

# The Relationship Between Group Counseling Services and Changes in Social Behavior

Benedikta Silratna<sup>1</sup>, Renatha Ernawati<sup>2</sup>, Ronny Gunawan<sup>3</sup>

*Universitas Kristen Indonesia, Jakarta, Indonesia*

benediktasilratna@gmail.com<sup>1</sup>, renatha.silitonga@yahoo.co.id<sup>2</sup>, ronigunawan08@gmail.com<sup>3</sup>

## ABSTRACT

This study aims to get answers to the question whether there is a relationship between group counselling services with changes in social behavior of students in SMP Negeri 49 Jakarta. This study uses a quantitative research method by using a modified Likert model which is a scale used to measure the attitudes, opinions, perceptions of a person or group of people about social phenomena. Answers from respondents that are quantitative where answers are given a score using a Likert scale. The results of this study are a regression test of  $\hat{Y} = 26.584 + 0.684X$  meaning that if the provision of group counselling services is improved, then changes in social behavior will also increase or grow. The determination of the variance was 0.442 or 44.2% and the significance test was  $0.000 < 0.05$  so that it was stated that  $H_0$  was rejected and  $H_a$  was accepted. This means that the relationship between group counselling services and changes in social behavior is very significant.

**Keywords:** *Group Counseling Services, Social Behavior Change, Students*

## 1. INTRODUCTION

The younger generation is a group of people who need attention especially in the school environment (Nuraini Fatimah and Zainal Arifin, 2014; Yosi Wulandari, 2014; Zainon Hamzah and Mat Hassan, 2012). This fact certainly provides additional tasks for teachers, especially BK teachers. In a school environment, students will face many challenges. One of the biggest challenges is social behavior.

Social behavior is a function of the person and the situation (Rex and Homans, 1962; Tajfel, 1974; Wells, 1977), this means that, every individual has a role as human beings who need each other (Ajzen, 1991; Barrouillet, 2015). Basically, humans are creatures that need each other so that a better life is intertwined. No human can live alone. Therefore, the function of humans themselves is to support each other and be a good partner in the process of life.

In its development stage as an individual, especially in junior high school adolescents who are still in the process of searching for identity, it becomes a challenge in the process of their development as social beings (Hopkins, 2011; Lubben et al., 2014; Ojose, 2008; Piaget, 2005). This challenge can affect the personal life and social life of students. According to Psychologist Roslina Verauli (in Kompas.com, March 27, 2013) stated that adolescence is a period that is in an underdog position where they are

considered able to think independently, but still depend on parents. One of the biggest challenges' teenagers have to face is one of choosing friends. This means that as a teenager, he will need friends who can provide support to achieve a better social life. Meanwhile, the social analysis/societal level approach used by sociologists, economists, political scientists and other social scientists states that social behavior can be explained by factors such as economic difficulties, class conflicts, clashes between ethnic groups, crop failure, government policy and technological change (Tolman, 1964). Social behavior is a function of personal factors and environmental factors (Bouton, 2007; Tolman, 1965; Tolman and Wilson, 1965).

In this study the authors specifically discuss one of the seven types of services in counselling guidance, namely Group Counselling. Group Counselling is an individual counselling service that is carried out in the form of groups consisting of counsellors, counselees, and counselling relationships (which are warm, open and full of intimacy), as well as there is disclosure and understanding of client problems, tracking the causes of problems, efforts to solve problems, evaluation activities and follow-up. Group counselling services are guidance and counselling services that allow students to have the opportunity to discuss and alleviate the problems they experience through group dynamics.

## 2. METHOD

The type of research conducted in this study is a quantitative type using a Likert model questionnaire in data collection to see the relationship between the counseling group variables and the social behavior variables of students at SMP Negeri 49 Jakarta.

The subjects of this study were eighth grade students of SMP Negeri 49 Jakarta. The author takes a sample of class VIII students as a research sample because the authors find there are many students who experience problems in social behavior.

Collecting data in this study using a questionnaire or questionnaire, which is a list of statements compiled in writing about a matter with the aim to collect information from the respondents concerned (Sugiyono, 2016). The questionnaire used in this study uses a Likert scale. The items in the questionnaire are arranged in the form of statements that are supportive (favourable) and not supportive (unfavourable). The subject has 4 (four) answer choices, namely: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The questionnaire used in this study is a measurement tool made by the author himself.

The data analysis technique in this study is the Pearson product moment correlation technique. This correlation technique is used to find the relationship and proof of two variables. Product moment testing is carried out using the SPSS 24 computer program.

## 3. RESULT

This study uses the Slovin formula to be used in withdrawing this sample is the Slovin formula, the Sloving formula is as

$$n = N / (N(d)^2 + 1)$$

Information:

n = sample

N = Population

d = 95% precision value or sig = 0.05 (maximum error value for social science).

(Hidayat, 2017; Peterson et al., 2010; Setiawan, 2007).

Table 1: Sample Population Class

Kelas	Populasi	Sampel
8A	36	34
8B	36	34
8C	36	34
8D	36	34
8E	36	34
8F	36	34
8G	36	34
8H	36	34

Thus the sample for this study was taken from classes 8A to 8H totalling 272 students while 16 students were taken for instrument calibration.

Calculations performed with the Product Moment Correlation technique then obtained correlation results for the relationship between group counselling services (X) with changes in social behavior (Y) of 0.665. If it is reviewed based on the guidelines on interpretation of correlation coefficients, the relationship between group counselling services (X) and changes in social behavior (Y) is strong. After the significance test, the results for this study were significant for  $0,000 < 0.005$ , meaning that the relationship between group counselling services and changes in social behavior is very significant.

## 4. DISCUSSION

From the research that has been done, the results show that there is a very significant positive relationship between group counselling services and changes in social behavior of students ( $r = 0.665$ ,  $p = 0,000$ ). This means that if the provision of group counselling services is improved, then changes in social behavior will increase on the other hand, if the provision of group counselling services is low, changes in social behavior will also decrease. The results of this study indicate that the hypothesis that has been submitted can be accepted.

In a psychological approach, emphasizes that individual social behavior must be learned from the individual concerned through the wholeness and potential of the individual concerned in the process of social learning (Allport, 1962, 1920; Czarniawska, 2006). The social behavior of individuals comes from Preposten reflexes, which means a kind of instinct that has been changed by the influence of social conditions. Social behavior is the behavior of individuals who are shown to adjust to social rules (Haidt, 2001; Sophie Russell et al., 2001).

Group counselling is a service that provides a purpose related to group dynamics (for example to develop social relations abilities) and can assist individuals in developing effective communication skills, tolerance, giving and receiving, tolerance, and have a sense of social responsibility (DeLucia-Waack, 2004; Shechtman, 2014; Walters and Corey, 1980).

## 5. CONCLUSIONS

Based on the results of the analysis and discussion of the data, the author obtained the conclusions that can be drawn from the research regarding the Relationship Between Group

Counselling Services with Changes in Student Social Behavior at SMP Negeri 49 Jakarta as (1) the purpose of this study is to obtain information on the extent of the relationship between group counseling services and changes in social behavior of students at SMP Negeri 49 Jakarta, (2) the research method that the authors do in this research is a quantitative research method using a Likert model questionnaire in data collection to see the relationship between group counseling variables and social behavior variables of students at SMP Negeri 49 Jakarta, (3) The relationship between group counseling services and changes in social behavior is very significant, (4) the linear regression is  $Y = 26.584 + 0.684X$ .

If any, should be placed before the references section without numbering.

## REFERENCES

- [1] Ajzen, I., 1991. The Theory of Planned Behavior. *Organ. Behav. Hum. Decis. Process.* 50, 179–211. [https://doi.org/10.1016/0149-7757\(91\)90020-8](https://doi.org/10.1016/0149-7757(91)90020-8)
- [2] Allport, F.H., 1962. A structural-conceptual conception of behavior: Individual and collective. *J. Abnorm. Soc. Psychol.* <https://doi.org/10.1037/h0043563>
- [3] Allport, F.H., 1920. The influence of the group upon association and thought. *J. Exp. Psychol.* <https://doi.org/10.1037/h0067891>
- [4] Barrouillet, P., 2015. Theories of cognitive development : From Piaget to today. *Dev. Rev.* 38, 1–12.
- [5] Bouton, M.E., 2007. *Learning and behavior: A contemporary synthesis.* Sunderland, MA: Sinauer Associates, Bouton, M. E., & Brooks, D. C.
- [6] Czarniawska, B., 2006. A golden braid: Allport, Goffman, Weick. *Organ. Stud.* <https://doi.org/10.1177/0170840606068344>
- [7] DeLucia-Waack, J.L., 2004. Group Counseling, in: *Encyclopedia of Applied Psychology, Three-Volume Set.* <https://doi.org/10.1016/B0-12-657410-3/00547-X>
- [8] Haidt, J., 2001. The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychol. Rev.* <https://doi.org/10.1037/0033-295x.108.4.814>
- [9] Hidayat, A., 2017. Cara Hitung Rumus Slovin Besar Sampel [WWW Document]. *Statistikian.*
- [10] Hopkins, J.R., 2011. The Enduring Influence of Jean Piaget [WWW Document]. *Assoc. Psychol. Sci.* URL <https://www.psychologicalscience.org>
- [11] Lubben, F., Braund, M., Koopman, R., Scholtz, Z., November, I., 2014. The Piaget theory of cognitive development: An educational implications. *Educ. Psychol.* 1, 9.
- [12] Nuraini Fatimah, Zainal Arifin, 2014. Strategi Ketidaksantunan Culpeper Dalam Berbahasa Lisan Di Sekolah. *Pros. Semin. Nas. "Ketidaksantunan Berbahasa dan Dampaknya dalam Pembentukan Karakter"*.
- [13] Ojose, B., 2008. Applying Piaget ' s Theory of Cognitive Development to Mathematics Instruction. *Math. Educ.* 18, 26–30.
- [14] Peterson, R., Slovin, J.P., Chen, C., 2010. A simplified method for differential staining of aborted and non-aborted pollen grains. *Int. J. Plant Biol.* <https://doi.org/10.4081/pb.2010.e13>
- [15] Piaget, J., 2005. *The Language And Thought of The Child.* Routledge, London.
- [16] Rex, J., Homans, G.C., 1962. *Social Behavior, Its Elementary Forms.* *Br. J. Sociol.* <https://doi.org/10.2307/587952>
- [17] Setiawan, N., 2007. Penentuan ukuran sampel memakai rumus Slovin dan tabel Krejcie-Morgan: telaah konsep dan aplikasinya. *Disk. Ilm. Jur. Sos. Ekon. Fak. Peternak. UNPAD.*
- [18] Shechtman, Z., 2014. Group counseling in the school. *Hell. J. Psychol.* <https://doi.org/10.4135/9781452229683.n22>
- [19] Sophie Russell, P., Piazza, J., Giner-Sorolla, R., 2001. Haidt. *Soc. Psychol. Personal. Sci.* <https://doi.org/10.1177/1948550612442913>
- [20] Sugiyono, 2016. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.* Alfabeta, Bandung.
- [21] Tajfel, H., 1974. Social identity and intergroup behavior. *Soc. Sci. Inf.* <https://doi.org/10.1177/053901847401300204>
- [22] Tolman, C.W., 1965. Emotional behavior and social facilitation of feeding in domestic chicks. *Anim. Behav.* [https://doi.org/10.1016/0003-3472\(65\)90111-9](https://doi.org/10.1016/0003-3472(65)90111-9)
- [23] Tolman, C.W., 1964. Social facilitation of feeding behavior in the domestic chick. *Anim. Behav.* [https://doi.org/10.1016/0003-3472\(64\)90008-9](https://doi.org/10.1016/0003-3472(64)90008-9)
- [24] Tolman, C.W., Wilson, G.F., 1965. Social feeding in domestic chicks. *Anim. Behav.* [https://doi.org/10.1016/0003-3472\(65\)90083-7](https://doi.org/10.1016/0003-3472(65)90083-7)
- [25] Walters, L.H., Corey, G., 1980. Theory and Practice of Counseling and Psychotherapy. *Fam. Relat.* <https://doi.org/10.2307/583738>
- [26] Wells, K.D., 1977. The social behavior of anuran amphibians. *Anim. Behav.* [https://doi.org/10.1016/0003-3472\(77\)90118-X](https://doi.org/10.1016/0003-3472(77)90118-X)

- [27] Yosi Wulandari, 2014. Ketidaksantunan Berbahasa Tokoh Dalam Cerpen Harga Seorang Perempuankarya Oka Rusmini: Analisis Bentuk Pelanggaran Maksim Tuturan Tokoh Dalam Karya Sastra Sebagai Materi Autentik Pembentukan Karakter, in: Prosiding Seminar Nasional “Ketidaksantunan Berbahasa Dan Dampaknya Dalam Pembentukan Karakter”.
- [28] Zainon Hamzah, Z.A., Mat Hassan, A.F., 2012. Penggunaan Strategi Ketidaksantunan dalam Kalangan Remaja Di Sekolah. *J. Linguist.*