

THE EFFECT OF FRIENDS COUNSELING ON SOCIAL INTERACTION OF STUDENTS OF CLASS XI IPA 5 MAN 3 MEDAN

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Abstract: Peer counseling is a way to learn how to care for and help other teenagers and then apply what you've learned in real life. The purpose of this study is to see how peer counseling affects the social interaction of students in class XI IPA 5 MAN 3 Medan. This study employs a quasi-experimental design. The sample consists of 36 MAN 3 Medan students. The distribution of questionnaires was used as a data collection technique. Various tests are used to analyze data. The results revealed that: There was an effect of peer counseling on the social interaction of class XI IPA 5 MAN 3 Medan students, as calculated by the price tcount ttable = (14.66 > 1.688). As a result, peer counseling to improve intrapersonal means and all social interactions is regarded as worthy of being used as a BK that can be tailored to conditions, schools, and student problems. Adolescents/students are expected to be able to meet their needs and overcome problems they encounter, particularly problems with themselves, namely social interaction, through peer counseling.

Keywords: Peer Counseling; Social interactions; Quasi Experiment.

Abstrak: *Konseling teman sebaya merupakan suatu cara untuk belajar bagaimana memperhatikan dan membantu remaja (anak-anak) lain, serta menerapkannya dalam kehidupan sehari-hari. Penelitian ini bertujuan untuk mengetahui pengaruh konseling teman sebaya terhadap interaksi sosial siswa di kelas XI IPA 5 MAN 3 Medan. Penelitian ini menggunakan metode Quasi eksperimen. Sampel yang digunakan berjumlah 36 orang siswa MAN 3 Medan. Teknik pengumpulan data dilakukan melalui pembagian angket, sedangkan data dianalisis menggunakan uji beda. Hasil penelitian menunjukkan bahwa ada pengaruh pemberian konseling teman sebaya terhadap interaksi sosial siswa kelas XI IPA 5 MAN 3 Medan dengan hasil perhitungan diperoleh harga $t_{hitung} > t_{tabel} = (14,66 > 1,688)$. Oleh karena itu, dapat disimpulkan bahwa konseling sebaya untuk meningkatkan kompetensi intrapersonal salah satunya masalah interaksi sosial dipandang layak untuk digunakan sebagai salah satu layanan BK yang dapat dimodifikasi sesuai kondisi, sekolah, dan permasalahan siswa. Dengan layanan konseling teman sebaya ini, remaja/siswa diharapkan mampu memenuhi kebutuhannya serta mengatasi masalah-masalah yang dialaminya khususnya masalah interaksi sosial.*

Kata kunci: *Konseling Teman Sebaya; Interaksi Sosial; Quasi Eksperimen.*

INTRODUCTION

Humans are social creatures, which means they are always dependent on one another in their daily lives. As a result, humans will always have to interact with other humans. Human interactions with other humans are referred to as social interactions.

According to Bimo Walgito, social interaction is the relationship between one individual and another individual, in which one individual can influence another individual or vice versa, implying a reciprocal relationship (Walgito, 2003). There are social interaction issues in a number of schools, including many students who lack social skills. A high school, namely MAN 3 Medan, is one of the places where students can meet and socialize with one another. This is due to the fact that many students have different social statuses, according to information obtained from MAN 3 Medan through interviews. There are several school policies in place to facilitate social interaction with all students, such as the formation of organizations capable of fostering social interaction between students from different classes. However, this is insufficient because not all students wish to participate in the activities of the organization.

Thibaut and Kelley, interaction theory experts, define social interaction as "an event that influences each other when two or more people are present together, create an outcome for each other, or communicate with each other." This means that in each case of interaction, each person's actions are intended to influence the actions of others (Ali, 2011).

According to Tias Dian Astiti's journal in the SD Hj. Isriati Baiturrahman 01 (2003) Semarang State University research, students' social interaction was 75 percent on average, which was classified as moderate criteria. Five students out of fifteen meet the low criteria, with a percentage ranging from 66 to 68 percent. This demonstrates that student social interaction is still low.

According to the findings of an initial search conducted by researchers at MAN 3 Medan, there are still students who have low/negative social interactions, such as being quiet, introverted, preferring to be alone, speaking impolitely in front of others, teasing and beating their friends. for no apparent reason, unable to get along with anyone other than close friends, believes his parents and the surrounding environment do not respect him, is hesitant to cooperate/mutual cooperation, and there are still those who lack confidence.

A number of factors from within the family are required by children in the process of social development, including the need for security, respect, to be loved and accepted, and to be free to express themselves. Feelings of material and mental security are all part of security. Feeling materially secure entails meeting basic needs such as clothing, food, and other necessities as long as they are not excessive and do not exceed the ability of parents.

Feeling mentally safe requires parental fulfillment in the form of emotional protection, avoiding tension, assisting in problem solving, and providing assistance in emotional stabilization. Because adolescents live in groups of people known as families, the interaction between family members is an important factor that can influence adolescent behavior. Whether or not there is harmony, whether or not intensive interaction between family members affects the social development of adolescents in the family. Because they spend the majority of their time with their families, it is natural that the climate of family life has a strong influence on the development of adolescent social relationships.

The school environment, like the family environment, must create a conducive school life climate for the social development of adolescents. School is one of the places where teenagers spend their days. It, too, has the potential to help or hinder the development of adolescent social relationships, just like the school family. A less positive school environment, defined as a facilitator, can obstruct the development of adolescent social relationships. A school with a good living climate, on the other hand, can facilitate or even spur the development of adolescent social relationships.

A conducive life climate in society, as in the family and school environment, is expected to emerge for the development of adolescent social relationships. Adolescents are navigating the journey of time in search of identity, so the exemplary factor, as well as the consistency of the value system and norms in society, are critical. One of the things that teenagers encounter during their socialization process is that it is common for people to act inconsistently with teenagers. On the one hand, adolescents are thought to have matured, but in reality, they are not given the opportunity or full role of adults (Ali, 2011).

Adolescents have a strong need to be liked and accepted by their friends and the larger peer group, which can lead to feelings of pleasure when accepted or severe stress and anxiety when denied entry/ostracized by peers. Many adolescents consider how they are perceived by their peers to be the most important aspect of their lives, and one of the most important functions of peers is as a source of information about the world outside the family.

Peers are children or adolescents of the same age or maturity level. According to Jean Piaget, children and adolescents start to learn about patterns of reciprocal and equal relationships. Adolescents will also learn to carefully observe their peers' interests and points of view in order to ease the process of integrating themselves into ongoing peer activities (Santrock, 2003). In terms of the impact of peer groups on adolescence, Harrocks Benimof contends that peer groups are the real world of young people, setting the stage for them to test themselves and others.

He develops and refines his self-concept in peer groups because he is judged by people who are equal to himself and who cannot impose the sanctions of the adult world that he wishes to avoid. Peers (peers) serve almost the same function as parents for school-age children. When you are

worried, friends can help you feel better. It is not uncommon for a child who was previously a coward to become brave as a result of the influence of his peers (Desmita, 2009).

Peer groups provide a setting in which young adolescents can socialize in an environment where the dominant values are determined by their peers rather than by adults. Thus, adolescents find support in peer society to fight for emancipation and to find a world that allows them to act as leaders if they are capable of doing so. As a result, it is possible to conclude that the function of friends is very important for teenagers, particularly as a place to share feelings of suffering and happiness and to learn how to deal with various problems. Because groups and peers play such an important role in adolescent development, guidance teachers or counselors can provide a variety of services such as peer counseling and forming student study groups by combining male and female students. Adolescents can practice and become accustomed to social relationships with peers of the same and different sex in these groups.

Peer guidance services are thought to be very appropriate for use as a form of guidance and counseling services for adolescents with low social interaction. Peer counseling is an effort made by a friend his age to assist his friend in overcoming his friend's problems through counseling interviews, so that his friend can think about finding solutions, feel comfortable, have a positive attitude in dealing with reality, and have the ability to solve problems and be responsible for himself.

Group counseling activities are interpersonal relationships that emphasize the process of conscious thinking, feelings, and behaviors of members to increase awareness of individual growth and development, become aware of their weaknesses and strengths, recognize skills, expertise, and knowledge and appreciate values and their actions correspond to developmental tasks.

Peer counseling is a way for teenagers to learn how to pay attention and help other teenagers (children) and then apply what they've learned in real life. Adolescents/students are expected to be able to meet their needs and overcome problems they encounter, particularly problems with themselves, namely social interaction, when using peer counseling services.

Interaction, in general, can be defined as being interconnected or interacting between two or more people. While social is associated with society. Social interaction is a type of social process in general (Risnawati, 2002).

According to Philipus, social interactions are dynamic social relationships involving individuals and individuals, individuals and groups, and groups and other social groups (Philipus, 2009). According to Bimo Walgito, social interaction is the relationship between two people. other people, one person can influence another person or vice versa, so there is a reciprocal relationship (Walgito, 2003).

Sarlito stated that humans are social creatures, meaning that they are always dependent on one another in their daily lives. As a result, humans will always have to interact with other humans. Social interactions refer to human interactions with other humans, human interactions with groups, or groups with groups (Sarwono, 2010).

Thibaut and Kelley, interaction theory experts, define social interaction as "an event that influences each other when two or more people are present together, create an outcome for each other, or communicate with each other." This means that in each case of interaction, each person's actions are intended to influence the actions of others (Ali, *Adolescent Psychology: Student Development*, 2011).

According to Bonner, social interaction is a relationship between or among individuals in which one individual's behavior affects, changes, or improves the behavior of others, or vice versa (Ahmadi, 2007). The term "social interaction" refers to a reciprocal action between two or more people that occurs through contact and communication. So social interaction is a dynamic or reciprocal relationship between individuals, individuals with groups, and groups with groups that influence one another.

In Islam, three relationships or interactions are required: the relationship with Allah SWT, the relationship with fellow humans, and the relationship with the universe. The three interactions must be balanced and synergistic. For example, prioritizing one's relationship with Allah while ignoring human relationships demonstrates that one's faith is not perfect.

METHODS

The Quesio experiment is the type of research in which students are treated by providing peer counseling services. This study employed a pre-test and post-test research design. The population in this study consisted of all students from class XI IPA 5 MAN 3 Medan Jalan Defense Patumbak, a total of 190 students from 5 classes. In this study, the samples were all students from class XI IPA 5 MAN 3 Medan, a total of 36 people. Purposive sampling was used in this study, which is a method of obtaining a sample by selecting a sample from the population as desired by the researcher (according to the purpose). (Rumegan, 2012) A questionnaire was used as the data collection instrument to determine students' social interactions. A questionnaire is a set of questions written and distributed to respondents in response to the questions posed about the role of peer counseling services in students' social interactions. The questionnaire was used because it can collect a large amount of data in a short period of time. The difference test or t was used in this research to see if there is an increase in the social interaction of class XI IPA 5 students at MAN 3 Medan. The following is the formula for the t test technique:

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

Description:

Md : The mean of the difference between pre-test and post-test

d : Deviation of each subject

$\sum x^2 d$: Sum of the squares of deviation

N : Subjects in the sample (Sudjono, 2010).

RESULTS AND DISCUSSION

Hypothesis testing is done by calculating the t test. From the calculation results obtained tcount = 15.86, for the number of respondents as many as 36 people obtained ttable = 1.688. In accordance with the criteria for acceptance and rejection of the hypothesis, the proposed hypothesis is accepted at a significant level of 5%. For full calculations see attachment 15.

Thus it is stated that peer counseling services can improve the social interaction skills of class XI IPA 5 MAN 3 Medan students. The average score of students' social interactions at the time of the pre-test = 54.42, while after peer counseling (post-test) the average score of students' social interactions was 93.27.

Research Data Analysis

Pre- test

The results of the calculation of the pre-test data obtained can be seen in the following table 1

Table 1. Result of Pre-test

Number of Students	%	Category
19	53%	Low
13	36%	Medium
4	11%	High

From the table, it is known that 19 students (53%) have social interaction skills in the low category, 13 students (36%) have social interaction skills in the medium category and 4 students (11%) have high social interaction skills. The result of the ideal score = 120, while the highest score on the pre-test was 99, the lowest score was 36. The average score was 54.42.

Post-test

The results of the calculation of the post-test data obtained can be seen in the following table 2.

Table 2. Result of Post-test

Number of Students	%	Category
0	0	Low
7	19	Medium
29	81	High

From the table above, it is known that none of the students (0%) had social interaction skills including the low category, 7 students (19%) had social interaction skills including the medium category and 29 students (81%) had the high social interaction skills. The result of the ideal score = 120, while the highest score on the post-test was 103, the lowest score was 85. The average score = 93.

Based on the table above, it can be seen that the increase in students' social interaction skills is as follows:

Table 3. Description of Pre-test and Post-test Data

No	Pre-test			Post-test		
	Total	%	Description	Total	%	Description
1	19	53%	Low	0	0	Low
2	13	36%	Medium	7	19	Medium
3	4	11%	High	29	81	High
Total	36	100		36	100	

The table above shows that students who are classified as low on the pre-test are 53%, while in the post-test (after being given peer counseling services) it is 0%. Students who are classified as being in the pre-test are 36%, while in the post-test students are classified as being 19%. Students who are classified as high in the pre-test by 11%, while in the post-test by 81%. It can be concluded that there is an increase in students' social interaction skills after being given peer counseling services.

It is the first time that peer counseling has been provided to students at MAN 3 Medan. As a result, the students appear perplexed at first. They did, however, continue to enthusiastically follow the peer counseling activities step by step. Despite the fact that it was the first peer counseling was used, each meeting went off without a hitch, judging by the enthusiasm of the group members.

Prior to the implementation of peer counseling, students' social interaction was quite low. This is supported by the questionnaire results, which revealed that students had a low level of social interaction. Based on the descriptive analysis calculation, it can be seen that prior to peer counseling, the description of the social interaction of 36 students revealed that 19 students (53 percent) had social

interaction skills in the low category, 13 students (36 percent) had social interaction skills in the medium category, and 4 students (11 percent) had social interaction skills in the high category. The ideal score was 120, while the highest pre-test score was 99 and the lowest score was 36. The overall average was 54.42. This demonstrates that the majority of students do not have positive social interactions. Characteristics such as being quiet, introverted, aloof, speaking disrespectfully in front of others, liking to prank his friends, hitting his friends for no reason, being unable to get along with anyone other than his close friends, assuming that his parents and the surrounding environment do not respect him, reluctant cooperation / mutual cooperation, and those who are not confident are all displayed.

According to the data collected and the results of hypothesis testing, peer counseling services can improve the social interaction skills of students in class XI IPA 5 MAN 3 Medan. According to the post-test results, no students (0%) have social interaction skills in the low category, 7 students (19%) have social interaction skills in the medium category, and 29 students (81%) have social interaction skills in the high category. The ideal score is 120, while the highest score on the post-test is 103 and the lowest score is 85. The overall average is 93. This means that BK teachers must provide peer counseling services in order to improve the social interaction skills of class XI MAN students 3 Terrain.

Peer counseling is one of the initiatives aimed at improving students' social interaction skills. In addition, other peer assistance services, such as information services, orientation, open service discussions, pre-counseling, and mediation services, must be developed (Bakar, 2012).

Aside from the hypothesis, it is well known that students' social interaction skills improve after providing peer counseling services. Thus, in this study, the provision of peer counseling services was successful in increasing students' social interaction skills.

CONCLUSION

From the results of the study it can be concluded that:

1. There is an effect of peer counseling on the social interaction of class XI IPA 5 MAN 3 Medan students.
2. It is known from the calculation results obtained that the price $t_{hitung} > t_{tabel} = (14,66 > 1,688)$.
3. Then the hypothesis which states that there is an influence of peer counseling on the social interaction of class XI IPA 5 MAN 3 Medan students.

4. Peer counseling models to improve intrapersonal competence, one of which is the problem of social interaction, are thought to be feasible for use as a counseling service that can be tailored to specific conditions, schools, and student problems.

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