GUIDENA
J O U R N A L

Research Article

Effectiveness of Group Guidance to Improve Students' Social Interaction of Tunadaksa Grade XI SLB Negeri Kota Bengkulu Academic Year 2012/2013

Winda Ade Ariani

Universitas Prof. Hazairin Bengkulu, Indonesia
winda@gmail.com

Abstract: Disabled students often feel that they are not accepted in their social environment, for they usually find it hard to adapt or adjust in it. This study is purposed to: (1) to know the description of the social interaction of students with physical disability in SLB Negeri Bengkulu. (2) the differences in the social interaction of disabled students before and after being given the group guidance. This research's population are 10 students of XI.D class. The research includes the design of experimental research with the time series experiment using random sampling technique method, in which the questionnaire using Likert Scale models is used as the instrument, then analyzed by the Wilcoxon Signed Ranks Test with SPSS version 16. The author concludes that group counseling is effective to improve the social interaction among the disabled students.

Keywords: group guidance; students; slb

INTRODUCTION

Some individuals have difficulty in conforming to the social demand is one such as the situation that brought from birth, this is usually related to the state of the individual that cannot be corrected, for example, disability or often called and the others are. Rakhmat (2004: 41) holds, when someone less confident and sees itself in the community low he will experience obstacles when doing interpersonal communication with other people.

Guidance and counseling service is very much needed for extraordinary children. According to Prayitno (1995:3) "guidance and counseling is a process of assisting someone and or a group of people that the aim of the individual can develop himself optimally so that it can be independent and or take a decision in a responsible." So that you want to achieve with guidance is the level of development is optimal

for each according to his ability. It is the primary purpose of the guidance services in schools, and the purpose was mainly aimed at his disciples as individuals who are assisted.

One of the types of guidance and counseling services that can be given to improving the ability of social interaction students. Orthopedically handicapped (*tunadaksa*) namely group guidance services using the principles of the education of children with the principle of multisensory *tunadaksa* (any sense). With the approach of multisensory through group guidance services, weakness in other senses can be functioned so that can help the process of students understanding that influenced by the system that was found in the brain (Musjafak Assjari, 1995: 159).

The Guidance of the group is a group activity that is done by a group of people to take advantage of group dynamics that is a mutual interaction issued the opinion, give response, advice and etc., where the leader of the group provides information which is useful in order to help the individual achieve optimal development (Prayitno, 1995: 23). The Guidance of the group preferring the process of group dynamics where the students have the opportunity to develop the personality, social taste, and ability take their initiative. This activity can provide benefits for the members in this case to obtain a variety of knowledge and skills and used to achieve the goal of group guidance to developing the ability of socialization of students and in order to increase the capability of the particular purpose social interaction students *tunadaksa*.

In this case, the researcher trying to apply the service guidance toward children *tunadaksa* groups. Build social interaction students *tunadaksa* will not be the same with the ability to build Social interaction students normal, so here researchers are required to more turn on group dynamics in group guidance activities for children *tunadaksa*.

METHOD

This research method is quantitative research with research design quasi-experiment, using the model of *The Time Series Experiment* (Yusuf, 2007:231). The population in this research is that the students *tunadaksa*

grade XI hearing impaired community land Bengkulu city there were ten people.

The data required for this study is the primary data social interaction students who became the samples in this research by providing instrument *non-test* social interactions that have been in — researchers doing research data collection using non-instrument test the social interaction with a Likert scale model. Data collection is done with *pretest* and *posttest* is given to the students in the schools that will orthopedically handicap made samples of the experiment group in May and June 2013. The Data obtained through some data collection techniques that are analyzed using the technique and nonparametric statistics formula to describe the things that became the focus of research.

Data analysis techniques used are nonparametric, using *Wilcoxon Signed Ranks test*. To see the difference of social interaction students *tunadaksa* before (O3) and after (O4) given preferential treatment with group guidance services used data analysis technique with *Wilcoxon Signed Ranks test*. Analysis of this data to test the hypothesis using the help of the program SPSS (*Statistical Product and Service Solution)* version 16.00.

RESULT AND DISCUSSION

To be able to see the picture of the effectiveness of the guidance services group in improving the ability of social interaction students *tunadaksa* grade XI hearing impaired community land Bengkulu City years overall 2012/2013 lessons can be seen from the results of the pretest and posttest data. Increased social interaction significant *tunadaksa* students can be seen in the pretest (O3) and Posttest (O4). To view the changes in the level of social interaction the students in the experiment group from the results of the pretest and posttest can be explained in Table 1.

Based on the table above, can be known that there are differences in the condition of social interaction students groups experiments between before and after treatment guidance groups. The students at pretest social interaction are located on the lower level on the 843 scores (10) after the treatment of high social interaction to 1622p. (10). This proves

that the social interaction students *tunadaksa* increase until a score of 771 means an increased after in providing the treatment by researchers.

Table 1: Results *Pretest* and *Posttest* Group Social Interaction Experiments

The group Experiment		
Students Code	Pretest 3	Posttest 1
D1	86	173
D2	85	170
D3	87	158
D4	85	173
D5	85	162
D6	85	169
D7	84	165
D8	81	154
D9	85	147
D10	80	151
The number of	843	1622p.

The proposed hypothesis is "*there is a significant difference in social interaction students groups experiments before given preferential treatment (pretest), and after given preferential treatment guidance group (posttest).*" hypothesis test is done with the analysis techniques statistic *Wilcoxon Signed Ranks Test* through the program SPSS 16.0. From the processing result obtained the recapitulation as listed in the table below:

Table 2: *Wilcoxon analysis results' Signed Ranks Test* difference of Social Interaction on the *Pre* and *Post-test* Experiment Groups

	Z	Asymp.Sig. (2-tailed)
Pretest - Posttest	2.805	.005

A. Based on negative ranks.

B. Wilcoxon Signed Ranks Test

Based on the table above can be seen numbers probability *Asymp Sig. (2-tailed)* social interaction group experiments on social interaction or probability under alpha (0,005 < 0.05). So it can be concluded that the hypothesis that is tested in this research can be accepted, *"there is a significant difference in social interaction students experiment groups before and after treatment guidance group."*

For the next, need to be known about the direction of the difference is whether the *pretest* or *posttest* higher. The data can be seen in the table below :

Table 3: The results of the Pretest and Posttest Social Interaction Experiments Group

		N	Mean Rank	Sum of Ranks
- Pretest Posttest	Negative Ranks	0a	.00	.00
	Positive Ranks	10b	By 5.50	55.00
	Ties	0c		
	The Total	10		

A. < Pretest Postest

B. > Pretest Postest

C. = Pretest Postest

Based on the data in the table above can be interpreted from the ten people on the group experiments as much as ten people entirely have increased social interaction the results of *pretest* to *posttest*. It can also be interpreted that the group experiment has increased social interaction after treatment implementation guidance groups. If he is associated with the table that shows a significant difference between *pretest* and *posttest* group experiments and improvements that occurred between the *pretest* and *posttest* group experiment is also significant.

Based on the results of *the pretest postest* with answered the hypothesis that done researchers then researchers make observations to see a depiction of the results of the treatment that has been carried out. The observation has done as many as four times with the distance of the same time and then the results from the observation in accumulated become the percentage that is presented in Table 4.

From the results table at the side of the can be explained that on the first point as much as 70 percent of students have been able to apply in a class discussion on the second point as much as 92.5 percent of students can sling help when performing tasks. Point three as much as 70 percent students can help one another when the activities of *gotong-royong*, point four ninety percent of the students can answer the question the teacher, point five as much as 77,5% students can respond to the

opinion of a friend. Point sixth as much as 97,5% students forums featuring the dress code is good and right, point seven as much as 100 percent students can the class on time, point eighth as much as 95 percent of students can adapt to the classroom environment. Point ninth as much as 90 percent students played with all friends, point the ten as much as 70 percent students can adjust themselves in the informal discussions on his friends, point to the eleventh as much as 22.5 percent students who are alone when in the classroom. Point the twelve as much as 77,5% students can communicate with all teachers, point thirteen 100 percent students never involved the difference in disagreement with the ironic friends, point as much as 2.5 percent students irritable with taunt friends, and point the fifteenth 45% of students tend to dwell when arguing with his neighbor.

The result data saw that many students have increased after given the treatment that is the guidance of the group. This proves that the group guidance services drug(s) in improving social interaction students *tunadaksa*.

Based on the purpose of he did *pretest* (O1, O2, O3), which is to know the preliminary condition of social interaction students before given treatment. The results of the pretest analyzed using data processing version SPSS 16.00. Based on the results of the pretest can be described that the condition of the social interaction students hearing impaired community land Bengkulu City especially class experiment is classified in the category of low.

Group guidance services can be an alternative effort that can be done because the guidance of the group has been proven to be able to improve social interaction students *tunadaksa*. This can be seen in the table where the results of the *pretest tunadaksa* social interaction on the experiment groups have low social interaction.

According to Gerungan (2002), adjustments themselves can mean change themselves by the conditions (desire). A person who is experiencing *tunadaksa* will find difficulties in adjusting himself especially for those who have *tunadaksa* because he is not familiar with the lack of physical and will reject what is already experienced this is different with those who experienced *tunadaksa* since birth.

Table 4: The Data result of observation Social Interaction Students *Tunadaksa*

No	The aspects that observable practices	Observation results			
		Y	%	T	%
1	The students and the others dare to apply the idea in class discussion	28	70	12	30
2	The students and the others are helping each other when working on the tasks given by the teacher	37	92.5	3	7.5
3	The students and the others are helping each other when the activities of the clean cooperation class	28	70	12	30
4	The students and the others are dared to answer the question the teacher	36	90	4	10
5	The students and the others dare to respond to the opinion of his friends	31	77,5	9	22.5
6	The students and the others are displays how excellent and exciting dress	39	97,5	1	2.5
7	The students and the others are entering grade on time	40	100	0	0
8	The students and the others can adapt to the classroom environment	38	95	2	5
9	The students and the others are playing with all Friends	36	90	4	10
10	The students and the others can adapt in talks friends	28	70	12	30
11	The students and the others are often seen alone when in the Classroom	9	22.5	31	77,5
12	The students and the others can communicate with all teachers	31	77,5	9	22.5
13	The students and the others are often involved in the quarrel with friends	0	0	40	100
14	The students and the others are irritable with taunt friends	1	2.5	39	97,5
15	The students and the others are likely to live when arguing with his neighbor	18	45	22	55

After the guidance services group is given on the group experiment, the level of social interaction students increased. This can be seen in the table where the students that previously have low social interaction (100%) after given his social interaction treatment rose to very high (100%). This is also supported by the results of observation to see the social interaction students after given preferential treatment services group guidance.
The result can be seen in the table improvements from the results of the *pretest* three then given after treatment was given the same instrument again on *posttest* 1. These results show the improvement of social interaction students *tunadaksa* from lace to high.

According to Rusmana (2009:13) guidance groups can be defined-kan as a process of assistance to the individual through the atmosphere of the group that allows each member to learn actively participate and share their experiences in development efforts insights, attitudes or skills required in an effort to prevent the emergence of the problem or in the personal development efforts.

Based on the results of the data analysis, it can conclude that the service guidance effective groups in improving social interaction students *tunadaksa*. The effectiveness of this can be seen from the number of the entire analysis where the results of social interaction students experiment group experiencing a significant increase.

CONCLUSION

Based on data or research results obtained, and after performing statistical analysis and hypothesis test, it can conclude in general that the service guidance effective groups in improving social interaction students, in particular, can be described as follows : (1) The condition of social interaction students *tunadaksa* before given preferential treatment is located in the low category. This can be seen from the results of the *pretest* (O1, O2, O3) to show the students are located in the low category on its social interaction. (2) There is a significant difference in social interaction between students groups *tunadaksa* experiment before given (*pretest* O1, O2, O3)

and after given special treatment guidance group (*posttest* O4, O5, O6). The difference is discernible in the *posttest pretest 3 and 1* (α < 0.05) where that happens very significant increase from low to high. This means that students who have low social interaction before given guidance services group have increased against his social interaction after the given service guidance groups.

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