

The Effectiveness of Group Guidance with Conflict Management Technique to Improve The Interpersonal Communication of Students

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Abstract

This study aimed to determine the effectiveness of group guidance with conflict management technique on students' interpersonal communication. The experimental design employed was in form of one-group pretest posttest design by involving 10 students. The results of Cohen d effectiveness test with the effectiveness measurement of 0.885 revealed the relatively high effectiveness found in the implementation of group guidance with conflict management technique to improve interpersonal communication. Meanwhile, based on the paired t-test, it was known that there was an increase in students' interpersonal communication within the implementation of group guidance with conflict management technique ($t_{(9)} = 9.192, p < 0.01$). According to the findings, the understanding of the mechanisms, knowledge and experience as well as interpersonal communication are the foundation to help students with conflict disorders and further allow for effective interventions. At last, the discussion of this study was focused on the possibility of the implementation of group guidance with conflict management technique to improve students' interpersonal communication.

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INTRODUCTION

Students are individuals who have potential and are currently in process of development, namely developing towards maturity or independence. To achieve the maturity, they need to have understanding and knowledge about themselves, their environment as well as experiences in choosing where their lives will go. Moreover, in the development process students not only learn to gain learning achievement, but also learn to interact and communicate well with friends, teachers and all school personnel inside and outside school. These need to be done because the nature of humans as social beings requires them to interact and communicate with others to meet any needs.

Interpersonal communication is messages delivery done by a person to the receivers of the messages done by another person or small group through various effects with opportunities to provide advance feedbacks. By this simple definition, many people think that interpersonal communication is easy to do such as when they are eating and drinking. However, in fact, in everyday life we often see fights, disputes, debates, quarrel and so on in the school environment. One of the causes is misunderstanding in communication (Devito, 2009).

Communication is said to be effective or successful when the meaning of information delivered by the sender of the message to the receivers of the message is the same (Ismuhadjar, 2006). In line with this, communication accuracy refers to one's ability to reproduce or create a message appropriately (Muhammad, 2011).

Interpersonal communication is determined by using the scale of interpersonal communication prepared based on the effectiveness of interpersonal communication by Devito (2009), including openness, positiveness, empathy, supportiveness, and equality.

By concerning the importance of interpersonal communication in adolescent lives, it is necessary to make an effort to improve interpersonal communication. One of which can be done in the form of group guidance service.

Group guidance service is directed to help students as an effort to overcome problems being experienced by forming a group and creating group dynamics to improve interpersonal communication.

Group guidance is an orientation group, career tracking group, campus visit day, and class guidance. It can also be organized in order to prevent the development of problems (Gibson & Mitchell 2008). Prayitno (2007) argues that group guidance is an activity conducted by a group of people by utilizing group dynamics. Same as this opinion, Romlah (2011) proposes that group guidance is one of the guidance techniques which try to help individuals to achieve their development optimally according to their skills, talents, interests, and values they adopt and being implemented in group situations.

In the implementation of group guidance, counselors can apply conflict management technique. Conflict management is an action and reaction between actors and outsiders in a conflict. This management includes a process-oriented approach which directs to the activity of communication done by actors or outside parties and how to influence businesses and interpretations. Also, conflict management is proactive and emphasizes on prevention efforts (Rusdiana, 2015). Through this technique, the development of competencies in dealing with conflicts can gain positive effects in the real world. Since conflicts exist in personal and professional life, the ability to manage conflicts and negotiate the desired outcomes can help us become more successful on both sides.

Ross (2013) argues that conflict management are the steps taken by actors or third parties as an effort to direct any disputes towards certain outcomes that may or may not produce an end in the form of conflict resolution and may or may not produce calmness, positive things, creativity, agreement, or aggressiveness.

The effectiveness of group guidance with conflict management technique to improve students' interpersonal communication is supported by previous researches results. Fribasari (2006) states that group guidance is effective to improve adolescents' interpersonal

relationships, Astuti, et al. (2013) claims that group guidance model with game techniques can improve interpersonal communication skills, Fitriyana (2014) in her research also suggests that group guidance with simulation game technique is able improve students' interpersonal communication skills. According to these previous studies, on this occasion the researchers examined the effectiveness of group guidance with conflict management technique to improve students' interpersonal communication.

Based on the previous studies and the discussion, it was known that conflict management technique is effective to improve individuals' confidence in which students are able to change negative communication into positive which is based on the idea that one's view on him can be directed and able to convince himself by means of communicating so that it can contribute to new behavior in overcoming conflict.

METHODS

The research method of this study was one-group pre-test – post-test design by involving one experimental group, namely vocational high school students. The research procedure was initially begun with giving a pretest and then giving intervention in the form of group guidance with conflict management technique within four meetings with 2x45 minutes per session and the last was giving posttest.

The subjects of the study were chosen by using purposive sampling as many as 10 students of the Eleventh Grade Level of Vocational High School with low level criterion of interpersonal communication. For more, the assessment technique given to the subjects was interpersonal communication scale measurement tools whose positive statement scaling, namely respondents who answered Strongly Agree (*Sangat Setuju/ SS*) were given a score of 5, Agree (*Setuju/ S*) were scored 4, Less Agree (*Kurang Setuju/ KS*) were scored 3, Disagree (*Tidak Setuju/ TS*) were scored 2, and Very Disagree (*Sangat Tidak Setuju/ STS*) were scored 1. On the other hand, if the statement was negative, then the scaling system was the opposite. In addition, the scale used had the total

of 37 valid items of interpersonal communication instruments ($r_{xy} = 0.455-0.716$). Besides, the alpha coefficient of the scale of interpersonal communication was 0.926.

RESULTS AND DISCUSSION

The results showed that there was an improvement in students' interpersonal communication during pre-test ($M = 105.8$, $SD = 5.203$) and post-test ($M = 131.8$, $SD = 8.135$; ($t_{(9)} = 9.192$, $p < 0.01$; $d = 3.807$)). This improvement was proven by the fact that there was a significant change in results from before being given treatment until after being given treatment.

Table 1. The Analysis Results of Paired Sample Test and Cohen d of the Effectiveness of Group Guidance with Conflict Management Technique to improve Interpersonal Communication

	Mean	SD	T	Cohen d
Pre-test	105.8	5.203	9.192*	0.89
Post-test	131.8	8.1355		

* $p < 0,01$

The analysis results of Paired Sample test and Cohen d revealed that there was an influence of group guidance with conflict management technique on the improvement of students' interpersonal communication. The level of effect size of the improvement in interpersonal communication ($d = 3.807$) indicated a high effect of Cohen values ($d = 0.89$). It meant that there were significant differences in interpersonal communication before and after group guidance service with conflict management technique was given as many as 4 times of interventions every 1 meeting covering 2x45 minutes intervention.

The studies that support the results of this study are a research conducted by Fribasari (2006). This this study concludes that group guidance service in the field of social guidance is effective to improve adolescents' interpersonal relationships. Also, Astuti, et al.'s study (2013) results prove that interpersonal communication skills can be improved by using a game technique of group guidance service model. In line with this, Fitriyana (2014) in her study also found that

group guidance service with game simulation technique can improve students' personal communication skills. The last, Fijriani's study (2017) concludes that group guidance service improve students' interpersonal communication.

Based on the results of study findings and previous researches as described above, it can be concluded that the efforts done to improve the low level interpersonal communication can be realized by the implementation of group guidance with conflict management technique. Its implementation was realized by having students who had a negative view in this case was the low level of interpersonal communication towards him could be directed to be more positive. It could be seen from the results of the research on the posttest that all students got the total score showing the improvement of the level of interpersonal communication. Although students had improved their interpersonal communication and had a greater tendency in future group guidance, it is important for them to recognize that interpersonal communication groups are not a measure of how well group activities have been carried out, but how students are able to facilitate and evaluate their abilities. At last, the researchers conducted a series of group guidance sessions to get a significant difference after being given the intervention of interpersonal communication.

CONCLUSION

This study was conducted to examine the effectiveness of group guidance with conflict management technique to improve students' interpersonal communication and emotional intelligence. The results showed that the group guidance with conflict management technique is able to give positive impacts on changes in interpersonal communication skills of the students of AKPELNI Merchant Marine Vocational High School.

Guidance and counseling teachers are suggested to understand the concepts of the implementation of this group guidance with conflict management technique and apply it in schools. In addition, school counselors need to

examine more actively in understanding students so that it will make them easy to identify problematic students. The last, the future researchers are expected to examine group guidance with conflict management technique with different problems and can be tested by comparing experimental groups (which receives interventions) and those which are not given to the intervention (using common counseling).

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