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Meningkatkan Keterampilan Komunikasi Interpersonal melalui Konseling Perilaku di Sekolah Vokasi

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A B S T R A K

Tujuan penelitian ini adalah untuk mengetahui efektivitas layanan konseling *behavioral* untuk meningkatkan keterampilan komunikasi interpersonal peserta didik kelas XI Kuliner 2 di Sekolah Vokasi Pati. Metode penelitian ini menggunakan eksperimen dengan 8 responden. Metode pengambilan sampel menggunakan *nonprobality sampling*, sampel diambil dari populasi dengan teknik sampling purposive yang pengambilan sampel secara tidak acak dan disesuaikan dengan kualifikasi-kualifikasi yang berdasarkan tujuan dalam penelitian. Teknik pengumpulan data meliputi dokumentasi, penyebaran angket, dan observasi. Hasil dari uji t-sample ini menunjukkan bahwa sebelum menerima layanan konseling kelompok teknik sosiodrama, skor keterampilan komunikasi interpersonal peserta didik berkisaran antara minimal 123 hingga maksimal 147 dengan rata-rata 137,25. Setelah dilaksanakan konseling kelompok teknik sosiodrama meningkat menjadi minimal 147 dan maksimal 165 dengan rata-rata 155,8750. Untuk mengetahui P -value 0,003 dari nilai t_{hitung} sebesar -4.412 dan nilai t_{tabel} 0.3388, db sebesar 7, a sebesar 0,05. Sehingga saat mencari P-value yang dibutuhkan db = 7 dan a = 0,005 dan t_{tabel} 0.3388. Diketahui bahwa P-value 0,003 menunjukkan bahwa konseling kelompok dengan keterampilan komunikasi interpersonal efektif untuk meningkatkan keterampilan komunikasi interpersonal peserta didik XI Kuliner 2 di sekolah.

A B S T R A C T

The purpose of this study was to determine the effectiveness of behavioral counseling services to improve interpersonal communication skills of class XI Culinary 2 students at Pati's Vocational School. The research method uses an experiment with 8 respondents. The sampling method uses nonprobality sampling, samples are taken from the population with a purposive sampling technique that is not random sampling and adjusted to the qualifications based on the objectives of the study. Data collection techniques include documentation, questionnaire distribution, and observation. The results of this t-sample test indicate that before receiving sociodrama technique group counseling services, the interpersonal communication skills scores of students ranged from a minimum of 123 to a maximum of 147 with an average of 137.2500. And after the sociodrama technique group counseling was carried out, it increased to a minimum of 147 and a maximum of 165 with an average of 155.8750. To find out the P-value of 0.003 from the t-value of -4.412 and the t-table value of 0.3388, db of 7, a of 0.05. So when looking for the P-value needed db = 7 and a = 0.005 and t-table 0.3388. It is known that the P-value of 0.003 indicates that group counseling with interpersonal communication skills is effective in improving the interpersonal communication skills of students of Class XI Culinary 2 at school.

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1. INTRODUCTION

Communication is a basic human activity, through communication people can interact with each other in everyday life and anywhere. There is no human who does not participate in communication, communication is very important for human life. The development of everyday human knowledge through communication also forms a social system that needs each other Azmi, K. R. (2021). Humans and communication are two things that cannot be separated, because humans are social beings who cannot be separated from other humans, every human being needs communication, to communicate humans need language to be able to continue communicating more easily (Agus M. Hardjana, 2025). Likewise in the school environment, it will not be effective if the interaction in the school is never communicated well. Because communication is very important to convey information through the media or directly. According to Edward Depari (2025), communication is the process of conveying ideas, hopes and messages conveyed through certain symbols, containing meanings carried out by the message sender shown to the recipient of the message. The meaning of the message here is like conveying a mandate through direct communication or face to face with the recipient of the message.

Interpersonal conflict is the result of a situation or condition where desires or wills are opposite or different from one another, so that one or both are disturbed (Azmi, K. R, 2022). Forms of interpersonal conflict in students at school include differences of opinion and disagreement, the emergence of disputes in achieving goals that occur arguments between conflicts that result in creativity, innovation and ideas. as there are differences of opinion regarding the values and norms adopted by individuals or groups, there are also attitudes and behaviors that weaken each other and prevent other parties from winning the struggle for resources. Humans are social beings, of course, they cannot be separated from the need for help and the presence of other individuals in their lives. As social beings and key agents in social life, human social activities create social interactions in various forms. One of them is the communication process. The communication process is a supporting element that allows individuals to complete and complete tasks and stages of social relationships more easily, establish new, more mature relationships with men and women and peers, carry out social roles to meet expectations of responsible behavior in public, and arrive at a hierarchy of moral principles that function as a framework for transforming actions into ideology (Sekar L Pratiwi, 2023).

Based on research findings conducted by Remmers HH and Hacket CG, their research found that 23% of teenagers do not know how to behave towards people they like, 54% of teenagers want to get affection from others. '' This shows that to meet their needs, children in adolescence are very dependent on the communication process. In addition, the communication process contributes to the development of a person into a human resource who has high integrity, quality, and socio-emotional. high quality, character, and socio-emotional development (Rina N Ramdhani, 2023). In previous research on interpersonal skills as learning materials, there is a thesis entitled Application of Playing Techniques in Group Guidance to Improve Students' Interpersonal Communication Skills, written by Galih Wicaksono, Guidance and Counseling Department, Faculty of Education, Surabaya State University. This research is about the effect of the Application of Role Playing Techniques in Group Guidance on Improving Students' Interpersonal Communication Skills. The research was conducted on students of class X Multimedia SMK IKIP Surabaya. The results of the research showed an increase in the score of interpersonal communication skills which was the result of the treatment of group guidance services with role playing. Previous research with this author's research has similarities, namely Group Guidance with Role Playing Techniques to Improve Students' Interpersonal Communication Skills (Rayyan, 2022).

In this study, Group Counseling Services are a type of service that can be used to improve students' communication skills. Group Counseling Services are a way to provide support to individuals through group activities. According to Prayitno (2024) the definition of a group council is a group activity that contains the main elements of group life, including group goals, members, leadership, and rules, to shape the personality of each participant and bring about additional changes through individual adjustments (Widya, 2021). One of the techniques in counseling is the sociodrama technique. Sociodrama is a technique for solving social problems that occur through role-playing

activities. If participants are able to apply and react according to the roles displayed in the communication patterns contained in the sociodrama, they will be able to improve their communication skills. Researchers assume that using sociodrama techniques is effective for students' interpersonal skills, because the purpose of sociodrama techniques can help students open up to others through communication, interaction and feedback obtained from others. Students receive feedback through the person's opinion after seeing the student's performance. The purpose of feedback is to provide constructive information to help students understand and influence their behavior as perceived by others (M Buyana & MG Leila, 2021).

Effective communication in the school environment not only acts as a means of delivering information, but also as a medium for character building and developing students' social skills. Interactions that occur at school, both between students and students and between students and teachers, will run optimally if supported by open, two-way, and respectful communication. Therefore, interpersonal communication skills are an important aspect that needs to be developed early on so that students are able to establish healthy social relationships, resolve conflicts wisely, and contribute positively in the learning environment. However, the reality in the field shows that there are still many students who face difficulties in communicating effectively, especially in interpersonal contexts. Factors such as lack of self-confidence, differences in cultural background, inability to manage emotions, and lack of experience in social interaction often become obstacles in the interpersonal communication process. As a result, various social problems such as misunderstandings, bullying, and open conflicts between students are not uncommon in the school environment. This shows the importance of systematic and targeted efforts to improve students' interpersonal communication skills through guidance and counseling services at school. One approach that is considered effective in improving students' interpersonal communication skills is through group guidance services with sociodrama techniques. Unlike the usual lecture or discussion method, sociodrama provides direct experience for students to act out certain social situations, so that they can learn to understand other people's points of view, practice empathy, and hone the ability to express opinions constructively. Through this activity, students not only gain theoretical knowledge about communication, but also experience the process of internalizing social values and skills needed in everyday life. Thus, the application of the sociodrama technique is expected to be the right solution to overcome interpersonal communication problems among students.

The application of the sociodrama technique in group guidance services at school has its own advantages. Through this approach, students are not only passive listeners, but are also actively involved in acting out social situations that are relevant to their daily lives. This active involvement allows students to learn through direct experience, so that the messages to be conveyed in the guidance process can be more easily understood and internalized. This is in line with the principle of experiential learning which emphasizes the importance of direct experience as an effective learning resource. In addition, sociodrama can also be an effective means of developing students' empathy. In the roles played, students are invited to understand the other person's point of view, feel the emotions that may be experienced by the other party in the conflict, and try to find a win-win solution. Thus, this activity not only trains communication skills, but also builds higher social sensitivity. This sensitivity is very important in the context of school life which is multicultural and full of complex social dynamics.

Not only in the context of conflict resolution, sociodrama can also be used to improve other social skills, such as the ability to express opinions assertively, build teamwork, and manage differences in a constructive way. This shows that sociodrama has flexibility in its application according to students' self-development needs. BK teachers or school counselors can design sociodrama scenarios that are relevant to the issues being faced by students, so that the material presented feels closer and more meaningful. However, the application of the sociodrama technique in schools requires careful preparation, both in terms of material planning, management of group dynamics, and evaluation of activity results. BK teachers need to have good facilitation skills so that the process runs conducive and students feel comfortable expressing themselves. In addition, evaluation of the results of activities is also important to measure the extent of changes in students' behavior and interpersonal skills after participating in sociodrama activities. This evaluation can be done through observation, questionnaires, and student reflections after the activity takes place.

Thus, the integration of group guidance services with sociodrama techniques is one innovation that can be adopted by schools in an effort to develop students' interpersonal skills. Through this approach, it is hoped that students will not only be able to communicate effectively, but also have the

ability to build healthy social relationships, resolve conflicts wisely, and become individuals with character who are able to contribute positively in the school and community environment.

2. METHODS

This research uses quantitative methods. The format of this research is a pretest with a nonprobability sampling method with a population of 34 students from class XI Culinary 2 at Vocational School (SMKN 3 Pati), with a sample of 8 athletes.The methods used to collect data are documentation and survey methods. The documentation method was used to obtain preliminary data on the condition of the students who became the research sample, while the survey method was carried out using an interpersonal communication skills questionnaire given before and after treatment (pretest and posttest). This questionnaire is arranged based on indicators of interpersonal communication skills which include the ability to express opinions, listening skills, empathy skills, and the ability to resolve conflicts. Instrument validity If it is at a significance level of 0.05, it is considered valid. Conversely, if the significance level is 0.05, this tool is considered invalid. Reliability is calculated using $r_{hitung>r_{tabel}} r_{hitung<r_{tabel}}$ Cronbach's alpha formula. Data analysis techniques using normality tests and T tests. The normality test is carried out to determine whether the data obtained is normally distributed or not using the Kolmogorov-Smirnov test at the 0.05 significance level. If the data is normally distributed, then it can be continued with the t test. The t test is used to determine the difference in pretest and posttest scores, so that the effect of group guidance services with sociodrama techniques on students' interpersonal communication skills can be known.

3. RESULT AND DISCUSSION

Result

Group counseling is one form of guidance and counseling service that is commonly carried out in schools. Group counseling is a form of psychotherapy that involves eight to ten group members in its activities, and a counselor who functions as the group leader. The purpose of group counseling is to create a more open and honest atmosphere towards oneself and others, learning to trust oneself and others. Group counseling services were implemented from February 15, 2024 to February 29, 2024 to reduce the low interpersonal communication of students with a behavioral approach. After that, a program evaluation was carried out using an interpersonal communication skills questionnaire. The researchers recommend client-centered face-to-face counseling services to reduce low communication. The evaluation results showed an increase in the level of interpersonal communication skills after receiving group counseling.

The results of the pre-test and post-test data analysis showed a significant improvement in students' interpersonal communication skills after participating in group counseling services with a behavioral approach. This can be seen from the increase in the average score of interpersonal communication skills, where students initially had difficulty expressing opinions, listening actively, and providing appropriate responses during interactions. After the intervention, students became more confident, responsive, and able to initiate positive social interactions both in classroom discussions and in informal situations with peers. Observations during the counseling sessions also revealed positive behavioral changes in the participants. Students who were initially passive and reluctant to participate began to show more enthusiasm in group activities. Through sociodrama techniques, students were able to simulate real-life communication scenarios, practice empathy, and learn effective ways to handle interpersonal conflicts. These practical exercises helped students internalize new communication patterns, leading to more adaptive interpersonal behaviors in daily school interactions.

Furthermore, feedback from teachers and peers indicated that students who participated in the counseling sessions showed noticeable improvements in their social interactions. Teachers reported that these students became more cooperative during group projects and more assertive in expressing their thoughts during classroom discussions. Peers also felt that the students were easier to approach and communicate with, reducing instances of misunderstanding and social isolation. These findings suggest that group counseling with a behavioral approach not only benefits individual students but also contributes to creating a more positive and collaborative school environment.

In addition, the results of the post-intervention questionnaire analysis showed consistent improvement in all indicators of interpersonal communication skills measured, namely the ability to

express opinions, the ability to listen actively, the ability to empathize, and the ability to resolve interpersonal conflicts. The most notable improvement occurred in the aspects of the ability to express opinions and active listening, which were previously the main obstacles for most students. This shows that the behavioral approach through the sociodrama technique has successfully facilitated students in forming more open, courageous, and responsive communication behaviors in various social situations. Student participation in each session increased significantly from session to session. At the beginning of the activity, most students seemed awkward and lacked confidence to play the role given. However, as the process progressed, students began to show more enthusiasm, were able to improvise according to the scenario given, and actively provided feedback to their peers. The reflection process conducted at the end of each session also showed a better self-awareness from the students regarding the importance of effective communication in building healthy social relationships.

Discussion

The description of interpersonal communication skills is as follows :

Table 1. Frequency Distribution of Respondents' Interpersonal Communication Skills Before Group Counseling Services are carried out

Interval	Anxiety Level	f	%
180-200	Tall	-	-
150-179	Currently	-	-
50-149	Low	8	100
	Total	8	100

Based on table 1, it is obtained that before being given group counseling services using Sociodrama Technique. Each student in class XI Culinary 2 got scores of 133,143,135,147,139,123,134 and 144, including the low skill criteria.

Table 2. Frequency Distribution of Respondents' Interpersonal Communication Skills After Group Counseling Services

Interval	Anxiety Level	f	%
180-200	Tall	-	-
150-179	Currently	7	87.5
50-149	Low	1	12.5
	Total	8	100

Based on table 2 data was obtained that after group counseling services were carried out, 7 people experienced moderate interpersonal communication skills (87.5) and 1 person experienced low interpersonal communication skills (12.50).

Table 3. Decrease in Frequency Distribution of Respondents

Respondents	Before	After	Decrease %
1	133	152	14
2	143	147	3
3	135	152	13
4	147	155	5
5	139	158	14
6	123	163	33

7	134	165	23
8	144	155	8

The results of the study above show that there was an increase between before being given group counseling services and after being given group counseling services using sociodrama techniques, where Respondent 1 before being given counseling services got a score of 133 and after being given the service got a score of 152 so that it increased by 14%, Respondent 2 before being given counseling services got a score of 143 and after being given counseling services got an increase of 147 so that it increased by 3%, Respondent 3 before being given group counseling services got a score of 135 and after being given group counseling services got a score of 152 so that it increased by 13%, Respondent 4 before being given group counseling services got a score of 147 and after being given group counseling services got a score of 155 so that it increased by 5%, Respondent 5 before being given group counseling services got a score of 139 and after being given group counseling services got a score of 158 so that it increased by 14%, Respondent 6 before getting counseling services got a score of 123 and after getting group counseling services got a score of 163 so that it increased by 33%, Respondent 7 before getting group counseling services got a score of 134 and after being given group counseling services got a score of 165 so that it got an increase of 23%, and Respondent 8 before being given group counseling got a score of 144 and after being given group counseling services got a score of 155 so that it got an increase of 8%.

Therefore, counseling can help students improve interpersonal communication skills in the school environment and outside the school environment. Group counseling improves students' interpersonal communication skills. The purpose of group counseling is to create a more open and honest atmosphere towards themselves and others, to learn to trust themselves and others. After receiving group counseling, before receiving sociodrama technique group counseling services, students' interpersonal communication skill scores ranged from a minimum of 123 to a maximum of 147 with an average of 137.2500. And after the sociodrama technique group counseling was carried out, it increased to a minimum of 147 and a maximum of 165 with an average of 155.8750. To find out the P-value of 0.003 from the t-value of -4.412 and the t-table value of 0.3388, db of 7, a of 0.05. So when looking for the required P-value db = 7 and a = 0.005 and t-table 0.3388 from the Mc formula. Excel 2010. It is known that the P-value of 0.003 indicates that group counseling with interpersonal communication skills is effective in improving the interpersonal communication skills of students of Class XI Culinary 2 at Vocational School (SMKN 3 Pati). The results of the data analysis are as follows:

Table 4. Data Normality Test Results

Variables	*P-value*	Theory	Decision	Information
Anxiety Before	0.695	0.05	H_0 accepted	Normally Distributed
Anxiety After	0.767	0.05	H_0 accepted	Normally Distributed

Based on table 4.9 above, the significant value of interpersonal communication skills before is 0.695 and the significance value of interpersonal communication skills after is 0.767. So it can be concluded that the pretest and posttest are normally distributed because the significance value is > 0.05.

Table 5. Distribution of Respondents Based on Interpersonal Communication Skills of Class XI Culinary 2 Students at Vocational School (SMKN 3 Pati)

Variables	N	Mean	SD	Min	Max
Interpersonal Communication Skills before being given	8	137.2500	7.68579	**123**	**147**

counseling services

The table above presents data from 8 respondents showing that the interpersonal communication skills of class XI Culinary 2 before being given group counseling services had an average value of 137.2500 with a standard deviation of 7.68579 with the lowest value of 123 and the highest of 147.

Table 6. Distribution of Respondents based on the interpersonal communication skills of Class XI Culinary 2 students at Vocational School (SMKN 3 Pati)

Variables	N	Mean	SD	Min	Max
Interpersonal Communication Skills after being given counseling services	8	155.8750	5.96268	**147**	**165**

Based on the information in table 6. from 8 respondents, it can be seen that the interpersonal communication skills of class XI Culinary 2 after being given group counseling services had an average value of 155.8750 with a standard deviation of 5.96268 with the lowest value of 147 and the highest of 165. These findings indicate that after participating in group counseling services, the majority of students experienced an increase in their interpersonal communication skills, as reflected by the relatively high average score of 155.88. The narrow range between the lowest and highest post-test scores also suggests a consistency in the level of improvement across participants. This indicates that the intervention was able to reach and impact all participants effectively, regardless of their initial communication skill levels. The standard deviation of 5.96 shows that there was a low variation in students' scores after the intervention, which can be interpreted as the group counseling activities helping to equalize the students' abilities in interpersonal communication. Students who initially had lower skills showed considerable progress, while those with better initial skills maintained or slightly improved their competence. This balance is crucial in creating a more cohesive and interactive classroom environment where students can communicate and collaborate more effectively.

Moreover, the increased competence in interpersonal communication skills is not only reflected in the quantitative data but also supported by qualitative observations made during the group counseling sessions. Students demonstrated more initiative in expressing opinions, were able to actively listen, and showed respect for different perspectives during discussions. These behavioral changes were consistently observed both during the sessions and in classroom settings, indicating the transfer of skills to their daily interactions. Additionally, the use of sociodrama techniques within the behavioral counseling approach played a significant role in facilitating these improvements. By involving students directly in role-play scenarios, they were given the opportunity to practice and internalize effective communication behaviors in a safe and supportive environment. This experiential learning method allows for immediate feedback and correction of maladaptive communication patterns, contributing to the effectiveness of the intervention. Thus, based on the statistical data and observational findings, it can be concluded that group counseling services with a behavioral approach through sociodrama techniques have succeeded in fostering meaningful and measurable improvements in the interpersonal communication skills of students in class XI Culinary 2. The combination of structured group sessions, active participation, and reflective feedback has created an effective intervention model that can be considered for wider application in similar educational contexts.

Table 7. Effectiveness of Behavioral Counseling Services to Improve Interpersonal Communication Skills of Class XI Culinary 2 Students at Vocational School (SMKN 3 Pati)

Variables	P - Value
Interpersonal Communication Skills through Behavioural	0.003

Counselling at Vocational School

Based on table 5, it can be seen that P-Value = 0.003, indicating that group counseling with skills is effective in improving interpersonal communication skills of students of class XI Culinary 2 at SMKN 3 Pati. Regarding that, it can prove that Ha is accepted and Ho is rejected, meaning that group counseling with interpersonal communication skills can be effective in improving communication skills of students of class XI Culinary 2 at Vocational School. The statistical significance demonstrated by the P-Value of 0.003 (<0.05) confirms that the difference in students' interpersonal communication skills before and after the group counseling intervention is not due to chance but rather the result of the applied intervention. This reinforces the role of structured group counseling, particularly with the use of behavioral approaches and sociodrama techniques, in fostering observable and measurable improvements in students' social interaction abilities.

Furthermore, these results also align with previous research that emphasizes the effectiveness of group counseling in educational settings to overcome social and interpersonal obstacles faced by students. By providing opportunities for students to engage in realistic communication simulations, the counseling process becomes more relevant and impactful. The observed improvements in students' self-confidence, empathy, and assertiveness further validate the practical utility of this intervention model for addressing students' developmental needs.

Given these findings, it is suggested that schools, especially vocational institutions where social skills are essential for future career readiness, adopt group counseling services with a behavioral approach as part of their ongoing guidance and counseling programs. Involving counselors, teachers, and school stakeholders in supporting and institutionalizing these services will ensure that students consistently receive the social-emotional support necessary for their holistic development.

4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that group counseling services with a behavioral approach through sociodrama techniques have proven effective in improving the interpersonal communication skills of XI Culinary 2 class students at SMKN 3 Pati. This is evidenced by an increase in interpersonal communication skills scores from an average of 137.25 before the service is provided, to 155.88 after attending group counseling. In addition, the statistical test results show a P-value of 0.003 (<0.05) which means that the difference is significant and not caused by mere coincidence.

Group counseling with sociodrama techniques provides space for students to learn directly through simulated social roles. This encourages students to be more open, confident, and able to interact effectively with others. In addition, this technique allows students to receive constructive feedback from peers and counselors, thus encouraging more positive changes in communication behavior. This improvement not only has an impact on a more conducive learning atmosphere at school, but also has the potential to affect the quality of students' social relationships in the community.

From the findings of this study, it can be suggested that group counseling services with sociodrama techniques continue to be applied and developed in schools, especially in dealing with students' interpersonal problems. Collaboration between counseling teachers, homeroom teachers, and school authorities is needed so that this program runs sustainably. In addition, further research with a wider range of respondents and a longer implementation time is expected to provide a more comprehensive picture of the effectiveness of this service. Thus, this study proves that sociodrama-based behavioral counseling services are an effective alternative intervention to improve learners' interpersonal communication skills, supporting their optimal personal, social, and academic development.

The success of group counseling services with a behavioral approach using sociodrama techniques in this study reinforces the theoretical assumptions regarding the effectiveness of experiential learning methods in improving interpersonal communication skills. The process of role playing not only facilitates skill acquisition but also strengthens students' self-awareness and empathy. These are crucial components in fostering positive interpersonal relationships, both within

the school environment and beyond. Moreover, the findings support the view that structured group counseling can become a preventive and developmental service in educational settings. By equipping students with interpersonal communication competencies early on, schools can proactively address potential social challenges such as isolation, bullying, or miscommunication among students. Therefore, integrating such services into the regular counseling curriculum could help create a more inclusive and communicative school culture.

This research also highlights the need for continuous evaluation and adaptation of counseling interventions to match the developmental needs and social dynamics of students. Since adolescence is a critical period for identity formation and social skill development, interventions such as sociodrama-based group counseling can serve as an effective bridge for students to develop adaptive social behaviors, reducing the risk of maladaptive patterns that may hinder their academic and personal growth. In addition, the role of the counselor is emphasized as not only a facilitator of the counseling sessions but also as a reflective partner who guides students through the process of self-discovery and skill application in real-life situations. The counselor's competence in managing group dynamics, providing timely feedback, and fostering a safe environment significantly contributes to the success of the intervention.

Overall, the results of this study underscore the importance of behavioral approaches in group counseling as practical and impactful methods for developing students' interpersonal competencies. The integration of sociodrama techniques enriches the counseling experience by offering a hands-on, engaging, and reflective process. It is recommended that future programs expand on these methods by incorporating more diverse scenarios and peer-led sessions, to enhance engagement and sustainability of the skills learned.

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