Using Bibliocounseling to Improve High-School Student's Social Intelligence

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ABSTRACT

This study aims to determine the level of student's social intelligence before the application of bibliocounseling technique, determine the level of students' social intelligence after the application of bibliocounseling technique, and determine the effectiveness of bibliocounseling technique in improving student's social intelligence. This research used quantitative approach with pretest and posttest quasi-experimental design with samples of 12 students who were netted using purposive sampling techniques. The research instrument used is the scale of social intelligence. The data were analyzed using Wilcoxon non-parametric test statistics. The results show that the level of student's social intelligence before receiving bibliocounseling technique were in the low category, after using the bibliocounseling technique, the level of student's empathy had shifted to the high category, bibliocounseling technique were proven to be effective in improving students' social intelligence. Suggestions submitted in this study are: for counselors to use bibliocounseling technique as one of alternative strategy to help high-school students to have a qualified social intelligence, high-school counselors can implement bibliocounseling materials that are conform with students' social intelligence problems, 3) other researchers could develops bibliocounseling guidebook that based on the technique implemented in this research.

Introduction

Social Intelligence—which commonly interpersonal intelligence were referred—is one type of intelligence that is shared by individuals along with several other intelligences, namely math-logic, language, music, visual, kinesthetic, intrapersonal, and naturalistic intelligence (Gardner, 2011). Social and have an important role in the success of individuals in the future when compared with intellectual intelligence (Manulang, 2017). A similar statement revealed that intellectual intelligence has 20% contribution whereas social intelligence along with other factors, contributes 80% to someone's intelligence level (Cherniss, Goleman, & Emmerling, 2017). Successful individuals have higher social intelligence level because they would have a high degree of flexibility in placing themselves in any situation wherever they are at that time (SinggihSendayu, 2011). This states that individuals who have high social intelligence can understands their true self, their existence, able to create harmony in their interactions and harmony with their environment (Lopez,

Pedrotti, & Snyder, 2018). It becomes necessity for adolescents to understand and master the intricacies of social intelligence, where they learn not only to think about themselves, but also sensitives to think, observe, evaluate, and interpret their environment, and then reflects it on themselves (Lau, 2016). Teenagers need to learn from and think about their environment, develop their social sensitivity, and be able to read the behavior of others correctly, appreciate differences, and also have the ability to respond as well to adapt to various people and opportunities (Boyatzis, Gaskin, & Wei, 2015).

It is clear that social intelligence is needed in any kind of interaction with others. It's also discovered that individuals vary in their social intelligence level, there for enhancing the development of student's social intelligence through guidance and counseling services, is an essential effort to help students develop their positive characters. One of strategy that guidance and counseling services could implement to develop students' social intelligence is by using bibliocounseling technique. This is a technique that had been proven used by school counselors in helping students to express their thoughts and feelings through reading and discussing situations, similar to those experienced by students in their classrooms (Pehrsson&McMillen, 2010). Bibliocounseling can affects students' lives, where through this technique, students are expected to be able to learn how to overcome problems, express emotions, and explore new ways of interacting with others (Novita, Sugiharto, &Anni, 2017). Bibliocounseling technique are also proven to be able to develop student's interpersonal intelligence and empathy, which in turn develops their social intelligence (Hariyadi, Sugiharto, &Sutoyo, 2014; Ariska, Bariyyah, & Sari, 2019; Tabar, 2016)

Based on the above descriptions, the purpose of this study is to determine the effectiveness of bibliocounseling in improving student's social intelligence.

Research Methods

This research used the quantitative approach with quasi-experimental design, with pretest and posttest as its research design. The selection of this research design is based on these certain considerations: (1) this research design is the most appropriate among other types of experiments and can be applied in educational and psychological field of research, (2) this design is appropriate to test several hypotheses because it can provide adequate control of data, so that the independent variables can be assessed appropriately (Mackey & Gass, 2015).

The research population for this study were 157 of 10th grade students of High School of Brawijaya Smart School, with several considerations: 1) Social intelligence is an ability that every high school's students should have, 2) There is no specific training that had been done so far to improve the students' social intelligence in the school.

From the population mentioned above, a number of students were then chosen to be the subjects of research as the experimental group based on the characteristics of the preliminary study. To select a several sample from the population member, the purporsive sampling technique were used, based on fulfilling the following criteria: 1) Officially recorded as the 10th grade student of High School of Brawijaya Smart School; 2) Identified as the student with low level of social intelligence; 3) Willingly to participate in every activities that carried out by the researchers and fill out the informed consent sheet that had been provided.

This study includes 3 stages of bibliocounseling technique: Preparation, implementation and ending stage. In the preparation stage, the step began by the researchers conducting the student's need study and study all literatures that are related to the research, and then prepare the required treatment materials.

The second stage is the implementation stage, where the researchers conducting a pretest to all research subjects using the Social Intelligence scale developed from the Goleman's social intelligence components, consisting of (1) Social awareness: basic empathy, alignment, empathic accuracy, and social understanding; (2) Social facilities: synchrony, self-presentation, influence, and caring (Goleman, 2007).

Based on the results of the pretest, the research then obtained 12 students as the samples that met the criteria the research subjects. These subjects then were given specific treatment in the form of bibliocounseling technique. After receiving the bibliocounseling technique, posttest was done to measure the level of each subjects' social intelligence, whether they were increasing or declining.

The third stage is the final stage of the study, namely the processing of data processed using statistical formulas that are relevant and in accordance with the objectives of the study as follows to prove research hypotheses about the effectiveness of the bibliocounseling method. Proving the hypothesis in this study uses the Wilcoxon Signed Rank Test.

Results and Discussion

Based on the results of the pretest, 12 subjects with low social intelligence score were obtained, namely AAW, ENK, MMA, FAW, MP, OAS, LAD, HA, STP, BRD, KAT, KA. Treatment in the form of bibliocounseling technique was given to 12 subjects with low social intelligence score, by reading stories that relates to socials intelligence component developed by Goleman. The treatment is done in 7 sessions. After gone through 7 sessions, the last step then all the subjects completed the posttest. Based on the results of the pretest and posttest, following are the data obtained:
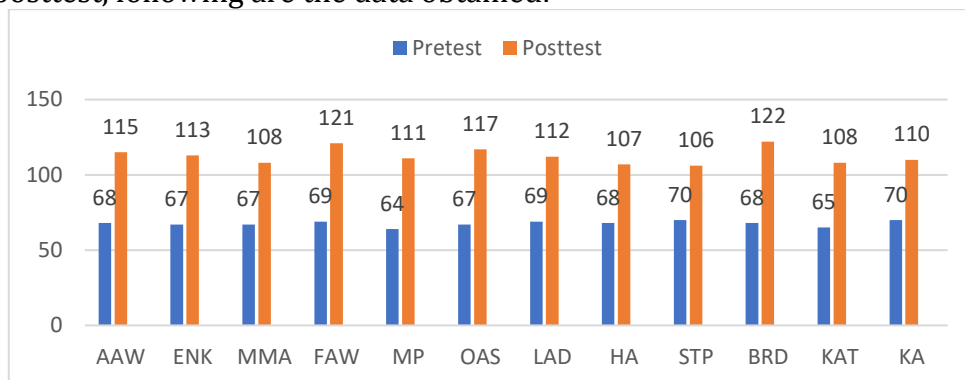

Figure 1. Pretest-posttest social intelligence graph

Referring to Figure 1, it is known that there were all showing increasing in social intelligence scores from the low category at the pretest to the high category at the posttest, after subjects receiving bibliocounseling technique treatment. This means that the bibliocounseling technique was proven effective to improve high school students' social intelligence. This result is also supported by the statistic's analysis that were conducted using Wilcoxon sig. (2- tailed) 0.002 <α = 0.05 which shows that H0 (Zero Hypothesis) is rejected, and Ha (Alternative Hypothesis) is accepted in significance of<0.05. This shows that bibliocounseling technique is effective in increasing high school students' social intelligence.

The effectiveness of bibliocounseling in improving social intelligence is due to the ability of social intelligence in the realm of affection that must be possessed by students for the success of students in life in the future (Segrin & Flora, 2019). Therefore, it can be understood that bibliocounseling activities can influence student affection through high quality of fiction stories and literatures in helping readers connect to emotional experiences and human situations through the process of identification (Shechtman, 2008).

The positive value of affective bibliocounselingself-understanding, realizing that the problems faced are universal and unique. Readers could learn that they are connected with several other people and cultures that provide comfort and legitimize their feelings and thoughts (Davis, Wilcoxon, & Townsend, 2017).

The other thing that influence the effectiveness of bibliocounseling in improving social intelligence is the aspect of attractiveness, where students are interested in reading materials in bibliocounseling, which then becomes a new thing that makes students interested in following all treatment activities. Therefore, the treatment then can run well and students become easier to understand and learn new contents. The importance of the novelty element in a treatment or learning makes students more eager to learn if their attention is drawn by new presentations (novelty) or it is still unfamiliar for them. A new style and tool for students will be more interesting for them to learn and continue to create very well (Liu, Chen, Lesgold, Feng, & Wang, 2017).

Based on the result of this study, bibliocounseling technique can be an alternative strategy in Guidance and Counseling services that can be used by high school counselor to help to improve their students' social intelligence. Through bibliocounseling technique that held systematically and carefully planned as part of school program, it is beliefs that this technique will be able to help each student to analyze moral values and stimulate critical thinking and develop self-awareness, improve self-concept and improve personal and social values (Hariyadi, 2018).

Conclusion

Referring to the results of the research that had been done and analyzed, it can be concluded that the bibliocounseling technique is effective in increasing high school students' social intelligence. From the findings in this study, it can be suggested that it can be taken into consideration for counselors and other researchers in increasing students' social intelligence. Based on the results of this study, we can suggest: 1) for school counselors to use bibliocounseling technique as an alternative strategy to help students have a qualified level of social intelligence. 2) counselors can use bibliocounseling materials that are appropriate and relevant to students' social intelligence problems, and 3) other researchers can develop a bibliocounseling technique manual.

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