



## The Effectiveness Of Group Guidance To Improve Students' Social Interaction Skills

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### Abstrack

*The purpose of this article is to find out the effectiveness of group guidance to improve student social interaction. This research belongs to the type of Action research. This study uses two cycles, with stages of planning, activities, observation and reflection. The sample in this study amounted to 10 students. The results of this study are 1) students' social interaction skills are in the low category 2) the implementation of group guidance to improve students' social interaction skills is carried out through two cycles and four meetings, 3) students' social interaction skills level increases after receiving group guidance services. Based on the results of the T test, it is found that  $T_{calculate} \leq T_{table}$  or means that  $H_a$  is accepted and  $H_o$  is rejected. The results showed that students' social interaction skills improved after receiving group tutoring services. In other words, social interaction skills can be improved through group tutoring services.*

*Keywords: Group guidance; social interaction skills, Junior High School Students*

### Abstrak

*Tujuan artikel ini adalah unuk mengetahui efektifitas bimbingan kelompok untuk meningkatkan interaksi social siswa. Penelitian ini termasuk jenis penelitian Tindakan. Penelitian ini menggunakan dua siklus, dengan tahapan perencanaan, kegiatan, observasi dan refleksi. Sampel dalam penelitian ini berjumlah 10 siswa. Hasil dari penelitian ini yaitu 1) ketrampilan interaksi social siswa berada pada kategori rendah 2) pelaksanaan bimbingan kelompok untuk meningkatkan ketrampilan interaksi social siswa dilaksanakan melalui dua siklus dan empat kali pertemuan, 3) tingkat ketrampilan interaksi social siswa meningkat setelah mendapatkan pelayanan bimbingan kelompok. Berdasarkan*

*hasil uji T didapat hasil bahwa  $T_{hitung} \leq T_{tabel}$  8 atau berarti  $H_a$  diterima dan  $H_0$  ditolak. Hasil tersebut menunjukkan bahwa ketrampilan interaksi sosial siswa meningkat setelah mendapatkan layanan bimbingan kelompok. Dengan kata lain ketrampilan interaksi sosial dapat ditingkatkan melalui layanan bimbingan kelompok.*

Keywords: Bimbingan kelompok; ketrampilan interaksi social, Siswa SMP

### A. Introduction

Human beings, apart from being individual beings, are also social creatures at the same time. The consequence of this is that in everyday life, of course, humans cannot be separated from relationships between others. The individual will always need other individuals or groups in order to interact, exchange ideas and work together. In other words, humans have rights and obligations that must be fulfilled towards others.

Education in Indonesia should be used as a good place / forum to support the needs of Indonesian people to learn to understand, appreciate and establish good interactions with others. This is in accordance with the fact that, education is an effort to reconstruct a civilization that is needed by every human being and the obligations that must be carried out by the state in order to form a society that has the understanding and ability to carry out life functions in accordance with its nature and is able to develop life to be better from each time to the next.

Law on the National Education System (Sisdiknas) Number 20 of 2003 Article 3 states that, national education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, Be independent and become a democratic and responsible citizen.

This ideal condition turned out to be incompatible with the conditions that occurred in the field, what happened on the ground was the ability of Indonesian people to maintain interaction and maintain harmony in a democratic society has not been able to be fully implemented properly. This is evident from several conflicts that occur in several regions in Indonesia, both inter-ethnic and inter-religious conflicts which are actually caused more by lack of social interaction skills and a good understanding of rights and obligations in each individual in Indonesian society. Therefore, education in Indonesia (formal education, from elementary, junior high, and high school levels) should make efforts to emphasize students have good social interaction skills, so that in the end harmony in living together as Indonesian people can be well maintained.

Guidance and Counseling as one of the elements of education plays a strategic role, because it directly touches the personal aspects of students, should be able to help each student to change behavior and achieve personal development optimally, which in this case is junior high school and high school students (adolescents). This shows that adolescents are very vulnerable to things that trigger conflict. Thus, BK is a process that supports the implementation of educational programs in schools, because BK programs include aspects of individual development tasks, especially educational and career maturity, personal and emotional maturity, and social maturity (Nurihsan, 2009: 45).

Hasanudin Junior High School Semarang is one of the favorite junior high schools in the central Semarang area. Many parents entrust their children to be educated in the junior high school. However, based on the results of a pre-survey conducted by researchers on the process of teaching and learning activities at Hasanudin Junior High School, it turns out that there are still many students who are in conflict, even physical conflicts often occur between these students. This is reinforced by data from the Guidance and Counseling of SMP Hasanudin Semarang which states that there are often cases of fights between students triggered by trivial things such as mocking each other, rude and inappropriate words spoken and so on.

This shows that the social interaction skills of students at SMP Hasanudin Semarang are very low. Though good social interaction skills are needed in an effort to maintain harmony in life together. This is in line with the opinion expressed by Soekanto (2002: 60) that, social interaction is a foundation of relationships in the form of actions based on social norms and values that apply and are applied in society. With the prevailing values and norms, social interaction itself can take place well if the existing rules and values can be carried out properly. If there is no awareness of each person, then the social process itself cannot run as expected.

Departing from the problems that occur in the field mentioned above, guidance and counseling are obliged to offer and make solutions. BK services that are relevant to the problem of low social interaction skills of students, namely group guidance services. Group guidance is a tutoring service provided in a group setting.

Gadza (in Prayitno 2012: 309) added that group guidance at school is an information activity to a group of students to help them make the right plans and decisions, in this case related to students' social interaction skills (personal and social). Furthermore, Gadza also confirmed that group guidance was held to provide personal, vocational and social information. The benefits of group guidance are that conditions in group situations allow for the exchange of experiences or sharing of experiences that take place in multidirectional communication, so that there is a change in the behavior of each group member. In addition, each individual feels that they have the same feelings and fate, giving rise to confidence in their abilities and are expected to improve the social interaction skills of each group member.

From the background of the problem above, it can be concluded that group guidance, especially group discussion techniques, can be used by counselors in providing appropriate

information about how to develop social interaction skills in students of SMP Hasanudin Semarang. However, so far at SMP Hasanudin Semarang, group guidance services are very rarely carried out (more often classical tutoring services) because they are constrained by the absence of time and teacher energy to carry out these services. In addition, efforts to improve students' skills, including social interaction skills through counseling services, are only carried out incidentally and unstructured. In addition, out of 3 BK teachers, there is only 1 teacher with a BK undergraduate education background, while the ratio between BK teachers and students (1:320) is very unfit for running a group guidance service in the school. This condition of course has a direct effect on the quality of services provided in relation to the problem of low social interaction skills of students.

Given the many benefits of group guidance as a method to help students solve social problems faced, especially problems related to social interaction skills, researchers consider research entitled "The Effectiveness of Group Guidance to Improve Student Social Interaction Skills" very important to do.

#### **B. Methods**

This research is a guidance and counseling action research (PTBK). Basically, an understanding of PTBK can be obtained through a study of the definition of PTK proposed by experts (Sukiman, 2011: 138). Sukiman's assumption indicates that the basic concept of implementing PTBK is the same as PTK, which goes through four stages in the form of planning, action, observation, and reflection, where the four stages are called cycles. The research subjects in this study were students who had social interaction problems. The subject of research becomes a source in a scientific research, so scientific research must have a research subject. The selection of research subjects in this study is a number of individuals who play an important role in what is studied. In this study, researchers took 10 students as research subjects. Taking research subjects based on the criteria of students who have social interaction problems. Subject taking in this study was carried out by looking at and clarifying the subject with predetermined criteria. In this study, data collection was carried out by experiential methods through observation, and disclosure through interviews. The validity of the data is done by Engineering triangulation and source triangulation. Data analysis from interviews was conducted with the Miles and Huberman Model, while data analysis for observations was carried out using percentage descriptive analysis.

#### **C. Discussion**

Based on the research that has been carried out, the results of the research process that has been carried out can be presented. The results of the research conducted were adjusted to the purpose of the study, namely first an overview of the condition of social interaction skills before group guidance services were given to junior high school students of the Indonesian Institute of Semarang. Second, an overview of the development of social interaction skills during the process of providing group guidance services to SMP Institut

students. Third, an overview of the tendency of social interaction skills conditions after being given group guidance services to students of the Institute Junior High School.

### 1. Overview of social interaction skills before being given group guidance services

In accordance with the purpose of the study, namely efforts to improve social interaction skills through group guidance for junior high school students of the Indonesian Institute of Semarang, the following will be described first the level of social interaction skills of students before getting group guidance services.

Based on the results of the initial condition test using the social interaction skills questionnaire, it can be known that the initial condition (pre-test) of student social interaction skills from 29 students showed that 1 student in the high category, 28 students in the medium category, 4 students in the less category and 2 students in the low category. From these results, the group members in the group guidance service amounted to 10 students with details of 2 students in the low category, 4 students in the less category, 3 people in the medium category and 1 student in the high category.

The initial conditions of students who are members of the group in the group guidance service are as follows (Table 1).

Table 1 Level of Social Interaction Skills Before Receiving Group Tutoring Services

No	Code	Social Interaction Skills	
		Score	Category
1	R-1	86	T
2	R-2	63	K
3	R-5	70	S
4	R-8	43	R
5	R-14	79	S
6	R-16	42	R
7	R-18	76	S
8	R-21	54	K
9	R-25	54	K
10	R-28	56	K
<b>Mean</b>		<b>62,3</b>	<b>K</b>

From the table above, it can be explained that the initial condition of students who are respondents in group guidance services has a low level of social interaction skills with a total score of 42 to those who have a high level of social interaction skills with a total score of 86. For more details, the initial condition of the level of social interaction skills of students who are respondents in group guidance services can be described in graphic form as follows:

## 2. Overview of students' social interaction skills during group guidance services

Based on the initial description of students' social interaction skills above, researchers will take action as many as two cycles to improve social interaction skills through the provision of group guidance services. The second cycle is used as a refinement of cycle 1. This is done because the form of action research is never just carrying out a single activity, but a series of activities that will go back to the beginning, namely in the form of cycles. The provision of action cycles starts from planning, action, observation, and reflection. Here's an explanation of each stage.

**Planning.** Before starting the action, the researcher first makes a plan so that the actions taken by the researcher can run well in accordance with the objectives of the study. The following is a plan prepared by researchers: 1) Prepare research instruments, namely: social interaction skills scale and conduct interviews with counselors and students. 2) Arrange the meeting time, including making a meeting schedule agreed between the researcher and group members (respondents), in this case the meeting is held for 4 days. 3) Preparing the place and technical implementation of group guidance includes making a design for the implementation of group guidance in accordance with procedures. In this case, the venue for group guidance services is held in the classroom after school. 4) Prepare the completeness of the administration of group guidance services, such as attendance lists, service units, and materials. 5) Prepare a group guidance process evaluation tool.

**Action.** At this stage of action, researchers carry out group guidance service actions in accordance with the stages of group guidance services. This action stage was carried out as many as 2 meetings. Each meeting is conducted once a group guidance service on the topic of the task.

Based on the results of the social interaction skills questionnaire, the results of group guidance services can be known after cycle 1 and cycle 2. The results of the calculation of social interaction skills questionnaires after participating in group guidance services in cycles 1 and 2 can be seen in table 2.

Table 2 Students' Social Interaction Skill Level After Getting Group Guidance Services in Cycles 1 and 2

No.	Code	Cycle 1		After Cycle 2		Increased
	Res	Score	K	Score	K	Score
1	R-1	90	T	92	T	2
2	R-2	73	S	81	S	8
3	R-5	79	S	84	S	5
4	R-8	64	K	80	S	16
5	R-14	81	S	83	S	2
6	R-16	55	K	80	S	25
7	R-18	84	S	86	T	2

8	<b>R-21</b>	72	S	87	T	15
9	<b>R-25</b>	69	S	80	S	11
10	<b>R-28</b>	71	S	82	S	11
Average		73,8	T	83,5	S	9,7

Reflection. At this stage, researchers evaluate the overall implementation of the process of providing group guidance starting from success, obstacles faced and ways to overcome them. This stage is important to determine planning for the next cycle. Some of the evaluations carried out by researchers are:

Process Evaluation. Overall, the process of implementing group guidance services in the first cycle went well and smoothly and went according to the program that had been prepared by the researcher. Researchers held a group guidance service for approximately 50 minutes. This 50 minutes time by researchers is very sufficient to hold one group guidance service meeting, researchers avoid boredom that will be experienced by group members if group guidance services are carried out longer, besides the amount of time group guidance services are adjusted to the needs of group members, if it is felt sufficient or less researchers will be flexible to group members. The development of group members in cycle 1 cannot be separated from the supporting factors in group guidance, these supporting factors include: (1) Group members are open, active in opinion and enthusiastic in participating in group guidance services, in the sense that group members can accept the presence of researchers, group members with sincerity want to follow group guidance services. (2) Group members can understand the topic discussed. (3) Group members feel happy to participate in group guidance service activities. (4) Group members are able to plan actions according to the topics discussed. (5) Group members have felt a new effect in cycle 1, where group members feel their learning is more focused.

The success obtained in cycle 1 is expected to be maintained and increasing. However, in cycle 1, researchers also encountered several obstacles even though these obstacles did not have too bad an impact on the results of group guidance, obstacles and solutions include: (1) At the beginning of the group guidance process, group members still seem awkward and not free to express their opinions. This is understandable because mamang is only the first meeting and this is also the first time group members follow group guidance. At the next meeting, researchers continued to foster good relations and reiterated the concept of group guidance. (2) Time is less strategic, group guidance is carried out after school and group members are sleepy, the solution is to provide light but uplifting games.

Evaluation of Results. After being given group guidance services in cycle 1, there as a change in students' social interaction skills, and changes in the achievement of social interaction skill indicators. The indicators of social interaction skills that have been achieved in cycle 2 are: (1) Identification, i.e. group members can have internal self-awareness, have external self-awareness and be able to act according to the situation. (2) Imitation, that is,

group members are able to act in accordance with social ethics, are able to understand problems and are able to formulate problem solving. (3) empathy, where group members are able to identify the feelings of others, understand the perspective of others and are able to respond appropriately to emotions. (4) sympathy, i.e. group members are able to share feelings. (5) suggestion, i.e. group members can give feedback.

The indicators that have been achieved in cycle1 are expected to be maintained and continue to be developed by group members, so that students' social interaction skills increase. Of the five indicators, all have been achieved in group guidance services in cycle 1. While of the six existing indicators, the indicator that experienced the lowest increase was the imitation indicator which increased 1.

Based on the calculation results for the Wilcoxon test, the number of small levels of social interaction skills problems or T calculated value is 0. While Ttable for  $n = 10$  with an error level of 5% the value is 8. So  $T_{hitung} \leq T_{tabel}$  or means  $H_a$  is accepted and  $H_o$  is rejected. The results showed that students' social interaction skills improved after receiving group tutoring services. In other words, social interaction skills can be improved through group tutoring services.

Increased social interaction skills in each group member are different even though the material provided is the same. According to Prayitno (2004: 3), group guidance services can be used to change and develop ineffective attitudes and behaviors to be effective. As the behavior that exists in individuals does not arise by itself but as a result of the stimulus received by the individual concerned, both internal and external stimulus. With the process of providing materials to improve social interaction skills through group situations, it will form an awareness of the importance of social interaction skills for students. So that students are encouraged to develop their self-concept in a more positive direction through the new understanding they receive.

#### **D. Conclusion**

Based on the results of research on the effectiveness of group guidance to improve social interaction skills through group guidance services, it was found that social interaction skills can be improved through group guidance services. This group guidance is carried out in two cycles. Cycle 2 is used as a refinement in cycle 1. Based on the results of the implementation of group guidance services in cycle 1 and cycle 2, the ability of social interaction skills can be improved through group guidance services. This is evidenced by changes in group members after being given group guidance services and evaluating the process and results of group guidance.



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