



Implementation of Group Guidance with Group Discussion Techniques to Improve Student Interpersonal Communication

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Abstract

Communication is an absolute necessity for human life. Communication provides something to other people with certain contacts or by using tools. A lot of communication occurs and takes place but sometimes the target of what is communicated does not reach. The aim of this research is to find out how students' interpersonal communication works. This research uses quantitative experimental methods with a one group pretest posttest design. The population in this study were all class The data analysis used was the Wilcoxon Signed Ranks Test. The results obtained from the Wilcoxon signed rank test show that it can be concluded that group guidance services are effective in improving students' interpersonal communication.

Keywords: *Group Guidance, Group Discussion, Interpersonal Communication*

Introduction

Improving students' interpersonal communication skills is one of the most important aspects in their learning and personal development process (Nurlaila Sapitri, 2023). One effective way to improve these skills is to use the group guidance method (Hendri Yahya Sahputra, 2024). In this context, group guidance that integrates group discussion techniques has great potential in helping students to learn to communicate more openly, honestly, and effectively. Group discussion techniques provide opportunities for students to interact, discuss, and share opinions with each other, which can directly improve their communication skills.

Group guidance with group discussion techniques allows students to learn how to speak clearly, listen with empathy, and respect the opinions of others (Rahmad Mulyadi, 2024). With guidance from teachers or counselors, students can be guided to overcome communication barriers they face, such as shyness, anxiety, or an inability to express their ideas properly. In addition, group discussion techniques also encourage students' active involvement in the

social learning process, which in turn can improve their ability to interact in daily life (Rohani, 2019).

Education is an effort to educate the life of the Indonesian nation (Iskandar, 2022). Education can optimize humans to become knowledgeable individuals so that competent human resources are born in the future (Rizki Inayah Putri, 2023). In the educational process, many efforts must be made both for educators and education, as well as facilities and infrastructure. One of the efforts can also be taken through students (Adison, 2021). A very important effort is taken through students, namely efforts to improve interpersonal communication among students (Djannah, 2023).

Interpersonal communication is very much needed by humans in maintaining their survival, because in this communication humans are expected to be able to express warmth, openness (Pratiwi, 2020). Cooperation and support from the party being communicated with. Although this interpersonal communication is part of human life, there are still many problems that arise regarding communication, for example someone has a disagreement because they misunderstand and receive information (Yulianto, 2023).

The school environment requires students to be able to communicate well with all school residents, both between students and students, students and teachers and students with school administration staff. The school environment is a wider environment than the family environment, because in the school environment students can get to know other students who have different backgrounds (Marzuki, 2020). Students who have good interpersonal communication will easily socialize with the environment where the student is. Good interpersonal relationships are created when there is good communication. To foster good interpersonal communication, an open attitude, an attitude of trust, and a supportive attitude are needed that encourage the emergence of an attitude of mutual understanding, respect and development of quality (Fitria, 2021).

Meanwhile, students who have poor interpersonal communication will have difficulty adjusting to their environment. This is in line with the statement (Ismail, 2022) that children who find it difficult or unable to communicate with others behave more negatively than children who are able and willing to communicate. Learning to socialize and communicate with the surrounding environment is an ongoing process in a person's life.

According to (Setiawan, 2021) interpersonal communication is an activity carried out directly between one person and another. Interpersonal communication is the process of transferring information and understanding between two or more people who each try to give meaning to symbolic messages sent through a medium that generates feedback. According to (Nugraha, 2019) defines interpersonal communication as the process of sending and receiving messages between two people or small groups of people with some effects and some feedback immediately. So interpersonal communication is direct communication carried out by one person with another person as a process of sending messages and receiving feedback.

Meanwhile, according to (Utami, 2020), interpersonal communication is communication between people face to face that allows each participant to capture the reactions of others directly, both verbally and non-verbally. So interpersonal communication is communication carried out by one person with another person face to face where the prediction of data and psychological effects of communication behavior

is how the party receiving the message reacts both verbally and non-verbally. Based on several opinions of these experts, it can be concluded that interpersonal communication is a communication activity carried out by one person with another person where there is a message giver and message recipient directly both verbally and non-verbally. This interpersonal communication is carried out orally and in writing.

According to (Kusnadi, 2023) aspects of interpersonal communication, namely:

- a. Openness, in communicating must be open to the person invited to interact. Each party is willing to open up or share information about themselves that is usually kept secret, and is also willing to listen to messages from the other party openly and respond honestly.
- b. Empathy, able to know and feel what other people are experiencing including the other person at a certain time, and can condition the other person who is in the communication process emotionally.
- c. Positive behavior (Positiveness), refers to the individual's ability to use positive messages. Praising the positive things that the other person has, expressing satisfaction in communicating.
- d. Supportive or supportive behavior (Supportiveness), an attitude that reduces defensiveness in communication. People who are defensive when they do not accept, are dishonest, and are not empathetic. Their behavior expresses more understanding and support.
- e. Equality, generally in every situation there is inequality, some feel smarter or know more. Interpersonal communication will be more effective when the atmosphere is equal, because both parties are equally valuable and worthy and both have something important to contribute.

The management of the service process in the classroom by the teacher should create a pleasant classroom situation, create a student life situation in the classroom according to the purpose of the service. So that students feel that what they learn is what they will face in the future. Student interpersonal communication is greatly influenced by the use and application of service methods by the teacher concerned. One of the services that can be used to improve student

interpersonal communication is group guidance services.

This is in line with Elida's statement in (Hidayati, 2019) regarding one of the main functions of group guidance services is to help individuals understand themselves well. Furthermore, (Suryani, 2021) explains that group guidance has a general goal, namely to develop students' socialization skills, especially students' interpersonal skills. In implementing group guidance, a discussion method is used where the discussion method approach is an alternative step in improving students' interpersonal communication. The discussion method is a way of presenting information where students are faced with a problem that can be in the form of a statement or question that is problematic to be discussed and solved together.

According to (Yulianto, 2023) the discussion method is an activity of exchanging information, opinions, and elements of experience regularly. Meanwhile, according to (Utami, 2020), the discussion method is a way of presenting lesson materials where the teacher gives students the opportunity to have discussions in order to gather opinions, draw conclusions, or compile various alternative solutions to a problem. So the discussion method is a way of presenting services provided by teachers to a group of students, where the purpose is to exchange ideas or opinions to solve a problem. Based on the findings conducted by (Anggraini, 2020) in his research, it was concluded that this group guidance service is quite effective in

eradicating interpersonal communication problems in students. And research (Djannah, 2023) concluded that there were 25 (twenty-five) students who were the focus of the study in order to change their old behavior, namely low interpersonal communication skills. Based on the results of observations in the field, the facts show that many students have poor interpersonal communication skills. This is evidenced by students who tend to be silent and ultimately unable to convey opinions or ideas properly in the teaching and learning interaction process in the classroom. Students lack confidence and lack argumentation skills when asked to present the results of the discussion in front of the class. To overcome this problem, researchers try to find alternative solutions. Through the discussion method, it is expected to improve students' interpersonal skills. Therefore, researchers are interested in conducting research entitled "Implementation of Group Guidance with Group Discussion Techniques to Improve Students' Interpersonal Communication."

Method

The method used in this study is the Pre Experiment model experiment method with the research design of The one group pretest and posttest. According to (Sugiyono, 2022) research method is experimental where the method is a method that tests the effect of a certain treatment or therapy on at least one independent variable and is bound in a controlled environment. This concept can be explained through the following table:

Table 1.

One group pretest-posttest design

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O ¹	X	O ²

Information:

- O¹ = pretest value (before the treatment or treatment)
- O² = post test score after receiving treatment or treatment)
- X = treatment given to the subject

The population in this study is class X students of Nurul Hasanah Tembung Private High School. The sample collection technique uses purposive sampling (Creswell, 2020). The sample

in this study is grade XI students of Nurul Hasanah Tembung Private High School, who have a low level of interpersonal communication skills. The sample is part of the population studied. In this study, the researcher took a sample of 10 students using purposive. The data collection technique in this study uses an interpersonal communication scale with a Likert scale model. The data analysis technique used by the researcher in this study is non-parametric statistics with the Wilcoxon test technique on SPSS.

Result and Discussion

interpersonal communication ability questionnaire scores.

Based on the results of the pre-test, it is known that 8 (eight) students have low

Table 2.

Frequency and Percentage Distribution

Score	Category	Pretest	
		F	%
Very High	109-129	0	0
Tall	88-108	0	0
Keep	67-87	0	0
Low	46-66	0	0
Very Low	25-45	8	100
Sum		8	100

After being treated using group guidance services with group discussion techniques for 6 meetings, then students were given another questionnaire on interpersonal communication skills after receiving group guidance services with group discussion techniques.

Table 3.

Frequency and Percentage Distribution

Score	Category	Posttest	
		F	%
Very High	109-129	0	0
Tall	88-108	1	25
Keep	67-87	7	75
Low	46-66	0	0
Very Low	25-45	0	0
Sum		8	100

Based on the data above, it is known that the results of the pretest and posttest have changed. It can be seen from the results of the Wilcoxon test where the probability number is Asymp. Sig. (2-tailed) before to after the service is carried out with a value of 0.008 or a probability below alpha 0.05 ($0.008 < 0.05$). This can be interpreted as an accepted hypothesis, so that a conclusion is obtained that the implementation of group guidance services with group discussion

techniques is effective in improving student interpersonal communication.

The implementation of group guidance using group discussion techniques aims to improve students' interpersonal communication skills. In this research or mentorship program, students are divided into small groups guided by a facilitator. Group discussions were conducted on topics relevant to the development of interpersonal

communication, such as how to listen well, speak clearly, and manage conflicts. During the implementation of group guidance, there were positive changes in several aspects of student interpersonal communication. The following are the results recorded after the implementation of the group discussion technique:

1. Before the implementation of the guidance, most students showed a lack of skills in listening attentively. After the guidance, many students were able to demonstrate better listening attitudes, such as paying full attention when friends are talking and providing feedback both verbally and non-verbally.
2. One of the most prominent results is the increase in students' confidence in speaking in front of a group. Group discussions provide an opportunity for students to speak in a supportive and non-threatening atmosphere, which ultimately helps them be more confident in interacting.
3. In group discussions, students are given the opportunity to practice resolving differences of opinion in a constructive way. Most students showed an increase in their ability to resolve conflicts without excessive emotion and find solutions that are acceptable to all parties.
4. Increased Empathy and Respect for the Opinions of Others, Another result is increased empathy and respect for the opinions of others. Through group discussions, students learn to understand the perspectives of their friends, which improves interpersonal relationships within the group.

Interpersonal communication refers to the process of exchanging information, ideas, feelings, and attitudes between two or more interacting individuals. The success of interpersonal communication depends heavily on the individual's ability to listen actively, convey messages clearly, and manage emotions and conflicts. In this context, group guidance with group discussion techniques can help students develop these communication skills. Group discussion as a guidance technique provides space for students to practice communication skills directly in social situations. Group discussion

creates an environment that allows students to speak, listen, and give and receive feedback interactively. This technique also facilitates the development of critical thinking skills and the ability to negotiate, which are part of effective interpersonal communication.

The facilitator plays an important role in creating an open and supportive discussion atmosphere. The facilitator must be able to direct the discussion wisely, ensure that each student has the opportunity to speak, and provide guidance in dealing with conflicts or differences of opinion that may arise. The results of group guidance with this group discussion technique can be applied in students' daily lives, both in and outside of school. Improving interpersonal communication skills will help students interact more effectively, build more harmonious relationships, and resolve conflicts in a constructive manner.

This is in line with several previous studies, namely research by (Suryani, 2021) this study examines the effectiveness of using group discussion techniques in group guidance to improve students' interpersonal communication at the secondary school level. The results showed that students who participated in group guidance sessions with group discussion techniques showed significant improvements in several aspects of interpersonal communication, such as active listening skills, clear speaking, and skills in expressing opinions politely. The researchers noted that group discussions provide opportunities for students to interact and learn to manage differences of opinion in a supportive atmosphere, which in turn increases their confidence in communicating. Research by (Hidayati, 2019) This study examined the effect of group guidance with group discussion techniques on students' interpersonal communication skills in elementary schools. This study used an experimental design with two groups (experimental group and control group). The results showed that students who participated in group guidance with group discussion techniques experienced significant improvements in their speaking and listening skills. Students were also better able to manage conflicts in a constructive manner after attending the session. This study concludes that group discussion techniques are effective in improving interpersonal communication because they involve students in an interactive discussion process and provide feedback to each other. Research by (Lestari, 2022) this study focuses on the use of group discussion techniques in group

guidance to improve interpersonal communication in students who have problems in social interaction. The results of this study indicate that group discussion techniques have a positive impact on improving students' interpersonal communication skills. Students who previously had difficulty communicating with their peers showed significant improvements in their speaking, listening, and problem-solving skills they faced in communication.

Research by (Anggraini, 2020) tested the effectiveness of group discussion techniques in group guidance to improve students' interpersonal communication at the high school level. In her research, Anggraini highlighted the importance of communication skills in students' social and academic learning. The results showed that students who participated in group guidance with group discussion techniques showed significant improvements in their speaking and listening skills, and were able to express their ideas more confidently. In addition, students also learned to respect each other's opinions, which plays an important role in building healthy interpersonal relationships between them.

Research (Purnama, 2023) discussed the application of group guidance with group discussion techniques in the context of improving interpersonal communication skills in junior high school students. The results showed that students involved in group discussions experienced improvements in their public speaking skills, active listening, and managing emotions in communication. The researchers found that group discussion techniques helped students to better understand the dynamics of interpersonal communication, increase their self-confidence, and improve peer relationships.

It can be concluded that group guidance with group discussion techniques is effective in improving various aspects of students' interpersonal communication, including active listening, speaking confidently, and managing conflicts and differences of opinion. This

technique provides opportunities for students to interact in a supportive environment, allowing them to develop better social skills. The success of this technique depends heavily on the role of the facilitator who can create an open and supportive discussion atmosphere.

Conclusion

Based on the results of the research that has been conducted on the implementation of group guidance with group discussion techniques to improve students' interpersonal communication, several conclusions can be drawn as follows, the implementation of group guidance with group discussion techniques has proven effective in improving students' interpersonal communication skills. This technique provides an opportunity for students to be directly involved in social interactions, which helps them develop their speaking skills, active listening, and expressing opinions in a clear and constructive manner. Through group discussions, students show significant improvements in their active listening and speaking skills. Students are better able to understand other people's opinions, respond well, and speak more clearly and openly. The success of implementing group guidance with group discussion techniques is highly dependent on the role of the facilitator. Facilitators who are able to create an open, supportive atmosphere and manage discussion dynamics well will increase the effectiveness of the group guidance. Group guidance with group discussion techniques can be applied as one method to improve students' interpersonal communication skills, especially in the school context. Teachers or counselors can use this technique to help students overcome social problems, develop empathy, and improve their ability to interact positively with others. Overall, the implementation of group guidance with group discussion techniques has been proven to have a significant impact on improving students' interpersonal communication, which has positive implications for their social and emotional development.

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