

Group Counseling as a Means of Strengthening Social Relations of MTs Lab IKIP Al Washliyah Students: A Study with a Behavioral Approach

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Abstract

The purpose of this study was to determine how group counseling services with a behavioral approach can improve students' social relationships. The formulation of the research problem is that many students have difficulty in building and maintaining healthy social relationships, which has an impact on their adaptation process in the college environment. The behavioral approach was chosen because it focuses on real behavioral changes through social learning, positive reinforcement, and other measurable techniques. The method used in this study is a quantitative method with a quasi-experimental design using a pre-test and post-test model. The sample of this study used a purposive sampling technique with a sample size of 10 students. The instrument used was a previously validated social relationship questionnaire. The experimental group was given an intervention in the form of group counseling services with a behavioral approach for six sessions. The results of data analysis using the t-test showed that group counseling services with a behavioral approach can improve students' social relationships. The results of the hypothesis using the t-test obtained from the calculation with the results of $t_{count} = 7.626 > t_{table} 2.262$ that group counseling services with a behavioral approach can improve students' social relationships.

Keywords: Group counseling; social relationships; behavioral approach; reinforcement tools; students

I. INTRODUCTION

As individuals who are transitioning to adulthood, students are faced with various tasks, including those related to academics, social, and emotional. Difficulty in establishing healthy social relationships is one of the problems that often arise in the world of college. It is very important for students to have positive social relationships because it can help them excel in academics, get good mental health, and develop overall(1). Strong social relationships can help reduce depression and stress, and increase overall life satisfaction(2). However, some students are unable to adapt and interact well in new social environments. Some of them have difficulty communicating, building trust, and building emotional relationships with peers(3). People with poor social skills tend to have difficulty building constructive and meaningful interpersonal relationships(4). In reality, there are still many individuals who have not achieved happiness in their lives and often have bad social relationships because they have not been able to behave well with their family life, environment, or at school. There are still some individuals who cannot appreciate and respect their peers(5).

The low social relations of students are influenced by several factors, including internal factors where students lack the desire to communicate with others and this can be seen in students who have an indifferent attitude towards their peers, lack of greeting behavior if not greeted first, then external factors where low sympathy (which gives rise to a sense of concern for students), no motivation within themselves that underlies actions (attitudes of respect and appreciation), low empathy (which gives rise to feelings of emotion and pity)(6). This study aims to examine the effectiveness of group counseling services with a behavioral approach in improving students' social relations. Group counseling is one of the psychological interventions that can be used to overcome these problems(7). Group counseling is a process that allows people to better understand themselves, share their experiences, and learn from their interactions with other group members(8). Group counseling has the advantage of creating social dynamics that are comparable to real life, allowing individuals to develop their social skills in a directed and direct manner(9).

The approach used in group counseling in this study is the behavioral approach. This approach is based on the principle that behavior can be learned and changed through reinforcement, habituation, and environmental modification(10). Behavioral change can be achieved through the conditioning process, namely giving positive or negative consequences to an action to form the desired behavior. In the context of counseling, the behavioral approach is used to help individuals recognize non-adaptive social behavior and replace it with more constructive behavior through practice, modeling, reinforcement, and feedback(11). The behavioral approach is considered relevant and effective for use on students who experience social barriers, because it focuses on aspects of behavior that can be observed and measured(12). Through social learning theory, which states that individuals can learn social behavior through observation and imitation of other people's behavioral models(13). This research is expected to be useful in contributing to the development of guidance and counseling science, especially in the use of a behavioral approach in group counseling to improve students' social relationships. Thus, this research is expected to help improve students' social relationships through group counseling services with a behavioral approach.

II. METHODS

The type of research conducted in this study is experimental research, namely research that provides treatment to a group of people who are used as research samples. Experimental research is "A way to find a causal relationship (causal relationship) between two factors that are deliberately caused by researchers by eliminating or reducing or setting aside other factors that can interfere."(14).

The sample in this study was 10 students who had low social relationships. Group counseling will be effective if carried out with a maximum number of members of 10 to 15 people(15). In the experimental class, group counseling services were provided using experimental methods that include studies of phenomena as they are and conducting studies of the relationship between several variables related to the variables being studied. In the experimental class, group guidance treatment was given for 6 meetings.

The experimental research design using a pre-test and post-test design is described as follows:

$$O_1 \times O_2$$

O_1 = Pre-taste observation before being given a questionnaire/provided guidance

X = Action or implementation

O_2 = Post-test observation after being given a questionnaire/provided guidance

Research Implementation Procedures

The steps taken in this study are:

1. Conducting a pre-test by distributing questionnaires before group counseling services are provided.
2. Testing Validity
3. Conducting group counseling services for 6 meetings with topics related to students' social relationships.
4. Giving the questionnaire back

Social Relations Questionnaire Grid (Ali Mohammad 2006)

(Al-Muhammad 2008)					
No	Variable	Indicator	Items		Amount
			+	-	
1	Social Relations	Awareness to socialize	4, 10	2, 7, 31,32	6
		Attraction between the opposite sex	5, 6 12, 14, 21, 28	8, 13,33	9
		Social values	1, 9, 17, 24, 27, 30,34	3, 11, 19, 22, 23, 25, 26	14
		Respect others	18,29 ,35	15, 16, 20,	4
					35

Data Analysis Techniques

Data analysis techniques are carried out through Validity tests and Reliability tests:

Validity Test

Validity is a measure that shows the level of validity or authenticity of an instrument(16). To determine the validity of the instrument, the following formula is used:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{\sum x^2 - (\sum x)^2\}\{\sum y^2 - (\sum y)^2\}}}$$

Information :

- r_{xy} = Correlation coefficient
- N = Total Sample
- $\sum x$ = Independent variable (x)
- $\sum y$ = Dependent variable (y)
- $\sum xy$ = The sum of the multiplication of the scores x and y
- $\sum x^2$ = Sum of squares of scores of x distribution
- $\sum y^2$ = The sum of the squares of the total score

Reliability Test

Reliability indicates a concept that an instrument can be trusted to be used as a data collection tool. According, the alpha formula is used to test reliability:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma b^2}{\sigma^2 t} \right)$$

Information :

- r_{11} = Instrument Reability
- k = The number of questions
- $\sum \sigma b^2$ = Total item variance
- $\sigma^2 t$ = Total variance

Difference Test (t-test)

This test looks at whether there is a change in emotional intelligence, especially in the ability to understand emotions before being given group counseling treatment and after being given group guidance treatment.), the formula used is as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Information :

- Md = Mean of the difference between pre-test and post-test
- D = Deviation from the difference between pre-test and post-test
- $\sum x^2 d$ = Sum of squared deviations
- N = Subjects in the sample
- $d.b$ = Determined by $N-1$

III. RESULTS AND DISCUSSION

Report on the Implementation of Group Counseling Services Activities with a Behavioral Approach

This research was conducted at MTs Lab IKIP Al Washliyah with a population of 31 and a sample of 10 people taken using a purposive sampling technique that the students had low social relationships and then a pre-test was given to the students before being given group counseling service treatment after that the 10 students were given group counseling services for 6 sessions after that a post-test was carried out again to see the results.

Validity Test of Student Social Relations Questionnaire

The questionnaire trial serves to determine whether the instrument is suitable for use in obtaining data on students' social relations, using the Product Moment Formula, the calculation of which is as follows:

Calculation of Validity of Social Attitude Variable Items

Example calculation for item No. 1

- $\sum X$ = 103
- $\sum Y$ = 2236
- $\sum XY$ = 7575
- $\sum X^2$ = 373

$$\begin{aligned}\Sigma Y^2 &= 65216 \\ N &= 31\end{aligned}$$

$$\begin{aligned}r_{xy} &= \frac{N \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N \Sigma x^2 - (\Sigma x)^2\}\{N \Sigma y^2 - (\Sigma y)^2\}}} \\ r_{xy} &= \frac{31.7575 - (103)(2236)}{\sqrt{\{31.373 - (103)^2\}\{31.165216 - (2236)^2\}}} \\ r_{xy} &= \frac{4517}{\sqrt{\{11563 - 10609\}\{5121696 - 4999696\}}} \\ r_{xy} &= \frac{4517}{\sqrt{\{954\}\{122000\}}} \\ r_{xy} &= \frac{4517}{\sqrt{116388000}} \\ r_{xy} &= \frac{10788,33}{4517} \\ r_{xy} &= 0,4187\end{aligned}$$

For example, the calculation of the validity correlation coefficient on item number one is known that r count = 0.4187 at a significant level = 5%, it is known that r table = 0.355. From these results, it can be seen that r count is greater than r table or 0.4187 > 0.355 and it can be concluded that item number one of the student social relationship questionnaire is declared valid.

Reliability Test of Students' Social Attitude Questionnaire

The reliability of the student social relations questionnaire was calculated using the Alpha formula:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\Sigma \sigma b^2}{\sigma^2} \right]$$

Example for calculating Item Variation ($\Sigma \sigma^2$) and $\sigma^2 T$ of item number 1:

$$\begin{aligned}\Sigma \sigma b^2 &= \frac{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}{N} & \sigma^2 t &= \frac{\Sigma Y^2 - \frac{(\Sigma y)^2}{N}}{N} \\ \Sigma \sigma b^2 &= \frac{288 - \frac{(90)^2}{31}}{31} & \sigma^2 t &= \frac{229602 - \frac{(2648)^2}{31}}{31} \\ \Sigma \sigma b^2 &= \frac{288 - 261,29}{31} & \sigma^2 t &= \frac{229602 - 226190}{31} \\ \Sigma \sigma b^2 &= \frac{26,70}{31} & \sigma^2 t &= \frac{3411,55}{31} \\ \Sigma \sigma b^2 &= 0,861 & \sigma^2 t &= 110,05\end{aligned}$$

$$\begin{aligned}r_{11} &= \left[\frac{35}{35-1} \right] \left[1 - \frac{0,861}{110,05} \right] \\ r_{11} &= \left[\frac{35}{34} \right] [1 - 0,007] \\ r_{11} &= 1,0264 \\ r_{11} &= 1,0264\end{aligned}$$

From the calculation above, r11 is obtained as 1.0264 with N = 31 and consultation = 5%, the rtable price is obtained as 0.355, because r11 (1.0264) > rtable (0.355) then the calculation is reliable.

Hypothesis Test

To find out whether there is an increase in students' emotional control, it can be seen from the difference between the pretest and posttest of students' emotional control. Before testing the hypothesis, the mean difference and deviation difference are first sought by making a tabulation table of pretest and posttest data as follows:

Pre-Test and Post-Test Data on Students' Social Relations

No.	Student's Initial Name	Pretes (X ₁)	Postes (X ₂)	Demand (d) X ₁ - X ₂	X _d (d - Md)
1	R02	59	88	29	-1
2	R08	69	98	29	-1
3	R12	88	88	0	28
4	R17	62	101	39	-11
5	R18	54	87	33	-5
6	R21	65	105	40	-12
7	R27	71	97	26	2
8	R42	57	94	37	-9
9	R46	71	92	21	7
10	R55	54	80	26	2
Σ(Total)		650	930	280	
M (mean)		65	93	(Md) 28	

The data analysis used is t-test analysis with the following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \quad \text{atau} \quad t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$Md = \bar{D} = \text{Mean Post test} - \text{Mean Pre test}$$

$$= 93 - 65$$

$$= 28$$

$$t = \frac{28}{\sqrt{\frac{1214}{10(10-1)}}}$$

$$t = \frac{28}{\sqrt{\frac{1214}{90}}}$$

$$t = \frac{28}{\sqrt{13,48}}$$

$$t = \frac{28}{3,671}$$

$$t = 7,626$$

From the calculation results obtained tcount = 7.626, while the ttable value with d.b = N - 1 = 10 - 1 = 9 at the real level $\alpha = 5\%$ obtained 2.262. So tcount > ttable or 7.626 > 2.262. Based on this, it can be stated that "Group Counseling Services with a Behavioral Approach in Improving Student Social Relations" can be accepted.

IV. CONCLUSIONS

Based on the results of the study above, it can be concluded that group counseling services can improve the social relations of students at MTs Lab IKIP Al Washliyah, this can be seen from the data analysis before the group counseling service was provided that the social relations of students were very low and after treatment by providing group counseling services, changes in students' social relations were seen to increase or be high.

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