Enhancing Social Interaction Through Group Guidance Services

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Info Artikel

Abstract

Good student social interactions will create harmonious relationships. Form of social interaction that can be seen with cooperation, mutual respect and mutual support. Collaboration is increasingly created when a difficulty is found in the learning process at shool. Students will help each other discuss and help each other. Good social conversation between students can also create muntul support and create comfort related to learning and will encourage students to excel in the school environment. Ideally, students can interact the learning process (both iin the classroom and ounside the classroom) with a sense of joy, and enjoy all academic activities that they live. That way, all the energy they can get involved in the learning process that they follow, so the learning outcomes they get are satisfactory results. This study aims to improve the social abilities of students of SMA N 07 Bengkulu city.

INTRODUCTION

Students who are able to participate in social problems well overcome difficulties in relationships, cannot overcome difficulties in relationships with new friends, communicate with others, engage in pleasant conversations, and can help freely or let go of others. In addition, in formal meetings, they can ask for opinions, give awards or support the opinions of others. Conversely, students who cannot interact well to challenge speaking, challenge with strangers, those who are responsible and cannot engage in pleasant conversations. In formal relationships, those who lack or challenge are not invited to express opinions, praise, complaints, and so on.

Good student social interactions will create harmonious relationships. Good forms of social interaction can be seen by the existence of cooperation, mutual respect and mutual respect. Cooperation is increasingly created when a problem is found in the learning process at school. Students will be happy to discuss and help each other. Good social interaction between students can also create mutual respect and create a comfortable atmosphere in learning and will encourage students to excel in the school environment.

On the contrary, the social interaction of students is not good, marked by the relationship between students filled with a sense of hatred, and lack of cooperation between students. The forms of social interaction that are not good can be seen from the attitude of students who hate each other, knock each other down, and form peer groups where each group attacks each other or drops each other so that it will create a less harmonious relationship between students. Social interaction that is not good in the school environment will also create a learning atmosphere that is less comfortable and conducive. This will hinder students 'progress in the learning process due to lack of cooperation, communication, and students' lack of respect for other students so that it often creates an atmosphere of learning that is always rowdy, tense, often noisy, arising of fights, fights and so on.

Ideally, students can go through the learning process (both in the classroom and outside the classroom) with a sense of joy, and enjoy all academic activities that they live. That way, all the energy they have can be fully devoted to the learning process that they follow, so the learning outcomes they get are satisfactory results.

Social interaction is a dynamic relationship between individuals and individuals, between individuals and groups or between groups with groups in the form of cooperation, competition or dissension, which is arranged in the form of actions based on social values and norms that apply in society [1] Social interaction is a relationship between one individual with another individual, where one individual can influence other individuals so that reciprocal relationships occur [2]. Interaksi sosial adalah hubungan manusia dengan manusia lainnya, atau hubungan manusia dengan kelompok, atau hubungan kelompok dengan kelompok [3]. Beberapa aspek yang mendasari interaksi sosial tersebut, yaitu (a) Komunikasi, (b) Sikap, (c) Tingkah laku kelompok, (d) Norma-norma sosial

METHOD

In this study the research subjects were taken by purposive sampling technique with the characteristics: students who are active in SMA N 07, grade X, grades below average, have low interaction ability values. This research was conducted at SMA N 07 Bengkulu City precisely in class X students. This was done because the researchers wanted to improve the ability to interact socially which could later help students interact positively with the environment, according to their needs and environment. Students have a number of knowledge, skills, interests and attitudes, with experiences continuously formed into a person like what he has now and become a certain person in the future.

It is said that this research is an action that has been carried out based on the determined plan of action, then the criteria used are sourced from the purpose of the action. PTBK criteria can be seen from the results of the questionnaire.

RESULTS AND DISCUSSION

RESULTS

The results of this study will explain the level of social interaction of students before researchers provide group guidance services and after group guidance services are given the application of group guidance counseling services, which will be spelled out:

1. The level of student social interaction before action

Based on the results of the questionnaire that was distributed to students of class X before the implementation of group counseling services it can be seen that students who have a low category are 9 people, students in the medium category are 5 people and 14 people have a high category. From the results of the processing, the researcher determines the research sample as follows:

From these data it is known that the percentage of the initial conditions obtained were 2 students who were in the medium category with a percentage of 20%. And 9 students who get a low category with a percentage of 90%.

2. Levels of Student Social Interaction After Performing Cycles I and II

From the questionnaire results data it can be seen that after being given group guidance services in the first cycle there were 9 students who were in the medium category and 2 students who were in the low category. While the actions in the second cycle are known that there are 6 students included in the high category and 5 students in the medium category. With an average score of 102 medium categories. The results of the frequency of social interaction of students can be seen that the social interaction of students after being given group guidance services in the first cycle can be seen 9 students who are in the medium category with a percentage of 90% and 2 students in the moderate category with a percentage of 20%. While in the second cycle has increased, it can be seen that there are 6 students who are included in the high category with a percentage of 60% and 5 students who are included in the moderate category with a percentage of 50%.

DISCUSSION

I Social interaction is a dynamic relationship between individuals, between individuals and groups or between groups in the form of cooperation. Based on the results of the analysis of the social interaction questionnaire, it is known that:

1. Initial conditions of student social interaction before being given group guidance services

Based on the results of the analysis of the social interaction questionnaire, it is known that the initial conditions of student social interaction before being given group guidance services were known that students who had a low category were 9 students with a percentage of 90%, students with a moderate category were 2 people with a percentage of 20%.

According to Wulan Dewi [4] improving social interaction skills is a general form of social process that can be defined as reciprocal relationships between individuals and individuals, groups with groups, and individuals with groups. Through group guidance services according to Prayitno [5] group guidance services are one type of service in guidance and counseling provided to several people in one group that utilizes group dynamics to discuss various things that are useful for the development, personality and problem solving of individuals who are participants in group activities [6].

2. Level of Student Social Interaction After Cycle Actions

The implementation of group guidance services with 11 students is still considered effective. It can be seen that there is an increase in student social interaction after following group guidance services. After being given group guidance services from the implementation of two cycles of social interaction, class X students of SMAN 7 Kota Bengkulu can improve social interaction. According to [2] is the relationship between one individual and another or vice versa so there is a reciprocal relationship, increasing interaction can be improved through group guidance services. Group guidance According to Winkel and Sri Hastuti [7] is one of the experiences through the formation of groups that are specific for the purposes of group guidance services. Proven by the increase in student social interaction from the results obtained from cycle I, namely there are 9 students who are included in the medium category with a percentage of 90% and 2 students

who are included in the low category with a percentage of 20% with a medium score category with an interval (78-114). Then continued with group guidance in cycle II, the results obtained from group guidance in cycle II are 6 students who are included in the high category with a percentage of 60% and 5 students who are included in the medium category with a percentage of 50%. This means that the social interaction skills of class X students of SMA N 07 Kota Bengkulu can be improved through Group Guidance services.

CONCLUSION

Based on the results of research and data analysis that has been done on students in SMA N 07 Bengkulu, the conclusions can be obtained as follows; Social interaction of class X students of SMA N07 Bengkulu City before the implementation of group guidance services with a total sample of 11 students with the results of a questionnaire analysis known. Ie 2 students who get the medium category and 9 students who get the low category, the average is in the low category. Social interaction of students of class X SMA N 07 an increase in social interaction of students after being given group guidance services namely 6 students included in the high category and 5 students included in the medium category. Based on the implementation of group guidance services in cycle I and II there was an increase in interaction social Based on the results of the hypothesis of this study, it proves that group guidance can improve students' social interactions.

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