

# The Effectiveness of Group Counseling Services in Increasing the Social Interaction of Ostracized Students at Junior High School 10 Bengkulu City

Muhammad Wahyu Kurniadi\*

*Postgraduate Guidance and Counseling Program  
Universitas Negeri Yogyakarta  
Yogyakarta, Indonesia  
muhammad0593pasca.2018@student.uny.ac.id\**

Moh Farozin

*Guidance and Counseling Department  
Universitas Negeri Yogyakarta  
Yogyakarta, Indonesia  
farozin2311@yahoo.com*

**Abstract -- This study aimed to determine the effectiveness of group counseling services in increasing the social interaction of students at junior high school 10 Bengkulu City. The method used in this study was a quasi-experimental method with one group pre-test and post-test design. The sampling technique in this study used a purposive sampling technique. The sample in this study were 10 students from class VIII F who had low and very low levels of social interaction. The data collection technique in this study used a questionnaire. The results obtained in this study showed that the level of social interaction increased after group counseling services were conducted. This can be seen from the results of the pre-test and post-test of 0.005, in which the value was less than 0.05, so that it can be concluded that  $H_0$  was rejected and  $H_a$  was accepted. It means that group counseling services were effective in increasing the social interaction of ostracized students in school.**

**Keywords--** *group counseling service, social interaction*

## I. INTRODUCTION

Adolescence is a transition from childhood to adulthood in which every individual must have the readiness to present in the community environment. In this period, individuals begin to seek recognition for their existence and carry out social interaction with the community, so individuals must have good social interaction skills. The social interaction that is developed optimally can help adolescents to meet the requirements of individual development, such as psychological development, physical development, and social development.

Social interactions that often occur among adolescents are interactions between an individual and a group. The process of social interaction covers relationships of individuals with individuals, individuals with groups, or groups with groups that can influence each other [1]. Social groups of adolescents are formed because the factors of wanting to be valued, have the same thoughts, and have the same hobbies. Acceptance of an individual in a group will make that individual feel comfortable and feel recognized for their existence. This can help individuals to develop

optimally. However, there are still many adolescents who experience rejection from their peer groups. The rejection will influence the development of adolescents, for example, adolescents will feel inferior, not confident, unable to

control themselves, unable to adapt to their environment or even withdraw from their surrounding environment.

Social interaction must be well developed because it can help the social life of every individual in the community. Social interaction that is not well developed can lead individuals to be difficult in developing and adapting to the surrounding environment. Oppositely, individuals who have skills in social interaction will easily make new friends and are easy to adapt to the new environment. Social interaction is a condition in which individuals are able to establish dynamic relationships, both individually and in groups. The relationships in social interactions can be either in a form of positive or negative relationships. Social interaction between students is indeed required in the learning process at school. Students who are able to interact socially with other students well indicate that their ability to socialize is good. They can position themselves, adjust themselves, and be able to accept the presence of others around themselves.

Social interaction is basically an individual relationship between individuals, or individuals with groups that influence each other, change, improve, behavior in living together. If social interaction is well established this will be beneficial for adolescents themselves. Adolescents will feel confident when meeting other people, teachers, relationships with friends are well established, and the learning process becomes smooth, even in the community.

Skilled communication can be an asset to the realization of a good social interaction relationship in the community. Face to face communication is the most perfect communication [2]. It will provide a sense of comfort and familiarity with the interlocutor. The ability to interact socially can make individuals able to think logically, socialize, be responsive, and communicate well with others.

In education circumstances, school is one environment that has the potential to assist students in achieving

developmental assignments. The school not only educates students in cognitive and academic aspects but also develops other aspects, such as procedures for talking to older people and peers, manners in accordance with the applicable values in the community so that students are able to develop and adjust themselves, both in the community environment and the work environment.

Students not only learn to obtain learning achievement, but also learn to interact and communicate well with peers, teachers, and everyone, both at school and outside of school. This is due to the nature of humans as social beings, in which humans always interact and communicate with other humans in meeting their needs. The maximum ability to interact socially is one of the goals of the learning process carried out by students at school. If a student interacts well, especially in learning, then they will be easier to be accepted in the school environment, especially in class.

In fact, there are students in schools who are ostracized from their friends in the learning process. These ostracized students withdraw themselves and find it difficult to get along with others. The problems that make them difficult to interact socially in schools are because students prefer to form play groups, form discussion groups with their selected friends, individualism, introvert, difficulty expressing feelings to others, careless to the school environment, rarely make communication to friends, tend not to care for friends who do not understand the learning material. Those are the problems that must be resolved immediately so as not to influence the learning process in school.

The definition of ostracized students is students who are rarely selected or get the most rejection in the group, in which one of the causes is the low level of intelligence of the students [3]. In another page, it is stated that students who are ostracized are students who lack adolescent characteristics that can be accepted by their peers, such as a neat appearance and active behavior in group affairs, willing to think about the group, and actively give good initiative, polite, patient, not easy to be angry, honest and trustworthy, responsible, likes to carry out tasks assigned to them, likes to cooperate, and not stingy. The more the students do not have these characteristics, the more ostracized or rejected they are from their peers.

Based on the definition explained above, it can be concluded that students who are ostracized are those who are not chosen at all or are rarely chosen or, also get the most rejections from their friends with various reasons. The reasons include untidy appearance, dishonest, less responsible, not trustworthy, not active in giving initiatives in group work.

Social interaction is a dynamic social relationship, which involves the relationship between individuals, between groups, and between individuals and groups. Interaction occurs when two people or groups face each other and interaction occurs between the two parties [4]. The importance of social interaction in social life has many positive effects. The positive impact will be seen from the

way they respond to friends at school, interact with older people, and even make them easier to find work when they grow up later. However, if their social interactions are not good, it will certainly have an impact on the children themselves, the environment, and their parents. They will find it difficult to respond to the interlocutors, confused to express their opinions, and they may be shy to ask. Therefore, the researchers want to increase students' social interactions so that they can feel the positive impact they will obtain if they have good social interactions in school or the community.

Social interaction is a relationship between one individual and another, in which one individual can influence the other or vice versa, so there is a reciprocal relationship [5]. Social interaction is one way for individuals to maintain their social behavior so that they can still behave socially with other individuals. The forms of social interaction can be in the form of cooperation, competition, accommodation, and the form of conflict [6]. There are several aspects that underlie social interaction, including communication, attitudes, behavior [7].

Social interaction is a relationship between two or more individuals, in which the behavior of one individual influences, changes, or improves the behavior of another individual, or vice versa [8]. Another opinion explains that social interaction is the relationship between individuals individually, between groups of people, and individuals with groups [9]. Social interactions that are experienced by adolescents more emphasize on interactions with peer groups. It is because adolescents spend more time outside the house together with their peers as a group. Thereby, most of them find it difficult to interact with older people when they are in school. Besides, there are also many adolescents who have difficulty in interacting with their peers because they find it difficult to adjust to their environment, so that the adjustments make them inferior and withdraw from their surroundings. The success of students in interacting with others can be seen when students have been able to engage in group activities, have an independent attitude in solving problems and are able to provide direction to others, not shy to express their opinions, and able to give affection and attention to others.

The ability of students to carry out social interactions are not the same. Students who can interact socially well can be seen from the attitude that likes group activities, interested in talking with others, sensitive to the surrounding environment, likes to cooperate, and aware of nature as a social creature. Consequently, they will easily adjust to the environment and will not experience obstacles in associating with others. Conversely, the inability or problems of students doing social interaction will greatly affect their comfort, mental condition, and also the learning achievement. Students who experience such conditions will be difficult to be accepted in their environment and the educational circumstances and will be difficult to be accepted in their study groups. Students who have difficulty in social interaction will find it difficult to work together, work in

groups, tend to be passive and aloof, ashamed of opinion, and difficult to ask questions, thus disrupting the achievement of developmental tasks in the social aspect. Students who have difficulty in social interaction usually have difficulty to cooperate in groups, tend to be alone rather than involved in groups, have difficulty expressing opinions, and shy to appear in front of the class.

There are two types of social interactions, consisting of positive social interactions and negative social interactions. Positive social interaction happens when individuals are able to interact socially in activities according to each level of age, able to be responsible, able to handle or solve problems they experienced, and able to make decisions happily without conflict [10]. Meanwhile, negative social interaction can be marked by the inability of individuals to solve problems, cannot take responsibility which can be seen from the behavior of individuals in ignoring the lesson, have an aggressive characteristic and very confident in their abilities, often seen depressed and rarely smile or joke with their peers, and often daydreaming in a crowded environment. Thus, it can be interpreted that positive social interactions with negative social interactions are interactions that have an impact on individual behavior. One of the negative impacts is on student progress in the learning process [11].

Students who are included in the category of having difficulties in social interaction are those who have difficulty in understanding material in subjects in school, students who are unable to ask both the teacher or their friends. In consequence, students cannot understand the material that has been explained and their learning achievement can be considered low. Therefore, proper attention and handling are needed in developing the ability of social interaction among students. The ability can be interpreted as empathizing with others, respecting others, being able to control emotions, and social skills possessed by students are still not applied by students. In the school environment, there are still many students who have difficulty in social interaction within the school environment.

According to the explanation of the experts above, it can be concluded that the ability of social interaction is the ability of individuals to interact and cooperate with other individuals or groups in which an individual's behavior can influence, change, or improve the behavior of other individuals or vice versa, so there is a reciprocal relationship.

Regarding the development of students' social interaction, it should receive more attention from school counselors at school. Guidance and counseling services have various scopes and can be seen from various aspects, one of which is the function of understanding, prevention, alleviation, and maintenance. Guidance and counseling services cover ten types of services, in which the compensation owned by the school counselors is needed [12]. Guidance and counseling is a process of providing assistance to counselees carried out by an individual who is skilled and the process is carried out systematically and continuously so that the individuals can understand themselves, their environment, direct and adjust themselves to the environment

in order to develop their potential optimally for their welfare [13].

Group counseling is a service that is able to prevent or solve problems that occur both in the field of personal, social learning, or career [14]. Group counseling emphasizes interpersonal communication, which involves thoughts, feelings, and behavior and focuses on the present and now. Group counseling is usually problem-oriented and group members are mostly influenced by their content and goals. Through group counseling, school counselors can help in overcoming problems, such as difficulties in interacting with peers.

The process of conducting group counseling is carried out by the counselor and several counsees in one group. Alleviations of individual problems in group counseling obtain a broader dimension. In individual counseling, clients only benefit from their relationship with counselors, while in group counseling, clients get materials for self-development and alleviation of problems both from counselors and group members [15]. Group counseling usually discusses each personal problem faced by the counsees, but still in the context of discussing the same problem. In order to make the group counseling process goes well, there are several principles in group counseling, including the principle of volunteerism and the principle of confidentiality. This is done so that the counsees can express the problem they face voluntarily and not forced. In addition, with the principle of confidentiality, the counselee does not feel afraid if the problem will be revealed other than in the group counseling process. Group counseling service is one form of service provision in guidance and counseling. Group counseling is an effort to provide assistance to individuals (students) who experience personal problems through group activities in order to achieve optimal development [16]. In group counseling services, group dynamics must be well developed so that it can support the achievement of service goals effectively. Group counseling is to enable group dynamics for solving individual problems as a participant in group activities [17].

Guidance is the whole program or all activities and services in educational institutions that are directed to assist individuals [18]. Counseling is actually one of the techniques for service in guidance, but this technique or service is very special due to its flexible and comprehensive nature [18]. The purpose of group counseling is divided into two, namely general goals and special goals [17].

By utilizing the group atmosphere in the group counseling, students will be more active and open in presenting their problems so that it can be easier to explore and find solutions to the causes of problems experienced by students. Group counseling is an effort to provide assistance to students by utilizing the dynamics within the group [17]. In group counseling, there is a reciprocal interaction which is a dynamic of group life that will bring benefits to its members. Each group member can utilize all the information, responses, and various reactions from the group members.

## II. METHODS

This study was a quasi-experimental research with one group pre-test and post-test design. Experimental research is research that has the aim to investigate cause and effect by focusing on one or more treatments and comparing the results with one or more control groups [19]. This study intended to look at students' social interaction before and after being given treatment, which was group counseling services. The population was an area consisting of subjects that have special qualities and characteristics so that they are determined to examine and the conclusions can be drawn [20]. The present study was conducted on 10<sup>th</sup> grade students of junior high school 10 Bengkulu City, with a total of 10 people. The sampling technique used a purposive sampling technique, which is a way of taking a subject based on certain characteristics that are considered to have a close

Firstly, group counseling services were provided to the study sample of 10 students. The researchers classified the sample score in filling out the questionnaire instrument. The questionnaire given was a Likert scale questionnaire that had 5 answer options, consisting of strongly agree, agree, slightly agree, disagree, and strongly disagree. There are 2 types of questions in the questionnaire, consisting of the positive statement questionnaire and the negative statement questionnaire. Before conducting group counseling services, a pre-test was conducted first to see who were the respondents included in the category to be given group counseling services.

Table 1. The Results Of The Students' Pre-Test Score Data

| No.   | Category  | Respondent | Percentage |
|-------|-----------|------------|------------|
| 1     | Very High | 8          | 32%        |
| 2     | High      | 5          | 20%        |
| 3     | Moderate  | 2          | 8%         |
| 4     | Low       | 7          | 28%        |
| 5     | Very Low  | 3          | 12%        |
| Total |           | 25         | 100%       |

Based on the pre-test score table, it shows that out of 25 students, 8 students are in the very high category, 5 students are in the high category, 2 students are in the moderate category, 7 students are in the low category and 3 students are in the very low category.

After being given treatment in the form of group counseling services, the researchers then gave a post-test to students. The post-test questionnaire given was the same as the pre-test questionnaire. Based on the questionnaire given:

Table 2. Total Number of Post-test Scores

| No. | Category  | Respondent | Percentage |
|-----|-----------|------------|------------|
| 1   | Very High | 7          | 70%        |
| 2   | High      | 3          | 30%        |
| 3   | Total     | 10         | 100%       |

Based on the post-test score table of social interaction on students, it shows that of 10 students, 7 students are in the very high category and 3 students are in the high category.

connection [20]. In this purposive sampling technique, the researchers chose subjects who really met the criteria that fit the research topic, which was students who have low social interaction. The data collection techniques used a social interaction questionnaire with a reliability of 0.988. The data analysis for the effectiveness of group counseling services in increasing social interaction of students who were ostracized used the Wilcoxon Signed Ranks Test using SPSS. The significance level used in this study was 5%.

## III. RESULT AND DISCUSSION

### Result

Based on the results of calculations on the z test work table, it can be seen that the value of z is -2.803 with a significance value of 0.005, which means that the significant

The hypothesis in this study is to test the effectiveness of group counseling services in the increasing social interaction of students who are ostracized at junior high school 10 Bengkulu City. To test the hypothesis, the study used the Wilcoxon Signed Ranks Test using SPSS. The submission of the hypothesis in this study used the z Test, in which there are differences in the level of social interaction of students who are ostracized at school after group counseling services conducted at junior high school 10 Bengkulu City. In this test, if the significance value  $<0.05$  then there is a difference. But if the opposite or significance value  $>0.05$  then there is no difference.

Table 3. The Results of the Z Test Analysis

| No. | Design          | Pre-test post-test |
|-----|-----------------|--------------------|
| 1   | Z               | -2.803             |
| 2   | Sig. (2-tailed) | .005               |

value is  $0.005 < 0.05$ . Based on these results, it can be concluded that there is an increase before being given group counseling services to students and after being given group counseling services. Thus, it can be concluded that group counseling services are effective in the social interaction of students.

### Discussion

Based on the results of the study explained above, it shows that hypothesis 1 which states that "There is a difference in the level of social interaction of students who are ostracized in school after group counseling services at junior high school 10 Bengkulu City" are accepted. Group counseling services are counseling services for groups. Social interaction is a relationship between one individual with another individual, in which one individual can affect other individuals or vice versa [5]. Thereby, there is a reciprocal relationship. Social interaction is one way for individuals to maintain the social behavior of individuals so that they can still behave socially with other individuals.

Social interaction cannot be separated from the factors that cause the interaction itself. The factors causing social interaction are imitation, suggestion, identification, and sympathy [21]. Behavior in social interactions is determined by many factors including other humans surrounding them with their specific behavior [8].

Group counseling is one of the counseling guidance services. School counselors usually carry out group counseling processes to solve various problems faced by students but are still in the same discussion. Moreover, the counselors are also entitled to lead the counseling process at the beginning of the arrangement of counseling by explaining the purpose and objectives of group counseling and is carried out at the same time. The objectives to be achieved in group counseling are as problem-solving and the development of communication skills and social interaction between group members, in which the role of the member is actively discussing the problems being faced [15]. The objective of group counseling is as a learning process and an effort to help the counselee in problem-solving [22].

Group counseling is an effort to provide assistance to students who experience personal problems through group activities in order to achieve optimal development [16]. The general objective of group counseling services is the development of students' socialization abilities, especially the communication skills of service participants [23]. Through this group counseling service, we can help students who have problems in socializing or interacting socially and help students to express their feelings.

In group situations, students who have problems can be helped by other group members. Because in groups of teenagers are expected to help each other and accept one another. In addition, in groups can also improve the ability of social interaction with fellow group members. Before being given group counseling services, it is obtained that from the results of the pre-test questionnaire given in class VIII F, there were 10 students with low scores and very low compared to other students. These students consisted of 7 students in the low category and 3 students in the very low category. Students with low social interaction tend to have difficulty in communication, for example, difficulty expressing intentions and desires to friends, shy, do not dare to express opinions and quiet. The 10 students were given treatment in the form of group counseling services.

After being given group counseling services, there was an increase in students' social interactions. This can be seen from the results of the post-test given. Of 10 group members who were previously classified as very low, in which 3 students and 7 students were classified as low, it shows that 7 students were in the very high category and 3 students were in the high category.

The effect obtained after giving treatment to this experimental group was seen in their behavior after treatment. This can be seen from the change in the Post-test value. As mentioned, the purpose of group counseling is divided into two, namely general goals and special goals [17]. The general

goal of group counseling is the development of students' socialization abilities, especially students' social interaction abilities. Students in the experimental group who previously had problems interacting, became more confident to give greetings. After giving treatment, students feel different from before. This means that it is clear that students have had a positive influence on guidance and counseling services, in this case group counseling. While the specific purpose of group counseling is focused on discussing individual personal problems during the service process. There are two objectives, namely the development of feelings, thoughts, perceptions, insights and attitudes directed towards student behavior, especially in interacting, as well as the resolution of the individual problems concerned.

#### IV. CONCLUSION

Based on the analysis of pre-test and post-test data that have been tested using the Statistical Package for the Social Sciences Software, the results of testing the research hypothesis are obtained. There was a significant influence on group counseling services on students' social interactions, with a value of  $z = -2.803$  and a significance value of 0.005 was obtained, which means  $p < 0.05$ . Thus,  $H_0$  is rejected and  $H_a$  is accepted. The researchers drew the conclusion that there are differences in the level of social interaction of students who are ostracized in school after 8 meetings of group counseling services.

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