



Efficacy of Narrative Therapy in Family Counseling to Improve Students' Interpersonal Communication

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Articles Information

Abstrak

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Penelitian ini bertujuan untuk mengetahui kemanjuran terapi naratif dalam konseling keluarga untuk meningkatkan komunikasi interpersonal mahasiswa. Komunikasi interpersonal banyak dilakukan oleh mahasiswa yang berdampak negatif jika tidak ditanggulangi. Populasi yang digunakan adalah mahasiswa di Universitas PGRI Adi Buana Surabaya. Penelitian ini menggunakan 5 konseli sebagai sampel. One group pretest-posttest desain digunakan dalam penelitian ini. Hasil Asymp. Sig. (2- tailed) bernilai 0,033. Dapat dikatakan bahwa H_a diterima dan H_0 ditolak dengan nilai 0,033 lebih kecil dari $<0,05$. Berdasar hasil uji wilcoxon menggunakan SPSS, maka dapat disimpulkan bahwa terapi naratif dalam konseling keluarga manjur untuk meningkatkan komunikasi interpersonal mahasiswa.

Abstact

This study aims to determine the efficacy of narrative therapy in family counseling to improve interpersonal communication of students. Interpersonal communication is often done by students which has a negative impact if not addressed. The population used was students at Universitas PGRI Adi Buana Surabaya. This study used 5 counselees as samples. One group pretest-posttest design was used in this study. The results of Asymp. Sig. (2-tailed) are worth 0.033. It can be said that H_a is accepted and H_0 is rejected with a value of 0.033 less than <0.05 . Based on the results of the Wilcoxon test using SPSS, it can be concluded that narrative therapy in family counseling is effective in improving interpersonal communication of students.



INTRODUCTION

Students are expected to be able to start implementing good and effective communication. Especially for Guidance and Counseling students who will later become professional counselors. Communication is a very important part of the counseling process (Harahap et al., 2020). With good communication, counselors can understand the situation, feelings, and needs of students in more depth. In addition, good communication is key in the counseling process because it affects the quality of the relationship between counselors and students and the success of the interventions carried out. One of the characteristics of interpersonal communication is that feedback is responded to directly by the communicator, both gesturally and verbally (Anwar et al., 2021). Good and effective communication will make it easier for everyone to achieve their development goals so that they can meet their life needs properly. Counselors and students can listen to each other, understand, respect, and work together effectively. With effective communication, counselors and students can understand each other's duties and responsibilities. This can reduce the possibility of miscommunication that can hinder performance. This performance has a positive impact on achieving more efficient counseling goals. A professional counselor will always maintain the quality of his/her performance and good name and profession (Arifudin et al, 2021).

The delivery of messages or information between two or more individuals directly is called interpersonal communication. This process has effects and feedback, also known as feed back. Everyone must be open, trusting, supportive, and open to fostering an attitude of greater understanding, respect, and mutual development so that effective interpersonal communication and cooperation can be improved. If the communication meeting is enjoyable for the communicant, interpersonal communication will go well. Interpersonal communication is the process of conveying and receiving messages between the recipient and the sender, either directly or indirectly (Sinta Indi et al., 2015). One important aspect in everyone's life is interpersonal communication, because each type of communication has an interpersonal scope. Communication is an important way to build, improve, and maintain good relationships with others and to identify and express who we are in an interpersonal relationship. The ability to communicate can also affect a person's ability to adapt to their environment (Mataputun & Saud, 2020).

In the scope of Universitas PGRI Adi Buana Surabaya, there are still students who still have difficulty in interpersonal communication. One example experienced by students is verbal communication. Students' verbal communication when they are having a discussion. Students sometimes have difficulty using standard language or logical arguments during discussions. So there needs to be a treatment as a form of curative or preventive for students so that they can communicate interpersonally effectively.

A previous study conducted by Putra and Jamal (2020) found that students out of 30 students at SMPN 1 Piyungan and SMP Muhammadiyah Piyungan had poor communication skills with others. According to the results of the study, the profile of students' interpersonal communication skills was low, which indicates that students face challenges in communicating and interacting with their surroundings. Improving

students' ability to communicate with others, as well as creating a school environment that supports their personal development, are important results of this study.

In a study on the effect of guidance and counseling on interpersonal communication, Putri and Setiyowati (2023) found that students at SMK N 2 Malang communicated better with others after receiving guidance and counseling. Data obtained from schools and purposive sampling methods were used in this study. The results of the study indicate that interpersonal communication is useful for helping teachers and students understand each other and understand the character of each individual. As a result, interpersonal communication allows education to take place well and effectively. This study shows that counseling and guidance are very important for improving student education and development.

Interpersonal communication is very important, as shown by the above explanation. However, field data still shows that individuals do not communicate well with each other. Poor interpersonal communication still occurs in many adolescents, as shown by the results of Sahputra's research (2018). At the research location, researchers also found that grade XI vocational high school students had low levels of interpersonal communication. Students show low interpersonal communication problems by being less open in speaking, not trusting their friends, not wanting to help their friends who need help, being selfish and not listening to their friends. They also tend to communicate only with their friends in their group and communicate less with their other friends.

Low interpersonal communication can be influenced by the level of self-confidence and the level of knowledge of the individual (Trisya et al., 2020). Low interpersonal communication such as a lack of respect, talking when there are still people in front of them who are saying something, low empathy, laughing at friends who experience embarrassing things, low relationships between friends marked by a lack of intimacy with classmates, can have an impact on student achievement (Tjalla, 2007).

This study uses narrative therapy in family counseling. Narrative therapy, a type of psychotherapy founded in the 1980s by Michael White and David Epston to help people attach meaning and experience to their lives (Burgin and Gibbons 2016). Narrative therapy focuses on rewriting or retelling stories through externalization techniques to find different outcomes and evaluate the stories the client tells toward better change with creative methods (Sharf 2012). The counselor and client work together to rewrite the story in a cooperative, honest, and open therapeutic relationship. Ultimately, narrative therapy helps clients feel supported and accepted because the counselor takes an active stance for social equity rather than neutrality (Combs and Freedman 2012). Narrative therapy allows clients to tell stories in which they are the main characters and important aspects of their lives (Dodge 2010). It is a type of psychosocial intervention in therapy used with individuals, families, groups, or organizations, where storytelling is a component of each therapy (Vega et al. 2014). In the narrative therapy approach, the role of the counselor is as an active facilitator who wants to help clients with great care, interest, respectful curiosity, openness, empathy, and attraction to their problems (Corey 2017).

Narrative therapy is a service provided by counselors so that clients are able to create meaning in their lives based on the life they live (White and Epston 1990). Narrative therapy assumes that every individual has a story about themselves and their stories can determine how they see themselves, their situations and their world (Payne 2006). The basic assumption of narrative therapy is that clients are people who have many skills, competencies, beliefs, commitment values, and abilities to deal with problems in their lives (Wallis, Burns, and Capdevila 2011). Furthermore, narrative therapy is a therapy method that tries to separate individuals from problems to encourage individuals to rely on their expertise in minimizing problems in everyday life (Hidayat 2018).

Narrative therapy in group counseling is collaborative, where other members can observe, examine, express their narratives, and experience the healing act of giving voice to their stories while simultaneously reaping the therapeutic benefits of altruism and intrapersonal learning (Hill 2011); (Yalom and Leszcz 2005). The implementation of narrative therapy in group counseling, participants are given a safe place to share oppressive elements of their lives and to learn how to cope with difficulties including problems or therapy in a group setting creates a safe place for all types of special populations (Morgan, Brosi, and Brosi 2011). Counselors in the implementation of counseling take a "no-knowing" perspective in their relationship with clients because the client is the expert on their story and how to change it, and at the end of therapy, clients are invited back as "consultants", to share their knowledge for the benefit of the client's future (Timm 2014). Counselors are tasked with deconstructing the dominant narrative story in the client's life (Hedtke 2014).

A key component of successful narrative therapy use is listening to the client's story as opposed to listening to symptoms and/or information needed to gain insight. Additionally, regardless of the group population, it is recommended that group members and group leaders listen to how the clients in the group view themselves. The focus should be on the client's intentions and goals rather than the causes that influence the client's behaviors and challenges (Hibel and Polanco 2010).

METHOD

This study uses an experimental method. Sugiyono (2019) states that experimental research is a way to find out how certain treatments affect others under controlled conditions. This study uses an experimental method with a one-group pre-test and post-test design. Observations were made before and after the experiment.

From a population of 64 students, a sample of 5 students with the lowest interpersonal communication scores was taken. The sampling technique used in this study applied non-probability sampling. In sampling, the researcher used a purposive sampling technique, namely a sampling technique by considering certain or special selection.

This study uses a measurement scale as a data collection technique. This measurement scale contains statements about student data who carry out interpersonal communication. The measurement scale uses 64

items. The statement items used on the interpersonal communication measurement scale consist of favorable and unfavorable statements. This research instrument uses a Likert measurement scale with 4 alternative answers, namely very appropriate (SS), appropriate (S), inappropriate (TS), very inappropriate (STS).

RESULT AND DISCUSSION

The results of the distribution of the measurement scale on students' interpersonal communication are grouped into three, namely low, medium, and high. The following is a categorization of the scale of students' interpersonal communication.

Table 1. Scoring of Students' Interpersonal Communication

Skor	Category
64-128	Low
129-192	Middle
193-256	High

Of the total sample of 5 students, the pre-test results were in the low category for 3 students and in the medium category for 2 students. After being given narrative therapy treatment in family counseling, the post-test results showed quite good results. The following are the results of the treatment carried out in table 2.

Table 2. Comparison of Pre-Test and Post-Test Results

No.	Nama	Pre-test	Kategori	Post-test	Kategori	Perbandingan
1	Konseli GA	120	Rendah	145	Sedang	25
2	Konseli AM	112	Rendah	153	Sedang	41
3	Konseli ED	103	Rendah	141	Sedang	38
4	Konseli MH	135	Sedang	189	Sedang	54
5	Konseli FB	167	Sedang	179	Sedang	12

In this study, the SPSS program was used to evaluate using the Wilcoxon test. The results of the Wilcoxon Test are in table 3 below.

Table 3. Wilcoxon test

<i>Post-Test & Pre-Test</i>	
Z	-2,219
Asymp. Sig (2 tailed)	0,033
a. <i>Wilcoxon Signed Rank Test</i>	
b. <i>Based on positive ranks</i>	

Based on the results, it is known that Asymp. Sig. (2-tailed) is worth 0.033. It can be said that H_a is accepted and H_0 is rejected with a value of 0.033 which is smaller than <0.05 .

The results of the research data analysis show that overall interpersonal communication is in the moderate category. This is indicated by the achievement of each post-test score. These results indicate that students at Universitas PGRI Adi Buana Surabaya can improve their interpersonal communication. The developmental tasks passed by students are certainly related to the results of their post-test. Being able to build mature social relationships is one of the developmental tasks of adolescents passed by Yusuf (2009). Good communication skills are clearly skills needed by adolescents to build mature relationships.

Students who are counselees in this study have begun to learn to communicate well. The role of parents is very important for the development of children's interpersonal communication. Delivering messages or information directly with the aim of changing behavior is called parent-child communication. In the process of interpersonal relationships, effective communication is very important to improve and maintain relationships, regardless of how the communicator interacts with the communicant. In order for the interpersonal communication process to run well with friends, this also applies.

According to the results of interpersonal communication data, interpersonal communication is on average in the high category, although there are also those in the moderate and very high categories. This moderate note shows that students still have a less positive attitude towards their interlocutors. This condition must continue to be improved and developed during the communication process. It is very important for someone to be able to carry out their activities smoothly, especially when they interact with people around them. Communication skills are needed for communication to run smoothly. Openness, positive behavior, empathy, supportiveness, and similarity are all factors that support the success of students' interpersonal communication (DeVito, 2023). In interpersonal communication, it is important to remain open and honest. Positive behavior in interpersonal communication is actions and attitudes that support healthy and effective relationships between people. Hiding information or feelings can hinder understanding and trust between people. The ability to feel and understand the feelings of others allows a person to respond sensitively to the needs and feelings of others. In communication, supportive behavior is an attitude and action that shows support, concern, and empathy for others. The purpose of this behavior is to create a supportive environment, build healthy relationships, and make others feel heard and appreciated. If someone speaks the same language or has the same language background, communication will be smoother.

CONCLUSION

Interpersonal communication is often done by students which has a negative impact if not addressed. This study used 5 counselees as samples. The results of Asymp. Sig. (2-tailed) are worth 0.033. It can be said that H_a is accepted and H_0 is rejected with a value of 0.033 which is smaller than <0.05 . Based on the results of the Wilcoxon test using SPSS, it can be concluded that narrative therapy in family counseling is effective in improving students' interpersonal communication.

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