The Effect of Group Guidance Services Using Experiential Learning Method on Students' Interpersonal Communication Skills

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ABSTRACT

This study aims to determine the Effect of Group Guidance Services with the Experiential Learning Method on Students' Interpersonal Communication Skills. The study is an experimental study. The design used is a Quasi experimental design with the type of Non-equivalent Control Group Design. The sampling technique used in this study is purposive sampling. While the data collection technique used is the Likert scale of interpersonal communication. The results of the validity test of the Likert scale from 54 items contained 8 invalid items because r count <0.05 and the reliability test obtained a value of 0.924 which means it has high reliability. The data analysis technique used is the Wilcoxon Signed Ranks test. The results of the Wilcoxon Signed Ranks test obtained a t-count of 36.7 and a t-table of -2803 and an asymptotic sig. (2-tiled) value of 0.005 <0.05, this indicates that Ho is rejected and Ha is accepted. namely "There is an Effect of Group Guidance Services with the Experiential Learning Method on Students' Interpersonal Communication Skills

Introduction

Communication plays an important role in building the human personality itself. Humans communicate to fulfill their various needs, including the need to be accepted, loved, appreciated, and so on. The term communication in English comes from the word *communis* which means the same. The word same here means "same meaning" as the most complete and most perfect communication. Interpersonal communication is important any time, as long as humans still have emotions. The conceptual definition of communication is an effort to convey messages, information, thoughts, ideas, and opinions carried out by a person or group of other

people. R. Wayne Pace (Ngalimun, 2018) states that interpersonal communication or interpersonal communication is a communication process that takes place between two or more people face to face where the sender can convey messages directly. The purpose of interpersonal communication is (Muhammad, 2014): (a) finding yourself (b) finding the outside world (c) forming and maintain meaningful relationships (d) changing attitudes and behavior (e) for play and pleasure (f) to help.

Many incidents of quarrels, disputes, debates, and fights that occur in schools and in the community show that interpersonal communication is not always easy to do. Incidents that occur in society and the school environment can be one of the causes of miscommunication. Miss communication is communication that shows a failure in the communication process (Sugiyo, 2005). Failure in the communication process can occur due to misunderstandings in communicating. Interpersonal communication will run well if it is done with several communication skills or abilities. There are several communication skills or abilities that must be mastered in interpersonal communication (Thoha, 2008) including openness, empathy, supportiveness, positiveness, and equality.

Student need communication to support their teaching and learning activities both at school and in the community and family environment. In the school environment, it is important to have good interpersonal communication to help students interact with teachers and friends at school. A description of students who have good interpersonal skills is that they can easily establish relationships with other people when they are at school or in the community, are able to establish good, clear, and directed communication with anyone. However, on the other hand, when someone has low interpersonal communication skills, they will find it difficult to establish relationships and find it difficult to establish effective communication with others so it is feared that it will hinder their development one day.

Researchers conducted observations and interviews at SMK to collect initial data. Based on the observations and interviews, it was found that students who had difficulty communicating, indicated by a passive and non-open attitude when communicating, not accepting criticism and suggestions from their friends, not caring about the surrounding environment, and difficulty in socializing and expressing opinions. The communication difficulties experienced by students will have a major impact when they are in a new environment. This will be an obstacle to the communication process and student development in the future. The Obstacles start from friends, best friends, parents, and even teachers at school. The role of guidance and counseling teachers is needed to prevent the emergence of obstacles or problems related to interpersonal communication.

Group guidance services are efforts made to prevent the development of problems or difficulties in students (Nurihsan, 2007). Group guidance activities consist of delivering information related to educational, work, personal, and social problems presented in the form of services. Group guidance services are a medium for self-development to be able to practice speaking, responding, giving and receiving opinions from others, fostering normative attitudes and behaviors, and other positive aspects. In the implementation of group guidance, some principles must be considered. In general, the principles of group guidance services (Prayitno, 2012) are:

1. Confidentiality

   Everything discussed and emerging in group activities should be a group secret that only group members may know and not be disseminated outside the group.

2. Voluntary

   The volunteerism of group members begins from the beginning of the group formation plan by the counselor. Voluntaryism is continuously fostered through the efforts of the group leader to develop effective group requirements and structuring in group guidance

3. Principle of Activity and Openness

   Group dynamics in group guidance are more effective if all group members fully apply the principles of activity and openness. They actively and openly present themselves without fear, shame, or hesitation. The principle of contemporary provides actual content in the discussions that are carried out. Group members are asked to express things that are happening and applicable now.

4. The principle of normativeness is practiced regarding ways of communicating and behaving in group activities, and in packaging the contents of the discussion.

5. The principle of expertise is demonstrated by the group leader in processing group activities in developing the process and content of the discussion

Corey (Hamdi, 2021) stages of group guidance are; 1) Formation stage; 2) Orientation phase; 3) Transition stage; 4) Working stage; 5) Consolidation stage; 6) Evaluation and follow-up issues. The stages in group guidance are (Hamdi, 2021): 1) Formation stage, 2) Orientation and exploration stage; 3) Transition stage; 4) Working stage (cohesion and productivity; 5) Final stage (consolidation and termination); 6) Evaluation and follow-up stage.

The use of experiential learning methods can be done to facilitate group guidance services. The term experiential learning is used to emphasize that experience plays an

important role in the learning process and distinguishes it from other learning theories such as cognitive learning theory or behaviorism (Kolb D. A., 1984). Experiential learning is learning that is done through reflection and also through a process of making meaning from direct experience (Nahwiyah, 2012). Experiential learning focuses on the learning process for each individual. This is in line with the concept of experiential learning which emphasizes a holistic learning model through 4 stages, namely (1) Concrete experience, (2) Reflective observation, (3) Abstract conceptualization, (4) Active experimental. In addition, the advantages of the experiential learning method will greatly help improve interpersonal communication skills, including: increasing self-confidence, improving communication skills, improving the ability to deal with bad situations, increasing the spirit of cooperation, the ability to compromise, and increasing commitment and responsibility.

Group guidance services with experiential learning methods have never been implemented in SMK. Group guidance services based on experiential learning are a form of group guidance services whose implementation emphasizes experience as a source of guidance in the guidance process and an alternative source of problem solving in the guidance process. Researchers are interested in using this experiential learning method and hope that with this method students can convey everything they feel or think and can establish effective relationships and communication with others.

Method

This study uses a quantitative approach with a Nonequivalent control group design. The researcher used two groups, where the results before and after being given treatment or group guidance will be compared on changes in interpersonal communication skills. This study aims to find what is the effect of group guidance services with the experiential learning method on students' interpersonal communication skills. The researcher gives treatment to the subjects through group guidance services with the experiential learning method. This research was conducted at SMK with a purposive sampling technique, namely students who have low interpersonal communication skills. This can be seen from the interpersonal communication instrument. This treatment is given to improve students' interpersonal communication skills. From the results of the sample calculation, 10 PM 1 class students became the control group, and 10 PM 2 class students became the experimental group with a total of 20 students. The researcher used a communication skills scale to measure students' interpersonal communication attitudes. The data analysis technique used by the researcher

was using the t-test. Before conducting the t-test, the researcher conducted a normality test and a data homogeneity test first.

Findings and Discussion
Findings

1. Pretest

Before the action was taken, the researcher gave a pretest to students to determine their interpersonal communication. The researcher identified the following categories of interpersonal communication skill scores:

a. Scores >112 are in the high category

b. Scores 102-112 are in the medium category

c. Scores <102 are in the low category

After the pretest was conducted, the following data were obtained in the control group:

Table 1. Pretest Control Group Variable Classification Category

No	Kelas Interval	Frekuensi	Kategori
1.	> 112	7	High
2.	102 - 112	1	Medium
3.	< 102	2	Low 3
		10	

The researcher also identified the pretest score categories in the experimental group where the categorization scores are as follows:

a. Scores >116 are included in the high category

b. Scores 108-112 are included in the medium category

c. Scores <108 are included in the low category

In the experimental group, the researcher obtained the following pretest data:

Table 2. Experimental Group Pretest Variable Classification Category

No	Kelas Interval	Frekuensi	Kategori
1.	> 112	4	High
2.	108 - 112	2	Medium
3.	< 108	4	Low
		10	

2. Posttest

The researcher identified the posttest result categories of the experimental results where the scores are as follows:

a. Scores >135 are in the high category

b. Scores 131-135 are in the medium category

c. Scores <131 are in the low category

The descriptive test table shows that the results of the average pretest and posttest calculations in the experimental group and the control group both increased.

Table 3. Descriptive Statistical Test

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	10	25	99	124	111.30	8.932
Post-Test Eksperimen	10	36	127	163	148.00	12.763
Pre-test Kontrol	10	31	91	122	113.00	10.317
Post-test kontrol	10	48	94	142	120.50	14.744
Valid N (listwise)	10					

Based on the results of calculating the average pretest and posttest in the experimental and control groups, both experienced an increase. The experimental group had a value of (111.3 <148) and the control group (113 <120.5). However, although both groups experienced an increase, the value of the experimental group was higher than the control value, namely (148 <120.5), so it can be concluded that after providing group guidance services using the experiential learning method, students experienced an increase in interpersonal communication skills.

3. Prerequisite tests

The researcher also conducted prerequisite tests in the form of normality and homogeneity tests of research data. Normality tests were conducted on the control and experimental classes to determine whether the data obtained were normally distributed. The normality test for both classes was conducted using the Shapiro-Wilk test. From the normality test, the following representation data were obtained:

Table 4. Representation of Normality Test Results

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil keterampilan komunikasi interpersonal	Pre-test Eksperimen experiential	.144	10	.200*	.935	10	.504
	Post-Test Eksperimen Experiential	.281	10	.025	.880	10	.131
	Pre-test Kontrol	.200	10	.200*	.853	10	.064
	Post-Test Kontrol	.162	10	.200*	.972	10	.912

Based on the results of the normality test output using the Shapiro-Wilk test in the table above, the significance value in the significance column of the initial test value data (pretest) for the experiment is 0.504 and the control class is 0.64. Because the significance value of both classes is more than 0.05, it can be said that the control class and the experimental class are normally distributed.

For the homogeneity test results, the researcher conducted a homogeneity test using the Levene test. From the results of the homogeneity test, the output results showed that the significance value was 0.896, which is > 0.05. From these results, it can be concluded that the two groups are homogeneous. The data can be seen in the following table:

Table 5. Representation of Homogeneity Test Results

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Keterampilan Komunikasi Interpersonal Experiential	Based on Mean	.018	1	18	.896
	Based on Median	.131	1	18	.722
	Based on Median and with adjusted df	.131	1	17.603	.722
	Based on trimmed mean	.030	1	18	.865

In the data above, it can be seen that the data is normally distributed but the data in both groups is homogeneous, so to determine the effect of group guidance services with the experiential learning method on students' interpersonal communication skills, the researcher used the Wilcoxon test. From the results of the Wilcoxon test analysis, it can be seen there is a change in value before and after treatment. Positive ranks with an N value of

10 means that all samples have increased by 5.50 and the Sum Of Ranks or the number of positive ranks is 55.00 and the ties value is 0 which means there is no similarity in the pretest and posttest values.

Table 6. Results of the Wilcoxon Test of Students' Interpersonal Communication

Ranks

		N	Mean Rank	Sum of Ranks
Post-Test Eksperimen – Pre-Test Eksperimen	Negative Ranks	0[a]	.00	.00
	Positive Ranks	10[b]	5.50	55.00
	Ties	0[c]		
	Total	10		
Post-Test Kontrol – Pre-Test Kontrol	Negative Ranks	0[d]	.00	.00
	Positive Ranks	10[e]	5.50	55.00
	Ties	0[f]		
	Total	10		

Based on the statistical test of the Wilcoxon Signed Ranks test, it was obtained that Z Calculate > Z table of the pretest, posttest experimental group was (36.7 > -2803), while the Wilcoxon Signed Ranks test value obtained Z calculate > Z table of the pretest-posttest control group was (7.5 > -2815). The asymptotic sig. (2-tiled) two-way test value was 0.005 because sig <0.05, this indicates that group guidance services with the experiential learning method affect to improving interpersonal communication skills. The data can be seen in the following table:

Table 7. Results of Statistical Test of Students' Communication Skills

Test Statistics[a]

	Post-Test Eksperimen - Pre-Test Eksperimen	Post-Test Kontrol - Pre-Test Kontrol
Z	-2.803[b]	-2.815[b]
Asymp. Sig. (2-tailed)	.005	.005

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Discussion

Based on the results of the treatment that has been given to students, the results showed that the success of group guidance services showed a change in attitude towards students who understand the importance of communicating by being more open when discussing, being more courageous in expressing opinions and also respecting each other,

helping students have a positive attitude and supporting each other and students are willing to help voluntarily without any coercion or reward. These aspects prove that group guidance services with the experiential learning method can run well and have an influence on students.

The pretest and posttest data in the control group showed that the number of respondents (N) = 10, the average pretest = 113 and the average posttest = 120.5 The average difference (posttest pretest) = 120.5-113 = 7.5. While the pretest and posttest research data in the experimental group showed that the average pretest = 111.3 and the average posttest = 148. The average difference (posttest - pretest) = 111.3 - 148 = 36.7

Based on the data above, the difference in the average results of the pretest and posttest in the control and experimental groups can be seen that in the control group the average difference is 7.5, which means it has increased but is only relatively stable. While in the experimental group the average difference is 36.7. From these results, it can be stated that after being given group guidance services with the experiential learning method, students experienced a significant increase. This is also evidenced by the test of the influence of group guidance services with the experiential learning method which has an asymptotic sig value. (2-tiled) two-way test of 0.005 because sig <0.05, this indicates that the Hypothesis is accepted. Thus, it can be concluded that there is an influence of group guidance services using experiential learning method on students' interpersonal communication.

The results of this study are in line with the experiential learning theory (Kolb D. K., 2017) which states that effective learning occurs through a cycle of concrete experience, reflection, abstract conceptualization, and active experimentation. The experiential learning approach is very effective in improving students' communication skills and capabilities (Malik, 2020). Students are not only given theory in this approach but are also exposed to direct experiences related to the topics being studied (Santyasa, 2020). This allows students to practice their communication skills directly, such as public speaking, debating, or discussing with classmates.

Conclusion

Based on the research results obtained, it can be concluded that group guidance services with the experiential learning method affect the interpersonal communication of class XI students of SMK. This can be proven by the increase in the average pretest and posttest scores before and after carrying out group guidance service treatment with the experiential learning method. The pretest results using an instrument in the form of an interpersonal communication scale obtained an average score of 111.3 and increased after the

group guidance service treatment with the experiential learning method obtained a posttest value of 148. The increase in the score was 36.7, which means there was a significant increase. The t-test was obtained from the Wilcoxon Signed Ranks test, and the asymptotic sig value was obtained (2-tailed) two-way test of 0.005 <0.05. So it can be concluded that group guidance services with the experiential learning method affect students' interpersonal communication skills.

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