



## Data Collection of Students' Social Relationships with Sociometry and Its Implications for Improving Interpersonal Skills in Counseling Services

Irman<sup>1</sup>, Tuti Yamila Sari<sup>2</sup>

<sup>1</sup> Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

<sup>2</sup> SMP 6 Bukittinggi, Indonesia

**Corresponding Author:** Irman E-mail; [irman@iainbatusangkar.ac.id](mailto:irman@iainbatusangkar.ac.id)

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**ABSTRACT**

Students' Social Contact Is One Of The Problems That Are Often Faced In Schools. The Relationship Is Related To Social Relations With Friends And Social Relationships With Teachers. The Purpose Of Writing This Article Is To Reveal Empirical Data Related To The Data Collection Of Students' Social Relations With Sociometric Instruments And Their Implications For Improving Interpersonal Skills In Counseling Services. The Research Was Conducted Through A Classroom Action Research Approach. The Research Instrument Is The Application Of Sociometry. The Respondents To The Study Were 32 High School X Students. The Research Data Is Processed Based On Quantitative Sociogram Data. The Resultsshowed That In The Classroom There Were 9 Isolated Students, 4 Popular Students And 17 Students Chose Each Other. To All Students In The Class Are Provided With Classical Guidance Services, As Many As 2 Cycles. In The First Cycle, Classical Guidance Services Are Provided With Storytelling Materials In Front Of The Class. In This First Cycle It Is Seen That Of The 32 Students The Interpersonal Level Of His Skills Is In The Category , While The Other Four People Are Still Isolated. In The Second Cycle, Based On Observations, Already All Six Isolated Students Can Blend In The Classroom. Based On The Results Of This Study, It Can Be Concluded That Data On Social Relations In The Classroom Can Be Drawn Through Sociometric Instruments, Based On These Data Can Be Provided Classical Guidance Services To Improve Interpersonal Skills.

**Keywords:** *Counseling Services, Sociometric Instruments, Social Relation*

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## **INTRODUCTION**

Social relationships are also called interpersonal skills, or interpersonal touch. Interpersonal skills in which this field attracts the attention of researchers and authors from various disciplines (Silvianetri, 2019). Interpersonal communication is a bridge between individuals and others, so that life feels more meaningful and rich with social values (Yeni and Netri, 2021). Social relationships are related to verbal and nonverbal communication when interacting with others (Chen, 2020; Nesi, 2018; Özmete & Pak, 2020). Verbal communication includes intonation, fluency and grammar when communicating with others. For nonverbal communication related to gestures, facial mimics, and body language (Katagiri et al., 2021). Effective communication must be accompanied by empathy and emotional management (T. Brown et al., 2020). Communication is also related to performance, cognitive management and emotion management (G. Brown & Edmunds, 2018).

One of the instruments that can be used to measure social relationships is sociometry (Fotopoulou, 2021; Giacomucci, 2021a; Tribble, 2018). The word sociometry word comes from the Latin "socius", which means social and the Latin "metrum" which means size so sociometry is a way to measure the degree of interrelationship between a person (Casado-Robles, 2022; Gandasari, 2020; Giacomucci, 2021b). Sociometry is also referred to as a method of finding and manipulating configurations (shapes and formations), by measuring the attractiveness / mutual attraction and repulsiveness between individuals in a group (Dillard, 2018; Mazón, 2018; Waluyo, 2019). Sociometry is a method of collecting data on the patterns and structure of relationships between individuals in a group. This method is based on the idea that groups have a structure consisting of complex interpersonal relationships. The position of each individual and the relationships that occur in his group structure can be measured quantitatively and qualitatively. The results of sociometric processing will be obtained an overview of the number of scores obtained by each person, relationship patterns, relationship intensity, and the position of social relations of learners in a group, both social and learning (Siregar, 2019).

Sociometry is of various types. This method of sociometry tries to find individuals in situations where they spontaneously reveal their relationships (Logaraj, 2020; Skolnik, 2021; Vashliaeva, 2019). Sociometry is distinguished by three types, namely: nominative type (nomination), rank scale type (rating scale), and whose type he is (who's who) (Zainuri, 2019).

Interpersonal skills improvement can be through classical guidance using role playing techniques (G. Brown & Edmunds, 2018). Based on the above exposure, it is necessary to conduct research related to data collection of students' social relations with sociometric instruments and their implications for improving interpersonal skills in counseling services.

## RESEARCH METHODOLOGY

This study uses the proposed class action research method which is carried out in two cycles of action. In one cycle consists of four stages, namely (1) planning, (2) Implementation, (3) Observation, (4) Reflection. If the first cycle activity is already known where the success of the obstacles is located, then the researcher determines the design for the second cycle based on the reflection of the first cycle until it achieves the expected results (Shah, 2016).

In this study, it used role playing techniques. The role play technique is carried out in two cycles with each cycle having 4 stages, namely the stages of planning preparation, action implementation, observation and reflection, the data source that performs in two cycles like this is research using the Class Action Research method (G. Brown & Edmunds, 2018).

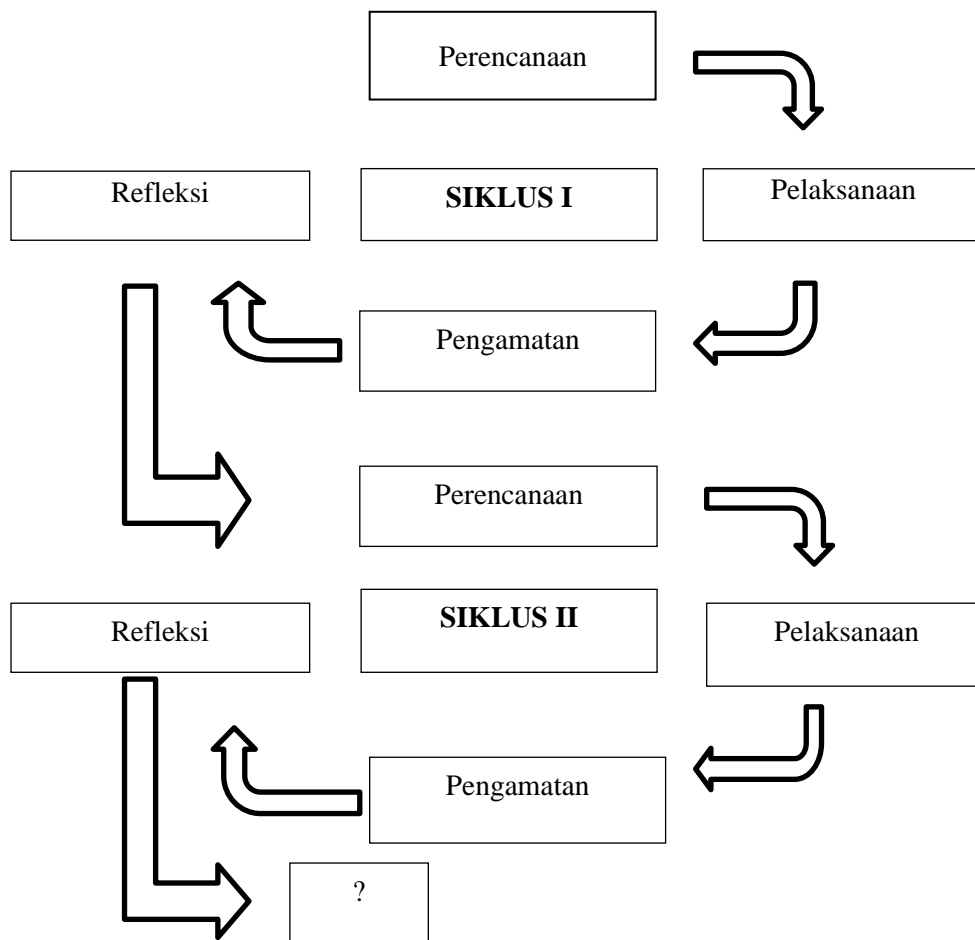


Figure 1. Action Research Model (Shah, 2016)

In the picture above it can be seen that there are two cycles performed on the classroom action research. In this study, two cycles were carried out, namely:

1. Cycle I

In this first cycle, planning is carried out in advance, namely

- a. plan classical guidance service activities for all class members.
- b. Conduct classical guidance services with social intelligence materials.
- c. Observe the improvement of students' social relations.
- d. Reflections, asking all class members regarding the improvement of social relations that have been obtained by participating in classical guidance service activities.

## 2. Cycle II

In this first cycle, planning is carried out in advance, namely

- a. plan classical guidance service activities for all class members.
- b. Perform classical guidance services with social intelligence materials.
- c. Make observations on the improvement of students' social relations.
- d. Reflection, asking all class members regarding the improvement of social relations that have been obtained by participating in classical guidance service activities.

There are two variables in this study, namely data collection of social relationships through sociometry, and the second variable is counseling services. The research respondents were 32 students of SMA X in Padang City. Data analysis is to conduct quantitative data analysis of sociograms.

## RESULT AND DISCUSSION

Sociometry that has been implemented in school X is processed into socio-gram. The results of the sociogram showed that there were 9 students in the isolated category. On the sociogram, it can also be seen that there are 17 groups of students who choose each other. For popular students, there are 4 students. To improve the social relationships of students in the classroom, class action research was carried out by providing interventions for classical guidance services, especially students were given the opportunity to tell pleasant experiences in front of the class.

Action research is carried out with two cycles, the first cycle goes through a four-stage step of activity, and the second cycle is also carried out in four stages of activity. The results of observations based on cycle I are outlined in the following Table 1:

Table 1. Results of Observation of Students' Interpersonal Skills in Cycle I

No	Nama Siswa	Hasil Penilaian Berdasarkan Kriteria										Total	Kategori Interpersonal Skill
		1	2	3	4	5	6	7	8	9	10		
1	Ab	6	5	6	6	5	5	6	6	6	5	50	Jumlah skor 81-100= Sangat Baik 61-80= Baik 41-60= Cukup
2	Ad	6	6	5	7	4	6	6	5	6	4	60	
3	Az	7	5	5	6	5	5	7	6	6	4	57	
4	El	7	6	6	8	8	7	6	6	8	8	70	

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5	Fa	6	6	5	5	5	5	6	6	7	7	68
6	Fe	7	7	7	8	8	7	6	7	8	8	73
7	Fi	6	6	6	6	5	5	6	7	7	7	71
8	Gh	6	6	6	7	7	6	6	7	7	7	65
9	Ha	7	6	6	5	4	5	6	6	5	5	59
10	Fi	6	6	5	5	5	5	6	6	6	4	54
11	Im	8	8	8	8	8	8	8	7	7	7	77
12	Ji	5	5	6	6	5	5	6	6	4	4	52
13	Kha	5	6	6	5	5	7	6	6	5	5	56
14	La	6	5	6	6	5	5	6	6	6	6	57
15	MI	6	5	6	6	5	5	6	6	5	5	55
16	MA	7	8	8	8	8	7	6	6	8	8	84
17	MH	6	5	6	6	5	6	6	6	6	6	52
18	MU	7	6	6	8	8	7	6	6	8	8	70
19	MN	6	5	6	6	5	5	6	6	6	6	57
20	MR	6	5	6	6	5	5	6	6	6	5	50
21	MY	7	7	7	8	8	8	6	6	8	8	73
22	NA	7	6	6	8	8	8	6	6	8	8	71
23	NO	5	6	6	6	6	6	6	6	7	5	59
24	NL	7	6	6	8	8	8	6	6	7	7	69
25	PI	7	6	6	8	8	7	6	6	8	8	74
26	RS	6	5	6	6	5	5	6	6	6	5	56
27	RF	7	6	6	8	8	7	6	6	8	8	62
28	RY	7	6	6	8	8	8	6	6	7	6	68
29	RA	6	6	6	7	7	7	6	6	7	7	65
30	SA	6	6	6	8	8	8	6	6	8	6	68
31	TA	7	6	6	8	8	8	6	6	8	7	60
32	YA	6	5	6	6	5	5	6	6	6	5	50

Information:

Sevaluation corps

The given value score range is 1 to 10

<b>Assessment Criteria</b>
1. Intonation of the voice
2. Mimic face
3. Body language
4. Manners
5. Clarity of speech
6. Fluency of speech
7. Empathy
8. Passionate
9. Emotion Management
10. Dare to have an opinion and have beliefs

In Table 1 above, it can be seen that the level of the interpersonal skill category of students after being given intervention in cycle I. Description of the level of the interpersonal skill category is in Table 2 below.

Table 2. Level of Interpersonal Skills of Students in Cycle I

No	Rentang Skor	Kategori	Jumlah
1	81 – 100	Sangat Baik	1
2	61 – 80	Baik	14
3	41 – 60	Cukup	17
4	21 – 40	Kurang	0
5	1 – 20	Sangat Kurang	0

In Table 2 above, it can be seen that the interpersonal skill level of students with excellent categories is 1 person. Students whose interpersonal skill level is in the good category total 14 people and enough number 17 people. Furthermore, the results of observations based on cycle II are described in Table 3 below:

Table 3. Results of Observation of Students' Interpersonal Skills in Cycle II

No	Nama Siswa	Hasil Penilaian Berdasarkan Kriteria										Total
		1	2	3	4	5	6	7	8	9	10	
1	Ab	6	5	6	6	7	7	6	7	6	7	54
2	Ad	6	6	5	7	7	6	6	5	6	7	66
3	Az	7	5	5	6	6	6	7	6	6	6	61
4	El	9	7	8	8	8	8	8	8	8	9	81
5	Fa	7	6	5	6	6	5	6	7	7	7	72

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6	Fe	8	7	7	8	8	7	7	7	8	8	75
7	Fi	7	6	6	6	6	6	6	7	7	8	75
8	Gh	8	6	6	7	7	6	6	7	7	8	68
9	Ha	7	6	7	7	7	7	6	6	7	7	67
10	Fi	7	6	6	6	6	7	6	6	6	7	63
11	Im	8	8	9	8	8	8	8	8	8	9	87
12	Ji	7	7	6	6	7	7	6	6	6	6	64
13	Kha	7	6	6	6	6	7	6	6	6	7	63
14	La	6	7	6	6	7	7	6	6	6	7	64
15	MI	6	5	6	6	5	5	6	6	6	6	57
16	MA	8	8	8	8	8	7	6	6	8	8	85
17	MH	7	7	6	6	6	6	6	6	6	6	62
18	MU	7	6	6	8	8	7	6	6	8	8	70
19	MN	7	6	6	6	6	6	6	6	6	7	62
20	MR	6	7	6	6	7	7	6	6	6	7	64
21	MY	8	7	7	8	8	8	8	8	8	9	79
22	NA	7	6	6	8	8	8	7	7	8	8	73
23	NO	7	6	6	6	6	6	6	6	7	7	63
24	NL	8	6	6	8	8	8	6	6	8	8	72
25	PI	8	8	8	8	8	7	6	6	8	8	79
26	RS	6	7	6	6	7	7	6	6	6	7	64
27	RF	8	6	7	8	8	7	8	8	8	8	68
28	RY	7	6	7	8	8	8	6	6	7	7	70
29	RA	6	6	6	7	7	7	7	6	7	8	67
30	SA	8	6	6	8	8	8	6	6	8	8	72
31	TA	8	6	6	8	8	8	7	7	8	7	63
32	YA	6	6	6	6	6	7	6	6	6	6	61

Information:

Sevaluation corps

The given value score range is 1 to 10

<b>Assessment Criteria</b>
11. Intonation of the voice
12. Mimic face
13. Body language
14. Manners
15. Clarity of speech
16. Fluency of speech
17. Empathy
18. Passionate
19. Emotion Management
20. Dare to have an opinion and have beliefs

**Table 4. Level of Interpersonal Skills of Students in Cycle I**

No	Score Range	Category	Sum
1	81 – 100	Very Good	3
2	61 – 80	Good	27
3	41 – 60	Enough	2
4	21 – 40	Less	0
5	1 – 20	Very Lacking	0

In Table 4 above, it can be seen that the interpersonal skill level of students with excellent categories is 3 people. Students whose interpersonal skill level is in the good category are 27 people and enough are 2 people.

Role playing interventions through classical guidance in the first cycle have provided a change in the interpersonal level of students' skills for the better. Likewise, in cycle II, it further improves students' interpersonal skills. Role playing is also a form of role playing that is carried out in the form of social and psychological dramas to train individuals to improve their ability to understand their feelings and connect with others (Kim, 2019; Yücens, 2018; Zhang, 2018).

In contrast to this study, it turned out that role playing techniques were implemented in group guidance to improve interpersonal skills (Marselina, 2018). In general, it can be stated that role playing techniques both classically and in groups can improve interpersonal skills.



## CONCLUSION

Based on the results of research through class action research, it can be concluded that data on social relations in the classroom can be taken through sociometric instruments, based on these data can be provided classical guidance services to improve interpersonal skills. The increase is seen to be very significant based on data from observations on cycle I and cycle II. In the first cycle, the data on the interpersonal level of student skills with excellent categories totaled 1 person. Students whose interpersonal skill level is in the good category total 14 people and enough number 17 people. In cycle II, the interpersonal skill level of students with excellent categories totaled 3 people. Students whose interpersonal skill level is in the good category are 27 people and enough are 2 people. Based on the interventions in cycles I and II, it can be concluded that there has been an improvement in students' interpersonal skills through classical guidance on role playing techniques.

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