Improving Interpersonal Communication Quality of Students Through Social Guidance: Evaluation of Effectiveness and Implications

Syamsul Rizal
Curup State Islamic Institute
syamsulrizal529@gmail.com

ABSTRACT

Social guidance is guidance given to individuals to get to know their environment so that they can socialize well and become responsible individuals which is carried out at SMP N 2 Rejang Lebong. The social problems that are often faced by students within the scope of school are related to relationships between individuals or relationships between individuals and the social environment such as difficulty in making friends, alienation from group work, and others. Research to know the interpersonal communication of students at school. This type of research is quantitative. The population in this study was students of SMP Negeri 01 and the sample population of class VII A amounted to 30 people and the sample used sampling techniques. Data collection is observation, interviews, and questionnaires. The data analysis technique with product moment correlation statistics. The results of the study The relationship between the effectiveness of student social guidance in interpersonal communication at SMP N 2 Rejang Lebong in grade VII is mostly 29.06% which is included in the influential category, which means that there is a significant influence between peers. The way of interpersonal communication between grade VIII students at SMP N 2 Rejang Lebong is mostly 37.20% who fall into the high category. High here means that most teenagers or students can already communicate with their peers.

Keywords: Quality of Communication, Personal Student, Social Guidance

INTRODUCTION

Humans are often said to be social creatures, meaning that humans need others to interact and adapt to the surrounding environment wherever they live, besides that humans have advantages, namely reason, and mind from birth, and with that advantage, some stimuli can develop natural potentials that are below birth, these potentials can be developed and useful MelAlui Education and Guidance. So according to his nature, humans are people who have the potential and can be educated, guided, and directed toward more perfect people. In this case, the role of education is very important for humans, especially regarding cognitive, religious, and social development, hereby Erwar Aziz (2003) also suggests that: Education is

a conscious guidance and demand by educators for physical and spiritual development and students towards the formation of the main personality. What is meant by the main personality here is a good personality that can be maintained and developed in harmony with the development of the personality itself.

Guidance can be defined as an integral part of the overall educational program that interacts and has a positive function, not just a collective force (Dylan et al., 2019). The most important process in the importance of guidance is the process of self-discovery. This will help the child adjust to new situations, develop the child's ability to understand themselves, and apply it in future situations. Guidance is no longer an action that is only overcoming every crisis faced by children but also a thought about the development of children as a person with all needs, interests, and abilities that must develop.

Social guidance is guidance given to students to recognize the environment so that they can socialize well and become responsible individuals (Endriani et al., 2020). The usefulness of this guidance does not need to be elaborated at length because every human being already knows from his own experience, what the consequences will be if mental struggles cannot be resolved and the mental suffering experienced when arising in the main social association is not, whether challenges and difficulties arise that concern oneself but how attitudes and actions in dealing with difficulties that arise, for example, arise some desires and feelings that arise one after another Changed from very sad to very joyful, wanting to build ideals but not knowing how (Bahri, 2017; Hastuti and Winkel, 2004).

Humans always need to open and establish communication or relationships with others. In addition, several needs in humans can be satisfied through communication with others. Therefore, students need to become skilled in communication (Pratiwi, et.al, 2002; Supratiknya, 1995). The communication in question is teacher communication with students in face-to-face activities, both individually and in groups, and assisted by media/learning resources. The communication process is made fairly, familiar and open with the support of other supporting factors, both existing facilities and facilities to have a behavior change effect on students.

The process of behavior change is not a simple thing, because it involves all interrelated components, such as communicator conditions, target conditions, and channel

conditions used (Enright et al., 2020). In addition, the situation and environment also affect the communication process. The environment must be able to create a communicative climate of communication, where students can actively participate in it using available media or channels, to achieve optimal goals. Helping children to become intelligent people is not only by sending them to famous schools or providing food that is large and varied but must also be supported by the needs so that children become intelligent people. Based on the description above, social guidance is very important given to students to recognize their environment so that they can socialize and communicate well with others and can become responsible individuals (Handayani, 2011; Both, 2017).

From the reality in the field, the author carried out an initial observation at SMP Negeri 2 Rejang Lebong and asked the supervisor about the implementation of social guidance. From the results of observations and interviews, it was obtained that the social guidance provided to students is the existence of classical services for students so that they can apply at school and outside school, for example, the existence of extracurricular and other organizations. From the background above, the author wants to research to know the interpersonal communication of students at school. Starting from the background of ideas, researchers are interested in revealing this problem in a study entitled Improving the Quality of Interpersonal Communication of Class VII A Students of SMP Negeri 2 Rejang Lebong Through Social Guidance: Evaluation of Its Effectiveness and Implications."

RESEARCH METHODOLOGY

This type of research is a quantitative approach, namely statistics that serves to describe or provide an overview of the object under study through sample or population data as it is and uses numbers without conducting analysis and making generally accepted conclusions (Lorenzetti, 2007). In this study, the type of research is correlational. It is an approach designed to determine the degree of influence of different variables in a population. Through this study, we can ascertain how much is caused by one variable with another variable (Sugiyono, 2014).

The population is all objects or individuals to be investigated in connection with the necessary data. A population can also be defined as a set of objects, people, or circumstances

that have at least one common characteristic in common. So the population here is the object to be studied (Suharsimi and Arikunto, 1993; Furqon, 2004). In connection with the implementation of this research at SMP Negeri 2 Rejang Lebong which is related to the effectiveness of social guidance in improving the quality of interpersonal communication, the author takes the population of this studyis grade VII students totaling 86 students.

While data collection techniques are using questionnaires, observations, and documentation. And this study aims to find out the picture of social guidance in class VII A SMP Negeri 2 Rejang Lebong, the picture of interpersonal communication with peers, and factors that affect interpersonal communication.

RESULTS AND DISCUSSION

Improving the Quality of Student Interpersonal Communication through social guidance improving personal quality is a process of preparation, planning, teacher guidance, and counseling programs at school in assisting students in increasing desires or expectations to provide ideas, thoughts, and opinions face-to-face that allows each participant to capture the reactions of others directly both verbally and non-verbally. The following research results are described as follows:

1. Overview of the Effectiveness of Social Guidance

To find out how the picture of peer relationships between students of SMP Negeri 2 Rejang Lebong, the author used a data collection tool in the form of a questionnaire. Questionnaires are used to find out how much this peer relationship is. The questionnaire was created with a Likert scale with five alternative answers. Furthermore, to find out the influence of peers of SMP Negeri 2 Rejang Lebong students, everything can be seen through the Peer Frequency Distribution Table, which is as follows:

Table 1: Frequency Distribution of Social Guidance Effectiveness

NO	X	F	X²
1	67	1	4489
2	50	1	2500
3	56	1	3136
4	63	1	3969
5	50	1	2500

6	46	1	2116
7	69	1	4761
8	54	1	2916
9	44	1	1936
10	45	1	2025
11	57	1	3249
12	62	1	3844
13	66	1	4356
14	45	1	2025
15	47	1	2209
16	58	1	3364
17	62	1	3844
18	62	1	3844
19	64	1	4096
20	57	1	3249
21	50	1	2500
22	47	1	2209
23	53	1	2809
24	56	1	3136
25	63	1	3969
26	59	1	3481
27	62	1	3844
28	66	1	4356
29	51	1	2601
30	45	1	2025
Sum	1676	30	4225

Next, the Mean (average) and Standard Deviation are found with the following settlement formula:

$$Mx = \frac{\Sigma Fx}{N}$$

$$= \frac{1676}{30}$$

$$= 55{,}86$$

The next step is to find the Standard Deviation value as follows:

$$SDx = \sqrt{\frac{\Sigma fx2}{\Sigma N} - \left[\frac{\Sigma fx}{\Sigma N}\right]^2}$$

$$= \sqrt{\frac{4225}{30} - \left[\frac{1676}{30}\right]^2}$$

$$= ,73\sqrt{281.66 - 111} = \sqrt{339,86}$$

$$= 5,3$$

After knowing the mean value and standard deviation, a grouping of social guidance effectiveness scores is carried out, namely Very Influential, Influential, Medium, Less, and No Effect as follows:

Very influential = m + 1 SD

$$= 55,36 + 1. (8,3)$$

$$= 63.66 \text{ and above}$$

Effect $\quad$ = M + 0.5. SD

$$= 55,36 + 0,5. (8,3)$$

$$= 59,51$$

Medium $\quad$ = M – 0. SD

$$= 55,36 – 0. (8,3)$$

$$= 55,36$$

Less Influential $\quad$ = M – 0.5. SD

$$= 55,36 -0,5. (8,3)$$

$$= 51,21$$

Very Low = M -1. SD

$$= 55,36 – 1. (8,3)$$

$$= 47,06 \text{ down}$$

Based on the results above, peer relationships can be seen in the following paragraphs:

Table 2 Social Guidance

Peers	Value Score
Very High	>63,66
Tall	59,51
Keep	55,36
Low	51,21

Very Low	<47,06

The table above can be seen as an overview of the peer relationship of SMP Negeri 2 Rejang Lebong students. And for more details can be seen in the table as follows:

Table 3 Overview of the Effectiveness of Social Guidance

No	Total score	Frequency	Category
1	30	1	No Effect
2	40	1	No Effect
3	41	3	No Effect
4	42	1	No Effect
5	43	1	No Effect
6	44	2	No Effect
7	45	3	No Effect
8	46	2	No Effect
9	47	5	No Effect
10	49	5	Less Influential
11	50	4	Less Influential
12	51	2	Less Influential
13	52	2	Keep
14	53	3	Keep
15	54	2	Keep
16	56	5	Influential
17	57	3	Influential
18	58	4	Influential
19	59	5	Influential
20	60	3	Influential
21	61	2	Influential
22	62	5	Influential
23	63	7	Very Influential
24	64	1	Very Influential
25	65	5	Very Influential
26	66	3	Very Influential
27	67	2	Very Influential
28	69	1	Very Influential
29	71	2	Very Influential
Total		86	

After judging from the data score of the calculation results about the picture of peer relationships of students of SMP Negeri 2 Rejang Lebong class VII, it turns out that which includes the category, Very Influential as many as 7 students, the Influential category 3 students, the Medium category 3 students, the Less Influential category 3 students, the

Uninfluential category 9 students. The percentage distribution of the picture of Peer Relationships, to clarify it can be seen in the table below:

Table 4 Effectiveness of Social Guidance

No	Score Range	F	%	Categories
1	>63,66	21	24,4	Very Influential
2	59,51	25	29,06	Influential
3	55,36	9	10,46	Keep
4	51,21	12	14	Less Influential
5	<47,06	19	22,09	No Effect
	Sum	86	100%	

Based on the data above, it can be seen that the categories are very influential, namely as many as 21 students (24.4%), influential categories as many as 25 students (29.06%), medium categories as many as 9 students (10.46%), less influential categories as many as 12 students (13.9%), and influential categories as many as 19 students (22.09%), thus the picture of peer relationships from the questionnaire that has been distributed to grade VII students at SMP Negeri 2 Rejang Lebong. Most fall into the influential category, which means that there is a significant relationship between peers in the group.

2. Interpersonal Communication

To find out how the picture of self-identity in SMP Negeri 2 Rejang Lebong, the author used a data collection tool in the form of a questionnaire. Questionnaires are used to find out how much a student's self-identity is. The questionnaire was created with a Likert scale with five alternative answers. Furthermore, to find out the picture of the self-identity of SMP Negeri 2 Rejang Lebong, everything can be seen through the Juvenile Delinquency Frequency Distribution Table, which is as follows:

Table 5 Frequency Distribution of Interpersonal Communication

No	Number of Y Scores	F	Y^2
1	133	1	17689
2	128	1	16384
3	136	1	18496
4	141	1	19881
5	136	1	18496

6	119	1	14161
7	143	1	20449
8	132	1	17424
9	123	1	15129
10	107	1	11449
11	110	1	12100
12	129	1	16641
13	143	1	20449
14	122	1	14884
15	125	1	15625
16	156	1	24336
17	129	1	16641
18	159	1	25281
19	159	1	25281
20	121	1	14641
21	133	1	17689
22	111	1	12321
23	140	1	19600
24	136	1	18496
25	134	1	17956
26	132	1	17424
27	143	1	20449
28	134	1	17956
29	126	1	15876
30	127	1	16129
Sum	1129	30	15052

Next, the Mean (average) and Standard Deviation are found with the following settlement formula:

$$My = \frac{\sum FY}{N}$$

$$= \frac{11298}{30}$$

$$= 131,37$$

The next step is to find the Standard Deviation value as follows:

$$SDy = \sqrt{\frac{\sum fy2}{\sum N} - \left[\frac{\sum fy}{\sum N}\right]^2}$$

$$= \sqrt{\frac{15052}{30} - \left[\frac{1129}{30}\right]^2} = \sqrt{17502,6 - 17258,0} = \sqrt{244,6}$$

$$= 15,6$$

After knowing the mean value and standard deviation, the interpersonal communication score grouping is Very High, High, Medium, Low, and Very Low as follows:

Very High = M + 1 SD

$$= 131,37 + 1. (15,6)$$

$$= 146,9 \text{ and above}$$

Height = M + 0.5. SD

$$= 131,37 + 0,5. (15,6)$$

$$= 139,17$$

Medium = M – 0. SD

$$= 131,37 – 0. (15,6)$$

$$= 131,37$$

Low = M – 0.5. SD

$$= 131,37-0,5. (15,6)$$

$$= 123,5$$

Very Low = M -1. SD

$$= 131,37 – 1. (15,6)$$

$$= 115,7 \text{ down}$$

Based on the results above, Self-Identity can be seen in the following table:

Table 6 Interpersonal Communication

Self-Identity	Value Score
Very High	>146
Tall	139-142
Keep	131-132
Low	123-124
Very Low	<115

From the table above, it can be seen the picture of self-identity at SMP Negeri 2 Rejang Lebong. And for more details can be seen in the table as follows:

Table 7 Overview of Interpersonal Communication

No	Total Score	F	Categories
1	88	1	Very low
2	102	2	Very low
3	107	2	Very low
4	108	2	Very low
5	109	1	Very Low
6	110	2	Very Low
7	111	1	Very Low
8	112	1	Very Low
9	116	3	Very Low
10	117	1	Very Low
11	118	2	Low
12	119	1	Low
13	120	1	Low
14	121	3	Low
15	122	2	Low
16	123	1	Low
17	124	2	Low
18	125	1	Keep
19	126	3	Keep
20	127	3	Keep
21	128	1	Keep
22	129	3	Keep
23	130	2	Keep
24	131	2	Keep
25	132	5	Tall
26	133	3	Tall
27	134	2	Tall
28	135	1	Tall
29	136	4	Tall
30	137	2	Tall
31	140	3	Tall
32	141	3	Tall
33	142	1	Tall
34	143	5	Tall
35	145	1	Tall
36	146	1	Very High
37	148	1	Very High

38	149	2	Very High
39	152	1	Very High
40	155	3	Very High
41	156	1	Very High
42	159	2	Very High
43	160	1	Very High
44	175	1	Very High
Sum		86	

After judging from the data score of the calculation results about the description of Self-Identity at SMP Negeri 2 Rejang Lebong class VII, it turns out that the category is very high as many as 9 students, the high category is 11 students, the medium category is 7 students, the low category is 13 students, the very low category is 10 students. The percentage distribution of the picture of interpersonal communication, to clarify it can be seen in the table below:

Table 8

Interpersonal Communication

No	Score Vulnerable	F	%	Categories
1	> 76	14	16,279	Very high
2	74-75	32	37,20	Tall
3	73	14	16,279	Keep
4	71-72	11	12,79	Low
5	<70	15	17,44	Very low
Sum		86	100%	

Based on the data above, it can be seen that the very high category is 9 students (16.279%), the high category is 11 students (37.20%), the medium category is 7 students (16.279%), the low category is 7 students (12.79%), and the very low category is 10 students (17.44%), thus it can be concluded that the picture of the effectiveness of social guidance in improving the quality of interpersonal communication is mostly included in High category, meaning that most of the students can communicate well.

3. The Effectiveness of Social Guidance in Improving the Quality of Interpersonal Communication

If you know whether there is an influence or not between peers on the formation of self-identity of grade VII students at SMP Negeri 2 Rejang Lebong, you can analyze it by making a correlation using product moment correlation. With the following explanation of the data:

Table 9   The calculation to obtain the correlation index number between variable X and Y variable

No	X	x^2	And	Y^2	XY
1	67	4489	133	17689	8911
2	50	2500	128	16384	6400
3	56	3136	136	18496	7616
4	63	3969	141	19881	8883
5	50	2500	136	18496	6800
6	46	2116	119	14161	5474
7	69	4761	143	20449	9867
8	54	2916	132	17424	7128
9	44	1936	123	15129	5412
10	45	2025	107	11449	4815
11	57	3249	110	12100	6270
12	62	3844	129	16641	7998
13	66	4356	143	20449	9438
14	45	2025	122	14884	5490
15	47	2209	125	15625	5875
16	58	3364	156	24336	9048
17	62	3844	129	16641	7998
18	62	3844	159	25281	9858
19	64	4096	159	25281	10176
20	57	3249	121	14641	6897
21	50	2500	133	17689	6650
22	47	2209	111	12321	5217
23	53	2809	140	19600	7420
24	56	3136	136	18496	7616
25	63	3969	134	17956	8442
26	59	3481	132	17424	7788
27	62	3844	143	20449	8866
28	66	4356	134	17956	8844
29	51	2601	126	15876	6426

30	45	2025	127	16129	5715
31	65	4225	108	11664	7020
32	58	3364	145	21025	8410
33	56	3136	131	17161	7336
34	65	4225	136	18496	8840
35	63	3969	175	30625	11025
36	63	3969	149	22201	9387
37	65	4225	109	11881	7085
38	53	2809	88	7744	4664
39	71	5041	155	24025	11005
40	59	3481	140	19600	8260
41	41	1681	110	12100	4510
42	60	3600	132	17424	7920
43	52	2704	118	13924	6136
44	56	3136	117	13689	6552
45	49	2401	127	16129	6223
46	71	5041	155	24025	11005
47	41	1681	141	19881	5781
48	53	2809	124	15376	6572
49	63	3969	127	16129	8001
50	61	3721	121	14641	7381
51	60	3600	126	15876	7560
52	63	3969	130	16900	8190
53	41	1681	107	11449	4387
54	54	2916	141	19881	7614
55	67	4489	130	16900	8710
56	47	2209	120	14400	5640
57	50	2500	121	14641	6050
58	58	3364	143	20449	8294
59	59	3481	116	13456	6844
60	47	2209	143	20449	6721
61	30	900	124	15376	3720
62	42	1764	142	20164	5964
63	52	2704	112	12544	5824
64	47	2209	102	10404	4794
65	58	3364	121	14641	7018
66	51	2601	160	25600	8160
67	52	2704	126	15876	6552
68	59	3481	132	17424	7788
69	46	2116	137	18769	6302

70	49	2401	155	24025	7595
71	63	3969	148	21904	9324
72	49	2401	161	25921	7889
73	56	3136	146	21316	8176
74	49	2401	116	13456	5684
75	40	1600	102	10404	4080
76	49	2401	116	13456	5684
77	60	3600	133	17689	7980
78	66	4356	132	17424	8712
79	44	1936	149	22201	6556
80	61	3721	129	16641	7869
81	57	3249	108	11664	6156
82	65	4225	140	19600	9100
83	62	3844	152	23104	9424
84	65	4225	135	18225	8775
85	43	1849	137	18769	5891
86	59	3481	131	17161	7729
Sum	4761	269601	11298	1505232	728206

After the whole is calculated and placed in the correlation coefficient table, then the calculation results above will be tested for validity using the product moment correlation formula as follows:

$$rxy = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)2][N \sum Y^2 - (\sum Y)2]}}$$

$$rxy = \frac{(86 \ X \ 728206) - (4761)(11298)}{\sqrt{[(86 \ X \ 269601) - (4761)2][(86 \ X \ 150523)(11298)2]}}$$

$$rxy = \frac{62625716 - 53789778}{\sqrt{[23185686 - 22667121][129449952 - 127644804]}}$$

$$rxy = \frac{8835938}{\sqrt{518565 \times 1805148}}$$

$$rxy = \frac{8835938}{\sqrt{936086572620}}$$

$$rxy = \frac{8835938}{967515,67}$$

$$rxy = 9,1$$

4. Data interpretation

Based on the results of the rxy value data, the author will provide data interpretation of the product-moment correlation index number in two ways, namely:

a. Interpretation in a simple way or roughly is an assessment using influence data between variable X and variable Y. Interpretation of rxy from the calculation above, it turns out that the correlation number is very high, taking into account the magnitude of rxy (ie = 9.1), which ranges from 0.90-100.

b. Interpretation by using the rxy product moment value table, the formulation of the work / alternative hypothesis (Ha), and the null hypothesis (Ho) that the author proposed at the beginning is:

Ha: There is an influence of social guidance in improving the quality of interpersonal communication

Ho: There is no influence of social guidance in improving the quality of interpersonal communication.

The submission criteria are: if r counts > r table, then Ha is accepted and Ho is rejected. Conversely, if r counts < of r table, then Ha is rejected and Ho is accepted. Then the author looks for his free degrees (df and db). The formula is as follows:

Df = N- no

$\quad$ = 86-2

$\quad$ = 84

Since df 84 is not found in the table, it is used with 85 By examining the table "r" product moment it turns out that with df of 85, at a significant level of 5% obtained an "r" table of 0.213 while at a significant level of 1% obtained an "r" table of 0.278. Since rxy or ro > of the "r" table, both at the level of 5% and at the level of 1% (0.213 and 0.278), the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that there is a significant correlation between variable X and variable Y.

As for the calculation of the determination coefficient (KD), which the author uses to determine the influence of variable X and variable Y as follows:

$KD = r^2 \, x100\%$

$= (9,1)^2 \, x \, 100\%$

$= 82,81 \%$

The KD score of 82.81%, gives the understanding that peer relationships have a significant influence on the formation of self-identity of SMP Negeri 2 Rejang Lebong students in class VII, which is around 82.81%.

From the results of research that have been carried out on the effectiveness of social guidance in improving the quality of interpersonal communication at SMP Negeri 2 Rejang Lebong, grade VII students show that they are now starting to be able to interact with friends their age by forming a friendship group. Adolescent friendships are closely related to changes in aspects of psychological control related to self-love. In the implementation of social guidance activities running well enough, peer groups are also the first social environment where adolescents learn to live with others who are not family members. A peer environment is a new group, which has much different characteristics, norms, and habits.

Adolescents are required to have first and new abilities in self-adjustment such as in terms of attitude, speech, interests, appearance, and behavior with the influence of peers, adolescents are also required to be able to communicate such as being able to communicate with their peers and being able to find study groups.

And from the results of research that has been done and the interpretation of data, it can be seen that the relationship between the effectiveness of student social guidance in interpersonal communication at SMP Negeri 2 Rejang Lebong in grade VII is mostly 29.06% which is included the influential category, which means there is a significant influence between peers. The way of interpersonal communication between grade VII students at SMP Negeri 2 Rejang Lebong is mostly 37.20% who fall into the high category. High here means that most adolescents or students can already communicate with their peers There is a significant influence between the influence of peer relationships on interpersonal communication, namely r Count> r $_{Table,}$ r $_{Count}$ = 9.1, and r $_{Table}$ = 0.213. Thus, Ha dit erima and Ho ditolak.

And from the results of research that have gone through the process of processing and analyzing data, it can be concluded that the effectiveness of social guidance in improving the quality of interpersonal communication at SMP Negeri 2 Rejang Lebong in grade VII has a very significant influence or relationship.

Discussion

1. Overview of the Effectiveness of Social Guidance

Based on the findings of the study, it can be concluded that Social Counseling services are beneficial in improving students' capacity to communicate with their classmates at SMPN 02 Rejang Lebong. It should be noted here that the students at SMPN 02 Rejang Lebong come from a variety of ethnic groups, with varying personalities and economic backgrounds. Based on these circumstances, each student can develop interactions with various classmates. Social Guidance is one of various methods/techniques for assisting students in interacting with peers (Khalilah, 2018). Students' performance in connecting with peers after obtaining Social counseling services is inextricably linked to influences or other factors outside of the provision of social counseling. These aspects include the supervising teacher's position at SMPN 02 Rejang Lebong, the function of the homeroom teacher, parents, and the child's environment (Yuhenita, 2015).

2. Interpersonal Communication

Communication, is critical for the formation of human personality. A lack of communication, according to social scientists, stifles personality development. Interpersonal communication is the action of one person giving messages and another person or a small group of individuals receiving messages with varying affects and possibilities for quick reply (Gandasari et al., 2022). The following factors contribute to effective communication: 1) openness, 2) empathy, 3) equality, and 4) optimism. Individuals must thus have strong interpersonal communication abilities.

This is consistent with prior study that discovered the critical function of interpersonal communication that individuals must own in their social interaction lives. A research demonstrates the importance of interpersonal communication on social media, because the

development of communication between humans in the twenty-first century will be increasingly limitless, and it is certain that the role of interactive communication on social media will become dominant in creating and maintaining communication relationships between people in their lives (Coker et al., 2018).

3. The Effectiveness of Social Guidance in Improving the Quality of Interpersonal Communication

Many variables impact differences in pupils' levels of interpersonal communication. Numerous functions that interpersonal communication plays in creating happiness in human life, including the following: Interpersonal communication 1) aids our social and intellectual development; 2) our identity and identity are formed in and through communication with other people; and 3) in order to test the reality around us and the correctness of our impressions and understandings of the world around us, we must compare them with the impressions and understandings of other people about the same reality. 4) The quality of our communication or interactions with other people has a large impact on our mental health, as more and more individuals become key figures (important figures) in our life (Yusra & Wahyuni, 2021).

As a result of receiving social guidance treatment, students at SMPN 02 Rejang Lebong reported a considerable rise in interpersonal communication. Interpersonal communication is defined as the transmission of messages by one person and the receipt of messages by another person or a small number of individuals, with varying consequences and the ability to offer instant reply (Suharsono, 2020). The exchange of information between a person and at least one other person, generally between two persons who can instantly know the opposite, is referred to as communication. Students must understand crucial areas of interpersonal communication. Communication demands a great level of competence in creating interpersonal communication.

CONCLUSION

Based on the discussion and research results, it can be concluded that the relationship between the effectiveness of student social guidance in interpersonal communication at SMP Negeri 2 Rejang Lebong in grade VII is mostly 29.06% which is included in the influential category, which means there is a significant influence between peers. The way of

interpersonal communication between grade VII students at SMP Negeri 2 Rejang Lebong is mostly 37.20% who fall into the high category. High here means that most teenagers or students can already communicate with their peers. And there is a significant influence between the influence of peer relationships on interpersonal communication, namely r Count> r Table, r Count = 9.1, and r Table = 0.213. Thus, Ha dit erima and Ho ditolak.

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