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2
The Effectiveness of Emotional Intelligence-Based Group Counseling to Enhance Students Responsibility

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Abstract

Appropriate counseling process will help students in overcoming their problems, so the counseling model used by the lecturer becomes very influential on the students' attitude, particularly on their responsibility aspect.

This study aims at finding out the advantages and the disadvantages of the emotional intelligence-based group counseling; and determining the effectiveness of the emotional intelligence-based group counseling to enhance the responsibility of the students in all private universities in Indonesia. The method of the study was true experimental design using pretest-posttest control group design. True experimental design was employed because in this design the researcher can control all external variables that influence the course of the experiment. Thus the internal validity (the quality of the study design) can be high. The data were collected by using questionnaires, observation, and interview. Data validity testing involved and peer discussions, validity and reliability testing of the questionnaire while the data analysis used qualitative and quantitative analysis with t-test formula. The result of the research shows that all experimental groups of the large-scale trials, t_{count} is higher than t_{table} . Therefore, emotional intelligence-based group counseling is effective to enhance the students' responsibility.

KEYWORDS: Group Counseling, Emotional Intelligence, Students' Responsibility, Experimental Design

INTRODUCTION

Students are young intellectuals who should have a good attitude in solving problems, both personal problems and social problems. Most of the students in Indonesia were still often showing uncontrolled emotions which deviate from the norm so that they could harm themselves and others. In developing their capabilities, the students often misunderstand and misbehave, so that they did immoral behavior. The students still put their emotions ahead in determining members in the group, and in choosing the type of work they want to do. Therefore, it is necessary to develop their emotional intelligence.

Emotional intelligence is the ability leading to self-actualization through the use of feeling to increase the sensitivity and appreciation for and beauty of art and culture, as well as the competence to express it. Emotional intelligence as a basis for conducting group counseling will be able to realize the students' sensitivity and appreciation through the stages in group counseling. Students will practice solving the problems arisen and assist group members in the search for alternative solutions to problems; here the students which are quiet, shy, and idle will try to change his attitude to be a student who is active and productive.

Group counseling is the counseling conducted by a professional counselor with a few clients at a time in small groups. Group counseling is a relationship between the counselor and the number of clients that focuses on thought and

conscious behavior. Group counseling aims at providing encouragement and understanding for the client to solve the problem. The main characteristic of group counseling focuses on conscious thoughts, behavior, and applies an open interaction. The client of group counseling is normal individuals and the counselor acts as a facilitator that directs the client. Group counseling is done for short and medium term.

Group counseling has created an opportunity for many individuals to be able to resolve the problems they face with help. Each client will be more willing to heal because of the support and the opportunity to perform a new behavior better as in the group counseling there includes therapeutic elements, such as disclosure of thoughts and feelings freely, oriented in fact, mutual trust, mutual concern, mutual understanding and mutual support (Lopez, 2011). Through group counseling, the clients will receive feedback in the form of opinion and experience of the other clients when overcoming problems. Clients who initially have fears to express themselves when facing the reality will be more active in normal interaction; the individual's perception of them is getting stronger after receiving group counseling.

The interaction of giving and receiving in group counseling is expected to create a sense of mutual help, accept and empathize sincerely so that it can help forming a positive self concept on the client. With the group dynamics contained in the group counseling, every member is trained to develop their social skills such as effective communication skills, respect, tolerance, deliberation oriented and democratic act, social responsibility, and strong independence. Characteristics of clients who fit into counseling groups are: 1) Clients who feel that they need to share something with others where they can talk about indecision, values of life, and problems encountered; 2) Clients who need support from friends in the same boat so that they can understand each other; 3) Clients who need the experience of others to understand and motivate themselves. The effectiveness of group counseling group services is also influenced by the role of group members to create a situation supportive counseling such as: creating dynamic interaction, building emotional bindings, developing attitude of acceptance among the members, performing altruistic (priority on others' concern), providing opportunity to add knowledge and insight among the group members and growing ideas to overcome the problem, providing opportunity to perform catharsis, and empathizing with one another.

Lecturers as educators work to teach and educate students well, so the task to change behavior is an important job. One way to do is to apply counseling in accordance with the level of development and the culture of the students. In this study, the counseling model that is considered appropriate to enhance the student's character is emotional intelligence-based group counseling conducted by a group of peers, because the peer group is one of the context of adolescent development which has a very important role in influencing their development since teens spend more time with their peers and have a very strong bond with the group through the building of conformity (Furman, L., 1990).

In modern society the role of the peer group in the form of psychosocial development is becoming increasingly important (Schlossberg, N.K., 1993). The peer group has become even more important in modern society, especially in socialization (Brown, 1990).

Appropriate implementation of counseling assisted students in overcoming their problems as the models of counseling conducted by the lecturers greatly influence on patterns of thinking and behavior of the students which can affect their character as well. Responsibility is one of the indicators of character. Character is defined as a set of traits that have always admired as a sign of kindness, wisdom, and

moral maturity of someone (Zuchdi, 2008). Definition of character implies: the properties of psychology, moral or character that distinguish one person from another, ways of thinking and behaving that become distinct characteristic of each individual to live and work, both within the family, community, nation and country. Individuals with good character are able to make decisions and ready to account for every result of the decisions they have made, able to change behavior, raise awareness, inspire confidence, build honesty, respect for others, humble, and compassionate. Thus, it is very important to develop the good character of students because students with good character will be able to be a reliable leader for their nation. There are plenty of counseling models that can be implemented, yet lecturers as educators and counselors must choose a counseling model that effectively and efficiently can enhance the character of the students.

The character development becomes increasingly urgent to be implemented in the counseling process since a wide range of behavioral counseling *maladjustment* has now penetrated the Universities such as the phenomenon of violence, sexual abuse, and arbitrariness. Without character education, we support the mixture between clarity of understanding of moral values and ambiguities that accompany it, which in turn can hinder the students to be able to take decisions with a strong moral foundation. The character development will broaden the students' knowledge about moral and ethical values that make them better in making decisions that are morally accountable (Koesoema, 2007).

METHODOLOGY

This study was classified as an experimental research. According to Darmadi (2011), experimental research is the core method of existing researches because in the experimental study the researchers conducted three requirements of a research. The design of the study was true experimental design, *Posttest Only Control Design and pretest-posttest control group design* (Sugiyono, 2010). The study took place in all private universities in Solo Raya. The study was conducted from February 2016 to June 2016.

Participants

The population in this study was Guidance and Counseling Study Program students. The treatment given was emotional intelligence-based group counseling, so not all samples were taken as the group members. According to Nandang Rusmana (2009), the ideal number of members in a group in group counseling are between 5 to 10 people. Therefore, the researcher took 10 samples to become the service participants. Prayitno (2012) reveals that the heterogeneous group members will be a richer source for achieving the goals of the service.

In accordance with the study objectives, the researcher used purposive random sampling to determine the counseling participants. Purposive random sampling is a technique integrating random technique and purposive technique. A.Y. Soegeng (2006) states that each sampling technique does not have to be independent; it can be combined with the other technique.

Data collection and Analysis

The techniques of collecting data were observation, questionnaire, interview, and test. Person Product Moment is used to know the validity of the instruments, besides Spreman Brown is used in the reliability of the instrument. To test the data validity, the researcher employed observation extension, perseverance, peer

discussions. The data were, then, analyzed by using qualitative and descriptive quantitative analyses. To test the hypothesis (to determine the level of effectiveness of the group counseling), t-test was used.

RESULTS

The emotional intelligence-based group counseling has the following advantages:

The emotional intelligence-based group counseling can improve aspects of the discipline, work and creativity; the data showed that 40% of lecturers at Guidance and Counseling Study Program at private universities in Solo Raya strongly agree, while 60% others agree. This describes that the aspect of discipline, work, and creativity can be enhanced by applying youth group counseling, in which there are many opportunities for group leaders and group members to maximize the ability of creativity and to test honesty.

The emotional intelligence-based group counseling can improve aspects of environmental care and social care; the data showed that 47% of lecturers at Guidance and Counseling Study Program at private universities in Solo Raya strongly agree, while 53% others agree. The aspects of environmental care and social care can be improved through the implementation of youth group counseling. It was conducted before and after the implementation. The students prepared a conducive space for counseling and interacted by asking about the condition of each member.

The emotional intelligence-based group counseling can improve the aspect of achievement; the data showed that 49% of lecturers at Guidance and Counseling Study Program at private universities in Solo Raya strongly agree, while 51% others agree. According to the lecturers in private universities, appreciating the achievement can be improved by using youth group counseling for in the implementation the group members competitively give opinion and the opinions are inter-related one another. They respect the achievements of the group members. In reality, almost all members of the group have already implemented the aspect of appreciating achievements at each stage, particularly in the last stage.

The emotional intelligence-based group counseling can improve the aspect of responsibility; the data showed that 90% of lecturers at Guidance and Counseling Study Program at private universities in Solo Raya strongly agree, while 10% others agree. Responsibility is an important aspect to be owned by the leader and members of the group; by having this quality, all the activities in the implementation of youth group counseling teenagers will run smoothly. Teenagers who have unstable emotional condition should always be given activities that are able to improve the aspect of responsibility. According to the lecturers, youth group counseling can enhance the aspect of responsibility. This aspect contains an attitude to accept the consequences of an action either good or bad because it does not correspond to the existing expectancy. In fact, the leaders and members of the group have shown good responsibility. The emotional intelligence-based group counseling has its disadvantages such as: it requires precision and patience in planning and requires a lot of time in implementation.

2

The effectiveness of emotional intelligence-based group counseling to enhance the students' Responsibility

Qualitatively, the implementation of the research in the phase of testing the effectiveness of this model used Action Research Guidance and Counseling (PTBK) with the emotional intelligence-based group counseling model for students whose

responsibility is low, since the researcher intended to find out if the model is effective to enhance students' responsibility.

In the implementation of counseling, the lecturers implement the aspects of emotional intelligence. Thus, the students have the opportunity to improve their capabilities they have including their faith to God, the ability to manage emotions in all conditions, the ability to interact socially in all segments, the ability of critical thinking creatively, the ability to solve problems by using the skills they possess. The indicators of achievement were obtained from the results of pre-test questionnaire before and after given the group counseling, after the group counseling had been conducted from five times by the students participating in the counseling.

Quantitatively, the trialson the effectiveness of the emotional intelligence-based group counseling model were conducted through two periods, namely small scale trials and large scale trials.

1) The small-scale trial was conducted at Guidance and Counseling Study Program of FKIP UNISRI Solo, and resulted the followings: The small-scale trial was started by trying the questionnaire out to seek the validity and reliability of the questionnaire. To obtain a valid and reliable instrument/questionnaire, the tryout was conducted at Guidance and Counseling Study Program of FKIP UNISRI Solo. Based on the result of validity testing by using Product moment and Spearman Brown formulas, with the significance level of 5% and $N=20$ with critical value of $r_{table}=0,444$, it was obtained that $r_{count} = 0,700$, meaning that it has high reliability level. Finally, the result of the tryout showed that, 36 out of 40 items were valid and 4 items were not valid.

After joining 5 times group counseling, the average score increased from 126,4 to 160,2 and the value $N-1=9$ showed that the data of significance table were above the limit of t-test formula testing at 1% = 3,250 and 5% = 2,262, namely 8,493. Therefore, quantitatively, it can be concluded that the emotional intelligence-based group counseling can enhance the responsibility aspect of the students at Guidance and Counseling Study Program of FKIP UNISRI.

2) The large scale trial was conducted by applying the final result of the group counseling model that had been tried out in the small-scale trial. Extensive trial was meant to observe how effective the emotional intelligence-based group counseling model which had been implemented in the small-scale trial. The large scale trial was executed at the Guidance and Counseling Study Program of three campuses, namely, FKIP UNISRI Solo, FKIP UTP Solo, and FKIP UNIVET Sukoharjo. Before the large scale trial was executed, there were several activities conducted:

- a) Disseminating the result of the small-scale trial to the lecturers /counselors who will conduct the large-scale trials.
- b) Conducting a discussion about the emotional intelligence and students' responsibility.
- c) Conducting a discussion about the Service Unit of Guidance and Counseling.
- d) Formulating a plan of the implementation of group counseling for five times.
- e) Setting up the questionnaire that has been validated.
- f) Establishing and coordinating the schedule of the implementation of the large-scale trials.

Aspects to be achieved in the large-scale trials were the aspect of the effectiveness of emotional intelligence-based group counseling model. The aspect of the effectiveness of the model could be known through the increase of the students' responsibility. The improvement of the students' responsibility was measured by applying a pre-test in the beginning of the trial process and a post-test in the end of the trials after five times counseling. To find out the effectiveness of the emotional intelligence-based group counseling model, trial design was used in the experimental group and control group. The result of t-test of the questionnaire pre-test and post-test of the experimental group and control group was served in the following table:

Table 1.
8 The Summary of the 11 t-test Result of the Students' Responsibility of Experimental Group and Control Group

No	Group	Mean Pre-test	Mean Post-test	t-test
1	Experimental Group BK FKIP UNISRI	127,9	161,0	7,838
2	Control Group BK FKIP UNISRI	125,8	136,4	7,703
3	Experimental Group BK FKIP UTP	96,2	155,8	11,507
4	Control Group BK FKIP UTP	91,5	107,6	5,206
5	Experimental Group BK/PPB UNIVET	131,6	153,8	5,167
6	Control Group BK/PPB UNIVET	118,2	126,6	4,202

2 The effectiveness of the emotional intelligence-based group counseling model and the conventional group counseling model could be seen from the result of analysis that shows that if $t_{count} > t_{table}$, at the significance level of 5%, it was obtained that the value of $t_{table} (9:0,05) = 2,262$.

In the table above, t_{count} value of the large-scale trial of experimental group at Guidance and Counseling Study Program FKIP UNISRI Solo was $7,838 > 2,262$, while in the control group t_{count} value was $7,703 > 2,262$. t_{count} value of the large-scale trial of experimental group at Guidance and Counseling Study Program UTP Solo was $11,507 > 2,262$, while in the control group t_{count} value was $5,206 > 2,262$. t_{count} value of the large-scale trial of experimental group at Guidance and Counseling Study Program UNIVET Sukoharjo sebesar $5,167 > 2,262$, while in the control group t_{count} value $4,202$. This means that in all experimental groups of the large-scale trials, t_{count} is higher than t_{table} . The same thing occurs in the control groups, t_{count} was higher than t_{table} . Nevertheless, t_{count} of experimental groups was higher than t_{count} of control groups. This means, the null hypothesis saying that "the emotional intelligence-based group counseling model is not effective to enhance the students' responsibility" is rejected, and the alternative hypothesis saying that "the emotional intelligence-based group counseling model is effective to enhance the students' responsibility" is accepted.

FINDINGS OF THE RESEARCH

Several findings of this research were as follows:

1. The group counseling conducted had not yet accommodated spiritual, emotional, and kinesthetic intelligences as the basis.

2. The techniques used in the implementation of group counseling had not been able to optimize the role of the students.

3. The students were very interested and enthusiastic in carrying out the emotional intelligence-based group counseling.

The research findings above show that the implementation of the ² emotional intelligence-based group counseling model can enhance the students' responsibility. The attitude of being responsible was improved through the forming stages: accepting the presence of the counselors warmly, praying according to their religion and belief, introducing themselves entirely, honestly, and openly, paying attention to the counselor's explanation well, obeying the schedule of implementation of group counseling service that has been agreed, doing the games given by the counselors seriously.

In the transition stage, the students' responsibility can be improved by: core activities through good communication and keeping the group harmony, paying attention to the counselors' explanation, answering the questions from the counselors regarding the readiness to join further activities. In the activity stage, the students' responsibility was improved by: watching movie seriously, then analyzing the content of the movie, conveying personal problem deeply and completely (based on the content of the movie) in the discussion but still maintaining the harmony in the group, together determining the personal problems which is the most essentials to be solved and then discussing the problem in detail and completely, receiving the support from the counselor to implement the values of emotional, spiritual, intellectual, social, and kinesthetic intelligences in daily life, actively delivering their opinion and appreciating the opinion of other group members. In the last stage, the students' responsibility was improved by: stating the conclusion directly based on the topic and still maintaining the harmony in the group, showing respect to the other members who are delivering their conclusion, delivering messages and impression directly, as well as filling the laissez sheet honestly, accepting the counselor's request to talk about the follow-up activities seriously, and answering greetings from the counselors politely. This is relevant with the Corey's opinion that in a group, every member of the group is allowed to make open questions and/or modifies the values, as well as given an opportunity to practice their communication skills with their peers or adults. In a group, teenagers can do an experiment safely and real, test their limits, express themselves, and be a listener (Corey, 1990).

The emotional intelligence-based group counseling can enhance the aspect of responsibility. The aspect can be improved by using group counseling when the leader of the group is able to direct the counseling by involving the emotional intelligence.

The emotional intelligence-based group counseling can enhance the aspect of responsibility. The aspect of responsibility is an important aspect to be owned by the leader and the members of the group because by possessing that aspect, all activities occurring in the implementation of group counseling can run well. The adolescents who have unstable emotional condition must be given activities that will foster the aspect of responsibility. According to the lecturers, youth group counseling can improve the aspect of responsibility. In that aspect involved the attitude of willing to receive the consequence of an action, either satisfactory or miserable if it is not suitable with the expectation. The strength of group counseling must be kept by preparing the planning carefully, paying attention to the group members accurately, and being patient in the implementation.

The emotional intelligence-based group counseling has several weaknesses: it needs accuracy and patience in the making of planning, and it needs much time in the implementation. To overcome the weaknesses, it is suggested that all people involved in the process should be accurate and patient.

The development of emotional intelligence-based youth group counseling should be supported because it can activate the students in solving problems. Thus, the students will be accustomed to face and overcome the problem they encounter with full of responsibility. The students will be able to defend and develop the life values by listening to the problems of the group members through sharing the alternatives of problem solving proposed by group members, or through information delivered by the group leader. All of it can motivate the students to maintain and develop the values of life such as responsibility. The value of responsibility of the students appears more dominantly if compared to the other values. It can be observed in every stage of the implementation of counseling.

Quantitatively, the emotional intelligence-based group counseling can improve the aspect of students' responsibility. It can be seen from the result of data analysis that the value of post-test is higher than the value of pre-test in all places where the large-scale trials were conducted.

The model significance was found by comparing the result of t-test with the t-test table. In the significance level of 5%, the value of t tabel (9:0,05) was 2,262. Meanwhile, the value of t_{count} of the large-scale trial at the Guidance and Counseling Study Program of FKIP UNISRI Solo was $7,838 > 2,262$, the value of t_{count} of the large-scale trial at the Guidance and Counseling Study Program of UTP Solo was $11,507 > 2,262$, and the value of t_{count} of the large-scale trial at the Guidance and Counseling Study Program of UNIVET Sukoharja was $5,167 > 2,262$. Therefore, it can be concluded that the emotional intelligence-based group counseling can enhance the students' responsibility.

The research results described above shows that emotional intelligence-based group counseling has advantages and disadvantages; it can be the consideration for lecturers or counselors when choosing a framework to help students to cope with the problem. The advantages of emotional intelligence-based group counseling implies that its implementation can enhance the students' responsibility. It is relevant with the opinion of Furman, L; Schlossberg, NK; Brown and Doni Koesoema.

Students' responsibility was enhanced through some stages. At the first stage, the students accepted the presence of a good counselor, prayed according to their religion or belief, introduced themselves fully, frankly, and openly, gave good attention to the counselor's explanation, adhered to the agreed time of implementation, applied the games given by the counselors seriously. At the next stage, the students' responsibility was enhanced through core activities: making good communication and keeping the harmonization of the group, noting the explanation given by the counselor, answered questions from the counselor related to their readiness to join the follow-up activities. At the activity stage, the students' responsibility was enhanced through watching movies with full of seriousness and appreciation and then analyzing the content of the movie, conveying a personal problem in depth and completed (in accordance with the content of the film) in a discussion while maintaining the group harmonization, jointly determining the personal issues that are most important to be discussed then discuss the matter in detail and thoroughly, accepting the counselor encouragement to apply the values of emotional intelligence in the film into everyday life, actively expressing their opinions

with regard to the opinions of the other group members. At the last stage, the students' responsibility was enhanced through conveying conclusion plainly suitable to the topic of discussion while maintaining harmony in the group, showing respect to other group members who deliver their conclusion, conveying the message and impression clearly, filling the laiseq sheet honestly, accepting invitations from counselor and discussing follow-up activities seriously, answering greetings from counselors well. Hence, the implementation of the emotional intelligence-based group counseling can activate all of the students' abilities. The above description shows that emotional intelligence-based group counseling can improve all of the existing aspects of students' responsibility

CONCLUSION

Emotional intelligence-based group counseling has advantages such as: being able to enhance the students' responsibility. Emotional intelligence-based group counseling has advantages such as: it requires precision and patience in planning and requires a lot of time in implementation. The effectiveness of emotional intelligence-based group counseling to enhance the students' responsibility in private universities. Qualitatively, In the implementation of counseling, the lecturers implement the aspects of emotional intelligence. Thus, the students have the opportunity to improve their capabilities in order to gain high value responsibility. Quantitatively, the emotional intelligence-based group counseling can enhance the students' responsibility. It can be seen from the result of data analysis that the post-test score is higher than the pre-test score in the all places where the large-scale trials were conducted.

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