

## Drawing Art with Motivational Interviewing to Solve the Social Skills Problems of Teenagers at SMP 1 Wonosari, Gunungkidul, Yogyakarta

Atifah Hanum<sup>1\*</sup>, Nurus Sa'adah<sup>2</sup>

The Sunan Kalijaga State Islamic University, Yogyakarta, Indonesia

correspondent: [atifahhanum19@gmail.com](mailto:atifahhanum19@gmail.com)

Submitted : January 28, 2021    Revised : February 26, 2021    Published : April 30, 2021

---

### ABSTRACT

This study aims to look at the effect of drawing art with motivational interviewing in improving adolescent social skills issues at SMP 1 Wonosari. Drawing art as a tool to express problems while motivational interviewing is a step in changing behavior. This research is a quasi-experimental one-group pre-test and post-test design, using purposive sampling based on the value of the low category social skills scale with a total of 10 students. Data analysis using SPSS and the Wilcoxon test. Data collection with a scale of social skills, observation, interviews, and documentation. Mean ranks or an average increase of 5.56. The final results using the Wilcoxon test can get the Asymp value. Sig. (2-tailed) of  $0.02 < 0.05$ , the hypothesis is accepted meaning that there are differences between social skills from the pre-test and post-test results. It can be concluded that the use of drawing art with motivational interviewing can improve social skills in students in SMP 1 Wonosari.

**Keywords:** Drawing Art, Motivational Interviewing, Social Skills

### INTRODUCTION

Adolescence is the most important time in determining a child to become a new human being as someone called an adult. Youth will face new challenges in growth and development. This will affect adolescents in the face of changes in physical, biological, psychological, and social problems (Naili, 2019). Individuals in adolescence have a broader and more complex type of social association and interaction compared to previous times. The next task of youth development is to achieve emotional independence and develop the social skills that necessary to perform the role of a member of the community (Dewi, 2013).

Anna (2019) said that social skills become one of the basic capitals of a person's life in interacting with the surrounding environment. How a person interacts depends on the pattern of foster care they receive. Quoting from the compass, children who have social skills will be more easily accepted by anyone, can solve problems, can hone various life skills, as well as reduce difficulties in school. Unfortunately, not all teenagers have adequate social skills. They have difficulty developing potential, lack of confidence, and difficulty solving problems (Rusmayadi, 2019; Choi, 2011) so there must be a treatment to improve social skills (Frank & Stephan, 2010).

Social skills themselves are capable abilities that are seen in action, empathy, can seek and manage information, learning new things to solve problems in their daily lives, self-efficacy, having communication skills, being able to understand, appreciate, be able to work together, and be able to adapt to developments in society globally (Alwansyah, 2017).

The use of social and digital media has become a unified part of the daily lives of young Indonesians. Research from the Ministry of Communication and Information shows that 98% of children and *teenagers who use online activities* know about the internet and 79.5% of them are internet users (Broto, 2014). Undeniably the role of social media has affected almost every corner of people's lives today. The ease of information obtained from social media has made the social mechanisms of Indonesian society almost divided if there is no social skills program for children and teenagers (Baedowi, 2017).

For teenagers, internet use has a positive and negative impact so it is necessary to get proper treatment especially in interaction and direct communication (Hakim, 2017). Oldmeadow (2013) attributed the negative impact of *Facebook* use on social skills among adults. The results of this study explain that the strongest anxiety is at the expressive emotions and control of emotions so it tends to be more sensitive to criticism and emotions. In line with Oldmeadow (2013), Majorsy (2013) in his study argued that addiction to social media networking sites can have difficulty establishing social relationships face to face.

The result of an interview with one of the counseling guidance teachers in junior high school that it is still quite difficult to deal with problems in social skills, especially in the interaction and communication patterns of students. It is not uncommon for students to often ignore their manners so that they tend to ignore the teacher during the teaching and learning process. Not to mention students who imitate the negative speech style or behavior of social media. Students' patterns of media (Yaumas, 2018). *Creative art is* part of innovative counseling to be a means of controlling, managing, and integrating destructive seeing, imitating communication, and negative social interactions can be a problem in social skills so it must be addressed immediately (Amanah, 2019).

Based on the observations in the field, the new environment makes students feel reluctant to communicate or express problems directly and choose to take impolite actions. Some students who have difficulty adapting and interacting choose to be silent or vice versa, showing negative behavior. For example, speaking disrespectfully, making noise in the classroom, behaving rudely and so based on the findings of social skills problems in schools is what makes the focus on this problem is on interaction, communication, and adaptation.

Among teenagers, the use of the internet in everyday life becomes an increasingly urgent challenge for educators to be able to provide educational program facilities that can be used as a stimulus to build social skills (Nugraini & Ramadhani, 2016). The problem of emotional turmoil in adolescents is caused by the conflict of social roles. On the one hand, comes the desire to be an independent person like an adult, but on the other hand is limited by the norms and desires of parents, friends, and the surrounding community. Parents and educators must actively guide teenagers so that they will not cause problems in behaving and behaving in the social world of youth (Al-Mighwar, 2011).

Many guidance and counseling approaches can be used to address problems in social skills. One of them is a humanistic approach that gives the individual the view that everyone can develop, heal, and maximize the potential that exists in a person. The humanistic approach can be used in a variety of creative approaches that are client-centered (Wirastania, 2016).

Ratnasari's study stated *that art therapy* using images can improve social skills in street children (Cindy, 2013). In contrast to previous studies, drawing for 6 meetings has not been effective enough to develop social skills (Mukhtamar & Hadjam, 2006). *Art therapy* by using images alone is not enough to change the over-rejection of behavior changes in social skills (Desvi & Noor, 2006)

The *use of drawing art* can be used as one of the expected student problems disclosure media able to pour problems through image implies which means that it can be used as a regulator or a means of self to be able to express the problems that are being felt (Budianto, 2017).

The *use of drawing solutions* can help counselee realize problems and encourage counselee to be aware of the ability to build solutions to their problems (Saputra, 2018), viewed by teenagers as a form of treatment that is not threatening, helping to express difficult situations to express (Riley, 2001), exploring themselves and communication tools (Jang, 2016). Drake (2012) argues that drawing has a stronger value for expressing feelings. The data proves that the use of images is more effective when used to express feelings so that in changing behavior it is necessary to use other interventions.

The study was conducted by Kusumawardani (2018), Tagaloglaou (2018), Latchrord (2016), Resnicow (2015), Resnicow(2002), Glyn (2014) that *motivational interviewing* (MI) is a stage of change and effective treatment to change a person's behavior. *Motivational interviewing* is often associated with the treatment of obese patients, drugs, and other health problems, while White (2007) and Rapkin (2015) began using MI in the curriculum and changing behavior in medical schools.

*Motivational interviewing* (MI) in the *learning process* with a spiritual approach gives rise to the resolution of internal ambivalence, pre-frontal stimulus cortex to give a positive spiritual emotional effect of the client's learning process to the situation faced (Kusumawardani, 2018). MI is effective in helping participants achieve self-determined motivation on an ongoing basis (Tagkaloglou, 2018). The article was written by Magll (2018) and Sugiharto (2019) that MI needs to be developed not only on clinical issues but counselors expected to be able to imply mi stages in the approach of counseling in schools. Holt and Kaiser (2009) have used drawings that focus on the stages of pre-contemplation and contemplation in the motivational interviewing stage to see changes in the mindset of users of chemical drugs. Based on this background, the researcher used drawing art which was used as an assessment, a tool to explore social skill problems by combining motivational interviewing as a step to change the behavior of social skills for teenagers at a middle school in Wonosari.

## METHODS

The subject of this study was a grade 7 junior high school student in Wonosari, Gunungkidul with a total of 30 students in each class so that in total there were as many as 210 students, namely grades A, B, C, D, E, F, and G. In filling out the social skills questionnaire instruments only 202 students participated while as many as 8 students were not allowed to enter the school. Holt and Kaiser (2009) *have used drawings that focus on pre-contemplation and contemplation stages in motivational interviewing stages to see changes in mindset in users of chemical drugs.*

The difference in this thesis is in the *use of drawing art as an assessment, a tool to explore social skills problems by combining motivational interviewing stages as a step to change the behavior of adolescent social skills.* Based on this background, researchers used *drawing art as an assessment, a tool to explore social skills problems by combining MI as a step to change the social skills behavior of junior high school teenagers in Wonosari.* Of the 202 students who filled out the questionnaire, 10 students belong to low social skills.

This research is an experiment using the design of *one group pre-test and post-test design*, where the experiment is carried out in only one group without any comparison. Data collection in this study is the scale of social skills, observation, interviews, and documentation.

The provision of treatment is manifested in a research module that will be used as an implementation guideline. This module contains the use of *drawing art* with stages of *motivational interviewing changes* are pre-contemplation, contemplation, determination, *action*, and *maintenance* to improve students' social skills. In total, this module is held for 4 meetings for 4 weeks, each meeting is approximately 45 minutes long. The experimental treatment is carried out in a time lag of 4-6 days to give pause to students to be able to apply social skills in their daily lives.

The use of social skill scales is modulating from several scales that have been used by selecting items according to the needs in data collection. The scale was taken from the social skills scale by Rahayuningtyas (2013), Fauziyah (2013), Dewi (2013), and Nugraini (2015). This study subject was given five scale options namely: Very Appropriate (SS), Appropriate (S), Neutral (N), Inappropriate (TS), and Highly Inappropriate (STS).

Reliability test in this study using SPSS 20 program. This study tested *pre-test* and *post-test* using non-parametric statistics with Wilcoxon.

## RESULTS AND DISCUSSION

Based on the calculation of the questionnaire test obtained a score of 0.412 items with a significance of 0.00. If the significance is  $< 0.005$  then the item is valid, if  $> 0.05$  then the item is invalid. The *output* to 52 items of social skills is valid and nothing should be fixed or discarded. Trials conducted on the social skills scale got a *Cronbach Alpha reliability index* of 0.909 with  $N=202$ ; the number of question points. These results show that the question item is declared reliable with a value of *Cronbach Alpha*  $> 0.06$  so that the item about the scale of social skills is said to be reliable.

This data is taken from *pre-test* and *post-test scores* from subjects participating in *drawing art* and *motivational interviewing*. Obtained information about the improvement of *pre-test scores* and *post-test scores*. To make it easier to understand, here are the results of the test exposure presented in the form of the table below.

**Tabel 1. Uji rank Wilcoxon signed**

<b>Ranks</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>
Negative Ranks	1 <sup>a</sup>	5.00	5.00
Pretest-Positive posttest Ranks	9 <sup>b</sup>	5.56	5.00
Ties	0 <sup>c</sup>		
Total	10		

Based on the results of the data using the *Wilcoxon signed ranks test method*, shows that there is a difference between mean rank negative ranks or difference (negative) between social skills for *pre-test* and *post-test* i.e. mean rank 5.00 and sum of rank 5.00. Showed a decrease in social skills from *pre-test* and *post-test scores*, in other words, that the subjects in this study experienced an increase in social skills scores before and after treatment.

The basis of decision-making in the *Wilcoxon test* can be seen from the results of test statistics that is if the value of *Asymp. sig. (2-tailed)* less than  $< 0.05$ , it can be interpreted that  $H_a$  is accepted, on the contrary, if the value is *Asymp.sig. (2-tailed)*  $> 0.05$  then  $H_a$  rejected. There are 9 N data which means that there are 9 out of 10 students who have improved social skills from *pre-test* grades to *post-test scores*. Mean ranks or an average increase of 5.56 while the sum of ranks is 50.00.

*Ties* or similarity of *pre-test* and *post-test values*, here the value of *ties* is 0 so it can be said that there is no exact value either in the *pre-test value* or in the *post-test value*.

**Tabel 2. Test Statistics<sup>a</sup>**

<i>posttest - pretest</i>	
Z	-2.296 <sup>b</sup>
<i>Asymp. Sig. (2-tailed)</i>	.022

a. *Wilcoxon Signed Ranks Test*

b. *Based on negative ranks.*

Hypothetical test Data decision-making *Wilcoxon test*. If the significance value is  $< 0.05$  then the hypothesis is accepted, otherwise, if the significance value  $> 0.05$  then the hypothesis is rejected. The value in the statistical test *output* is known *asymptotic value. Sig. (2-tailed)* 0.02, because the value is  $0.02 < 0.05$  then it can be concluded that the hypothesis received means that there is a difference *between social skills from pre-test and post-test results*. In conclusion, there is a significant influence of the use of drawing art with motivational interviewing on improving social skills in students.

This research using *drawing art used to uncover* students' initial problems to know the need to improve social skills and then *motivational interviewing is used* as a continuation step to change behavior that is improving social skills. The average result increased by 5.56. *Drawing art with motivational interviewing can* reveal and understand students the importance of practicing social skills, namely communication, interaction, the courage to speak, expressing every feeling or problem faced while finding adaptive solutions, being able to work together and be able to adapt to new environments.

This research using *drawing art used to uncover* students' initial problems to know the need to improve social skills and then *motivational interviewing is used* as a continuation step to change behavior that is improving social skills. The average result increased by 5.56. *Drawing with motivational interviewing can* reveal and understand students the importance of practicing social skills, namely communication, interaction, the courage to speak, expressing every feeling or problem faced while finding adaptive solutions, being able to work together, and be able to adapt to new environments.

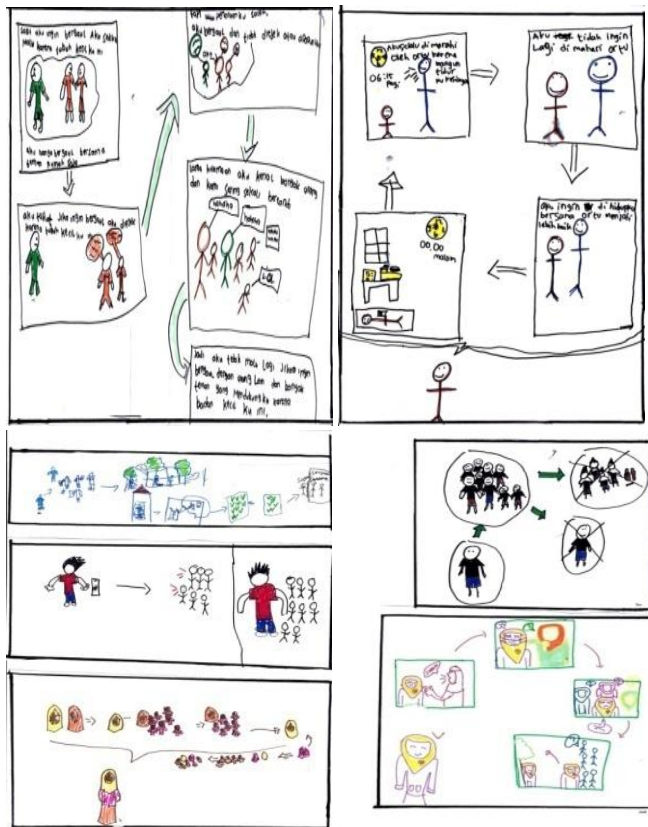
This is following the journal Holt and Kaiser (2009) that *motivational interviewing can* change behavior with a motivational component that is readiness, willingness, and the ability to motivate for change with interesting interventions and based actions in the need to change. So did Miller and Rose (2015) that *his motivational interviewing can* cause and drive change. *Motivational interviewing is* specifically able to bridge ambivalence toward positive change especially when found ambivalent in the individual.

*Drawing art is* used as an assessment to explore student problems so that it can be known the background of students' difficulties in developing social skills. *Drawing* is also used to see what is most needed for students at that time in learning parts of social skills. *Motivational interviewing is* used on students to realize, understand, and give an idea that training social skills is important and necessary for students. Students can communicate well, speak politely *with good gestures*, can be good listeners, have positive friendships, can control emotions, can solve problems, can divide time, and can work together.

Initially *providing treatment* in exploring problems using images, researchers gave simple exercises to students by doing scribbles, and then students were instructed to err on the results of the picture. The results of the student picture can illustrate the problems and the need to change. Most students realize that their fear when they want to interact with others is simply because of the negative thoughts that have existed first.



Gladding said that *drawing can describe* the subconscious so that it can express conflict in a more unique way real and powerful (Budianto, 2017). The assumption of using images to express distressing experiences and feelings is difficult to accept, to communicate feelings and ideas in exploring and working on problems and anxieties. The *drawing* can also represent the idea of symbols and objects in more depth not only on the personal character but also those around him (Lev-Wiesel, 2007).



Student Drawing Results

The student's desire to change is always there, but it is difficult to do in the student's daily life. Some of the students chose to limit the area or friendship group because of the students' fear and ignorance in communicating well. This is because some of the students admit that the internet makes them always want to play the applications that are in them so that there are times where they are reluctant to communicate directly. This tendency has less impact on their communication skills.

On the other hand, the desire to make friends that many always have is just not knowing how to do it, *this is ambivalent* in students when communicating with friends, teachers, or parents. The provision of material on how to communicate well, able to control emotions, responsible, and manners is indispensable. The goal is for students to know and be able to perform behaviors, attitudes, and actions in real-time. The next step by providing good media usage material, namely by dividing the time when and where is the right time in using it. In addition to providing material, researchers also use games with images. *Ice-breaking* is done to increase familiarity and cooperation for students, researchers conduct ice-breaking *by* showing videos and games. Nasution (2018), Maharani (2018), Sahfriana (2015), Murphy (2019), Yuliatiningsih (2016), Mousavi (2016), and

Hadi (2018) in the study of social skills concluded that social skills can be improved by using several ways, namely by *using problem-based learning*

Articles on the *use of ice breaking* for guidance media by Bakhtiar, the result that the development of *ice breaking* must be acceptable, have usefulness, accuracy, feasibility, and supporting social skills. *Ice-breaking* can improve social skills in students who are isolated, difficult to get along with, can improve cooperation, a sense of responsibility, self-development, communication, and confidence (Bakhtiar,2015).

### **Factors Increasing to Use Drawing Art with Motivational Interviewing Solve The Social Skills Problems for Teenagers**

Interpretation of these results is that students who follow *the treatment* experience an increase in *pre-test* and *post-test scores*. The improvement of social skills results in different students is not solely influenced by the provision of *treatment* alone. The improvement of social skills can occur due to other factors that influence personal, peer, family, environment, media, and school factors.

Some students can understand the materials that have been given by researchers well, this becomes a driving factor for students to be able to actualize the material in their daily behavior. Personal factors in a student where students still have low self-efficacy, shame, emotions, lack of confidence are some of the factors inhibiting the increase in social skills.

One of the students where he has low self-efficacy and shyness, thus affecting the improvement of social skills. Peer factors influence differences in social skills improvement scores because based on the teacher's speech counseling guidance some students who speak dirty, polite, and polite are less, often late, because the group of friends around them also do the same. This strong solidarity among friends affects their attitudes, behaviors, and actions. One of the students revealed that she initially did not dare to interact with her friend because she had a small body often mocked by other friends, so she was afraid to interact but her mind changed after she realized that there were still friends who accepted her.

In line with the article social skills in youth, growth becomes an important language that includes the ability to build friendships, meet and smell with the environment, communicate and maintain friendships that have been built. Teenagers are comfortable, honest, and open when communicating with peers because they feel more welcome. Adolescent social skills will be better formed by acceptance by friends and assertive behavior (Dinata, 2019). Good social skills and self-efficacy can have warm social relationships, mutual trust, empathy, compassion, and be able to give and receive relationships between each other (Mayasari, 2014).

Other studies state that social skills do not have to rely on ways, techniques, and methods alone. According to Setyana, teachers must be able to understand their role to develop social skills in students with the aim that they can live in a society (Setyana, 2014). Another article said that social skills are related to the *role of peer-acceptance* and assertive behavior (Dinata, 2019). Both can help provide positive support on social skills namely learning achievement, decreased juvenile delinquency, and able to adapt quickly. Miller (2011) said that including the curriculum in the teaching of students' social skills has a better and positive impact.

The development of social skills can also be done outside of school hours. According to Anggraini (2017), Isbayani (2015), and Durlak (2010). Social skills can be developed through extracurricular activities, outbound, and *after-school programs (ASP)*. This activity can express the ability, potential, talent, and interest to reach the level of personal development so that it can achieve skills and communicate well, increase the feeling of positive emotions in children, and train

patience. Changes can occur in three areas of feeling and attitude, indicators of behavioral adjustment, and school performance. In particular, there has been a significant increase in adolescent self-perception, ties to the school, positive social behavior, school grades, and achievement test scores.

Family factors also influence the improvement of social skills. Students who often get more attention from family tend to have a positive attitude. While less will hurt students. Students who are often scolded or excessively restricted tend to struggle while at school, this is justified by the counseling guidance teacher.

Parenting patterns and interactions between families affect a child's happiness allowing them to move in a more positive direction. The perception of foster care patterns received by children will have a positive effect on self-regulation with social skills. Social skills increase when positive parenting patterns are applied at home (Nuperwati, 2018). Mangunsong (2018), Marheni (2018), and Larasati (2019) said that parents are one of the factors that have a significant relationship to social skills. Parents who involve themselves in the educational process, the higher the social skills that the child has. The attachment factor and interpersonal communication of parents have significant relationships to the development of adolescent social skills that can be used as figures in fostering feelings of security to develop self-potential.

Media also affects students' social skills. Students' lack of knowledge on the impact of poor media use makes students not know which is good and not. From the results of the problem revealed, found some students often use technology or media to avoid interaction or communication. Students feel calmer by relying on their mobile phones rather than having to interact out, which affects their communication skills when faced with direct interaction. Not to mention the negative video spectacle, it can have an impact on students' attitudes and actions toward the people around them.

Yeninarti (2018) states that there is a significant relationship between the intensity of social media and social skills. The intensity of social media use can affect social skills. The use of social media must be controlled by the frequency and duration of its use. *Negative antisocial behavior* can occur due to the impact of the use of *abused gadgets*. The impact of this use occurs when one thinks that *gadgets* are the single most important thing and must exist. This assumption will give rise to deep indifference. The result is that there is rarely interaction with people around to have difficulty socializing and establish relationships with the surrounding community (Dewanti, 2016).

In line with the previous article, Dwi (2017) and Nugraini (2016) said that the pattern of excessive behavior of internet users causes a person to limit social activities and affect psychological well-being in excessive patterns of internet user behavior resulting in him limiting social activities. This limitation relates to the assumption that the internet is more attractive and enjoyable so there needs to be self-control.

There is a positive influence on the development of digital technology on student motivation. However, students must be directed to anticipate the negative influences caused that can interfere with morals and behavior. The anticipation of negative influences must be given energy from the basis of religion, namely faith, discipline on an ongoing basis to take advantage of opportunities from digital technology (Murhasim, 2017). Students who understand the importance of technology will mature and metamorphose into an independent generation where they can manage information content, interpret, and critically evaluate social media (Supratman, 2018).

The factors that support the hypothesis of this study are in the students themselves and the school. Students actively listen and understand every material taught and can be invited to work



together. The students' strong desire to become a better person also supported this research. The school environment is implemented smiles, greeting, and politeness. In this school environment, they are taught in real terms how to interact with teachers, friends, and school residents. Counseling tutors and other teachers who every time they teach do not forget to always remind students of God to always follow all his commandments and stay away from his prohibitions.

A school is a place for future generations who must have concern for the development that is happening. Students who are not left behind and are not given sufficient training in using technology will be left behind by the rapid development of the times. Developments in information and communication have zero tolerance, the choice is only two that can adapt and adopt or must be left behind (Nurhayati, 2016).

The skills that a professional teacher needs to have are communication skills, especially communication in learning. The process of transforming science, technology, and personalized coaching with values, then teacher communication with students is characterized by the implementation of the learning strategies used. Teacher communication skills become a requirement in making it easier for students to easily receive learning materials to achieve cognitive, affective, and psychomotor changes (Siahaan, 2018). Miller (2011) said that improving social skills would develop better if his teaching was included in the school curriculum.

Using drawing art is a fun way to make teenagers more open in expressing social skills problems. On the other hand, the use of motivational interviewing can be used as a step to assist teenagers in exploring and resolving ambivalence on social skills problems.

## CONCLUSION

The results showed that there were 9 n data which means, out of 10 students only 9 students experienced improved social skills from pre-test grades to post-test scores. Mean ranks or an average increase of 5.56. The final result using the Wilcoxon test can be an easy value. Sig. (2-tailed) by  $0.02 < 0.05$  then the hypothesis received means that there is a difference between social skills from pre-test and post-test results. It can be concluded that the use of drawing art with motivational interviewing can improve social skills in students.

This study uses *drawing art as a means to explore student problems by combining at the motivational interviewing stage in dealing with student social skills problems. Drawing art is used as an assessment in looking at student consciousness in the pre-contemplation stages. Improving social skills themselves using motivational interviewing stages, namely pre-contemplation, contemplation, determination, action, and maintenance.*

*Treatment* is carried out 4 times in 10 students. In the *provision of treatment*, students are given material about good communication, able to control emotions, responsible, manners, self-efficacy, and good listeners. *Ice-breaking* is also done by viewing videos and doing games with pictures. Factors that affect students' social skills are personal, friends, parents, media, teachers, and schools.

This research also shows that motivational interviewing can not only be used in clinical problems or medical schools but motivational interviewing can also be used or **implied** as a stage of change in the approach of counseling in public schools.

Advice to students that social skills can improve by continuing to train themselves. Practice interacting and communicating with family, friends, teachers, and the surrounding community because these social skills are needed for community life and future careers where there will be competition accompanied by technological improvements.

To the teacher guidance and counseling can help students in improving social skills in a fun way. The *use of drawing art* can be used as a tool to express feelings in a fun way while *the motivational interviewing stage* can be used to change negative behavior in students.

Advice to the next researcher. namely: (1) Items of social skills have not *been updated* with the problem of increasing technology today, which is a factor in the influence of students' social skills. (2) This study does not use the control group as a comparison so that the improvement of students' social skills may not be entirely due to the provision of *treatment*. (3) The results of this study have not been tested for sustainedness so that the improvement in social skills is not entirely caused by the *treatment given* by researchers. (4) Out of 10 students who *participated in the treatment* there was 1 student who experienced a decrease in social skills because the *students did not follow* the treatment at the last meeting.

Using drawing artis a fun way to make teenagers more open in expressing social skill problems. On the other hand, the use of *motivational interviewing* can be used as a step to assist teenagers in exploring and resolving ambivalence on social skills problems.

## REFERENCES

- Al-Mighwar, M. (2011). *Psikologi Remaja*. Bandung: Pustaka Setia.
- Alwansyah, E.P., & Pargito. (2017). Meningkatkan Keterampilan Sosial Siswa dengan Menggunakan Model Simulasi, *Jurnal Studi Sosial*. 5(3).
- Anggraini., Fatik, I., Fattah, H., & Syamsul, H.(2017). Membangun Keterampilan Sosial Sebagai Pendidikan Karakter Pada Kegiatan Ekstrakurikuler. ”*Prosding TEP & PDs Transformasi Pendidikan Abad 21*,7(5), 975–982.
- Anna., & Lussia, K. (2016). Melatih Keterampilan Sosial. Kompas.com.
- Baedowi, A. (2017). Melemahnya Keterampilan Sosial. M.mediaindonesia.com.
- Bakhtiar., & Muhammad, I. (2015). Pengembangan Video Ice Breaking Sebagai Media Bimbingan dan Konseling dalam Meningkatkan Keterampilan Sosial. *Jurnal Psikologi Pendidikan & Konseling*, 1(2), 150–162.
- Broto, G. S., & Dewa.(2014). Riset Kominfo dan UNICEF Mengenai Perilaku Anak dan Remaja dalam Menggunakan Internet. Www.kominfo.go.id. *Kominfo*.
- Budianto, A. A. (2017). Menjadi Konselor Terampil untuk Menanggulangi Krisis Moral Anak Dan Remaja. *Prosiding Seminar Nasional Bimbingan Konseling*.
- Cindy, A. R.(2013). Pengaruh Art Therapy Terhadap Peningkatan Keterampilan Sosial Pada Anak Jalanan di Jalan Tanjung Putra Yudha II Malang. *Skrripsi*. Universitas Muhammadiyah Malang.
- Desvi, Y, M., & Noor, R, H.(2006) Efektifitas Art Therapy untuk Keterampilan Sosial Pada Anak yang Mengalami Gangguan Perilaku, *Psikologia*. 2(1).
- Dewanti, T. C., Widada,, & Triyono. (2016). Hubungan Keterampilan Sosial Dan Penggunaan Gadget Smartphone dengan Prestasi Belajar Siswa SMA Negeri 9 Malang. *Jurnal Bimbingan dan Konseling*, 1(3), 126-131.
- Dewi, E. K. (2013). Peningkatan Keterampilan Sosial Melalui Bimbingan Kelompok Berbasis Cooperative Learning di SMP Negeri 2 Pakem Kelas VIII C. *Skrripsi*, Universitas Negeri Yogyakarta.
- Dinata, A. N., Martini., & Triantoro,S.(2019).Peran Peer-Acceptance dan Perilaku Assertif Pada Keterampilan Sosial Remaja.” *Prosiding Seminar Nnasional Magister Psikologi Universitas Ahmad Dablan*, (pp, 327–334).

- Drake, J. E., dan E. Winner. (2012). Confronting Sadness Through Art-Making: Distraction Is More Beneficial than Venting. *Psychology of Aesthetics, Creativity, and the Arts*,6(3), 255–261.
- Durlak., Joseph, A., Roger, A. W., dan Molly, P.(2010).A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents.*Am J Community Psychol*,4, 294–309.
- Dwi, I., & Asyanti, S.(2017). Hubungan Antara Kontrol Diri dan Keterampilan Sosial dengan Kecanduan Internet Pada Siswa SMK. *Prosiding SEMNAS Penguatan Individu di Era Revolusi Industri*.
- Elwyn, G., Christine, D., Ronald, M. E., Katy, M., James, W., & Dominick, L. F. (2014). Shared Decision Making and Motivational Interviewing: Achieving Patient-Centered Care Across the Spectrum of Health Care Problems.*Annals of Family Medicine*,12, 270–275.
- Erford, B. (2016).*40 Teknik Yang Harus Diketahui Setiap Konselor*. Yogyakarta: Pustaka Pelajar.
- Fauziyah, M.(2013). Pengaruh Keterampilan Sosial (Social Skill) Terhadap Kepedulian Santri Komplek Q Al-Munawwir Krapyak Yogyakarta. *Skripsi*, Universitas Islam Negeri Sunan Kalijaga Yogyakarta.
- Frank, M. G., Stephan, N. E., & Ryan, J. K. (2010). Base Rates of Social Skills Acquisition/Performance Deficits, Strengths, and Problem Behaviors: An Analysis of the Social Skills Improvement System-Rating Scales.” *Psychological Assessment*. 22(4), 809-815. Retrieved <https://doi.org/10.1037/a0020255>
- Hadi, P., Abdullah, S., & Farida, A.(2018). Pengaruh Permainan Tradisional dalam Meningkatkan Keterampilan Sosial Siswa SMP. *Jurnal Psikologi & Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling*, 4(4), 32–37.
- Hakim, S. N., Aliffatullah, A. R., & Dara, F. C. P. (2017). Remaja Dan Internet.*Prosiding SEMNAS Penguatan Individu di Era Revolusi InformasI*, (pp, 311–319).
- Holt, E., & Donna, H. K. (2009). The First Step Series: Art Therapy for Early Substance Abuse Treatment. *The Arts in Psychotherapy an International Journal*,36, 245–250.
- Isbayani, N. S.I., Ni, M. S., & Luh, A. T. (2015). Penerapan Metode Outbond Untuk Meningkatkan Keterampilan Sosial Emosional Anak. *Jurusan Pendidikan Anak Usia Dini*, 3(1).
- Jang, K.D., & Park. H. J.(2016). The Effect of the Happiness Improvement Group Art Counseling Program Applying Reality Therapy on Human Relations and Happiness of Schizophrenic Patients.*Indian Journal of Science and Technology*,9(41).
- Jones, L., &Tober. (2016).Client Experiences of Motivational Interviewing: An Interpersonal Process Recall Study. *White Rose Research*, 89 (1), 91-144.
- Kusumawardani, D. (2018). Pengaruh Motivational Interviewing dengan Pendekatan Spiritual Terhadap Keputusan dan Motivasi Sembuh Pasien End Stage Renal Disease Yang Menjalani Hemodialisis Reguler.” *Tesis*, Universitas Airlangga Surabaya.
- Lev-Wiesel, Rachel, &Revital, L.(2007). Drawings vs. Narratives: Drawing as a Tool to Encourage Verbalization in Children Whose Fathers Are Drug Abusers.*Clinical Child Psychology and Psychiatry*,12(1), 65-75.
- Magll, M., Timothy. R A., Brian, B., &Jacques, G. (2018). A Meta-Analysis of Motivational Interviewing Process: Technical, Relational, and Conditional Process Models of Change. *HHS Public Access*, 82 (2), 140–157.
- Maharani, L., Hardiyansyah, M., & Miftahul, J. (2018). Peningkatan Keterampilan Sosial Peserta Didik SMA Menggunakan Layanan Bimbingan Kelompok dengan Teknik Diskusi. *Jurnal Bimbingan dan Konseling*, 5(1), 65–72.

- Majorsy, U., Annes, D.K.K, Inge, A., & Warda, L. (2013). Hubungan Antara Keterampilan Sosial Dan Kecanduan Situs Jejaring Sosial Pada Masa Dewasa Awal. *Proceeding PESAT (Psikologi, Ekonomi, Sastra, Arsitektur, & Teknik Sipil)*, 8.
- Mayasari, R. (2014). Pengaruh Keterampilan Sosial dan Efikasi Diri Sosial Terhadap Kesejahteraan Psikologis. *Al-Munzir*, 7(1), 98-113.
- Miller, M. A., Nicole, F., Terrance, M. S., & Lee, K. P. (2011). An Examination of Social Skills Instruction in the Context of Small-Group Reading. *Hammill Institute on Disabilities*, 32(5), 371–381.
- Miller, W. R., & Gary, S. R. (2015). Motivational Interviewing and Decisional Balance: Contrasting Responses to Client Ambivalence. *Behavioral and Cognitive Psychotherapy*, 43(1), 129–141.
- Muhasim. (2017). Pengaruh Teknologi Digital, Terhadap Motivasi Belajar Peserta Didik. *Jurnal Studi Keislaman dan Ilmu Pendidikan*, 5(2), 53–77.
- Mousavi, B., & Sahar, S. (2016). Effectiveness of the Group Play Therapy on the Insecure Attachment and Social Skills of Orphans in Ahvaz City. *International Education Studies*, 9(9), 42–49.
- Murphy, J. M., Renee, O. H., & Laura, N. (2019). Combining Social Skills Instruction and the Good Behavior Game to Support Students with Emotional and Behavioral Disorders.” *Springer New York*. 24, 228-238. Retrieved <http://link.springer.com/article/10.1007%2Fs40688-019-00226-3>
- Naili, R. (2019). Peranan Orang Tua dalam Pertumbuhan dan Perkembangan Pada Masa Remaja Agar Tidak Terjadi Kenakalan Remaja. *Kompasiana.com*.
- Nasution, N. F.H. (2018). Peningkatan Keterampilan Sosial Pada Pelajaran IPS Melalui Implementasi Model Pembelajaran Problem Based Learning Pada Siswa Di Kelas IV SD Negeri 085119 Sibolga T.P. 2016/2017. *Jurnal Biolokus*, 1(1).
- Nugraini, I., & Neila, R. (2016). Keterampilan Sosial Menjaga Kesejahteraan Psikologis Pengguna Internet. *Jurnal Psikologi*, 43(3), 183-193.
- Nugraini, I. (2015). Keterampilan Sosial Sebagai Mediator Antara Hubungan Kecanduan Internet dan Kesejahteraan Psikologis Pada Remaja. *Skripsi*, Universitas Gadjah Mada.
- Nuperwati, T. Yufiarti., & Muhammad, S. S. (2018). Hubungan Antara Persepsi Siswa dan Pola Asuh Orangtua dan Regulasi Diri dengan Keterampilan Sosial. *Jurnal Pendidikan Anak Usia Dini*, 2(1). Retrivedon <https://jurnal.umj.ac.id/index.php/YaBunayya/article/view/2515/2221>
- Nurhayati, A. S. (2016). Peran Media Jejaring Sosial dalam Pembelajaran Abad 21. *Prosding Temu Ilmiah Nasioanl Guru (Ting) VIII*. Retrivedon <http://repository.ut.ac.id/6506/1/TING2016ST4-01.pdf>
- Oldmeadow, J. A., Sally, Q., & Rachel, K. (2013). Attachment Style, Social Skills, and Facebook Use Amongst Adults. *Journal homepage*, 29, 1142–1140.
- Rabkin, S. P. (2015). How Motivational Interviewing Affects the Motivational, Self-Efficacy, and Outcome Expectancies of Adjudicated Adolescents in a School Setting. *Duquesne Scholarship Collection*.
- Rahayuningtyas, D. I. (2013). Peningkatan Keterampilan Sosial dengan Menggunakan Metode Sosiodrama dalam Pembelajaran IPS Pada Siswa Kelas VB SD Negeri Panambangan Kecamatan Cilongok. *Skripsi*, Universitas Negeri Yogyakarta,
- Resnicow, K., Colleen, D., Johanna, E. S., Belinda, B., Jacki, H., & Denise, E. (2002). Motivational Interviewing in Health Promotion: It Sounds Like Something Is Changing. *The American*

- Psychological Association*,21(5),444–451.
- Resnicow, K., Fiona, M.M., Alison, B., Donna, H., Yan, Z., Linda. S., Robert, S., Easther, M., Jaqueln, G., Jan, F. (2015) Motivational Interviewing and Dietary Counseling for Obesity in Primary Care: An RCT. *Journal of The American Academy Of Pediatrics*,135(4), 649–657.
- Riley, S. (2001). Art Therapy with Adolescents. *Western Journal of Medicine*,175(1).
- Robert, A. B., & Jintong, T. (2008). Entrepreneurs' Social Skills and New Venture Performance: Mediating Mechanisms and Cultural Generality. *Journal of Management*.
- Sahfriana, I., Wachju,S., & Suratno.(2015). Penerapan Model Pembelajaran Group Investigation (GI) dalam Meningkatkan Kemampuan Berpikir Kritis dan Keterampilan Sosial Siswa dalam Pembelajaran IPA Biologi untuk Materi Ajar Pertumbuhan dan Perkembangan Kelas 8-C Semester Gasal di SMP Negeri 1 Bangil Pasuruan. ”*Pancaran*, 4(2), 213–222.
- Saputra, W. N. E. S., Desya, C.W., Sri, R., & Annisa,R. (2018). Drawing Solution: Ekspresi Seni dalam Konseling Ringkas Berfokus Solusi. *Jurnal Fokus Konseling*, 4(2), 185–191.
- Setyana, M. (2014). Peran Guru dalam Mengembangkan Keterampilan Sosial Siswa Mata Pelajaran IPS Di SMK.” *Jurnal Pendidikan Humaniora*, 2(1), 84-88.
- Siahaan, A. T. A. A. (2018). Keterampilan Komunikasi Guru Profesional di Sekolah. *Ijtimaiah*, 2(1), 1-16.
- Sugiharto, D. Y. P., Sigit, H., Zakki, N. A., & Mulawarman (2019). Pengembangan Kompetensi Konselor Melalui Pelatihan Konseling Motivational Interviewing (MI) Berbasis Local Wisdom Budaya Jawa. *Jurnal Pengabdian Kepada Masyarakat*,1(2), 111-115.
- Supratman, L. P. (2018). Penggunaan Media Sosial Oleh Digital Native. *Jurnal Ilmu Komunikasi*, 15(1), 47-60.
- Susan, H. S. (1981). Validation of Social Skills of Adolescent Males in an Interview Conversation with a Previously Unknown Adult. *Journal of Applied Behavior Analysis*, 14, 159-168.
- Tagkaloglou, Sofia, & Tim, K. (2018). Increasing Collaborative, Pro-Environmental Activism: The Roles of Motivational Interviewing, Self- Determined Motivation, and Self- Efficacy. *Journal of Environmental Psychology*, 58, 86–92.
- White, L. L., John, D. G.,& Anne, L. M. (2007). Teaching Students Behavior Change Skills: Description and Assessment of a New Motivational Interviewing Curriculum. *Medical Teacher*,29(4), e67–e61.
- Wirastania, A. (2007). Penggunaan Clay Therapy Dalam Program Bimbingan untuk Peserta di Tingkat Sekolah Dasar. *Jurnal Khusus Konseling*, 2(1). 68-75.
- Yaumas, N. E., & Syafrimen, S. (2018). Penggunaan Lukisan dalam Menggali Masalah Klien. Retrivedon DOI: 10.31219/osf.io/tc68s or <https://osf.io/tc68s/>
- Yeninarti, E. N. (2018). Hubungan Antara Intensitas Mengakses Media Sosial dengan Keterampilan Sosial Siswa Kelas VIII SMP Negeri 5 Purwokerto.” *Jurnal Social Studies*, 7(2), 178–187.
- Yuliatiningsih. (2016). Meningkatkan Keterampilan Sosial Melalui Bermain Pembagunan Pada Anak Usia Dini Di Kelompok B Raudhatul Athfa Habibilah Pekik Nyaring Blok III Bengkulu Tengah. *Jurnal Ilmiah Potensia*, 1(2), 84–91.