



Group Counselling Services with Problem Solving Techniques in Improving Interpersonal Communication Skills of Students from Broken Home Family

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Abstrak

Komunikasi antara orang tua dan remaja tidak diragukan lagi merupakan proses terpenting dalam pembentukan sikap dan perilaku sosial anak. Penelitian ini bertujuan untuk menganalisis pengaruh layanan bimbingan kelompok dengan problem solving terhadap kemampuan komunikasi interpersonal siswa. Pendekatan kuantitatif diterapkan dengan menggunakan metode kuasi eksperimen one pretest posttest group design. 10 siswa dari keluarga broken home di kelas sepuluh dipilih dengan menggunakan teknik purposive sampling untuk dilibatkan sebagai subjek penelitian. Pengumpulan data dilakukan dengan menggunakan instrumen skala yang valid dan reliabel yang dikembangkan sendiri oleh peneliti. Skala ini diberikan kepada subjek sebelum dan sesudah perlakuan. Statistik deskriptif dan uji Wilcoxon digunakan untuk menganalisis data yang dikumpulkan. Hasil analisis menunjukkan bahwa ada perbedaan skor dari pre-test dan post-test sebesar 33,8. Hasil ini menunjukkan bahwa terdapat peningkatan kemampuan komunikasi interpersonal siswa sebesar 35,2% sejak dilaksanakannya layanan bimbingan kelompok dengan pemecahan masalah pada mata pelajaran. Selain itu, analisis uji Wilcoxon menguji adanya perubahan dan pengaruh yang signifikan layanan konseling kelompok dengan pemecahan masalah terhadap keterampilan komunikasi interpersonal siswa broken home karena $W_{stat} > W_{tabel} (21 > 8; p: 0,05)$. Layanan bimbingan kelompok dengan teknik pemecahan masalah berpengaruh terhadap peningkatan kemampuan komunikasi interpersonal siswa dari latar belakang keluarga broken home. Hal ini ditandai dengan adanya perubahan kemampuan komunikasi interpersonal siswa yang sebelumnya rendah menjadi meningkat.

Kata Kunci: Bimbingan Kelompok, Teknik Problem Solving, Kemampuan Komunikasi Interpersonal

Abstract

Communication between parents and adolescents is undoubtedly the most important process in forming social attitudes and behavior of children. This study aims to analyze the effect of group counselling services with problem solving towards students' interpersonal communication skills. Quantitative approach is applied using the quasi-experimental method of the one pre-test post-test group design. Ten students from broken home families in tenth grade were selected using a purposive sampling technique to involve as a subject of the study. The data were collected using a valid and reliable scale instrument developed by the researchers themselves. This scale was given to the subject before and after the treatment. Both descriptive statistics and the Wilcoxon test were employed to analyze the collected data. The analysis results show that there is a difference in score from the pre-test and post-test for 33.8. This result shows that there is an increase in students' interpersonal communication skills for 35.2% since the group counselling services with problem solving implemented to the subject. Moreover, the Wilcoxon test analysis examines that there is a change and significant effect of group counselling services with problem solving on broken home students' interpersonal communication skills since $W_{stat} > W_{table} (21 > 8; p: 0.05)$. Group guidance services using problem solving techniques have an effect on improving interpersonal communication skills of students from broken home family backgrounds. This is marked by a change in students' interpersonal communication skills that were previously low and are now increasing.

Keywords: Group Guidance, Problem Solving Techniques, Interpersonal Communication Skills

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1. INTRODUCTION

Humans are basically a *zoon politicon*, a social being who cannot live without the help of others. As social beings, humans cannot avoid interaction or communication with other human beings. This communication is employed to make everything easier for every person to convey and communicate their personal and social interests. In this context,

interests can be economic needs, biological needs, and so on (Anindyajati et al., 2021; Riyanton, 2015). In order to fulfill each need, every person must work together with others. Therefore, every person needs to have life skills to succeed in life. Life skills itself are constantly related to individual resilience in interacting and adapting with the surrounding. Life skills include skills of decision making, adaptation, communication and interaction, as well as an ability to think and be creative on problem solving (Majid, 2017; Sareong, 2020).

Life skills are a weapon for every individual to effectively face and address demands and challenges in their daily life. One of the most important components in life skills is interpersonal relationship skills which requires individuals to have networking skills with one another. Interpersonal relationship skills visualize communication between individual or individual with group to build a mutual relationship (Aya Pastrana & Sriramesh, 2014; Babonea & Munteanu, 2012). Therefore, interpersonal communication can be done between two people or more in face to face conversation with the existence of instant feedback and direct reciprocity. Interpersonal communication itself has several characteristics including (1) openness; (2) empathy; (3) support; (4) positivity; and (5) resemblance. Furthermore, interpersonal communication is an effective communication form to affect and change an individual's attitude towards opinion and behavior. So that it is easily found a social process within interpersonal communication. For instance, individual behaviors both verbal and non-verbal which can influence others when interaction takes place (Sutiyatno, 2018; Zashchirinskaia, 2020).

At a young age, the development of interpersonal communication skills is strongly believed to be influenced by the family. A family is seen as the first school for children to gain understanding of lots of things and thus that the learning process is started in this social environment (Handayani, 2016; Wardhani et al., 2019). Such understanding taught by the family could be on how to interact and behave in the society. If the family relationship at home is well established, then students' relationship with their surroundings will also run well. Otherwise, if the family has a poor relationship, then the students and their surroundings will have a poor connection as well. Therefore, good and supportive communication inside a family is notably needed to build in the house, so that students are able to easily adapt towards prevailing social standards in any social situation with others (F. Rachmawati & Sojanah, 2019; Ramadhani, 2013).

Students who have good and appropriate interpersonal communication skills in the family tend to have the ability to interact with every characteristic of people in any situation and potentially be socially acceptable. Communication between parents and adolescents is undoubtedly the most important process in forming social attitudes and behavior of children. Good communication between parents and children can teach children to interact in accordance with social standards, such as how to convey ideas and information properly without offending other people. In fact, not all children have complete parents and harmonious families. This fact causes children to have certain problems in their interpersonal communication skills, such as in students from broken home families (Sudarsana, 2017; Vélez & Zuazua, 2017). Both adults and children may be affected negatively when families fail to socialize their kids or when families split up, especially if there is ongoing conflict between them. In a household with both parents present, the mother and father live together and provide more support for one another. Children in this type of family learn a variety of skills by modeling their parents, and the mothers and fathers support them to learn various skills that they need (Bhandari et al., 2020; Khodijah et al., 2018). Children in broken families cannot receive support from both parents because of the separation, this might cause some difficulty including the lack of interpersonal communication skills.

Children who come from broken home family tend to have problems at school, ranging from being lazy, becoming over sensitive and emotional while playing with their

friends, not doing school work, being easily offended, leaving home and dropping out of school, pregnant out of wedlock, depressed because they need to work hard to earn money to fulfill their own needs, smoking, drinking and drugs. A person's behavioral and emotional development can be significantly influenced by their home environment (Adristi, 2021; Nurcholis & Istiningsih, 2021). Therefore, family background and condition have a huge influence on the attitudes and behavior of students at school and their social environment. Previous study states that students from broken family backgrounds will have an impact on their poor communication skills with others (Ifdil et al., 2020). This will undeniably affect interpersonal relationships between these students and their classmates and further with their community.

Children are primarily socialized by their families to become useful and prosocial members of society. However, when families fail, socialization may be disrupted, adults may become tense, and children may suffer a wide range of negative consequences, including maladjustment and involvement in aggressive and antisocial conduct (Annisa et al., 2020; Wilkinson & Kao, 2019). Based on the observation prior to this research shows that students who come from broken home families still have difficulty expressing opinions and are not able to respond to what other students think about them. Also, they are easily frightened, worried, shy and confused when facing and expressing their thoughts and views. In addition, students still feel uncomfortable communicating with other people which causes students to find it difficult to open up about their problems. From the same observation, it was also found that students have less concern for others, less comfortable to mingle with friends in social meetings, and have low self-esteem, such as feeling impostor by not considering themselves important, belittled and overthinking of others. Furthermore, this type of student shows negative feelings towards themselves and other people. This can be seen when students are reluctant to ask their classmates, and assuming others will never help them. Moreover, students also show an inability to respect other people, for example students from broken home families sometimes mock friends when expressing opinions during group discussions (Suwanto, 2018; Suwignyo & Nusantoro, 2015).

In response to the problems above, the active role of the guidance and counselling teacher, whose roles are self-understanding and the environment, prevention of things that hinder student development and advocacy is needed to help students from broken homes families to overcome students' lack of interpersonal communication skills (Astuti & Mufrihah, 2019; E. Rachmawati, 2018). The help can be by providing guidance and counselling services. The types of services in guidance and counselling that can be utilized to students include orientation and information services, placement and distribution services, study guidance services, individual counselling services, group guidance services, and group counselling services (E. Rachmawati, 2018; Yuliani, 2018). However, in the problem of lack of interpersonal communication skills, group guidance services are potentially used to help these students in improving their interpersonal communication skills. Grouped counselling is given to students collectively or in groups so that the group becomes big, strong and independent. Group guidance services are intended to prevent the development of problems or difficulties (Pranata & Barus, 2019; Rahim & Hulukati, 2021). The goal of this grouped counselling is to encourage people to be able to manage their own life journey, have their own views, and not being interrupted to other people's opinions, take their own attitudes, have the courage to deal with themselves and be responsible for all their actions (Hooley & Rice, 2019; Wichmann-Hansen et al., 2015). Grouped counselling techniques are seen as more effective in helping students out of the problems by implementing problem solving techniques during the process.

This is based on the study which examines that in the problem solving techniques used in grouped counselling services, each member is able to speak in front of many people;

able to express opinions, ideas, suggestions, responses, feelings to many people; learn to respect the opinions of others; be responsible for the opinions expressed; able to control oneself and restrain emotions; be tolerant; be familiar with one another; and discuss common issues or topics that are felt and common for everyone within the group (Surur & Tartilla, 2019). Furthermore, with problem solving techniques students will gain a new perspective about themselves and a deeper understanding of their own behavior. Also, students will have the ability to overcome difficulties and will be able to overcome problems or difficulties better with self-disclosure and support from various parties. Moreover, every individual in the group will place themselves in a better position to perceive positive feedback and have the opportunity to respond by developing a more positive self-concept. In this condition, self-disclosure is the efficiency of communication that can foster meaningful and deep relationships between two or more people and so that self-disclosure of the individual being assisted develops optimally (Whale et al., 2018; Zardeckaite-matulaitiene, 2014). Based on the description above, it is necessary to implement group guidance services with problem solving techniques which aim to improve interpersonal communication skills for students from broken home families. The aim of this study is to analyze the effect of group counselling services with problem solving towards students' interpersonal communication skills.

2. METHODS

This study is undertaken quantitatively using experimental methods. This quantitative study is used to examine certain populations or samples, the use of research instruments in data collection process, the use of both descriptive and inferential statistics as data analysis tools, and the purpose of quantitative research is to describe and test established hypotheses (Sugiyono, 2018). The quasi-experimental method is a research method used to find the effect of a certain treatment on a variable under controlled conditions. Experiments were carried out through the one group pre-test post-test design. The design of this study aims to see the effect of a given treatment through pre-test and post-test. Data was collected through a questionnaire about the interpersonal communication skills of students from broken home families. After all data is collected, the data is calculated using a Likert scale to determine which students will be given group guidance services using problem solving techniques. The Likert scale has two characteristics, namely favorable statements are the positive ones, while unfavorable statements are statements that are not supportive or impartial. For a scale that is favorable, it is given a value range from 4 to 1, while a scale in unfavorable question is given a value range from 1 to 4.

3. RESULTS AND DISCUSSION

Result

The results of data analysis will be explained on descriptive analysis of the overview pretest-posttest scores, the gender of the research subject, the indicator of interpersonal communication skills, and the result of Wilcoxon test analysis. Descriptive data analysis is show in Table 1.

Table 1. Descriptive Data Analysis

| Group (n) | Means | Median | SD |
|---------------|-------|--------|------|
| Pretests (10) | 63.2 | 64.5 | 5.29 |
| Posttest (10) | 96.0 | 95.0 | 4.06 |

Base on Table 1, from the results of the pre-test conducted at SMK Jambi Medan, it was found that 10 students from broken home families had weak interpersonal communication skills with the lowest and highest scores respectively 57 and 69. These 10 students were selected to receive group counseling services with problem solving techniques. After the treatment, the students' posttest scores increased with a range of scores from 22 to 46. This made the average pretest and posttest scores of students increase from 63.2 to 96.0. Based on the data analysis of the pre-test and post-test is show in Table 2.

Table 2. Comparison of Pre-Test And Post-Test Results

| No | Respondents | Pre-Test Score | Post-Test Score | Difference Change | |
|--------------------------|-------------|----------------|-----------------|-------------------|--------------|
| | | | | Score | % |
| 1 | Ms | 57 | 100 | 43 | 43.00 |
| 2 | KSL | 58 | 104 | 46 | 46.00 |
| 3 | FB | 58 | 97 | 39 | 40,20 |
| 4 | MP | 57 | 98 | 41 | 41.83 |
| 5 | Dr | 67 | 95 | 28 | 29,47 |
| 6 | SA | 62 | 94 | 32 | 34.04 |
| 7 | VA | 69 | 95 | 26 | 27,36 |
| 8 | DTS | 67 | 89 | 22 | 24,71 |
| 9 | NB | 68 | 68 | 26 | 27.65 |
| 10 | US | 69 | 69 | 25 | 26.59 |
| Amount | | 632 | 960 | 338 | 35,20 |
| The Highest Score | | 69 | 104 | 35 | 33.65 |
| Lowest Value | | 57 | 89 | 32 | 35.95 |
| Average | | 63,2 | 96.0 | 33,8 | 35,20 |

Base on Table 2, the total pre-test and post-test scores were 622 and 960 respectively. Thus, there was a score difference of 338, indicating that all respondents experienced an increased interpersonal communication average score of 35.20%. In addition, the difference in the highest pretest and posttest scores resulted in a change in interpersonal communication scores for students who were victims of a broken home by 33.65%, and so did the lowest score in each group which caused a change in interpersonal communication scores for students who were victims of a broken home by 35 ,95. So, there is a difference in the average score of the pretest and posttest of 33.8 which means that there is an increase in the interpersonal communication of students who are victims of broken homes with an average score of 35.20%. The pre-test and post-test results can also be seen from the line diagram in Figure 1.

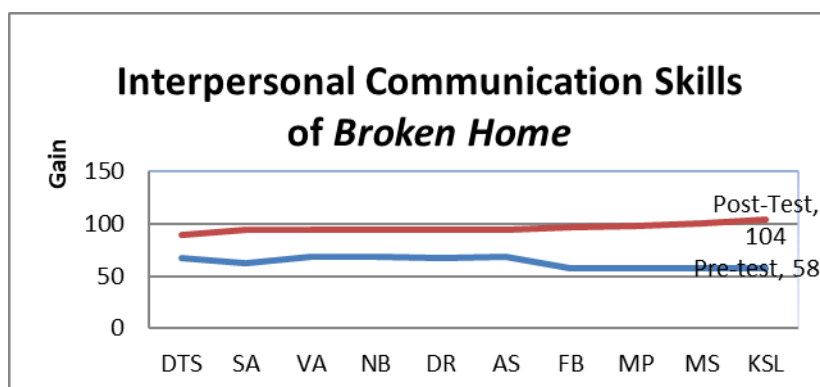


Figure 1. Line Graph of Pretest and Posttest Score from Each Respondent

Base on Figure 1 shows the influence of group guidance services with problem solving techniques on the communication skills of students who are victims of broken homes with differences in pre-test and post-test scores on that line. When viewed by gender as show in Table 3.

Table 3. Comparison of pretest and posttest by gender

| Gender | Pre-Test | Post-Test | Percentage (%) | |
|--------|----------|-----------|----------------|-----------|
| | | | Pre-Test | Post-Test |
| Man | 116 | 201 | 5.80 | 10.05 |
| Woman | 506 | 759 | 25.30 | 37.95 |

Base on Table 3 the pre-test and post-test results show that female students experience a higher increase than male students. The pre-test results for female students were 506, an increase of 37.95% to 759 on the post-test score. Whereas for male students, the pre-test results for male students were 116, increasing to 10.05% to 201 on the post-test score. From the indicators of interpersonal communication skills, students from broken home families as show on Table 4.

Table 4. Different Score of Pretest and Posttest in Percentage

| Variable | Aspect | Indicator | Pre-Test | | Post-Test | | Change (%) | |
|-----------------------------|--------------------------------------|--|----------|-----|-----------|-----|------------|-----|
| | | | Score | % | Score | % | Score | % |
| Interpersonal Communication | Openness | Have a willingness to respond the information received with pleasure | 76 | 50% | 127 | 80% | 51 | 30% |
| | | Able to express reactions or responses to the situation at hand | 93 | 60% | 129 | 80% | 36 | 20% |
| | Empathy | Able to provide information about the relevant past | 15 | 10% | 27 | 17% | 12 | 7% |
| | | Being able to feel what others are feeling | 73 | 45% | 100 | 62% | 27 | 20% |
| | | Able to develop and grow with mutual understanding and acceptance | 75 | 47% | 98 | 61% | 23 | 14% |
| | | Able to show a supportive attitude | 54 | 34% | 93 | 58% | 39 | 24% |
| Supportive attitude | Able to participate in communication | 50 | 31% | 67 | 42% | 17 | 11% | |

| Variable | Aspect | Indicator | Pre-Test | | Post-Test | | Change (%) | |
|-------------------|----------|---|----------|-----|-----------|-----|------------|-----|
| | | | Score | % | Score | % | Score | % |
| Positive Attitude | equality | Have a good feeling and attitude in response to something | 48 | 30% | 93 | 58% | 45 | 28% |
| | | Able to encourage others to participate effectively | 23 | 15% | 30 | 20% | 7 | 5% |
| | | Able to create a conducive situation | 35 | 30% | 59 | 50% | 24 | 20% |
| | | Able to respect others | 70 | 60% | 95 | 80% | 25 | 20% |
| | | Useful for others | 56 | 50% | 68 | 56% | 12 | 10% |

Base on Table 4 the aspect of openness at the sub-aspect of having a willingness to respond to information received with pleasure gets the highest score change of 30% compared to other indicators. In addition, aspects of positive attitudes with indicators of having good feelings and attitudes in responding to something have a difference in change with a percentage score of 28%. So that makes this indicator the second biggest indicator in interpersonal communication for students who are victims of broken homes. This is shown when during the process of student activities slowly from the first meeting to the fourth meeting are able to be open and able to be positive by daring to express opinions and able to be good in responding to any information in activities.

In order to test for positive changes and a significant effect of group counseling services with problem solving on students' interpersonal communication skills, the Wilcoxon test was carried out. Based on the results of the Wilcoxon test calculation data is show in Table 5.

Table 5. Wilcoxon Test Results

| No | Initials | Pre-test (XA) | Post-test (XB) | XB-XA (D) | D-MD(d) | Rating | Rating Mark | |
|----------------|----------|---------------|----------------|-------------|---------|-----------|-------------|-----------|
| | | | | | | | + | - |
| 1 | Ms | 57 | 100 | 43 | 9,2 | 9 | | |
| 2 | KSL | 58 | 104 | 46 | 12,4 | 10 | 10 | |
| 3 | FB | 58 | 97 | 39 | 5,2 | 7 | 7 | |
| 4 | MP | 57 | 98 | 41 | 7,2 | 8 | 8 | |
| 5 | Dr | 67 | 95 | 28 | -5,5 | 5 | | 5 |
| 6 | SA | 62 | 94 | 32 | -1,8 | 6 | | 6 |
| 7 | VA | 69 | 95 | 26 | -7,8 | 3,5 | | 3,5 |
| 8 | DTS | 67 | 89 | 22 | -11,8 | 1 | | 1 |
| 9 | NB | 68 | 94 | 26 | -7,8 | 3,5 | | 3,5 |
| 10 | US | 69 | 94 | 25 | -8,8 | 2 | | 2 |
| Amount | | 632 | 960 | 338 | | 55 | 34 | 21 |
| Average | | 63.2 | 96.0 | 33.8 | | | | |

Base on [Table 5](#) show the results show that $W_{stat} = 27$ ($\alpha = 0.05$) and $W_{crit} = 8$ ($n = 10$; $\alpha = 0.05$). From the table as well, it can be seen that $W_{stat} > W_{crit}$ ($27 > 8$; $p \text{ value} = 0.05$), meaning that the research hypothesis is accepted. Therefore, it can be concluded that there is an influence of Group Counseling Services with Problem Solving Techniques on the Interpersonal Communication Skills of students from broken Home families at SMK Jambi Medan.

Discussions

The increase in interpersonal communication skills obtained by these students occurred when implementing group counselling services with problem solving techniques, students were trained to define problems by asking students to think about the problems given, students were trained to diagnose problems, trained to formulate alternative strategies, trained to determine and determine the strategy of choice and be trained to evaluate the problem under study. With this activity students will be more willing to respond to any information provided, to listen and speak in front of a large audience, to express opinions, ideas, suggestions, input and feelings in activities, to respect opinions. other people, are responsible for the opinions expressed, are able to control themselves and emotions when asked questions to become familiar with each other.

This increase is supported by research which reveals that the provision of group guidance services using problem solving techniques can improve students' speaking skills ([Rahim & Hulukati, 2021](#)). The increase occurred due to the willingness of students to change their speaking skills. In addition, students also play an active role in the implementation of group guidance services with problem solving techniques, and listen and pay attention to what the researchers say.

This was also shown that during the process of student activities slowly from the first meeting to the fourth meeting, students were able to be open and able to be positive by daring to express opinions in response to any information in the activity. The results of this study are also supported by previous research which reveals that student group counselling services can interact with each other between group members with various experiences, knowledge, ideas, and are expected to provide students with an understanding of the importance of efforts in building good communication ([Fotiadou et al., 2017](#)). After being given counselling services with problem solving techniques, students who showed the courage to be more open in interviews, there was also a willingness to change their speaking skills. Furthermore, students also play an active role in the implementation of group counselling services with problem solving techniques. The use of services with problem solving techniques is supported by other study who found that group counselling with problem solving techniques can improve self-adjustment ([Fotiadou et al., 2017](#)).

This research can make a positive contribution by providing insight and guidance for students from broken households to improve their communication skills. The results of this research can help communities, educational institutions, and counsellors design more effective counselling services for similar groups of students. This study may have limitations in generalizing the results to a wider population. Every broken family has unique context and characteristics, so the results of this study may not be directly applicable to all students from broken families with various backgrounds and cultures.

4. CONCLUSION

Based on the description above, it can be concluded that group guidance services using problem solving techniques have an effect on improving interpersonal communication skills of students from broken home family backgrounds. This is marked by a change in

students' interpersonal communication skills that were previously low and are now increasing. With this activity students will be more willing to respond to any information provided, to listen and speak in front of a large audience, to express opinions, ideas, suggestions, input and feelings in activities, to respect opinions.

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