THE EFFECTIVENESS OF A BASIC COUNSELING SKILL TRAINING WITH THE CYCLE LEARNING METHOD ON THE INTERPERSONAL COMMUNICATION OF PTKI STUDENTS IN SEMARANG CITY

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Abstract

This research attempted to determine the effectiveness of a basic counselling skill training model with the cycle learning method on the interpersonal communication of PTKI students in Semarang City. It was a quantitative research which employed a quasi-experimental approach. In this research, the subjects were sampled using a cluster random sampling technique with class A appointed as the experimental class and class B as the control class. All classes data were analyzed in terms of difference test, effectiveness test for each variable, and correlation test among variable. Findings indicated an increase in the mean of environmental care attitude and learning outcomes of the experimental class, namely 43.04 and 44.73 respectively, while the control group obtained 26.23 and 24.38. Moreover, the effectiveness test for each variable resulted an Asymp value. Sig. (2-tailed) of 0.000 <probability value of 0.05 for environmental care attitude and Asymp value. Sig. (2-tailed) of 0.000 <probability value of 0.05 for learning outcomes. The correlation test between variables resulted a value of rxy = 0.617 and was concluded to be significant with a fairly strong correlation. Thus, the application of a basic counseling skill training model with the cycle learning method is effective to improve the interpersonal communication of PTKI students in Semarang City.

Keywords: Basic Counseling Skill. Cycle Learning Method, Interpersonal Communication

INTRODUCTION

We might agree that some people in our surrounding environment seem to feel embarrassed and afraid to express their opinions openly. These feelings are apparently found in college students and cause their learning disrupted due to the feeling of shamed and afraid of expressing opinions. The students tend to stay silent and avoid debate with friends or even discussion with lecturers. Rina Sugiyarti urges the implementation of self-disclosure in communication, but not everyone is courageous enough to do so due to the fear of their secrets to get revealed, less trust in others, lack of courage, and afraid of the consequences that will arise. Besides, not everyone can deliver his ideas and give comment at the same time (Sugiyarti, Rina:2009).

Problem is an object discussed and thoroughly solved together in counselling. Glanz defines counselling as assistance given to solve one's problems through proper steps depending on individual's situations and abilities in order to achieve well-being (Heriko, Rezki: 2017). Here, one thing to emphasize for college students is problem-solving skills.

Since interpersonal communication is important for college students, further researches are needed to examine the applicable trainings for it. One of the trainings is basic counselling skill training. It is a series of activity aimed at equipping students some insight and skills related to direct and indirect relationship with others and providing problem-solving skills which focus on changing attitudes and behavior. Trainings it covers are related to listening skill, leading skill, reflecting skill, challenging skill, interpreting skill, informing skill, and summarizing skill (Mulawarman: 2017).

Basic counselling skill training facilitates college students to do self-exploration to achieve effective communication. It helps students with low interpersonal communication skills to get improved by providing trainings in disclosure, empathy, supportive attitudes, positive perspectives, and equality. Here, interpersonal communication covers a process of information sharing done face-to-face by two people or more to get both verbal and non-verbal feedback (Hardjana, Agus: 2003). The basic skill counselling training can improve one's responding and communicating interest skills so that his interpersonal communication can be performed well during the counselling process (A, Anne Hafina: 2010).

Basic counseling skill training will be effective if it is applied with appropriate learning methods. There are various learning methods that have been proven effective in increasing understanding, one of which is the cycle learning method. The application of the cycle learning method in learning has been proved to increase learning outcomes by 76% (Fitriyani, Silvia: 2016). The cycle learning method is student-centered and based on a constructivism view, that is the knowledge is built based on the student's own knowledge. Its stages consist of engagement, exploration, explanation, elaboration and -uation (Purnamasari, Anita., et al: 2017).

PROBLEM STATEMENTS

There are 2 problem formulations in this study, namely Is there any influence of basic counseling skill training with the cycle learning method on interpersonal communication and the level of problem solving skills of PTKI Semarang city students? and How is the effectiveness of basic counseling skill training with the cycle learning method on interpersonal communication and problem solving skills of PTKI Semarang city students.

OBJECTIVE

The purpose of this study was to determine validly whether there is an effect of basic counseling skill training with the cycle learning method on interpersonal communication and problem solving skills of PTKI Semarang city students and to know validly the effectiveness of basic counseling skill training with the cycle learning method on interpersonal communication and problem solving. skills of PTKI Semarang city students

METHODOLOGY

This research was quantitative and used a quasi-experimental approach. It means that all findings obtained were not pure from the experiments and the researchers could not control the environmental situations influenced the findings. Quasi-experiment is usually done by applying a treatment to determine the effects of it on the subject's characteristics. In addition, this research also employed a non-equivalent control group design. Here, the experimental group was given the learning model f basic counselling skill with a cycle learning method, while the control group used the conventional learning method or lecturing. The population in this research was PTKI in Semarang City, totaling 45,884 students. The sample used was students of the Universitas Islam Negeri (UIN) Walisongo Semarang, Universitas Islam Sultan Agung (UNISSULA), Universitas Wahid Hasyim (UNWAHAS), and STAI Walisembilan Semarang. The sampling technique used was cluster random sampling. Moreover, the independent variable in this research was the basic counseling skill learning model with the cycle

learning method, and the dependent variable was Interpersonal Communication. In collecting the data, the researchers used interviews, observation, questionnaires, and documentation.

RESULTS

The provision of the basic counselling skill training model with the cycle learning method to the experimental class gave some effects on the students' interpersonal communication. In this counselling method the students were given a case to be solved in a group format. This situation required them to talk with others. Meanwhile, the control group was treated using a conventional way, namely lecturing (teacher-centered), and it made students passive due to the one-way learning process.

Based on the results of the questionnaire, the pretest and posttest mean of students' interpersonal communication is presented in the following table 4.1.

| Score | Interpersonal Communication | | | |
| | Pretest | | Posttest | |
	Experimental Class	Control Class	Experimental Class	Control Class
Highest	88	86	90	88
Lowest	51	46	56	51
Mean	67,03	64,66	73,23	67,69
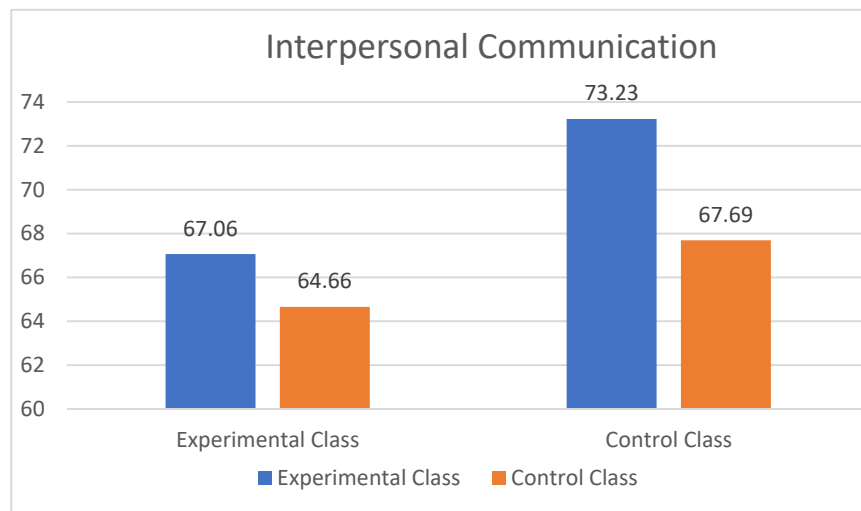
Based on table 4.1 the pretest results for the experimental class obtained the highest score of 88 with the lowest score of 51 and had mean of 67.03, while the control class obtained the highest score of 86 with the lowest score of 46 and had mean of 64.66. After being given treatment in the form of the basic counseling skill training model with the cycle learning method there found an increase in the experimental class scores, namely the highest was 90, the lowest was 56, and the mean of 73.23, while the control class the highest score was 88 with the lowest score of 51 and the mean of 67.69. Based on these data, it was known that after the treatment the students' interpersonal communication got some changes. Even though both classes experienced changed, the experimental class achieved a higher score than the control class.

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Method	Interpersonal Communication	537.657	1	537.657	6.149	.016

It was known that the interpersonal communication variable has a sig value. 0.000, if the sig. α = 0.05, then the sig. 0.016 < 0.05. It rejected H0 and accepted H1, in other words, there were differences in the level of interpersonal communication between students who were given learning through the basic counseling skill training model with the cycle learning method and the students who studied using the conventional learning model. Thus, the basic counseling skill training model with the cycle learning method affected interpersonal communication.

DISCUSSION

Based on the result of hypothesis testing, the interpersonal communication variable obtained the value of sig.0.016, if the level of sig. is α = 0.05, so the equation is sig. 0.016 < 0.05. It resulted H0 rejection and H1 acceptance or there were differences in the level of interpersonal communication and problem-solving skills of students who received the basic counseling skill training model with the cycle learning method with students who followed the conventional learning model. Therefore, the basic counseling skill training model with the cycle learning method affected interpersonal communication and problem-solving skills.

The effect of the basic counseling skill training model with the cycle learning method on interpersonal communication and problem-solving skills can be seen through the mean in table 4.1. It was known that the mean of interpersonal communication pretest for the experimental class was 67.03 and for the control class was 64.66. After being given the treatment, the mean of posttest score for the experimental class was 73.23 and while the control class was 67.69.

N-Gain was then performed to support the above data description. Based on table 4.9 it was known that the percentage of change in the experimental class was 49.59% or categorized as medium, while the control class was 12.05% or low category. Thus, the basic counseling skill training model with the cycle learning method has proved its significant effect on interpersonal communication and problem-solving skills.

The above difference was due to the different treatment given to both classes. The basic counseling skill training model with the cycle learning method applied in the experimental class is commonly known for its learning syntax which can support students' collaboration, while the conventional method applied to the control class is teacher-centered and made the students tend to be passive and less communicative.

Researches by Sulastri, Mariani, & Mashuri (2015); Tuna & Peas (2013); Yeni, Suryabayu, & Handayani (2017) conclude that students' achievement in classes using the learning cycle 5E learning model is better than classes using conventional learning. There, students were more active in finding new ideas in their groups, not shy about expressing their opinions, could explore knowledge and solve their own problems, and easily remembered the knowledge gained.

The basic counselling skills model is widely known to support communication skills. It is a series of activities that aim to provide new skills related to the basics of being able to establish relationships directly and indirectly which have the goal of providing assistance in solving problems to change the attitude and behavior of counselees. In this study, this model was combined with the cycle learning method, a method that is beneficial for improving mathematical problem-solving skills. In addition, during the data collection the students played an active role because students sought for the knowledge on their own. The model also encouraged students to be more positive.

The implementation of a basic counseling skill training model with a cycle learning method improves students' interpersonal communication through the trainings in disclosure, empathy, support, attitudes, positive views, and equality. Interpersonal communication itself covers a process of sharing information face-to-face by two or more people and giving feedback both verbal and non-verbal. A basic counselling skill training facilitates students to do self-exploration and decision making.

Furthermore, the basic counselling skill training can improve problem-solving skills. These skills equip individuals a way of thinking to analyze and synthesize in a situation where the problem exists. Problem-solving skills include the ability to trace causes and effects and relationships between various problems, so that they can determine alternative solutions and implement them.

A previous study related to an experiential based counselling program done by Laux, et al. (2007) found that students feel improvement in their social and self-regulation skills after joining the experiential based counselling training. It is similar to the ones by (Agustiana, 2011; Darmiany, 2011; Nugraha, 2012). In addition, the findings of Knech, L.J. & Sabres. (2013) indicate that students feel ready to join clinical practice following their participation in the experiential learning in occupational therapy. Then, a study by Purnami, R.S., & Rohayati. (2013) concludes an experiential learning program is effective to improve students' soft skills. Next, Usmawati, E. & Hanurawan, T.F.'s research (2014) has confirmed that the experiential learning model is effective for increasing multicultural awareness of students in multicultural groups (Javanese & Chinese Ethnicity).

Regarding the above descriptions have confirmed the effectiveness of the basic counselling skill training with the cycle learning method in improving students' interpersonal communication and problem-solving skills. Surely, the result was inseparable from factors influencing the implementation of this treatment.

In terms of questionnaire responses, the students agreed that the basic counselling skill training with the cycle learning method could stimulate awareness in improving interpersonal communication and problem-solving skills. This treatment gave chances to the students to observe the extent to which they could apply their interpersonal communication and problem-solving skills as well. All this consideration reinforces the fact that the basic counselling skill training with the cycle learning method is effective to develop students' interpersonal communication and problem-solving skills. Also, this method helped students reharmonize and develop their competencies more optimally.

IMPLICATION OF FINDINGS

Referring to the research results obtained, there are several implication of findings as follows
It is hoped that the results of this study can be used as a reference for learning models. Apart from being an effort to improve interpersonal communication and problem solving skills. This Basic Counseling Skill Training Model with the Cycle Learning Method can provide meaningful experiences because learning requires being able to solve problems through communicating with people around and training students to be able to build their knowledge through real or contextual problem solving experiences.

With the application of the Basic Counseling Skill Training learning model with the Cycle Learning Method provided by the trainer, it is hoped that students will be able to solve problems with a communicative, creative, confident attitude and have high motivation in solving problems.
It is expected to be able to develop research results in a wider scope by using more varied variables, so as to add insight into knowledge to improve the quality of superior human resources.

CONCLUSION

Based on the previous explanation, this research concludes that there is an effect of the basic counselling skill training model with the cycle learning method on the interpersonal communication and problem-solving skills of the PTKI students in Semarang City indicated by the significance value from the procedures of Pillai's Trace, Wilk's Lambda, Hotelling's Trace, and Roy's Largest Root, namely 0.016, $(0.016 < 0.05)$. Lastly, the basic counselling skill training with the cycle learning method is effective to develop the students' interpersonal communication proved by the mean of the experimental class of 3.11231 or categorized as medium, while the control class of 2.24316 or categorized as low.

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