determined the turn of the student to take the card, the next instruction is for each student to take a card that matches their feelings when the student is required to speak in front of the class and after that the student must tell or explain to their group friends the reason why the student took the card with the bear expression.

At the closing stage, the guidance and counseling teacher asked each group to appoint one member of their group to come to the front of the class and share their experiences when using *The Bear Card Feelings*. Before the classical guidance service activity ended, the guidance and counseling teacher asked the students to mention the methods that can be used to reduce anxiety when speaking in public. After that, the guidance and counseling teacher asked the students to summarize the material that had been delivered, and for their reflection, the guidance and counseling teacher asked the students to convey their impressions and messages. After that, the students were asked to fill in questions containing the students' understanding of the material that had been delivered by the guidance and counseling teacher. The guidance and counseling teacher closed the service by saying thank you and greeting the class VIIC students.

### **Implementation of The Bear Card Feelings to Train Students' Public Speaking Skills**

In this study, the implementation of simulation games with *The Bear Card Feelings* provided a good change in understanding the causes of students feeling anxious when speaking in public and the application of *The Bear Card Feelings* to train the speaking skills of class VIIC students at MTs N 1 Banyumas. Before the implementation of *The Bear Card Feelings*, observations and interviews were conducted in class VIIC which revealed that students always felt anxious, panicked and tense when they had to speak in public, even students felt anxious when they had to speak in front of the class. However, after practicing speaking with the help of *The Bear Card Feelings* in small groups, students felt more relaxed and no longer confused



about what to say, because their students with the help of the bear card felt they knew better what they should express and say so that the anxiety they experienced was reduced.

The data obtained through this interview is in line with the theory explained by Desi Alawiyah, who stated that one of the reasons individuals feel anxious is because when they have to speak in public, usually someone who feels anxious will be confused and have difficulty conveying something in front of an audience <sup>18</sup>. Through classical guidance services with the help of *The Bear Card Feelings*, it not only helps students learn the theory of anxiety, but *The Bear Card Feelings* helps students express their feelings and emotions and trains students to dare to speak in public even though they are only in small groups. With this classical guidance service, it is hoped that it will be able to bridge the gap between knowledge and practice found in traditional education as expressed by Maulana <sup>19</sup>.

The results of interviews with several students after conducting classical guidance with *The Bear Card Feelings* showed that *The Bear Card Feelings* can help students express their feelings because they usually find it very difficult to describe or explain what their true feelings are like. *The Bear Card Feelings* can be included in the type of expressive therapy where this therapy utilizes art to help improve a person's life through the pleasure of the ears, mind and eyes. In addition, according to Natalie Rogers in Safitri, art therapy which includes art, music and visual media can help individuals express their emotions that are difficult to express. Therefore, the use of *The Bear Card Feelings* can be a visual tool that helps students express and understand their feelings <sup>20</sup>.

### **Obstacles in Implementing The Bear Card Feelings**

During the classical guidance service using *The Bear Card Feelings* at MTs N 1 Banyumas, precisely in class VIIC, there were several obstacles that could affect the effectiveness of the service in the classroom. The main obstacle found when conducting the service was the limited time for the service provided, where when

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<sup>18</sup>Riris Nurkholidah Rambe et al., "Efforts to Improve Public Speaking Skills," *Journal of English Education and Literature* 3, no. 2 (June 19, 2023): 11–24, <https://doi.org/10.55606/jupensi.v3i2.1966>.

<sup>19</sup>Rasid Ritonga et al., *Classroom Action Research*, ed. Sarwadi (Medan: PT. Mifandi Mandiri Digital, 2023), <https://www.researchgate.net/publication/380456874>.

<sup>20</sup>Safitri M and Sulis Mariyanti, "Art Therapy Model with Visual Media in Overcoming Psychological Problems in the Covid 19 Pandemic," *Psychopedia Journal of Psychology, Buana Perjuangan University, Karamang* 6, no. 2 (May 2022).

conducting this classical guidance service, the researcher was only given 60 minutes. Simulation games take quite a long time to help students digest each material that has been delivered and also participate in the practice that will be carried out, but because of the limited time, this limits the opportunity for students to practice their speaking skills. Therefore, to get maximum results from public speaking training through *The Bear Card Feelings media*, more flexible time is needed so that each student can be comfortable and calm in practicing this speaking.

## Conclusion

Implementation service guidance classical with use *The Bear Card Feelings* has successfully become a tool for MTs N 1 Banyumas class VIIC students to practice their speaking skills in small groups. This indicates that the game method with the help of *The Bear Card Feelings* is able to help the effectiveness of the service so that the student's practice process becomes more exciting, effective and also makes students more active. The simulation game applied in this classical guidance service can be evidence that this innovative approach in the world of education can facilitate BK teachers to provide in-depth and memorable learning or materials in training public speaking skills in students. Suggestions for further research are that the BK media the *bear card feelings* can be tested at the school level with a wider level of education such as elementary school or high school / vocational school, or this media can be tested to help develop students' social skills or emotional management. In addition, further research can also use quantitative methods to measure the statistical improvements experienced by students with the help of *the bear card feelings media*.

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