IMPROVING STUDENT SOCIAL INTELLIGENCE BY USING BEHAVIORAL REHEARSAL TECHNIQUES IN EDUCATION

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ABSTRACT
His papers discusses the Group Guidance Program Using Behavioral Rehearsal Techniques to Improve Student Social Intelligence. The main problem studied in this paper is how to improve the social intelligence of high school students using the Rehearsal Behavioral technique. Social intelligence is the ability of humans or individuals to reach a maturity in consciousness thinking to act as social beings and do social interaction with others. To improve social intelligence, adolescents must pay attention to special interaction skills which include (1) having situational awareness, (2) Ability to bring oneself or presence in the environment, (3) authenticity, (4) clarity, (5) empathy. If adolescents cannot improve social intelligence, these adolescents will experience obstacles in their development, especially in the social field. The approach used in this study was to be able to improve students’ social intelligence namely Behavioral with Behavioral Rehearsal techniques. Of the many counseling techniques that can be used to improve students' social intelligence, researchers decide to use the Rehearsal Behavioral technique. The reason researchers use this technique is because social intelligence is related to behavior caused by students in daily life, whereas the Behavioral Rehearsal technique is a type of behavioral therapy, therefore according to researchers this technique can change important behaviors into positive ones. The use of behavioral rehearsal techniques is expected to be applicable because the purpose of this technique is to generally create new conditions or new behaviors for learning, and the specific goal is for counselees to obtain new behaviors, which are trained in group guidance sessions and applied in daily life counseling.

Keywords: Social Intelligence, Group Counseling, Behavioral Rehearsal Technique

INTRODUCTION
Individuals who are classified as late adolescents have many changes. Steinberg (in Indri, 2008, p. 3) suggests that adolescents aged 15-18 increase a lot of changes in cognitive, emotional, and social. They think they are more complicated, more emotional, more sensitive, and spend more time with friends. Santrock (2007, p. 20) states that in adolescence experiencing a transitional process that demands changes in the individual, such as biological, socio-emotional, and cognitive changes.

Howard Gardner (2003) that one's intelligence includes elements of logical mathematical intelligence, language intelligence, musical intelligence, spatial visual intelligence, kinesthetic intelligence, social intelligence, and naturalist intelligence. Kart Albrecht (2005) has five aspects of social intelligence, (1) national awareness, (2) presence, (3) authenticity, (4) clarity, and (5) empathy. Sujiono (2007, p. 17) explains that social intelligence will provide sharpness and clarity in looking at problems.

May Lwin (2004, p. 199) The importance of developing social intelligence in adolescents, (1) To be a socially conscious and easily adaptable adult, (2) to be successful in work, (3) for emotional and physical well-being. This study the author decided to use Behavioral Rehearsal technique because this technique focuses on training the behavior of individuals who were negative to be positive and develop counselee social intelligence. Because social intelligence is also related to behavior or ways of communication in social relations.

THEORITICAL REVIEW
1. Social Intelligence
Social intelligence is a measure of one's ability in social relationships and the ability to interact socially with people around (Goleman 2007), ability that reaches maturity in the consciousness of thinking and acts to carry out the role of humans as social beings in establishing
relationships with the environment or community groups (Yusuf S 2004). According to Albrecht (2005) Social intelligence is defined as "the ability to get along well with others and a set of practical skills (situational awareness, presence, authenticity, clarity, and empathy) to interact successfully in any situation".

Gardner (2003) explains that social intelligence is intelligence that shows a person's ability to be sensitive in understanding and interacting with others, so that the individual will easily socialize with the environment around him. It can be concluded that social intelligence is the ability of humans or individuals to achieve maturity in conscious thinking of acting as social beings and interacting with others, being sensitive to the feelings of others, making people comfortable, being able to adapt to the environment, and being able to solve problems yourself well.

2. Aspects of Social Intelligence

There are five aspects raised by Karl Albrecht (2005) in his book entitled Intelligence Social.

a. Situational awareness
   The ability to read situations and to interpret the behaviours of people in those situations.

b. Presence
   Also known simplistically as “bearing,” is the impression, or total message you send to others with your behavior. People tend to make inferences about your character, your competence and your sense of yourself based on the behaviors they observe as part of your total presence dimension.

c. Authenticity
   Authenticity is the extent to which others perceive you as acting from honest, ethical motives, and the extent to which they sense that your behavior is congruent with your personal values – i.e. “playing straight.

d. Clarity
   Clarity is the ability to express ideas clearly, effectively and with impact. It involves a range of “communicating” skills such as listening, feedback, paraphrasing, semantic flexibility, skillful use of language, skill in using metaphors and figures of speech, and the ability to explain things clearly and concisely.

e. Empathy
   Empathy is the skill of building connections with people – the capacity to get people to meet you on a personal level of respect and willingness to cooperate.

3. Factors Affecting Social Intelligence

Social development means that someone has the ability to understand and get along with others. Student social development also means the process of students' social development in dealing with others in the community (Shah, 2001). This social development according to Gerungan (2009) is influenced by family and school.

a. Family
   Family is the first place in learning for social life. From the family, someone learns about environmental norms, internalizing norms, behavior, etc. (Gerungan 2009). The experiences of interacting in the family become the beginning and guidelines for interacting with the wider community. Parenting, socio-economic status, family integrity, parental attitudes can influence a child's social development.
   Someone who comes from a large family, or a youngest child in the family, a child who is in a playgroup or kindergarten, will have better interpersonal intelligence or social intelligence than an only child who has less opportunity to get along with other children (Alder, 2001).

b. School
   Education in addition to having knowledge, is also effective for negotiation, counseling, speech, or public speaking skills, teaching, interviewing, and other skills included in the category of interpersonal intelligence or social intelligence (Alder, 2001). factors that influence social intelligence according to Sunarto and B. Agung Hartono (2008, p. 130), are influenced by family, maturity (physical and psychological), education, and mental capacity (emotions and intelligence).
4. **Benefits of Social Intelligence**

Human social intelligence will provide sharpness and clarity in viewing problems. If a person's social intelligence is not good, then his actions will lead to aggressive behavior in dealing with problems that occur, but on the contrary when someone has high social intelligence then his actions will not lead to aggressive behavior in solving the problems he faces (Suyno, 2007, p. 78).

Benefits that can be taken from efforts to develop social intelligence (Akhmad Muhaimin in Kurnia, p. 19):

- Healthy body and soul
- Make a comfortable atmosphere
- Relieve fights
- Uplifting

5. **The Importance of Social Intelligence**

The importance of developing social intelligence in adolescents is:

1. To become a socially conscious and adaptable adult,
2. To be successful in work,
3. For emotional and physical well-being (May Lwin 2004, p. 199).

- To be a socially conscious and adaptable adult.

Lack of interpersonal intelligence is one of the root causes of behavior that is not socially acceptable. People with poor interpersonal intelligence tend to be insensitive, uncaring, selfish, and slander the feelings of others. This is because people with low interpersonal intelligence do not want to understand the feelings of others. Therefore, they become a social threat because they lack interpersonal intelligence to behave otherwise. One of the things that can be done to ensure children grow up to be children who are easy to make social adjustments is to start teaching them true social intelligence.

- Become successful at work.

All parents want their children to grow up to be successful people in their careers and promises. As a result, many parents like this tend to emphasize their children to get good grades, and get prestigious scholarships.

- For the sake of emotional and physical well-being.

Actually, people need other people to get a balanced life emotionally and physically. Without a strong social network with family members, close friends, people are vulnerable to problems.

6. **Development of Social Intelligence**

Implicitly explained that in directing the understanding and ability of adolescents to develop optimally one of the solutions that is solution is by guidance (Hurlock 1980, p. 225). Guidance means efforts or programs help optimize student development (Sukmadinata. 2005, p. 233).

Guidance as a process of assistance to individuals (counselees) as part of the program, education conducted by experts (counselors) so that individuals (counselees) are able to understand and develop potential optimally (Suherman 2015, p. 10).

Implementation of guidance can be done to oversee group guidance (Nurihsan, 2014, p. 17). Group guidance is carried out if more than one person is given the assistance of Winkel and Hastuti (2012, p. 111). Group guidance is a very good system of providing service assistance to help develop personal abilities, prevent and manage conflict (Natawidjaya 1987). Group guidance can be defined as a process of providing assistance to individuals through a group atmosphere that allows each member to learn to actively participate and share experiences in the effort to develop insights, attitudes and skills provided in an effort to prevent problems and in the efforts of personal development (Rusmana 2009, p. 13).

The thing that really determines the success of group guidance is the group dynamics that can change the attitudes and behavior of group members (Gibson & Mitchel, 1986, p. 29). The assessment of group guidance is directed at individual development through written methods, namely essays, checklists and simple lists. At the end of the activity, the group leader asks group members to express their opinions, interests, perasana, attitudes during group activities (including evaluation of content and process) (Prayitno 1995, p. 81).
7. **Definition of Group Guidance**

The word guidance is literally derived from "Guidance", which comes from the word guide which means to guide or guide. Implementation of guidance can be done by passing group guidance (Nurihsan, 2009, p. 17). Winkel and Hastuti (2012, p. 111) explained that group guidance was carried out if more than one person was given assistance.

8. **Purpose of Group Guidance**

The purpose of guidance according to in general to improve social skills, especially communication skills of students. Specifically group guidance services have the aim to encourage, and develop affective feelings, thoughts, perceptions, insights, and behaviors that enhance verbal and nonverbal communication skills (Tohirin, 2007, p. 172).

9. **Group Development Stage**

The implementation phase of group guidance is divided into four stages according to Gladding's opinion (in Rusmana 2009, p. 86).

a. The beginning a stage  
b. The transition stage in a group  
c. The working stage in a group  
d. Termination of a group

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Activities undertaken in group counseling are one of the service strategies within the scope of Developmental Counseling. Group counseling activities are preventative and educational. Group guidance is used to develop group dynamics through the creation of group atmosphere that has certain knowledge and skills. There are many techniques that can be used in group guidance, one of which is the Rehearsal Behavioral technique.

10. **Behavioral Rehearsal Group Guidance Technique.**

In developing this social intelligence, there are very many counseling techniques that can improve the social intelligence of these youth. Like Modeling, Behavioral Rehearsal, Role Play. Rehearsal's Behavioral Technique is giving assistance in the form of training or practicing the behavior desired by someone (Rusmana 2017, p. 72). Behavioral Rehearsal is a role playing technique in which counselees learn a new type of behavior in counseling and are applied outside the context of counseling (Erford 2016, p. 353) (Abdul Salman (2017). The purpose of Behavior Rehearsal is to prepare the counselee to perform behaviors that desired, which is obtained in groups and pressed outside group counseling (Rusmana 2009, p. 17).

Events that occur in everyday life are played by professional counselors and counselors in an effort to overcome the problems experienced by the counselee. In this case the counselee acts as himself and the counselor plays the role of the person who makes the counselee difficult. A counselor instructs the counselee to communicate feelings about other people or how to cause the counselee is not developing.

The counselee must practice until the counselor says the statement or behavior in question has been conveyed properly. Naugle and Maher suggested that counselors and counselees should seek and master simple skills first then move to more complex skills (in Erford, 2016, p. 357).

The steps that must be taken in practice according to Naugle and Maher (in Erford, 2016, p. 357) are as follows.

a. Practicing behavior that will be exemplified.  
b. Build counselee motivation through positive reinforcement strategies.  
c. Give the counselee a lot of concrete, focused feedback to help the counselee master the skills in question.  
d. Speak in the first person, using the word "I" regularly.  
e. Approve the counselor's praise.  
f. Improvise life for now.

In the counseling phase which took place later according to Saligman and Reichenberg suggested that the counselor instruct the counselee to practice what had been learned in the
previous counseling and was implied outside the counseling session. The counselee can practice with his friends in their daily lives (in Erford, 2016, p. 352). According to Smokowski suggested to order a group member to play a role to help other friends who have the same problem. By playing this role group members are expected to be able to apply it in daily life and build group member assertiveness (in Erford, 2016, p. 353).


a. This technique is efficient in relation to time.
b. Can be used by many populations.
c. Can be used for counselee problems related to cognitive, social, and emotional.
d. Change in counselees can be seen quickly.

Counselors must pay attention to counselees in daily life related to the techniques that have been applied. Naugle and Maher (Erford 2016, p. 357).

a. Cannot be responsible for his behavior.
b. Afraid of the consequences.
c. Don't want to practice.
d. Will not complete counseling tasks outside the session.
e. Experience a daily crisis.
f. Experience severe agility or psychomotor retardation.

CONCLUSION

Social intelligence is the ability of humans or individuals to reach a maturity in consciousness thinking of acting as social beings and interacting with others, being sensitive to the feelings of others, making people comfortable, being able to adapt to the environment, and being able to solve their own problems well. One effort that can be done to improve students' social intelligence in schools that are related to changes in students' behavior itself is using a Behavioral approach with Behavioral Rehearsal counseling techniques. The purpose of this paper is to find out to what extent the Rehearsal Behavioral technique is effective in increasing students' social intelligence.

REFERENCES


