Truth Dare Technique in Reducing Students' Loneliness for IX Grade at SMP 1 Belawan

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Abstract: Loneliness is a feeling that often occurs in every person, but it is different for each individual, loneliness can cause students to be isolated as a result of individuals not socializing or because of a group that does not accept themselves because of something. This study aims to determine the level of loneliness in isolated students and test whether group guidance with the effective truth or dare technique for isolated students. This study uses a quantitative approach with Pre-Experimental Design research design The One Pretest-Posttest Group. the population in this study amounted to 55 people and a sample of 48 people. The results showed 12 students with loneliness before being given treatment with a score of 55.87 and after being given treatment the number of students who experienced loneliness decreased to 11 people with a score of 54.35. This study was analyzed using descriptive statistical methods and paired-sample t test with value sign. (2-tailed) is 0.004 <0 , 05. Based on the results of data analysis it can be concluded that Ha is accepted and Ho is rejected. Relationship in friendship is very important, because as social beings can not live without the help of others. So make the best connection.

1 INTRODUCTION

Wartini (Rosidah, 2016) isolated students are students who experience alienation from their environment, such as not having friends or friends. Isolation is divided into two, namely *involuntary* subjective, namely " a child assumes that he feels wasted in his environment, while an objective *involuntary* " otherwise he experiences rejection in a group or a community.

Based on the understanding of isolated children, that there are problems within themselves due to their nature that make students not want to socialize. That act will later make students become isolated in their groups. According Cherry (Hidayati, 2015) these conditions can lead to *loneliness,* but the feeling of *loneliness* that is common or frequently occurs in individuals and different.

Isolated students have the following characteristics, these characteristics are based on research from Elsa and Najlatun (Rosidah, 2016) which states that isolated students prefer to do their own activities, when there are assignments from the teacher he often does not get groups, does not dare to answer or express his opinion, when he breaks he is silent himself, not friends. Researchers also found the same event with the study of Elsa and Najlatun (Rosidah, 2016), when researchers conducted observations at school researchers see there are some students who are in exile by a friend who is their environment and isolated students doing various activities alone.

Peplau and Perlman (Hapsari and Ariana, 2015) the relationship of isolated students with *loneliness* is when a child who is struggling to make friends in the school environment has different needs. Where these needs of children experience rejection in the environment of their peers, when that child feels *loneliness* he thinks that his social life is narrow and limited not as desired.

Loneliness according to Cherry (Hidayati, 2015) is a feeling that often occurs in individuals, the situation is different in accordance with its portion. As for the shortage of *loneliness,* people experiencing *loneliness* lonely life will feel no passion, and assume social life less than they wanted. While the advantages of this *loneliness* , researchers see from various definitions there are no advantages in *loneliness* itself.

According to Nisa (2017), the game *truth or dare* (honest or challenge) is a game with techniques which later can provide convenience in providing group guidance services. This game is related to *loneliness,* in order to reduce *loneliness* in students, a *truth or dare* game is needed, because this game has already been used in research and is effective.

Based on research from Nisa (2017) that the use of the *truth or dare* game excretory system affects student learning outcomes. This is evidenced by the honest game or the challenge there is a good influence than those who do not use the game.

Based on the phenomenon and research results of Gibson and Mitchell (Rosidah, 2016) that to reduce the level of isolation of students, it is necessary to hold group guidance with the aim that someone can understand himself, prevent problems, be able to improve themselves, and undergo development optimally. In addition, to overcome students who are isolated researchers also use *truth or dare* techniques . Isolated students need to practice social skills so that the game will help them to be accepted in their group of course with a relaxed and pleasant atmosphere.

Whereas based on information through observation with class IX BK teachers at Belawang 1 Public High School students who experienced *loneliness* in isolated students almost 40% occurred, these students were students who were less socialized, shunned by peers, students left by their parents traveling far, *broken home,* and so.

Loneliness in isolated students is a big problem for BK teachers and students, especially from body health can be decreased because the influence of social pressure and student achievement of isolated students will also decrease due to negative impacts experienced by students.

Based on the explanation above, it can be explained that group guidance is a process of providing assistance to individuals by utilizing group dynamics. While the *truth or dare* technique for isolated students functions to make individuals practice their social skills and also help them to be accepted by a group. The researcher will take 48 samples of class IX students to be given group guidance with the *truth or dare* technique , of the 48 students who experienced *loneliness, they were*expected to reduce or decrease *loneliness* in isolated students.

2 METHOD

The research design used in this study is Pre-Experimental Design The One Pretest-Posttest Group . In this design one subject group is used without a comparison group. In the design of this study, subjects were given treatment with two measurements. First, the initial measurement (pre-test) of the level of loneliness in isolated students before the treatment was carried out, then carried out a treatment for a period of time with the guidance of the truth or dare technique group . Then a re-measurement (post-test) was carried out to see whether or not there was a treatment effect on changes in the loneliness score in isolated students.

The population in this study were 55 respondents and a sample of 48 respondents. To measure the level of loneliness the researcher used R-UCLA loneliness scale from Russell, each of which had been translated into Indonesian, with choices of choice which often felt (SM), felt (M), sometimes felt (KM), and never felt (TPM) the total number of items of this scale is 20, with 10 positive items and 10 negative items.

3 RESULTS AND DISCUSSION

FDescriptions of the results of this study are presented in the form of tables, graphs and images. Treatment in this study was carried out by researchers, group members and guidance and counseling teachers. The results of the pre-test and post-test are presented in the following graph:
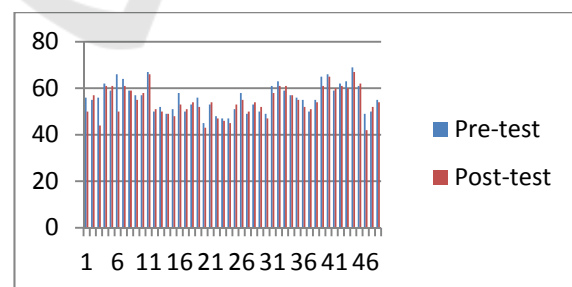

Figure 1. Comparison of Student *Loneliness* Levels Before and After Given Guidance Group with *Truth or Dare* Technique

Based on the results of the pre-test calculation of the 48 samples obtained the average loneliness with a value of 55 , 87 . After being given group guidance with the truth or dare technique to reduce loneliness in isolated students tended to decrease by 54 , 35

with a decrease in score of 1.97 and also an increase in loneliness with a score of 0.45 . So it can be concluded that group guidance with an effective truth or dare technique to reduce loneliness in isolated students is seen from changes that occur before and after treatment is given .

Then for data analysis researchers used a paired sample-test where to do the test, the data must be normally distributed first. So, the researcher used the Shapiro Wilk normality test to test whether the pre-test and post-test data were normally distributed or not. The following are the results of the Shapiro normality test the researcher presented in tables and figures:

Table. 1. Normality Test Results

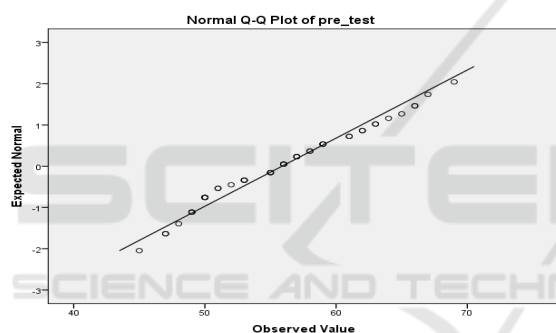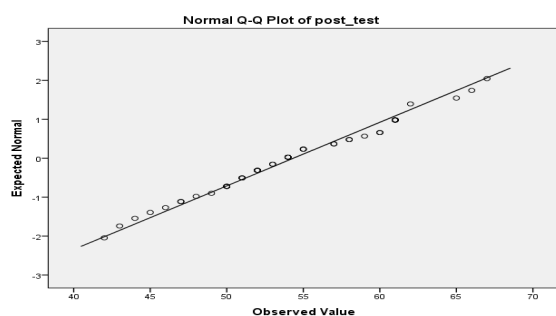| Shapiro-Wilk			
	Statisctic	Df	Sig
Pre-Test	.968	48	.218
Post-Tes	.977	48	.477

Figure 2. *Pre-Test*

Figure 3. *Post-Test*

Based on the tables and figures above, the results of the *Shapiro Wilk* normality test *show that* the significance value for the *pre-test* is 0.218> 0.05 and the significance value for the *post-test* is 0.477> 0.05. Then it can be concluded that the data for the *pre-test* and *post* - test is normally distributed.

Then, to find out the variable X has an effect on the Y variable, it is necessary to test the hypothesis. To test the hypothesis the researcher used data analysis techniques, namely *paired sample test* , with the help of SPSS version 22. Thefollowing is the formulation of the hypothesis.

Formulation H ipotesis:
Ha: If sig <0.05, the hypothesis Ha is accepted, meaning that variable X is significant towards variable Y.
Ho: If sig> 0.05, the hypothesis is rejected, meaning that variable X is not significant to variable Y.

Next, the researcher will explain the results of data analysis using a *paired sample test, the* following is presented by the researcher in the form of a table:

Table 2. *Paired Sample Test*

Variable	Mean	Sig.	Sig. (2 tailed)
Pre-Test & Post-Tes	1.52083	0,000	0,004

Based on the table above shows that the significance level is 0.004 <0.05, which means that the hypothesis in this study variable X determines significantly to the variable Y. Thus Ha is accepted and Ho is rejected. So the conclusion of the hypothesis is that there is the influence of providing group guidance services using truth or dare to reduce loneliness in isolated students. Its effectiveness in this study can be seen based on the significance value (2-tailed) of 0.004 if it is used as a percentage of effectiveness in this study amounting to 0 , 4 %.

This study relates to research from Nastiti and Naqiyah (2013), that the game technique in group guidance can reduce the level of loneliness in isolated students. This can be seen by the reduction in scores between the initial questionnaire and the final questionnaire. After being given treatment by the group game techniques, the scores of isolated students can decrease.

4 CONCLUSIONS

Based on the results of research and discussion, research on "Group Guidance with the Truth Or Dare Technique to Reduce Loneliness in Isolated Students". He can draw the conclusion that the magnitude of the loneliness level beforetreatment is

given 55 , 87 and after being given treatment decreases to 54.35. Then, with the treatment group l an d ayanan guidance truth or dare techniques proven effective to reduce loneliness in students isolated, this effectiveness can be seen in the value of significance (2-tailed), ie 0.004 <0.05.

Based on the results of the research carried out, the suggestions from the researchers were:

- For Research Subjects
  Researchers suggest that they maintain their friendship well and in various social activities, as well as adjust themselves to the environment, with the hope that they are not lonely.
- For Further Researchers
  In order to pay more attention to the factors that influence loneliness , both from internal and external.
- For Guidance and Counseling Teachers
  To be more active in carrying out group guidance activities using truth or dare techniques or with other techniques and services, to reduce loneliness in isolated students. So that loneliness does not affect the learning outcomes and physical condition due to the situation.
- For schools
  Schools should be able to participate more actively and can help collaborate with guidance and counseling teachers in assisting in the implementation of counseling services .

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