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????????????? ? ??????. ??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 157 ?? 159.9.07 DI 1.75/9453-0141710 M. Fatchurahman 1 , M. A. Setiawan 2 , K. Karyanti 3 Muhammadiyah University of Palangkaraya, Palangkaraya, Indonesia. E-mail: 1 mfatchurahman789@gmail.com; 2 andisetiawan@umpalangkaraya.ac.id; 3 karyanti982@gmail.com Abstract. Introduction. Discipline a of reflecting in person is to applied students. in many commit disciplinary at Therefore, care must innovative - vices eliminate violations.

such is narrative model presented the of stories, can applied develop feeling, social and Storytelling play very role counselling stories cultural ethics, well in daily behaviour guide decision-making. Aim. The research aimed demonstrate healing model multicultural counselling services in schools for disciplinary case management. Methodology research research is on ADDIE (Analysis Development Evaluations) The of study 60 at Palangkaraya High (Palangkaraya, Indonesia).

The research instruments for the verification of group healing storytelling model in multicultural services front discussion questionnaires, Likert scale to examine student discipline data. Results scientific present provides healing model in counselling by aspects local in - donesia, 'Huma (local in Kalimantan, The developed narrative model of and stages. strengths and weaknesses of this model were analysed. Based on the data analysis, this model can used improve behaviour. results statistical show disciplinary behaviour has increased after the provision of healing storytelling services. Practical significance .

Based on the research results, the authors recommend this model for case This is effective integrate components so - cio-cultural in planning. present is to because has

the uniformity with the culture of counsellor. However, it is limited to a cultural context, so it will be complicated to implement it in a different cultural environment. Keywords: group storytelling, counselling, wisdom, - plinary case. Acknowledgements. This was by Muhammadiyah of Palangkaraya Research and Community Service Institute. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 158 For citation: Fatchurahman M., Setiawan M. A., Karyanti K.

The development of group healing model multicultural services Indonesian Ex - amination disciplinary The and Journal . 23 157–180. DOI: 10.17853/1994-5639-2021-4-157-180 M. 1 , ? . ? 2 , ? . ? 3 E-mail: 1 mfatchurahman789@gmail.com; 2 andisetiawan@umpalangkaraya.ac.id; 3 karyanti982@gmail.com - , - , - - - - -

- , ? , - - - - (Analysis Development Evaluations).

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?????? ?????????????? ?????????????? ?????????????? ??? - ??, 2021; 23 (4): 157–180. DOI:  
10.17853/1994-5639-2021-4-157-180 Introduction Education a decisive in the of - man  
The process a to qualified, - dependent, and self-actualised person. Therefore, a  
conducive education system requires develop aspects education in has undergone many  
changes from time to time, following the growth and devel - opment science  
technology.

Indonesia, Palangkaraya continues improve human through education, the disciplinary.  
Discipline can be interpreted as the presence of attitudes, char - acters, traits, and  
behaviour [2]. Education and discipline are inseparable unity due a underlying  
formation, learning. the - cational there disciplinary against in form rules regulations.  
rules regulations describe cloth - ing, attendance, study time, and the school  
environment cleanliness. Discipline a in and a accord - ing what been taught,  
exemplified Discipline changes behaviour educational independently informally [4].

In reality, student often experiences ups and downs in implementing school discipline  
For there students, truant class wear untidy school clothes, and do not maintain clean  
school environment [6]. Based on indirect observations, various disciplinary problems  
often occur in school even they still new. try find own during development and a -  
prehensive from guidance counselling Furthermore, ?????????????? ? ??????. ??? 23, ? 4. 2021  
/ The Education and Science Journal. Vol. 23, ? 4. 2021 160 in students disciplinary such  
not neat clothes, late school, fighting friends. violations affect the daily activities and  
disrupt the learning outcomes.

In Sumatra, of were playing an cafe during study hours. Ironically, they were school  
students including 20 high school 12 high students, junior school students, an school  
[7]. phenomenon be found Medcom content news educational However, world  
education keep from violence it is hoped that a generation with integrity and a good  
personality will be born [8]. Frequently, is excuse the action school regulations. However,  
the school regulations actually can be implemented proper - ly following procedures by  
Ministry Education stated the Education 1 .

forms kinds violence not to be present in the world of education because there are still  
many other alterna - tives educate so they carry the regulations. fact very because  
students spend time positive From sociological someone does apply discipline tends to  
develop into a sloppy and characterless person [9]. Based the phenomena, are to a fol -  
lowing discipline be next-generation, can well in world education after Especially,  
globalisation free era, strong is namely generations, who good and to domestically, and

Handling in education learning needs collaborate guidance counselling [10]. optimisation guidance counselling in and needs be to goals.

optimisation needs be by adequate resources knowledge insight guidance counselling, group group and counselling Guidance counselling in and from elementary, junior high, and senior high levels are increasingly needed [12, 13]. Group counselling a service assist in existing elements [14–16]. Healing storytelling is a part of counselling in group counselling to build therapeutic change [17–19]. Healing storytelling group counselling can be combined with a variety of local wisdom. One of them is Huma-Batang, which promotes tolerance and mutual 1 Government, Republic of Indonesia. Law of the Republic of Indonesia Number 20 Year 2003 National tion President the Indonesia. 2003. p. 39–45. ?????????? ? ??????. ??? 23, ? 4.

2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 161 respect 21]. local healing group will be an alternative to be used as one of the planned interventions to help individuals a interpersonal in developing, alleviating disciplinary behaviour [22–24]. The local wisdom-based healing story - telling counselling increase use as as and the of and morals daily [25–27]. on previous the counselling are useful for dealing with emotional problems, self-confidence [28], career planning [29].

understanding the reality, impact discipline can help achieve namely formation disciplined - iour. on conditions, study aimed find group model for local wisdom-based healing storytelling to improve student discipline. Methodology Design This study developed and modified a new model [30–32]. This development study of main components, group counselling, storytelling the container, local as an innovation [33]. Table 1 provides an overview of the development study. Table 1 Stages of development study Stage Activity Description Stage 1 Analysis Collecting data on phenomena and empirical conditions in the field accompanied by a collection of sources from relevant theories and field studies.

Stage 2 Design Compiling a model by designing existing products and integrating them with local wisdom based on relevant literature and field conditions. Stage 3 Development Group counselling: group services to alleviate problems. Healing story: collection of stories to build therapeutic change Multicultural: Huma-Batang as local wisdom emphasises togetherness, kinship, and trust. Stage 4 Implementation Model testing by implementing the developed model and conducting a disciplinary scale analysis before and after treatment.

Stage 5 Evaluation Conducting an in-depth study of the development and implementation analysis to find out the model feasibility. ?????????? ? ??????. ??? 23, ? 4.

2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 162 Sample The subjects in this study were 60 students of Senior High School Muham - madiyah Students divided two namely and (B). This study used purposive sampling. In determining the subjects, criteria are needed to make it easier for researchers to obtain data from subjects.

Research - ers 10 th due their and in Based on the observation through data collection with a learning discipline scale, it was found out that several students had moderate discipline behaviour. Instrument Study is tool measure phenomena variables [34]. study front discussion sheet find the feasibility. front discussion includes objectives, - tervention strengths, weaknesses discipline Before using the instrument, the validity and reliability of instrument were tested. The construction test carried after the based on certain [35]. learning was using Likert scale. Likert is scale to attitudes, and - ceptions of a person or group of people about a certain phenomenon.

The Likert scale four choices SA Agree), (Agree), (Disa - gree), SD Disagree) The behaviour had 1 to 4 items totalling 22 questions (Table 2). Table 2 The learning discipline to be validated Variable Indicator Item Obedience Basic rules of conduct 1,2,3,4. Considering orders/rules 5,6,7,8 Compliance Making orders/rules without reviewing it first 9,10,11,12. Accepting any orders/rules 13,14,15,16 Loyalty Carrying out orders/rules on an ongoing basis 17,18,19,20 Carrying out orders/rules without being hindered 21,22,23,24 Regularity Carrying out orders/rules regularly 25,26,27 Carrying out orders/rules with the same circumstances 28,29,30 Orderliness Carrying out orders/rules based on the procedure 31,32,33 Requiring to carry out orders/rules 34,35,36,37 Commitment Maintaining an attitude in carrying out orders/rules 38,39,40 Self-control in carrying out orders/rules 41,42,43 Consistent Firm Stance in carrying out orders/rules 44,45,46 Motivation in carrying out orders/rules 47,48,49,50 ??????????? ? ?????? ??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4.

2021 163 Based on the validation and reliability tests on 50 items of the learning dis - cipline scale statement, there were 22 valid items and 28 invalid items. The invalid item had = 0.3 coefficient of correlation. Furthermore, invalid items were not used in second analysis. second analysis to all items more 30% the Furthermore, the items second were used the stage The test carried three with alpha SPSS. The first test reliability score was 0.779 with 50 items, the second test result was 0.869 with 26 items, and the third test was 0.869 with 22 items. This study used 1-to-3 scale with 22 items to obtain the learning discipline score.

Based on length of interval, score 22–44 in low 45–67 in the moderate category, and 68–90 was in the high category. Data analysis This study used paired-sample t-test. Paired sample t-test or better known and as pre-post is analysis two - ments on same to

specific or The first was out intervention. study the SPSS to compare two free samples from the same population to find out the sig - nificant difference the disciplinary behaviour before and after the intervention. The test carried as prerequisite conducting analysis.

normality needs be by the value follows a normal distribution. This study used D-value statistical test with the the of and proportional The test also out find the feasibility. test related parametric tests, as comparative and independent sample t-test. Result Analysis Disciplinary problems in schools are getting worse day by day and require special In implementation, storytelling counselling was still rarely used as well as the Huma-Betang in Kalimantan. Design The developed design was healing storytelling based on Huma-Betang . The values instilled are togetherness, honesty, tolerance, hard work, mutual respect, cooperation, discipline.

implementation values group can be described in the following model: ?????????? ? ??????. ??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 164 Rational Healing group based local combines counselling services with cultural elements in every stage of intervention by the counsellor. healing group based local will the in problems telling to better behaviour to and the wisdom of Huma- Betang .

Purpose The purpose of this model is to facilitate social care teachers in conducting guidance counselling especially counselling a context for students on disciplinary issues. Intervention procedures The counselling a context be in main stages. The details are presented in Table 3. Table 3 Intervention and implementation of Huma-Betang Topic Procedure Implementa - tion of Huma- Betang values Early- stage 1. Begin the meeting by praying, introducing each oth - er, creating good relationships with group counsel - ling members, and conveying the group counselling objectives. 2. Ice breaking. 3. Delivering the basic concepts of discipline. 4.

Performing a contract agreement (statement letter) and filling in the discipline scale, self-reflection sheet, and observation sheet. 5. Concluding and closing group counselling activities. Togetherness, tolerance. Inter- vention 6. Stage I: Introduction. • Accept openly and thank group counselling members. • Pray. • Describe the role as group counselling leader. • Explain the group counselling concept. • Describe the general objectives. • Describe the implementation methods. • Explain the group counselling service activities. • Ice breaking. Hard work, mutual respect, cooperation, discipline, and honesty. ???????????? ? ??????. ??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 165 Inter- vention 7.

Phase II: Activities or Core. • The counsellor presents the discussion topic using healing

storytelling on discipline and responsibility. • Explain the importance of the discussion topic using healing storytelling on discipline and responsibility. • Discuss the short story. • Complete the topic discussion. • Confirms the commitment of healing storytelling group members to improve learning discipline. 8. Stage III: Closing. • Explain that classical mentoring activity will end. • Group healing storytelling members make impressions and assess the progress of other members. • Discussion of follow-up activities. • Group counselling member messages and responses. • Conclude and close the activity. • Thank-you note. • Pray.

• Separation. Final Stage (Post Intervention) 1. Starting the meeting by praying, discussing the problem topics, and conveying the objectives of healing storytelling group counselling. 2. Discussing the experiences during group counselling. 3. Filling in the learning discipline scale and the scale statement sheet. 4. Conveying impressions during the group counselling and closing the group counselling activities. Togetherness, tolerance. Evaluation and strength Strength: healing group based local wisdom was effective for improving learning discipline. The counsellor facilitates with broad cultural knowledge to combine existing services.

This model still only applies in handling disciplinary problems; while for the broader service context, it still requires some development. Development The storytelling counselling based local combines healing group with local of Central namely Huma-Batang . validating model, resulting model underwent rationale process, objective intervention procedures, and and evaluation. valid reliable model tested for its effectiveness. ?????????? ? ??????. ??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4.

2021 166 Implementation The graphs 1–2) the results learning behaviour a discipline during and post-test study with the descriptions of therapeutic change. Fig. 1. Analysis of the experimental class Fig. 2. Analysis of the control class The and results that healing group were a learning behaviour with ?????????? ? ??????. ??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 167 scores 59 67. group underwent times using the healing storytelling to improve the learning discipline.

After the intervention, there a in discipline Changes learning discipline can identified measurements learning discipline after intervention Based the all members an in discipline to high with a score range of 67 to 88. The increase in discipline behaviour can be seen from difference scores pre-and The describes therapeutic from IV-A experimental ) Class IV-B ( control class ). Description of therapeutic changes in IV - A subjects (experimental class) At first the storytelling members to each Students know rules general during healing group implementation. the used learning scales, letters,

scale sheets.

core at first for students experimental class ) delivering understanding benefits learning explaining procedures filling the of to healing group filling learning scales, filling scale sheets, affirming commitment healing storytelling members. the of meeting, expressed their and the of services Members the activities, messages responses, then concluded and closed the activity. The meeting on students experimental ) explaining discipline responsibility out improve discipline. Students can have a disciplined and responsible character by using the tool sheet assignments between sessions and scaling statements.

Furthermore, the core activity was carried out by discussing the healing storytelling with a short story entitled child series of disciplined and responsible characters. The group members were with importance discussion using storytelling with short Then, was Question Answer session discipline responsibility. the session, members confirm the to storytelling to the discipline. Then, members their and the of other Finally, members the activities, messages and responses, then concluded and closed the activity. At third IV-A ( experimental ) the attitude and behaviour carried out to improve learning discipline.

Students can ?????????? ? ??????. ??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 168 have shy by the sheet between and scaling statements.

Furthermore, the activity was carried out by discussing healing with short entitled The members explained with the importance of discussion topic using healing storytelling with a story. there the session a story "Shy". After Q&A the should the to healing storytelling group to improve the learning discipline.

Then, the members presented impressions assessed progress other Finally, the members discussed the follow-up activities, delivered messages and responses, then concluded and closed the activity. At the fourth meeting, IV-A students ( experimental class ) should have the right attitude towards teachers and friends. Students can have the right attitude towards and by the sheet between sessions scaling Furthermore, activity carried by discussing healing with short entitled brings success".

The group members were explained with the importance of discussion topic healing with short Then, was Q&A session a story "Discipline success". the session, the members should confirm the commitment to the healing storytelling group improve learning Then, members their impressions and assessed the progress of other members. Finally, the members discussed follow-up delivered and then concluded and closed the activity. At fifth IV-A ( experimental ) the importance the discipline.

should high discipline with tools in the form of assignment sheets between sessions and



scale statements. the was out discussing storytelling a story "Disadvantages not homework". The members explained the of topic using storytelling a story. there the session on a short story entitled "Disadvantages of not doing homework". After the Q&A session, the members should confirm the commitment to the healing storytelling group improve learning Then, members their impressions and assessed the progress of other members.

Finally, the members discussed follow-up delivered and then concluded and closed the activity. At sixth IV-A ( experimental ) expected understand, conclude, and relate in real life. Students should improve their daily learning discipline with tools in the form of assignment sheets between sessions and statements. counsellor learning scales ??????????? ? ??????. ??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 169 scale statement sheet for students to fill in as well as following up by continuing to provide encouragement and commitment to continue implementing the concept of learning Then, members their and the of members.

the discussed the activities, messages responses, concluded closed the activity. Description of therapeutic changes in IV B subjects (control class) For IV-B control ), was treatment. healing storytelling group counselling was carried out in six meetings, with the second to the fifth meeting materials namely: (1) Honesty Education Instilled in Students; (2) Student Discipline in School; (3) Student Awareness on School Environment Cleanliness; and (4) How to Manage Study Time Efficiently. At first the storytelling members to each Students know rules general during healing storytelling group counselling implementation.

Furthermore, the tools used were learning discipline scales, statement letters, and scale statement sheets. The core at first for students control ) delivering the and of discipline, the for out statement willingness follow storytelling counselling, filling in learning disciplinary scales, filling in scale statement sheets, and the of storytelling members. the of meeting, expressed impressions assessed progress of services Members the activities, delivered messages and responses, then concluded and closed the activity.

The meeting on students experimental ) explaining discipline responsibility out improve discipline. can knowledge honesty instilled in by the sheet between and statements. the activity carried by the Honesty Instilled Students. group were with importance discussion Then, was Q&A on Honesty Instilled Students. the session, members should the to storytelling to the discipline. the presented impressions assessed progress other Finally, members the follow-up delivered and then and closed the activity. ??????????? ? ??????. ??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 170 closed the activity.

At fourth IV-B ( control ) have awareness school Students the towards school by the sheet between and scaling Furthermore, activity carried by the "Student on environment The members were with importance discussion Then, was Q&A on awareness school cleanliness". the session, members confirm commitment healing storytelling to the discipline. the presented impressions assessed progress other Finally, the members discussed the follow-up activities, delivered messages and responses, then concluded and closed the activity. At fifth IV-B ( control ) the importance the discipline.

should high discipline tools the of sheets sessions scale Furthermore, activity carried by "How to study efficiently". group were with importance discussion Then, was Q&A on to manage time After Q&A the should confirm commitment healing group improve learning discipline. the presented impressions assessed progress other Finally, members the activities, messages responses, concluded closed activity. At sixth IV-B ( control ) expected understand, conclude, and relate in real life.

Students should improve their daily learning discipline with tools in the form of assignment sheets between sessions and statements. counsellor learning scales scale statement sheet for students to fill in as well as following up by continuing to provide encouragement and commitment to continue implementing the concept ?????????? ? ?????? .??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 171 of learning Then, members their and the of members. the discussed the activities, messages responses, concluded closed the activity.

Normality test The test carried to whether variables distributed not. normality used Shapiro-Wilk Kolmogorov- Smirnov with 23.00. Sig. > it normally distributed, and if Sig. (p-value) < 0.05 it is not normally distributed. The results are as follows: Table 4 Results of normality test Group Kolmogorov-Smirnov Shapiro-Wilk Statistic df Sig. (p-value) Statistic df Sig. (p-value) pre-test Group A .136 30 .200\* .962 30 .583 Group B .214 30 .017 .912 30 .049 post-test Group A .125 30 .200\* .938 30 .224 Group B .199 30 .036 .848 30 .005 Based table with column pre- test group ( experimental ) (p-value) 0.200 0.05, B ( control ) (p-value) 0.017 0.05, results post-test A ( experimental ) that (p-value) 0.200 group (control class) Sig. (p-value) was 0.036. Analysis using Shapiro-Wilk at pre-test in group A experimental ) that (p-value) 0.583> and B control ) (p-value) 0.069 0.05. results post-test A experimental ) that (p-value) 0.224 0.05 group B control ) was < data class ( experimental group ) normally and B control ) not distributed. Homogeneity test After conducting the normality test, the homogeneity test was then carried out.

homogeneity uses determine variance the groups, the and groups. accept reject homogeneity hypothesis, was by the Sig. value 0.05 > Based the the value ?????????? ?

?????. ??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 172 the group 0.073, a value 0.155, the F-calculated of control was with significance of 0.022. the with values > had homogeneous variance and the post-test with sig values  $0.022 < 0.05$  had a non-homogeneous variance. Hypothesis test After out normality the tests, paired sample t-test was then conducted. The paired sample t-test or better known and understood the design, an involving measurements based the subject a intervention treatment.

analysis results samples for experiment showed IV-A students' discipline had average of to and result the samples for control class that IV-B had average of to 75.6500. hypothesis was using version in experimental the (2-tailed) was < There a significant between pre-test post-test the of storytelling counselling by storytelling. it be that null was and alternative hypothesis accepted, there an in discipline the of storytelling counselling by storytelling with an average increase of 8%.

Based hypothesis using version in control the (2-tailed) was < There a difference between pre-test post-test the of storytelling group assisted healing Thus, can concluded that hypothesis rejected alternative was or there an in discipline the of storytelling counselling by storytelling an increase of 5.3%. Evaluation The stage the of wisdom-based storytelling The is based the of study disciplinary in school Based validation testing, model effectively to discipline evidenced statistical analysis results showing better behaviour after the intervention.

????????????? ? ??????. ??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 173 Discussion Discipline maintains and to more and the and in orderly planned This highly for parties, that they understand purpose of Discipline the to the feelings, actions to [37]. is essential in discipline facilitate people act and behaviour Factors discipline the personality, organisational leadership organisational knowledge, stereotypes, management, type organisation motivation productivity, compensation [43].

The discipline changes a person to behave better and results in better and more effective performance [44–46]. The purpose of discipline is to build or create expected conditions the to a and smoothly, orderly, and in peaceful as well as disciplined manner. Discipline will facilitate someone to be able to adjust to existing regulations. In world education, is to regulation to provide students with positive behaviour guideline approved by all parties, both parents students. problems always problems require adequate attention and handling. In this study, the researchers developed a group counselling model based on local wisdom. The model consisted of several stages rationale, weaknesses, evaluation.

model test was carried out using content validation and front group discussion showing that the resulting model was feasible to be applied. This group counselling model provided better changes in line with the characteristics of the group counselling itself. counselling a to problem [47, The between counselling healing based on wisdom a perspective counselling. storytelling a collection stories basis learning inspiration build change [49–52].

Huma-Batang , as a form of local wisdom, upholds togetherness, voluntarism, independence that counsellee become better Healing group based local is an in to various services various existing problems. In implementing the counselling, the counsellor provides and tells stories according the or to the through healing storytelling [53]. counsellee also a in stories solve and maximum [54]. type to participants greater and [55, Healing can the on human [57]. ?????????? ? ??????. ??? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 174 This storytelling up and various they build the life towards a better direction [58].

In this study, there were healing storytelling group counselling model based on Huma-Batang for students class) IV-B (control students moderate discipline behaviour a scale Furthermore, the group, subjects underwent in storytelling counselling by healing conducted six The underwent intervention folklore-based counselling on local demands. on paired statistics, learning had increase the These supported studies that storytelling among alternatives counselling therapy services Besides with problems, can treat [61].

These results reinforced previous study stating that group counselling is an effective for problems [63], group The of previous studies also suggested that group counselling can be combined and implemented in various contexts [65]. There several so healing can used effectively. Before the intervention, students were asked to fill in the consent form to participate in counselling activities. Students gave some information needed to make choices and strengthen to carry out more active collaboration between social care and in counselling storytelling on local wisdom services.

In conducting the study, social care teachers and students carried out healing storytelling group counselling based on local wisdom services according the Each underwent in form of healing storytelling group counselling based on local wisdom services assisted by storytelling 40–45 to the and The difference the of in discipline in student causes differences conditions situations healing group based local Such and affect physical psychological of During group counselling, storytelling on local process the comfort in following the healing storytelling group counselling. Also, there are several factors; example, attitudes people family and In the social teachers to students

to specific or strategies.

the session between the counsellor and students, the counsellor focused on change; in the asked what occur each This study illustrated to social care teachers that healing storytelling are services that can be used in individual or classical contexts. ?????????? ? ?????? 23, ? 4. 2021 / The Education and Science Journal. Vol. 23, ? 4. 2021 175 Conclusion Based the analysis, was that storytelling counselling on wisdom improve learning After the is and and effectiveness it arranged into final consisting rational, the of and weaknesses and evaluation.

The effectiveness test showed that the developed model could improve the learning discipline behaviour. The paired sample t-test showed the discipline had increase the test post-test In implementation, counsellor to attention several so the results satisfy parties, namely the readiness and skills of the counsellor in providing services. References 1. D. understanding mathematics with guidance as final preparation grade Lentera Elementary School- Tomohon. Journal of Educational Method and Technology. 2019; 02 (1): 23–28. 2. Rosidah A., Irawan E.

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