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Application of Behavioral Counseling with Modeling Techniques and Social Skill to Improve Self Change

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The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

Abstract: The purpose of this study was to improve the character of SMK Negeri 3 Denpasar Students. The low character of self-change of students is very interesting to be discussed and disclosed in a research study. This type of research is Experimental Research, with the design of pretest-group control group design. This research population is all class X of SMK Negeri 3 Denpasar. A sample of 102 students was taken randomly from the class and from the results of the distribution of self-change questionnaires, which were calculated using the T formula. The results of modeling techniques and social skills techniques showed that social skills techniques were effective in increasing self-change characteristics, while Modeling techniques were not effective change. This result is evidenced by the value of Fcount obtained at 29.944 $p < 0.05$. The results shown there are differences in the effectiveness of behavioral counseling between modeling techniques and social Skill techniques to enhance self-change.

Keywords: Self Change, Behavioral Counseling, Modeling Techniques, Social Skills Training Techniques

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Introduction

Students are individuals who are in the process of developing which is developing toward maturity or independence. To reach this maturity, individuals need guidance and counseling services because they still lack understanding and insight about themselves and their environment, as well as experience in determining the direction of their lives. (Purwanto, Zaenudin, Anggoro, Hidayat, & Aisyah, 2016)

Based on the results of observations and interviews of researchers of students of class X SMK N 3 Denpasar, about the pleasure of traveling or hobbies traveling and meeting new people, male students showed more pleasure than female students. Besides that, also from the results of observations, some of the students were female students who were more aggressive in adding new experiences by changing them in their daily lives. Male students in their behavior showed less have the challenge of finding a new learning experience and changing it every day. The character of the call with the character of Change.

In the big Indonesian dictionary, it is said that the word change, which comes from English, is then translated into Indonesian, that is, change means to be new, to have a new perspective.

Furthermore, in the opinion of experts, it is stated that self-change is a person who can make new changes in the provision of guidance and counseling services, and seeks to consult with others relating to the difficulties faced (Dharsana, 2015) But previously mentioned that self-change is a need to make changes include something new and different, travel, meet new people, look for new experiences that change every day (Dharsana, 2013: 2)

From the opinion above, the researcher can conclude that self-change is a person's ability to make changes in a new direction, and change for the better, or become new and change from before. From the definition of self-change that was stated earlier, then self-change contains indicators, namely:(a)Something new and different, (b)Travel to new places,(c)meet new people, (d)Looking for new experiences and change them every day.

The following will be explained by each indicator as follows: (a)Something new and different is the courage to try everything new and different to add experience,(b)Traveling is a traveling activity by visiting new places to increase knowledge of newly visited places.(c)Meeting new people is meeting new people who are not yet known to add more experience, (d)Finding new experiences and changing them every day is trying new things and being brave and brave to change existing things to add experience and insight (Dharsana, 2013: 2)

Self Change can be interfered with in three ways, namely: (1) education, (2) counseling guidance, (3) extracurricular. Of the three interfaces, they have their weaknesses and strengths that can be used to intervene in the self-change. In this case, the researcher chooses counseling guidance to intervene in the self, the reason is that counseling guidance is a field of research expertise. Counseling guidance has 2 words of guidance and counseling. Guidance is the process of interfering with a character or a problem by a counselor in counseling to achieve his character's approach (Dharsana, 2018).

So in this study researchers used definition as a process of interfering with self-change. Counseling is the process of intervention using counseling theory and counseling techniques to improve the self or character of groups of people or individuals (Dharsana, 2018).

In this study, researchers chose counseling as an intervention process to improve self-change.

There are many counseling theories that can be used to provide intervention processes, and in this study, the researcher drops on Behavioral theory The emphasis is on behaviors that can be defined operationally can be observed and can be measured. And this approach can be used in increasing the character of change in students who have not been able to adapt to new environments, or new places, meet new people, travel, and gain new experiences that are changed every day, for the sake of improving life in the future. (Purwanto et al., 2016)

In this study, researchers made choices on counseling techniques, i.e.(1) Modeling and techniques (2) Social Skills Training Techniques. Bandura (1969) states that learning that can be obtained through direct experience can also be obtained indirectly by observing the behavior of others along with the consequences.

Bandura (1969) states that learning that can be obtained through direct experience can also be obtained indirectly by observing the behavior of others along with the consequences. Social Skills Training is a process of learning in improving one's ability to increase the ability to interact with others in social contexts that are socially acceptable and valued. This involves the ability to initiate and maintain positive and mutually beneficial interactions. Social Skills Training Techniques used in this study are the reasons for saying that this technique has the aim of assisting clients in their efforts to improve their self-impaired skills in building relationships with others, by train client skills that will be used later in relationships with others and the environment (Maharani & Damayanti, 2012)

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study are the reasons for saying that this technique has the aim of assisting clients in their efforts to improve their self-impaired skills in building relationships with others, by train client skills that will be used later in relationships with others and the environment (Maharani & Damayanti, 2012)

Social skills training is designed to improve the ability to communicate and social skills for someone who has difficulty interacting, including the skills to give praise, complaint because they do not agree, reject the requests of others, exchange experiences, ask for personal rights, give advice to others, problem-solving encountered, in collaboration with others, and several other behaviors that are not owned by the client (Michelson, 1985 in Maharani & Damayanti, 2012)

Based on the description above, then as an effort to improve Self Change, researchers use a Behavioral approach so that it is packaged in the research title "Application of Behavioral Counseling with Modeling Techniques and Social Skills Training Techniques to Develop Self Change in Class X students of SMK Negeri 3 Denpasar. It is hoped that the results of the study will be able to be used and used in developing students' self-change characters following the objectives of this study.

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Method

This research is an experimental study involving 3 groups, namely two experimental groups and one control group. This study was designed by using questionnaires as pre-test and post-test, as a comparison of results before and after treatment was given to students, called the pretest/posttest control group design.

The population used in this study were all students of class X all majors, namely Hospitality Accommodation, Food, Beauty and Clothing in SMK N 3 Denpasar, except for class X Food A and Class X Hospitality A Accommodation which currently exists in industrial class whose existence is in the Industrial World.

Samples were taken randomly from the results of the questionnaire distributed and had low self-change. Then obtained data of 34 Class X Food E students as experimental group 1 who will be subjected to action with modeling techniques, and X Food F as an Experiment Group 2 to be intervened with social skills techniques and another experimental group as a control group is class X Catering C.

To support the completeness component for this study, researchers also used a diary that was made to measure changes in student character related to the four indicators of self-change, which were given to students when before and after the treatment was carried out and monitored through the acquisition of scores for each student's diary. Furthermore, the data analysis technique is quantitative descriptive and the calculation results of the analysis are adjusted to the desired .

Results and Discussion

The initial step of this study was the distribution of questionnaires that had been tested for validity and reliability were very high to all students who became the population in this study as many as 556 students, then the results of this pretest were recapitulated and categorized according to their categories namely,

high, high, medium, low and very low. From the pre-test data, three classes of the experiment were taken as experiment 1, experimental group2, and control group.

In Providing Treatment of Classical Guidance. Group guidance, group counseling and individual counseling, each time a meeting is discussed about the diary score that was previously assigned to students to fill in, and each time the meeting continues to fill in the diary, fill in the reflection sheet, then the results of each diary meeting are given a score, and The score is included in the tabulation score to see daily, weekly and monthly developments.

This research was conducted through 4 Guidance services. The description of the results of the counseling process, in general, is as follows:

   a. Classical Guidance

In general, the guidance process is classically carried out when the treatment takes place in each group. Gradually students can minimize *self-change*. The results of each treatment in classical guidance will be analyzed in this study.

   b. Group counseling

After the classical service is implemented, students are then recommended to attend group guidance. All group participants play an active role in the group's mentoring activities. From this activity, the researchers looked at who were students who had been able to show an increase in *self-change* and who had not. Students who have not been able to improve *self- change* will be recommended to attend group counseling.

   c. Group Counseling

Group counseling activities involve students who have the same problem then formed into a group to provide treatments for those who cannot understand *self-change*.

   d. Individual Counseling

In observing group counseling activities, researchers have been able to see who are the students who can be recommended in individual counseling activities. The student then personally and face to face talk with the counselor to help the problems faced by him.

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The development of experimental group 1 data that will be treated with behavioral counseling with modeling techniques can be seen in table 1.

Table 1. Experiment Group Data Diary 1

No		Day							Average
		1	2	3	4	5	6	7	
1	M1	4,85	5	5,23	5,85	6,5	7,23	8,08	6,11
2	M2	8,44	9,82	11,2	12,58	13,97	15,35	16,73	12,58
3	M3	16,73	18,41	20,08	21,76	23,44	25,11	26,79	21,76
4	M4	26,79	28,52	30,26	32	33,731	35,47	37,2	32,00
5	M5	37,2	38,41	39,61	40,82	42,02	43,23	44,44	40,82
6	M6	44,44	45,56	46,67	47,79	48,91	50,02	51,14	47,79

Based on the daily scores in table 1 above, the Experiment 1 group diary given behavior counseling with modeling techniques can be visualized in the form of a developmental graph as follows.
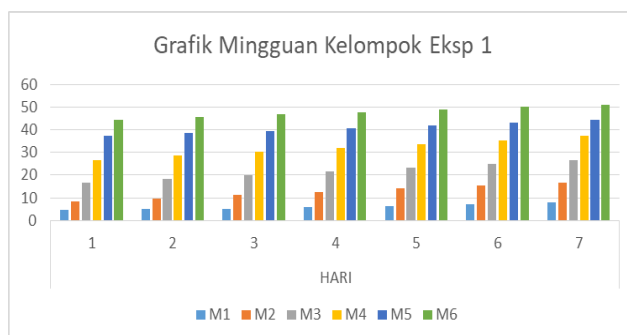
Fig. 1 Weekly Graph of Diary Score in Experiment Group 1

Further monthly developments for the diary score can be seen in Figure 0.2 as follows:
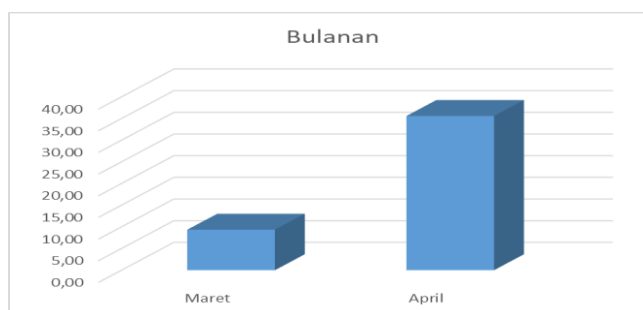

Fig. 2 Monthly Chart of Diary Scores in Experiment Group 1

Furthermore, diary score data for experiment group 2 will also be displayed in table 02 as follows:

Table 2. Weekly Score Diary in the Experiment Group 2

	\multicolumn{7}{c}{Day}	Average
	1	**2**	**3**	**4**	**5**	**6**	**7**	
M1	5,15	5,79	6,97	8,03	9,12	10,29	11,79	8,16
M2	12,03	14,12	16,03	17,94	19,76	21,65	23,47	17,86
M3	23,59	25,24	26,94	28,62	30,26	31,97	33,76	28,63
M4	33,88	35,56	37,29	39,06	40,79	42,44	44,21	39,03
M5	44,44	46,21	48,00	49,74	51,50	53,32	55,26	49,78
M6	55,18	56,91	58,68	60,38	62,12	63,94	65,76	60,42

Further monthly developments for the diary score can be seen in Figure 0.3 as follows:
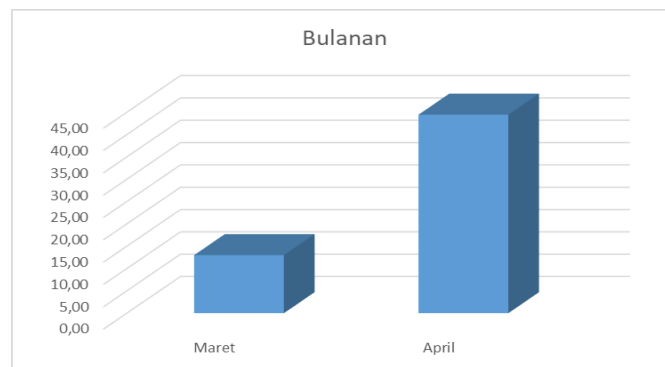
Fig. 3 Monthly Chart of Diary Score in Experiment Group 2

The next data that will be described is the recapitulation data of the results of the self-change questionnaire, pre-test and post-test, from Experiment 1, 2, and Control groups in the table.

Table 3. Questionnaire Results Data Pre and Post test experimental groups 1, 2, and control groups.

No	Klp Eksp 1			Klp Eksp 2			Kelompok Kontrol		
	Pre	Post	Gsn	Pre	Post	Gsn	Pre	Post	Gsn
1	151	165	0,26	148	164	0,28	149	150	0,02
2	139	176	0,56	160	180	0,44	152	167	0,28
3	126	145	0,24	173	190	0,53	156	176	0,41
4	161	180	0,43	157	180	0,48	139	145	0,09
5	130	168	0,51	158	189	0,66	124	151	0,33
6	118	151	0,38	157	180	0,48	161	176	0,34
7	164	180	0,39	146	167	0,36	139	172	0,50
8	135	153	0,26	148	167	0,33	156	180	0,49
9	162	173	0,26	142	179	0,59	157	176	0,40
10	130	157	0,36	144	167	0,38	157	178	0,44
11	155	163	0,16	144	179	0,57	157	181	0,50
12	133	176	0,60	147	180	0,57	124	150	0,32
13	136	164	0,41	158	180	0,47	159	164	0,11
14	145	150	0,08	150	190	0,73	133	163	0,42
15	137	138	0,01	167	180	0,34	149	170	0,38
16	137	170	0,49	155	185	0,60	172	150	-0,67
17	154	176	0,43	163	187	0,57	139	160	0,32
18	128	163	0,45	166	187	0,54	162	178	0,37
19	118	172	0,62	150	187	0,67	149	184	0,63
20	159	169	0,22	167	180	0,34	140	166	0,40
21	131	165	0,46	141	164	0,36	152	160	0,15
22	161	158	-0,07	138	157	0,28	144	145	0,02
23	151	151	0,00	167	179	0,32	154	141	-0,25
24	132	178	0,63	145	164	0,32	152	154	0,04
25	140	158	0,28	179	190	0,42	150	143	-0,13
26	130	139	0,12	161	180	0,43	149	161	0,21
27	123	147	0,29	165	185	0,50	144	153	0,15
28	161	142	-0,43	139	179	0,61	141	157	0,25

29	157	157	0,00	148	180	0,56	139	137	-0,03
30	128	143	0,19	136	167	0,45	141	135	-0,09
31	152	163	0,21	144	179	0,57	150	145	-0,09
32	126	161	0,44	168	185	0,46	152	153	0,02
33	119	148	0,34	157	180	0,48	154	151	-0,06
34	154	170	0,31	152	179	0,51	149	152	0,05
	4783	5469	9,89	5240	6066	16,20	5045	5424	6,30
Mean	140,68	160,85	0,29	154,12	178,41	0,48	148,38	159,53	0,20
Varian			0,050			0,014			0,071

To meet the requirements of the hypothesis test, the data to be tested must first meet the requirements of normal distribution and homogeneity.

Data normality tests can be done with the chi-square test, lilliefors test, and *Kolmogorov-Smirrnov* test . In this study the normality test was carried out with the *Kolmogorov-Smirrnov* test with the help of *SPSS 22 for Windows*.

A homogeneity test is done to show that differences that occur in hypothesis testing occur due to differences between groups, not as a result of differences in groups. Homogeneity tests are also intended to show that two or more groups of sample data come from populations that have the same variance. To test the homogeneity of data variance in each group, it was carried out using the *Levene's Test of Equality of Error Variance* (Candiasa, 2004). This test can be done by using the help of *SPPS 16.0 for Windows*

Testing the hypothesis in this study using analysis of variance (ANOVA) of the track with the following provisions: In this F test will test the main effect (Main Effect) There can be two possibilities, namely F_A (count) $> F_{table}$), meaning that the research results are significant, whereas if otherwise the research is not significant. If the Significant F must be followed by a t-scheffe test, to compare the effect between methods or techniques.

The results of calculations with one-way ANOVA can be seen in the following table, The results of the calculation of *self-exchange* data analysis with one-way analysis of variance in this study can be summarized as follows:

Table 4. Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7554.882[a]	2	3777.441	26.988	.000
Intercept	2819683.147	1	2819683.147	20144.997	.000
X	7554.882	2	3777.441	26.988	.000
Error	13856.971	99	139.969		
Total	2841095.000	102			
Corrected Total	21411.853	101			
a. R Squared = ,353 (Adjusted R Squared = ,340)					

Following the above analysis it turns out that F0 was obtained at 26,988 to test this F0 seen Ft (Ftable) with db = 1: 66 turns out that Ft with db 3: 66 at p = 0.01 (1%) amounted to 5.29 this means F0> Ft with p <0.01. so Ho was rejected and H1 accepted the results of the study were significant

Hypothesis Testing 1

Hypotheses 1 and 2

a) Hypothesis 1

H0 : Behavioral counseling model Modeling technique is not effective to improve *self Change in* class X students of SMK Negeri 3 Denpasar

H1: Behavioral counseling model Effective modeling techniques to improve *self Change in* class X students of SMK Negeri 3 Denpasar

Based on the results of the t-test for behavioral counseling modeling techniques obtained tcount = 3,913, with dk (34 + 34) -2 = 66 where T table 5% = 1,671 so that it can be concluded that modeling techniques are effective against increasing self-change

b) Hypothesis 2

H0: Behavioral counseling model The Social Skills Training technique is not effective to improve *self Change in* class X students of SMKNegeri 3 Denpasar

H1: Behavioral counseling model The effective Social Skills Training technique to improve *self-Change in* class X students of SMKNegeri 3 Denpasar

c) Hypothesis 3

H0 : There is no difference in the effectiveness of Behavioral counseling models with modeling techniques and Social Skills Training Techniques to improve *self-change in* class X students of SMK Negeri 3enpasar.

H1 : There is a difference in the effectiveness of Behavioral counseling models with modeling techniques and Social Skills Training Techniques to improve *self Change in* class X students of SMK Negeri 3 Denpasar.

Based on the results of the t-test for behavioral counseling modeling techniques obtained data t count = 1, 32 with dk (34 + 34) -2 = 66 where T table 5% = 2.869 so it can be concluded that modeling techniques are not effective against increasing self-change

Based on the results of t-test calculations for behavioral counseling on social skills techniques, the t-test results are: 18.88 with dk (34 = 34) -2 = 66 with t table 5% = 2.869 so it can be concluded that counseling Behavior techniques of social skills are effective for improving self-change.

So the conclusion is that there are differences in the effect of behavior counseling between *modeling* techniques and *social skills* techniques on *self-change.* The average *self- change* group of students who took the Modeling technique ($\square$= 0,39) was lower than students who took the social skills technique.($\square$= 0,43).

Conclusion

Self-change is someone's ability to make changes in a new direction, and change for the better, or become new and change from before. From the definition of self-change that was stated earlier, then self-change contains indicators, namely: 1), something new and different, 2), traveling to new places, 3) meeting new people, 4) looking for new experiences, and changing them every day. Based on the results of data analysis and discussion of research results, the following conclusions can be drawn.

There are differences in the effectiveness of behavioral counseling modeling techniques with *Social Skills* techniques for *self-change.* Behavior Counseling is an effective social skills technique for increasing self-change while modeling techniques are not effective for increasing self change.

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Article Information (Supplementary)