

Improving Student Friendships Through Social Personal Guidance Services

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ABSTRACT

This study aims to determine how the stages of social personal guidance in improving student friendship. The participants in this study were guidance and counselling teachers who provided services to six students. This type of research is a case study with data collection techniques through interviews, observation and documentation. The results show that social personal guidance services in improving student friendships at SMA Negeri 1 Kotagajah are very helpful in improving student friendships. This can be seen through data regarding the implementation of social personal guidance services in improving student friendships through sociometry, RPL, and also observation by counseling guidance teachers.

KEYWORDS – social personal guidance, friendship.

1. INTRODUCTION

Education is basically a conscious effort for the improvement of human character that lasts forever. Education also means a path to help people both tangibly and profoundly towards the development of a quality individual. The reason for education itself is the recognition of the quality character that each student deserves including his/her social life in making friends (Tohirin, 2015).

Since humans are born they will always need the help of other humans, humans need help eating, drinking, and fulfilling their natural needs. In addition, over time children learn how to talk, walk, understand things, rules, and always need help from those around them (Ahmadi, 2009). Humans are social creatures who are always in contact with others and adapt to their social environment. Social relationships are relationships between people who are related to each other. This relationship develops over time and becomes more complex. Therefore, as a whole, humans cannot live alone without other people around them (Sunarto & Hartono, 2018).

From the explanation above, it can be seen that it is not possible for humans to live alone without correspondence or contact with other humans. Human beings may become genuine human beings when they live with other human beings. Overall, human beings basically cannot live alone without an adequate environment despite the fact that biologically physiologically they may have the option to take care of themselves (Ahmadi, 2009).

Through guidance and counseling at school, teachers can help students optimize themselves. In optimizing students, guidance and counseling teachers have several kinds of services that can be used, one of which is social personal guidance. Social personal guidance is one of the efforts in helping students to be able to face and overcome any social personal problems carried out in several ways, namely, creating a conducive educational interaction environment, developing and improving self-understanding and positive attitudes and developing and improving relationships in the social environment (Hardiansyah, 2020).

One of the problems of students is the problem of social relationships in terms of making friends. Friendship is important because it can help students in developing their social life and psychological development. Through friendship, an individual learns how to know and understand other people, including finding out about what behavior is appropriate and what is generally not expected by the social environment and ethics when in relationships. Success in building friendship relationships will ensure achievement in building subsequent social relationships (Hartup & Willard W, 1992).

Guidance as an educational endeavor is characterized as the interaction of helping individuals to achieve the best level of self-improvement in exploring their lives freely and independently. Progress in exploring life freely and independently is the idea of setting up a satisfactory condition where individuals can make the right decisions and choices to remain in their environment. The best developmental condition is a dynamic condition that characterized by a person's preparation and capacity to develop (personal growth) with the aim that he or she transforms into an individual who is truly suited to his or her current state.

The term guidance comes from the English word "guidance" which means guidance, help, leadership, direction, guidelines, instructions, and guidance (AD & Winarsih, 2016). Guidance can also be defined as a process of providing assistance to individuals or groups in order to understand themselves, be able to direct themselves, act according to what should be or their environment. Guidance is not only oriented towards healing but also towards the process of development, prevention and adjustment. The vision of guidance is educative, developmental and outreach. Educative means that guidance refers to prevention and development efforts. Development means that guidance is an effort to empower all human potential and outreach means that the target of guidance is not limited to problematic individuals but to all individuals (Yulianty, 2015).

Social personal guidance is a set of assistance provided to students in order to be able to overcome their own social personal problems, make social personal adjustments, choose social groups, choose types of social activities and be effective in solving their social personal problems. Social personal guidance guides individuals in dealing with their inner state and overcoming various struggles within their own mind in regulating spirituality, body, filling leisure time, channeling sexual desires, as well as guidance in fostering relationships in humanity with others in various social settings.

Friendship is a need that if not fulfilled will lead to negative things, such as depression, anxiety and loneliness. However, if this need to make friends is fulfilled, it will cause a sense of happiness for the individual. Failure of adolescents to socialize with peers will cause adolescents to become shy, loners, lack of confidence or on the contrary become arrogant, stubborn and misbehave when in social situations.

Friendship is a form of interpersonal relationship that is informal and important to develop. Through friendship, individuals will learn to know and understand other people, including learning about what behaviors are acceptable and expected by the social environment. Or in other words, friendship will be able to make individuals learn to find the right way to present the mselves so that they can be accepted by their social environment properly. Success in making friends will ensure success in building subsequent social relationships (Hartup & Willard W, 1992).

Based on the results of interviews with counseling guidance teachers at SMA Negeri 1 Kotagajah, there are several students in class X IPA 2 who show symptoms of a lack of friendship. These symptoms include a closed or non-open personality, quiet, shy, not showing warmth, lack of trust, lack of attention to their friends, and reluctance to ask for help from others when needed. The sociometry records of the counseling guidance teacher show that there are six students who experience problems in making friends out of a total of thirty-five students in the class.

In social personal guidance, students are directed to have the ability to understand and overcome their problems in order to have a strong character and gain self-understanding including identifying and expressing themselves (Yulianty, 2015). Thus the author feels that this social personal guidance service is suitable for use in improving student friendships, so the purpose of this research is to increase student friendships through social personal guidance services.

2. METHOD

The participants of this research are counseling guidance teachers of class X IPA 2 at SMA Negeri 1 Kotagajah who act as implementers of social personal guidance services in improving student friendships at SMA Negeri 1 Kotagajah. In choosing students who will be given services, guidance and counseling teachers use sociometry. Sociometry itself is used to determine the level of student friendship. Through the results of sociometry given to 35 students, there are 6 students whose friendship indicators are low. Thus, the 6 students were given social personal guidance services to improve their friendships. The following is data on students who experience problems in making friends.

TABLE 1. DATA ON STUDENTS WHO EXPERIENCE PROBLEMS IN MAKING FRIENDS

No	Name	Problems in Making Friends
1.	A	Students with the initials A have personalities that tend to be closed
2.	B	Students with the initials B are shy and also quite personalities
3.	C	Students with the initials Care individuals who lack trust in others and tend to be ignorant
4.	D	Students with the initials Dare personalities who lack attention and empathy with other students
5.	E	Students with the initials E are individuals who find it difficult to adjust to being involved with a few students
6.	F	Students with the initials F is a person who is reluctant to ask for help from others when needed.

The type of research in this study is qualitative research. According to John W. Creswell, qualitative research itself is a method or way of understanding and exploring the meaning of an individual or group that is sourced in human social problems by asking questions, collecting data, analyzing data (from specific to general), and interpreting the meaning of the data. The research design used in this research is a case study.

The data collected in this study were obtained through semi-structured interviews based on interview guidelines that refer to the subject matter determined by the researcher. In this study, researchers interviewed counseling guidance teachers regarding the implementation of social personal guidance services in improving student friendships. In addition to interviews, researchers also made observations of counseling guidance teacher data related to the implementation of social personal guidance services in improving student friendships, namely sociometry, RPL, and also supporting factors for service implementation such as the geographical location of the school, school environmental conditions, school building conditions, counseling guidance room conditions, and counseling guidance infrastructure.

The instruments used in this research are interviews and observations regarding matters related to the implementation of social personal guidance services in improving student friendships. The data analysis technique in this study was carried out inductively through data collection in the field, then the data obtained in the field were interpreted. The data obtained through interviews and observations are analyzed in order to obtain an overview of the implementation of social personal guidance services in improving student friendships. Researchers use data analysis techniques as follows: Data reduction, data presentation, conclusion drawing and verification. Then validation in this study uses triangulation techniques to compare the results that have been obtained with the results obtained from other sources.

3. RESULT AND DISCUSSION

The results of this study were obtained through interviews and observations conducted by researchers. The following are the results of research through interviews with counseling guidance teachers at SMA Negeri 1 Kotagajah related to the implementation of social personal guidance services in improving student friendships. Are there any problems regarding students' friendship skills at SMA Negeri 1 Kotagajah?

Regarding the problem of establishing student friendships at SMA Negeri 1 Kotagajah, there are definitely in every class, but the superior classes experience fewer of these problems because on average they can get along with each other among students even though they are less socialized with teachers because for students in superior classes they tend to only know the teacher who teaches their class. However, students who are not from superior classes on average experience problems in making friends, for example, such as being isolated, alone, only making friends with one person or in other words, their friends are only those who are not friends with others. For problems in making friends in these students are usually found in science majors, because for students majoring in science the smart ones are more prominent so that usually the less smart ones will be eliminated by themselves. For students majoring in social studies, they are more able to manage themselves and their abilities.

How does the counseling guidance teacher at SMA Negeri 1 Kotagajah know whether students experience problems in making friends?

To find out whether students experience problems in making friends or not can be seen through observation, sociometry and also reports from subject teachers or class teachers who teach.

Are there classes that experience problems in making friends at SMA Negeri 1 Kotagajah?

Every class on average has students who experience problems in making friends, especially in class X IPA 2. This can be seen through the sociometry results that the counseling guidance teacher provides, there are students who show the results of being chosen and those who are not chosen, this shows that there are problems in improving students' ability to make friends so that based on the results of the sociometry of class X IPA 2 there are six students who experience problems in making friends seen from the aspect of indicators in making friends that are not fulfilled.

What are the factors that cause students to experience problems in improving their ability to make friends?

There are several factors that cause students to experience problems in improving their ability to make friends both internally and externally. Internally, the factors that cause students to experience problems in improving their ability to make friends are closed personalities that make students tend not to be open, quiet, shy, do not show warmth, lack of trust, and lack of attention to other students. And externally, the factors that cause students to experience problems in improving their ability to make friends are because they are influenced by culture, social groups, classroom environment and family.

Does counseling guidance at SMA Negeri 1 Kotagajah use social personal guidance services in improving students' friendship skills?

Yes, it uses social personal guidance services in improving students' friendship skills either individually, in groups or classically to make it easier and shorten the time. However, it is still adjusted to the number and needs of students.

How is the counseling guidance teacher's effort in improving students' friendship skills at SMA Negeri 1 Kotagajah?

Social personal guidance services are provided after distributing a sociometric questionnaire, then the results of the questionnaire will be contained in a sociogram which shows a list of students who are chosen and who are not chosen to then prepare an RPL (Service Implementation Plan) and carry out social personal guidance services in improving students' friendship skills. And because in class X IPA 2 there are several students who experience problems in making friends, guidance services are provided in groups or group guidance. This is intended to build a level of trust and communication between students, because these students tend to close themselves or introvert so that these students do not want to open up and open themselves to their friends so that problems arise in making friends.

What are the stages of implementing social personal guidance services in improving the ability to make friends with students at SMA Negeri 1 Kotagajah?

For the first stage of planning, second implementation, third evaluation and follow-up if needed.

Counseling guidance teachers at SMA Negeri 1 Kotagajah can find out whether students have problems making friends or not through sociometry and observations which then provide services based on RPL (Service Implementation Plan) tailored to student needs. There are several factors that cause student problems in making friends, including internal factors, such as a closed personality that makes students tend not to be open, quiet, shy, not showing warmth, lack of trust, and lack of attention to other students. And externally, the factors that cause students to experience problems in making friends are because they are influenced by culture, social groups, classroom environment and family.

In the early stages of providing services, the counseling guidance teacher stated that there were still students who were shy and less active in participating in social personal guidance services in improving student friendships, but over time and because the counseling guidance teacher showed an attitude of acceptance and warmth, students began to open up and participate in service activities well. Counseling guidance teachers in implementing social personal guidance services in class X IPA 2 use group guidance, through group guidance students are trained to be active, open, dare to express opinions, engage in group activities, show warmth, attention and also empathy.

In its implementation, social personal guidance services in improving student friendships in IPA 2 class are carried out through several stages, namely as follows:

1. Planning

Counseling guidance teachers, namely identifying topics by knowing the causes of student friendship problems, then preparing the material needed by students, forming groups consisting of several students who experience the same problems, compiling a schedule of activities by deliberating in advance with students, establishing

service procedures, establishing service facilities by preparing a room for the implementation of social personal guidance services and requiring students to bring stationery to record something during service implementation, and preparing administrative completeness to support service implementation.

2. Implementation

a. Formation stage.

At this stage the counseling guidance teacher gathers with students according to a predetermined schedule, then begins the activity by greeting, getting to know each other, and asking about the goals that students want to achieve through the implementation of this service and explaining the principles of counseling guidance.

b. Transitional stage.

At this stage the counseling guidance teacher asks about students' readiness to participate in service implementation activities, and is warm so that students feel comfortable during the service implementation process.

c. Activity stage.

At this stage the counseling guidance teacher implements social personal guidance services in improving student friendships using group guidance methods. The counseling guidance teacher asks students to tell stories about the causes of the problems they experience, provides material related to student problems which aims to overcome student friendship problems so that students become more open, not shy, can be warm, can trust each other, care for each other, and dare to be active and express opinions during and after service implementation.

d. Closing stage

At this stage the counseling guidance teacher thanks the students who have participated in the implementation of social personal guidance services in improving student friendships, invites students to express their impressions and results while participating in activities, provides reinforcement to students to be able to make friends, then closes the activity by praying and saying greetings.

3. Evaluation.

At this stage the counseling guidance teacher determines the evaluation procedure by looking at the notes from the beginning of the activity whether it was carried out properly or not, optimizing the evaluation instrument by asking students how they felt and experienced while participating in the activity whether it went optimally or not, then processing the evaluation results and doing follow-up if needed.

Based on the above statement, the implementation of social personal guidance services in improving student friendships at SMA Negeri 1 Kotagajah has quite good results and significant changes have occurred. This can be seen through the results of the observation of the counseling guidance teacher and the sociometry that the counseling guidance teacher has, as follows:

TABLE 2. COMPARISON OF SOCIOMETRY RESULTS BEFORE AND AFTER SERVICE DELIVERY

No	Name	Not Selected	Votesr Equals One	More than Two Voters
1.	A	√		
2.	B	√		
3.	C	√		
4.	D	√		
5.	E		√	
6.	F			√

No	Name	Not Selected	Votesr Equals One	More than Two Voters
1.	A			√
2.	B			√
3.	C			√
4.	D			√
5.	E			√
6.	F			√

In the table above, it can be seen that there has been an increase in making friends with students, students have improved in making friends after being given social personal guidance services. Based on interviews, the counseling guidance teacher stated that:

1. A before being given the service did not have a number of voters, after the provision of social personal guidance services had five voters.
2. B before being given the service did not have a number of voters, after being given the service had four voters.
3. C before being given the service did not have a turnout, after being given the service had five voters.
4. D before being given the service does not have a number of voters, after being given the service has six voters.
5. E before being given the service has one voter, after being given the service has six voters.
6. F before being given the service has three voters, after being given the service has eight voters.

Based on this information, it can be concluded that there is an increase in students in improving friendships after being given social personal guidance services. So that the implementation of social personal guidance services is very helpful and can be used in improving student friendships at SMA Negeri 1 Kotagajah.

4. CONCLUSION

Judging from the results of the research that has been studied, it can be concluded that the implementation of social personal guidance services in improving student friendships at SMA Negeri 1 Kotagajah is very helpful in improving student friendships. This can be seen through data regarding the implementation of social personal guidance services in improving student friendships through sociometry, RPL, and also observations by counseling guidance teachers. There are several stages in the implementation of social personal guidance services in improving student friendships at SMA Negeri 1 Kotagajah, which consist of: Planning, implementation and evaluation.

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