

Effectivity of Group Counseling Service with Transactional Analysis Approach to Decrease Difficulty Of Students Interpersonal Communication

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Abstract

This research background is based on preliminary study of SMAN 15 Padang students. the first discovery showed there were many students has difficulty in interpersonal communication; in message delivery or unclear information and improper information receiving, the delivered information hurt other people, and there was also different mind and opinion which caused conflict, and less of attitude implementery while communicating. this research is aimed to (1) disclose the differences of interpersonal communication difficulty in experimental group students before and after joining group counseling using transactional analysis approach, (2) disclose differences of interpersonal communication difficulties analisis transaksional control grup students before and after joining group counseling, and (3) reveal differences in interpersonal communication difficulties of experimental group students who follow group counseling using a transactional analysis approach with group counseling without special treatment. This research used quantitative approach, with experimental method, while the chosen research design is quasi experimental design with non-equivalent control group design as the model. There were 10 groups of experiment samples and 10 people for group control. The sample used purposive sampling. The instrument that used for the research is a likert scale model, the data was analyzed by using Wilcoxon Signed Ranks Test and Kolmogorov-Smirnov Two Independent Samples with SPSS 26.00 version. The result of research showed that (1) there were significant interpersonal communication difficulties in experimental group of students before and after group counseling treatment by using transactional analysis approach, (2) there were significant differences of interpersonal communication difficulties in experimental students group before and after group counseling treatment without special treatment, (3) there were significant differences of interpersonal communication difficulties in experimental students group which given counseling treatment by using transactional analysis approach and without special treatment. To conclude, group counseling by using transactional analysis approach is more effective to decrease students' interpersonal communication difficulties.

Keywords: Group Counselling, Transactional Analysis and Interpersonal Communication.



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Introduction

Interpersonal relationships are formed by communication (Abubakar, 2015). Likewise, communication is strongly influenced by relationships and interpersonal perceptions between the source, the transmitter of information or the communicator and the recipient or communicant (Rahmat, 2007). Interpersonal language consists of two words, namely *inter* which means between or between, and *personal* which means personal. Communication according to ngalimun in the journal Ropiani (2018) is the process of delivering messages from communicators to communicants that can cause certain effects. Interpersonal communication is communication between people face-to-face, so that each participant can catch the other's reactions directly, both verbally and non-verbally (Enjang AS, 2021). Effective interpersonal communication that is; (1) Openness, willingness to respond with pleasure to information received, (2) empathy is feeling what other people feel, (3) support is a situation that supports effective communication, (4) positive attitude, and (5) equality is an acknowledgment that both parties respect each other (DeVito, 2011).

The implementation of education is important which is called good interpersonal communication skills, which will make students more communicative and willing to work together to be more active so that the plans and goals of the school will be achieved, namely achieving students who excel, have personality, and are ethical (Aydrus, Zakaria & Ifkan, 2022).

The state of students' low interpersonal communication skills, affects the emotional intelligence of a student in socializing in the school environment. A Carolina & Mahestu research also explains that when students' communication skills are good, there are many benefits that can be obtained in life, one of which is good social relationships with other people. Another opinion (Putri & Sawitri, 2018) is that the lack of effective communication between two or more people can lead to prolonged conflicts and result in bad relationships that have been forged for years. Another opinion is that low interpersonal communication causes teenagers to be rejected by the surrounding environment (Fikriyanda, Netrawati, Karneli, & Suheili, 2021).

The phenomenon found that students' interpersonal communication is low, namely from the results of previous research, in the journal Tuasikal (2016) shows that there are problems in interpersonal communication from time to time. Based on the findings of research conducted on high school students (SMA) in the city of Padang, several conclusions were obtained, including research conducted by Zulhammi on high school students in the city of Padang showed that students who experienced interpersonal communication problems were 76.19%. Salmita's research on accelerated high school students in Padang City shows that there are still students who have interpersonal communication problems.

Furthermore, the results of the study (Arlina, 2014) stated that the communication frequency of high school students in the city of Padang was in the poor category with an achievement rate of 55.2%. Based on the presentation of the data, it can be concluded that the students' ability in interpersonal communication is still experiencing problems, so it needs to be eradicated or improved in a better direction. If this problem is not immediately addressed, it is feared that the behavior of students has the potential to no longer respect the values

contained in communication ethics which are usually embraced by cultured and religious humans.

In line with that, the phenomenon obtained through the results of interviews and observations with BK teachers at SMA 15 Padang which was held on 19 October 2021 stated that the interpersonal communication possessed by students was far from the expectations of the teachers, namely the delivery of messages or information that was not clear and receiving information. inappropriate information, the information conveyed makes the interlocutor offended, and differences in thoughts and opinions cause disputes, lack of application of ethics in communicating, if in Minang ethics in communicating, namely the application of kato nan-ampek which is lacking in students, reluctant to communicate if things that are not important, choose silence and less interact and communicate with others, are not confident in speaking. During the PPL process at SMAN 15 Padang, I carried out individual counseling activities that had communication difficulties as many as 4 people, namely 3 from class XI IPS 3 and 1 in class XI IPA 1, while in group counseling there were 10 people in activities discussing interpersonal communication difficulties, and all students admitted that they had communication difficulties, both their ethical placement was not understood, the placement of situations and conditions on how to communicate and others, and they were not confident when communicating.

Based on the results of the initial questionnaire conducted on March 12, 2022, which the researchers conducted on representatives of students as many as 10 students from the recommendations of BK teachers in schools who have interpersonal communication difficulties, it shows that students' interpersonal communication is low. The role of BK teachers is important in reducing students' interpersonal communication difficulties at school, therefore researchers are interested in further researching about this phenomenon.

Efforts that can be made to reduce students' interpersonal communication difficulties are to provide group counseling services with a transactional analysis approach. The school's actions in implementing group counseling services at SMA Negeri 15 Padang have been implemented but are still limited and have not implemented effective group counseling services with a transactional analysis approach in reducing students' interpersonal communication difficulties.

In this study, researchers used a transactional analysis approach in a group format, because AT transactional analysis can be applied to individual counseling, but it is recommended to use it in a group setting (Kurnanto, 2013). Transactional analysis is useful in group counseling services, because counselors have the opportunity to directly observe patterns of interaction between all group members (Hastuti & Winkel, 2013). Effective group counseling is implemented to reduce students' interpersonal communication difficulties where it is explained that the general purpose of group counseling services is the development of social skills, especially the communication skills of service participants (Prayitno, 2017).

Transactional analysis of AT is an approach based on a combination of cognitive and behavioral aspects of the therapeutic process and is observed through transactions between individuals (Corey, 1988). In line with Corey's opinion, AT counseling emphasizes the cognitive, rational, and behavioral aspects of personality and is oriented towards increasing awareness, so that the counselee will be able to make new decisions and plans for his life (Permatasari, 2020).

Transactional analysis can establish and maintain quality interactions with family, friends, and depends on the individual's ability to transact and work with the appropriate ego state to enable individuals to have good communication skills (Wulandari, 2019).

Based on the explanation above, namely about the difficulties in interpersonal communication experienced by students, there are still many students who experience difficulties in social relationships such as in interpersonal communication, so efforts need to be made to reduce the difficulties experienced in order to carry out educational goals well and effective. This study aims to reduce students' interpersonal communication difficulties using group counseling with a transactional analysis approach. This research is important to do as an effort to reduce the interpersonal communication difficulties of students using group counseling services with a transactional analysis approach.

Method

This study uses a quantitative approach. Quantitative research is based on the philosophy of positivism which emphasizes objective phenomena that are studied quantitatively or carried out using numbers, statistical processing, structures, and controlled experiments (Sukmadinata, 2010). This study uses an experimental method, with a quasi-experimental research design, with a non-equivalent control group design model.

The subjects to be studied in this study were taken using a non-probability sampling technique, namely the withdrawal of research samples carried out on the basis of certain goals or considerations (Sugiyono, 2014). The population in this study was 132 people, due to the large number of populations, to determine a representative sample of a number of populations, the 95% confidence level ($\alpha = 5\%$) was used. The formula used to determine the sample is based on the Slovin formula (Yusuf, 2017). The total data is 100 people, then based on the specified criteria the sample is 20 people, namely 10 people in the experimental group and 10 people in the control group.

Results and Discussion

The results of the research conducted at SMA Negeri 15 Padang were divided into an experimental group and a control group. In particular, this study is to determine the effectiveness of group counseling services with a transactional analysis approach to reduce students' interpersonal communication difficulties. The data obtained are the results of the pretest and posttest related to students' interpersonal communication difficulties. Descriptive data was carried out in each research group (experimental group and control group). In the following, the researcher describes the results of research on the effectiveness of group counseling services with a transactional analysis approach to reduce students' interpersonal communication difficulties.

Based on table 1 above, it is known that before being given group counseling services using a transactional analysis approach, in the experimental group there were 10% of students in the medium category, 80% of students in the high category, and 10% of students in the very high category experiencing students' interpersonal communication difficulties. Then after being given group counseling using a transactional analysis approach, it was found that 20% of students were in the medium category, 70% of the students were in the low category and 10% of the students were in the very low category.

Table 1. Comparison of the Frequency of Pretest and Posttest Interpersonal Communication Difficulties of Students in Experiment and Control Groups

Kategori	Interval	Eksperimen				Kontrol			
		Pretest		Posttest		Pretest		Posttest	
		f	%	f	%	f	%	f	%
Very High	164 -195	1	10,0	0	0	0	0,0	0	0,0
High	132 -163	8	80,0	0	0	10	100,0	0	0,0
currently	100 – 131	1	10,0	2	20	0	0,0	3	30,0
Low	68 – 99	0	0,0	7	70	0	0,0	7	70,0
very low	36 – 67	0	0,0	1	10	0	0,0	0	0,0
Total		10	100,0	10	100	10	100,0	10	100,0

Furthermore, in the control group, before being given group counseling without special treatment, it was known that 100% of students were in the high category, after being given group counseling without special treatment, 30% of students were in the medium category, and 70% were in the low category. Thus, group counseling using a transactional analysis approach is effective to reduce students' interpersonal communication difficulties.

Tabel 2. Analysis Results of Kolmogorov Smirnov 2 Independent Samples Interpersonal communication of students in the Experiment and Control Group

Test Statistics ^a		
		Komunikasi Interpersonal
Most Extreme Differences	Absolute	,500
	Positive	,500
	Negative	,000
Kolmogorov-Smirnov Z		1,118
Asymp. Sig. (2-tailed)		,004

a. Grouping Variable: Kelas *Posttest* eksperimen dan *Posttest* kontrol

It can be seen that the probability score of Sig. (2-tailed) interpersonal communication difficulties in the experimental group and the control group were 0.004 or the probability was below 0.05 ($0.004 < 0.05$). From these results, H_0 is rejected and H_1 is accepted. Thus, the third hypothesis tested in this study can be accepted, namely that there is a significant difference in students' interpersonal communication difficulties between the experimental group who were given group counseling services with a transactional analysis approach and the control group who was given group counseling services without special treatment.

In the data description section, it can be seen that the average of the experimental group is higher than the control group. The difference occurred because the experimental group was given treatment in the form of group counseling services with a transactional analysis approach, while the control group was given group counseling services without special

treatment. So it can be concluded that group counseling services with a transactional analysis approach are effective in reducing students' interpersonal communication difficulties.

Conclusion

Based on statistical analysis and hypothesis testing of this study, the following conclusions were obtained.

1. This study reveals that there are interpersonal communication difficulties experienced by students, thus disrupting the social life and learning of students at school.
2. There is a decrease in the average pretest score and the posttest average score of the experimental group students' interpersonal communication difficulties, because students can be open, active and challenged in participating in group counseling with a transactional analysis approach to reduce students' interpersonal communication difficulties. This shows that the KKp service uses an effective transactional analysis approach to reduce students' interpersonal communication difficulties.
3. There is a decrease in the average pretest score and the average posttest score of the control group students' interpersonal communication difficulties, because students can be open, active and challenged in participating in group counseling without special treatment to reduce students' interpersonal communication difficulties. This shows that structured KKp services can also be effective in reducing students' interpersonal communication difficulties, but are not better than group counseling services using a transactional analysis approach.
4. The implementation of transactional analysis KKp services is declared feasible and easy to implement and more effective in reducing students' interpersonal communication difficulties.

Based on this, it can be concluded that group counseling services using a transactional analysis approach are effective in reducing students' interpersonal communication difficulties compared to the control group by providing group counseling services without special treatment.

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