

BUKTI KORESPONDENSI

Lampiran	Peer review proses korespondensi submit Publikasi Jurnal Ilmiah Internasional Bereputasi
Nama Jurnal	The Education and science journal: Obrazovanie i nauka
Index	Terindeks pada database internasional bereputasi dan berfaktor dampak (SCOPUS Q2)
Judul Jurnal	The development of group healing storytelling model in multicultural counselling services in Indonesian schools: Examination of disciplinary cases
Link Scopus	https://www.scopus.com/sourceid/21100900514?origin=resultslist
Link Jurnal	https://www.edscience.ru/jour/article/view/2106

No	Item	Tanggal	Halaman
1	Submit Naskah	1 Januari 2021	1
2	Reviwer Tahap 1	21 Februari 2021	1
2	Reviwer Tahap 2	7 Maret 2021	2
3	Reviwer Tahap 3	9 Maret 2021	57
4	Tata Bahasa	11 Maret 2021	88
5	Reviwer tahap 4	15 maret 2021	88
6	Reviwer tahap 5	19 Maret 2021	115
7	Reviwer tahap 5	22 Maret 2021	116
8	Naskah Terbit	April 2021	116

SUBMITTED

The screenshot shows a journal submission page for article #1916. The page header includes the journal name 'The Education and science journal: Obrazovanie i nauka', ISSN numbers (1994-5635 Print, 2510-5828 Online), the author's name 'andysetiawan', and language options 'ENG | ESP | PYC'. The main content area displays the article title 'DEVELOPMENT OF GROUP HEALING STORIES IN MULTICULTURAL COUNSELING SERVICES IN SCHOOLS: EXAMINATION OF DISCIPLINARY CASES' and lists the authors: Fatchurahman m., setiawan M.A., Karyanti K. The submission date is January 1, 2021, at 18:37 PM. The section is 'PSYCHOLOGICAL RESEARCH' and the editor is Наталья Давыдова. A search bar is visible at the bottom right of the page.

E-mail: andisetiawan@umpalangkaraya.ac.id

Abstract. Introduction. XXX

Aim. XXX

Methodology and research methods. XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Results. XXX

Scientific novelty. XXX

Practical significance. XXX

Keywords: Healing Stories, group counseling, local wisdom, discipline.

For citation: Development of group healing stories in multicultural counseling services in schools: examination of disciplinary cases. *The Education and Science Journal*. 2021; 23 (x) ...– ... DOI:

Muhammad Andi setiawan <andisetiawan@umpalangkaraya.ac.id>

Abstract

A discipline is a form of behavior that reflects responsibility in a person. So that discipline is essential to develop students themselves. But the key is that there are still many students committing disciplinary violations so that this study aims to create a model that can improve students' disciplinary behavior in learning. The method used was development aimed at research subjects, namely 60 students. The feasibility test of the research model using FGD and the model feasibility validation sheet. Data collection effectiveness using a discipline scale. The study results found a model consisting of ratio, objectives, intervention stages, strengths and weaknesses evaluation. The results of the data analysis show that the model can be used to improve disciplinary behavior. The Paired-Sample T-Test results show that disciplinary behavior has increased the initial mean increase from the Pre-Test and Post-Test results.

TITLE IN RUSSIAN

А. С. Мухаммад

Educational establishment, city, country. (In Russian)

E-mail: andisetiawan@umpalangkaraya.ac.id

Аннотация. Введение. XXX

Цель. XXX

Методология и методы. XXX

Результаты. XXX

Научная новизна. XXX

Практическая значимость. XXX

Ключевые слова: истории исцеления, групповое консультирование, местная мудрость, дисциплина.

Для цитирования: Мухаммад А. С. **Title in Russian.** *Образование и наука.* 2021. Т. 23, № X С. ...-.... DOI: ...

INTRODUCTION

Education has a very decisive role in the development of maximum human potential. The educational process hopes that a person will develop towards how he should become and be. Therefore, a conducive education system is needed so that all potential aspects of students develop optimally [1,2]. The education system in Indonesia has undergone many changes from time to time, following the growth and development of science and technology. In particular, in this case, Central Kalimantan, the City of Palangka Raya, continues to improve to increase its human resources through good education, including discipline in the application of education. It can understand that the existence of attitudes, characters, traits, and individual behavior at any one time does not exist independently [3]. There is a process that underlies the formation of behavior, which call learning. Included in the area of daily behavior is the result of learning from the previous period. In the educational process, of course, it is balanced with efforts or disciplinary action against students. The rules that apply in school are needed to apply discipline. The disciplinary rules at school generally illustrated in the form of discipline in dress, attendance, time management for studying and maintaining the cleanliness of the school environment

Discipline has a role in controlling, changing, foster, and shape certain behaviors of a person according to the instilled, taught, and exemplified [4,5]. Therefore, changes in sa person's behavior from a promised, informal, or self-taught educational and learning process [6]. The reality of student discipline often experiences ups and downs in implementing school discipline [7,8]. Students' behavior and actions can see who take disciplinary actions such as truancy during class hours, wearing untidy school clothes, and maintaining a clean school environment [9].

Judging from the phenomenon of discipline in general, it can see from the news that it contains disciplinary actions or behavior [10,11]. Based on indirect observations, various problems often occur in the school environment, even though it is still relatively new. This because students' souls are still in a developmental stage in finding their identity, so that there is

a need for comprehensive guidance from both teaching teachers and guidance and counseling teachers. Furthermore, cases that often occur in general that usually occur in students' social environment are related to student disciplinary violations, including violations of discipline such as not wearing neat clothes, being late to school, and fighting/quarreling with her friend. Discipline violations have indeed begun to affect students' daily activities. This condition can prove by the tendency of students to experience a decrease in learning concentration.

In the news, dozens of students catch playing in the internet cafe during study hours. Ironically, among the students arrested for skipping school were elementary school students. The arrest in several places in the Kemuning and Ilir Barat I areas, Palembang, during a raid by the Civil Service Unit of South Sumatra. Several students, including 20 high school students, 12 vocational high school students, seven junior high school students, and an elementary school student [12]. There is another phenomenon in the Medcom Headlight content, which contains violence in education from news phenomenon. In which today, the world of education must keep away from the system of violence because, in the world of education, its hope that a generation with integrity and good personality will be born, not the other way around, giving birth to a generation contaminated with violence [13].

Although the violence is an excuse behind the disciplinary application of school regulations, a school regulation can implement properly if the stages carry out following the procedures outlined by the ministry of education, as stated in the mandate (Basic Law No 20, 2003) National Education System. Whereas all forms and kinds of violence are not allowed to be present in the world of education, there are still many other alternatives that can use to educate students' character so that they can carry out the discipline of school regulations. Apart from that, the community's demands are in the form of values, regulations, norms, and laws. This fact is very concerning because school-age students like them should spend much time on positive activities. From a sociological perspective, someone who does not apply discipline in himself tends to develop into a sloppy and characterless person [15].

Seeing the above phenomenon, it can understand that there is a need for interrelated coordination in coaching students; coordination here do to prevent matters related to student discipline because the character building of students should implement as early as possible so that in the future, the personality of the participants can form. Students with character produce the nation's next-generation who can compete well in the world of education and after graduating from education level programs. Especially when our nation is currently in an era of globalization and free trade, a strong foundation is needed, namely millennial generations who have good personality and character and can compete domestically both nationally and internationally.

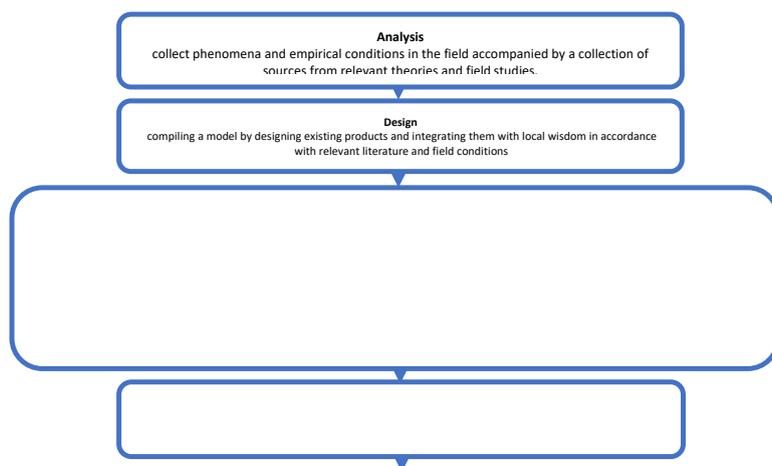
Handling problems in the education and learning process needs to collaborate with guidance and counseling services [16]. Optimization of guidance and counseling services in schools and madrasahs needs to do so that students' guidance and counseling services contribute to achieving goals. Optimization of the guidance and counseling services needs to be supported by adequate human resources to have knowledge and insight into guidance and counseling, especially group Healing Story, group guidance, and group counseling [17]. Guidance and counseling services in schools and madrasahs from the elementary, middle and upper-level units are increasingly needed [18–20]. Group counseling is a group service to assist counselees in alleviating existing problems [21–23]. Healing stories are a part of the counseling that can implement in group counseling. Healing stories is a collection of stories that can help build therapeutic change [24–26].

Healing story group counseling can combine with a variety of local wisdom. One of them is Huma-Betang values. The basis for developing local wisdom is Huma-Betang because of the adjustment of services to the cultural aspects in which the community locates. Huma Betang promotes tolerance and mutual respect (Rahmawati, Anom, and I Ketut, 2018; Riswanto, 2019). This local activity-based healing story group counseling will be an alternative that can be used as one of the planned interventions to help individuals through a dynamic interpersonal process-oriented to prevention, development, and alleviation [29–31]. Through the model of healing story group counseling based on local neurons, it able to increase and use knowledge, study and internalize and personalize the values of discipline and noble morals so that they manifest in daily behavior [32–34]. The results of previous studies show that classical counseling services are useful for dealing with emotional problems [35], self-confident [36,37], career planning [38]. From the understanding between the application of discipline, the reality of discipline, and the impact of student discipline, it can certainly hinder goals, namely the formation of disciplined behavior. Based on these conditions, this study aims to find a group counseling model for local wisdom-based healing stories to improve student discipline

Methodology

Research Design

Model development develops from an existing model, and several changes make so that it compiles into a new model [39–41]. This development research consists of several main development components, namely group counseling, a healing story as the primary container, and local wisdom as an innovation. The following is an overview of the development research that will carry out



Research Sample

The subjects in this study were 60 students of SMA Muhammadiyah Palangka Raya, who will test the model's effectiveness. The researcher divided it into two groups, namely (A) and (B). The technique of taking the subject in this study using purposive sampling. Of course, in determining research subjects, criteria are needed to make it easier for researchers to get data from research subjects. The research subjects' measures: Researchers choose class X SMA because they understand and insight into the research subject's discipline. It registers as a tenth-grade student at the Muhammadiyah Palangka Raya High School. Make observations of research subjects through data collection with a scale of learning discipline. With the results obtained that some students have moderate discipline behavior. Details of research subjects can see in the following table:

Table 1

Research subjects

No	Class	Gender		total
		Male	female	
1.	Class IV A	9	21	30
2.	Class IV B	10	20	30

Instruments

A research instrument is a tool used to measure observed phenomena or research variables [42]. The instrument used in this study consisted of a model FGD sheet to see the compiled models' suitability. The FGD model compiled includes a discussion of the model consisting of rationale, objectives, intervention processes, and the model's strengths and weaknesses to see researchers' discipline using a discipline scale. Before the instrument used in the study, the instrument's validity and reliability test. The construction validity test carries out after the instrument is built regarding the aspects to be measured based on a certain theory, then it is constructed by experts [43]. The scale form of learning discipline uses the Likert scale. The Likert scale is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about a certain phenomenon. The Likert plate has four answer choices for each item, namely SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree) [40,44]. According to the respondent's condition, the range of the scale for assessing students' understanding of disciplinary behavior in this study was 1 to 4 items totaling 22 questions.

Table 2

The grid of students' learning disciplines has been validated

variable	Indicator	item
Obedience	Basic rules of conduct	1,2,3,4.
	Consider orders / rules	5,6,7,8
Compliance	Making an order/rule without reviewing it first	9,10,11,12.
	Not against any orders / rules	13,14,15,16
Loyalty	Carry out an order / rule on an ongoing basis	17,18,19,20
	Carry out orders/rules without being affected by things that hinder him	21,22,23,24
Regularity	Carry out a command / rule repeated regularly	25,26,27
	Carry out a command/rule with the same circumstances	28,29,30
orderliness	Carry out an order/rule according to the procedure	31,32,33
	Require to carry out orders/rules so that they run in line so as not to fall apart	34,35,36,37
Commitment	Maintain an attitude in carrying out an order/rule	38,39,40
	Self-control in carrying out an order / rule	41,42,43
Consistent	Firm Stance in carrying out orders / rules	44,45,46
	Motivation in carrying out orders / rules	47,48,49,50

Based on the validation and reliability tests on 50 items of the learning discipline scale statement, there are 22 valid items and 28 invalid items; 22 useful items will be used as research instruments, while 28 invalid question items will abort. In the first stage invalid item numbers are items 1, 2, 4, 7, 8, 9, 11, 13, 14, 17, 18, 19, 22, 24, 27, 28, 35, 36, 42, 44, 45, 46, 47, 50. The statement item is said to be invalid if the coefficient of correlation is ≤ 0.3 . Furthermore, invalid statement items will be aborted and not included in the second stage analysis. In stage two, the invalid item numbers are numbers 3, 21, 26, 32. The second stage analysis aims to double-check all statement items contributing more than 30% to the constructed constructs.

Furthermore, invalid statement items from stage two will be aborted and not included in stage three analysis. Furthermore, the category division is carried out based on 22 useful items. The instrument reliability test was carried out three times with Cronbach alpha with the help of 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, and all items were declared reliable as many as 22 items. The rating range on the learning discipline scale in this study uses a value range of 1 to 3 with many 22 item statements to obtain an interval to determine the score category on the learning discipline

scale. Based on the analysis of the length of the interval class, the category score scale to improve students' learning discipline can see in the following table:

Table 3

Category of learning discipline scale scores

Score	Category
22-44	Low
45-67	Moderate
68-90	High

Data analysis technique

The analysis used in this study was data analysis using the paired-sample T Test technique. Paired - sample T-Test or better known and understood as the pre-post design, is an analysis involving two measurements based on the same subject to a specific influence or treatment. The first measurement carries out before being given specific treatment, and the measurement carries out afterward—the study conduct on the behavior of the learning discipline scale that occurred before and after the intervention. The researcher used the SPSS for Windows program's help to compare two free samples from the same population to see the difference in the significance of students' disciplinary behavior before and after the intervention.

The normality test is a test performed as a prerequisite for conducting data analysis. The normality test carries out before the data is processed based on the research models proposed. The normality test needs to perform tests for other variables by assuming that the residual value follows a normal distribution. Several analyses carry out the D value statistical test with the formula, the area of rejection, and the proportion's value. The homogeneity test of data tests the analysis requirements regarding the data's feasibility using specific statistical tests. This test is related to parametric statistical tests, such as the comparative test and the independent sample T-test. A homogeneity test consisting of only two data groups - only the homogeneity of two population variances - can be used the F-Ratio Test.

Result

Analysis

Discipline problems in schools are getting worse day by day and require special handling. In its implementation, group healing story counseling is still rarely used; local wisdom of Huma Betang in Kalimantan also neglect so that it becomes one of the researchers' bases to develop group counseling a healing story model based on local wisdom.

Design

The design developed adopted a group healing story counseling based on the local wisdom of Huma Betang. The values advertised are togetherness, honesty, tolerance, hard work, mutual respect, cooperation, and discipline. The implementation of values in group counseling can describe in the model below:

Rational

Healing story group counseling based on local wisdom is group counseling that combines counseling services with cultural elements in every stage of intervention carried out by the counselor. The healing story group counseling based on local wisdom will guide the counselee in solving problems by telling stories that can lead to better behavior change that maintains and promotes the local wisdom values of Huma Betang.

Purpose

The purpose of this model is to facilitate counselors in conducting guidance and counseling services, especially group counseling in a cultural context, to become therapeutic services for students related to disciplinary issues.

Intervention procedures

Write a paragraph about the table or present the table somehow

Table #

Name of the table

Topics	Procedure	Implementation of the Huma Betang values
Early-stage	<ol style="list-style-type: none"> 1. Begin the meeting by praying, introducing each other, creating good relationships with group counseling members, and conveying group counseling objectives. 2. Introductions continue with Ice Breaking 3. Deliver the basic concepts of learning discipline. 4. Performing a contract agreement (statement letter) and filling in the learning discipline scale, self-reflection sheet, and scale statement observation sheet. 5. Conclude and close group counseling activities. 	Togetherness, Tolerance
Intervention	<ol style="list-style-type: none"> 6. Stage I: Introduction <ul style="list-style-type: none"> • Accept openly and thank group counseling members. • Pray. • Describe his role as group counseling leader. 	Hard work, mutual respect, cooperation, discipline, and honesty,

	<ul style="list-style-type: none"> • Explain the notion of group counseling. • Describe the general goals to achieve through group Healing Story. • Describe the implementation methods to follow in achieving these goals. • Explain the principles of group counseling service activities. • The introduction follows by ice breaking. <p>7. Phase II: Activities or Core</p> <ul style="list-style-type: none"> • The counselor presents the topic of discussion with the help of healing stories with a short story entitled the character of discipline and responsibility. • Explain the importance of knowing the topic of discussion with the help of healing stories with a short story entitled the character of discipline and responsibility. • Discussion of the short story. • A complete discussion of the topic • Confirms the commitment of group Healing Story members to improve learning discipline. <p>8. Stage III: Closing</p> <ul style="list-style-type: none"> • Explain that classical mentoring activity will end. • Group Healing Story members make impressions and assess each other's progress. • Discussion of further activities. • Group counseling member messages and responses. • Conclude and close the activity. • Thank-you note. • Pray. • Separation. 	
Final Stage (Post	9. Starting the meeting by praying, discussing problem topics, and conveying the objectives of implementing group Healing Story	Togetherness, Tolerance

Intervention)	<p>10. Discussion of experiences gained during group counseling member messages and responses</p> <p>11. Fill in the learning discipline scale and the scale statement sheet.</p> <p>12. Convey impressions during the implementation of group counseling and close the group counseling activities.</p>	
-------------------	--	--

Evaluation and Strengths

Strengths: The healing story group counseling based on local wisdom is effective for improving learning discipline. The counselor also facilitates with broad cultural knowledge to combine existing services. This model's weakness is that it still applies only to handling disciplinary problems, while for the broader service context, it still requires some trial and error.

Development

The healing story group counseling model based on local wisdom develops through a developmental stage by combining the healing story group counseling combined with the local wisdom of Central Kalimantan, namely the value of Huma Betang. After packaging and validating the model, the resulting model obtains rational, objective intervention procedures, excess drawbacks, and evaluation. The model that has to compile into a valid and reliable model will then test for its effectiveness. The effectiveness test intends to determine the level of effectiveness of the model compiled.

Implementation

The following is a presentation of measuring the learning discipline behavior level using a learning discipline scale during pre-test and post-test research. The pre-test and post-test results data on research subjects equip with descriptions of therapeutic changes, and the following are the results of pre-test and post-test on research subjects.

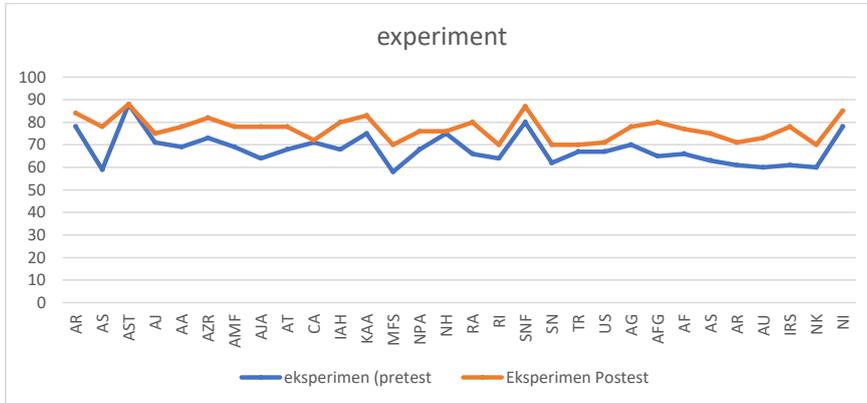


Fig. 2 (maybe 1?). Analysis of the experimental class

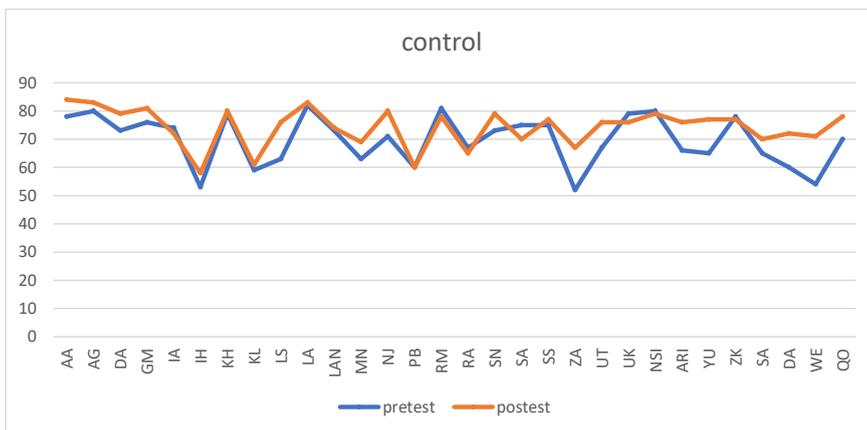


Fig. 3 (maybe 2?). Analysis of the control class

The results of the pre-test and post-test of the research subjects showed that all members of group Healing Story identified as learning discipline behavior were in the medium category with a score range of 59 to 67 after finding the score at the pre-test. All group Healing Story participants were given intervention in group Healing Story services assisted by healing stories to improve student learning discipline. The plan for group Healing Story services assisted by healing stories conducts six times. After the intervention gives, there was a change in the level of learning discipline behavior shown by members of the research subject. Changes in learning discipline behavior can identify through measurements made using a learning discipline scale and carry out after giving intervention (post-test). The results post-test showed that all members of the guidance experienced an increase in the level of learning discipline behavior in the high

category with a score range of 67 to 88. The increase in student discipline behavior can be seen from the difference in scores between pre and post the intervention. The following describes a description of the therapeutic changes and the analysis results from Class IV A (experimental) and Class IV B (control).

Description of learners' therapeutic changes in Class IV A subjects (Experiment)

At the first meeting, it intended that members of group Healing Story get to know each other. Students know the rules during the implementation of group Healing Story. Students know the general purpose of carrying out group Healing Story. Furthermore, the tools used in group Healing Story services are learning discipline scales, statement letters, and scale statement sheets. The core activities of group Healing Story services at the first meeting for grade IV A students (Experiments) deliver the discipline's understanding, learning discipline. Counselors in various disciplines, and the benefits of discipline, explain the procedures for filling out statements of willingness to follow group Healing Story, filling in disciplinary and learning scales, and filling in scale statement sheets and affirming the commitment of group Healing Story members. for what is being done immediately about improving the discipline of learning. At the end of the meeting, classical members expressed their impressions and assessed each's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

The second meeting focused on class IV A students (Experiment), explaining the character of discipline and responsibility to improve students' learning discipline. Students can increase knowledge about the character of discipline and responsibility. Students can have a disciplined and responsible character by using the tool sheet assignments between sessions and scaling questions. Furthermore, the core activity presents a discussion with healing stories with a short story entitled child series of disciplined and responsible characters. Explain the importance of knowing the topic of discussion with the help of healing stories with a short story entitled the character of discipline and responsibility. Questions and answers about the character of discipline and responsibility. A complete discussion of the topic. Confirms the commitment of group Healing Story members to improve learning discipline. Participants present their impressions and assess each other's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

At the third meeting, students in class IV A (Experiment) explained the attitude and behavior of shame if they did not discipline to improve students' learning discipline. Students can increase knowledge about a shy attitude and behavior if they do not discipline in the school environment. Students can apply shy attitudes and behaviors if they do not discipline to improve learning discipline when in the school environment, with the help of tools in the form of

assignment sheets between sessions and scale statement sheets. The next stage is to discuss the topic of discussion with healing stories with a short story entitled shame. Explain the importance of knowing the topic of discussion with healing stories with a short story entitled shame. Questions and answers about the short story entitled Malu. A complete discussion of the topic. They are confirming the commitment of group Healing Story members to what immediate about improving learning discipline. Classical participants present impressions and assess each other's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

Furthermore, at the fourth meeting discussing class IV, A students (Experiment) have the right attitude towards teachers and friends. Students can show good attitudes towards teachers and friends. By using tools in the form of task sheets between sessions and observation sheets. The next step is to discuss healing stories with a short story entitled discipline brings success. Explain the importance of knowing the topic of discussion with healing stories with a short story entitled discipline brings success. Questions and answers about discipline lead to success. A complete discussion of the topic Confirms the commitment of guidance members to improve learning discipline. Guidance participants express their impressions and assess each has achieved progress, discussing follow-up activities, messages, and responses from guidance members, and conclude and close activities.

At the fifth meeting, the students of class IV A (Experiment) understood the importance of the learning discipline. Students have high learning discipline with tools in the form of assignment sheets between sessions and scale statements. The next step is to bring up the topic of discussion with the help of healing stories with a short story entitled the disadvantages of not doing homework. Explain the importance of knowing the topic of discussion with the help of healing stories with a short story entitled the disadvantages of not doing homework. Questions and answers about the short story entitled the disadvantages of not doing homework. A complete discussion of the topic. They are affirming the commitment of the guidance participants to improve learning discipline. Moreover, at the end of the meeting, Group Healing Story members give their impressions and assess each's progress.

At the sixth meeting evaluating the level of learning discipline of class IV-A students (Experiment), which expects students to understand, conclude, and make connections in real life. Students are enthusiastic about improving learning discipline every day with tools in a learning discipline scale and a scale statement sheet. In the next stage, in the form of a discussion about homework, namely the experience of practicing the skills obtained during group Healing Story. The counselor provides a scale of learning discipline and a 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 inner learning discipline that class IV A students (Experiment) received during group Healing Story activities took place. Group Healing Story participants conveyed impressions and assessed the progress each had made—guidance member messages and responses. Conclude and close activities and provide reinforcement to students to improve learning discipline.

Description of learners' therapeutic changes in Class IV B subjects (Control)

For class IV B (Control), no treatment was given. In this case, Healing Stories give. The implementation of group Healing Story present in six meetings, with the second to the fifth meeting presenting material with the theme of discipline for the implementation of group Healing Story, namely:

1. Honesty Education Materials that Teachers and Parents Instill in Students.
2. Student Discipline Material at School.
3. Material of Student Awareness of the Cleanliness of the School Environment.
4. Material on How to Manage Study Time Efficiently.

At the first meeting, it intends that members of group Healing Story get to know each other. Students know the rules during the implementation of group Healing Story. Students know the general purpose of carrying out group Healing Story. Furthermore, the tools used in group Healing Story services are learning discipline scales, statement letters, and scale statement sheets. Furthermore, the core activities of group Healing Story services at the first meeting to students of class IV B (control) are in the form of conveying the meaning of discipline, learning discipline, various disciplines, and the benefits of discipline, explaining the procedures for filling out a letter of willingness to follow group Healing Story, filling in the discipline scale. At the end of the meeting, the classical participants expressed their impressions and assessed the progress they had achieved. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

The second meeting focused on class IV B students (control), explaining the honesty education teachers and parents instilled in students to improve students' learning discipline. Students can increase knowledge about honesty education that is instilled by teachers and parents to students. Students can have the character of discipline, honesty, and responsibility by using the tool sheet assignments between sessions and scaling questions. Furthermore, the core activity presents a discussion, namely Honesty Education that Teachers and Parents Instill in Students. Explain the importance of knowing the Honesty Education topic that teachers and parents instill in students. Questions and answers about honesty education that teachers and parents instill in

students. Confirms the commitment of group Healing Story members to improve learning discipline. Guidance participants present their impressions and assess each other's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

At the third meeting, students in class IV B (control) explained the school's attitude and behavior to improve students' learning discipline. Students can increase knowledge about student learning disciplines at school. Students can apply learning discipline attitudes and behaviors to improve learning discipline while in the school environment, using inter-session assignments and scale statement sheets. The next stage is presenting the topic of discussion, namely, Student Discipline at School. Explain the importance of knowing the topic of discussion. Questions and answers about Student Discipline at School. A complete discussion of the topic. They are confirming the commitment of group Healing Story members to what immediate concerning improving learning discipline. Classical participants present impressions and assess each other's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

Furthermore, at the fourth meeting discussing class IV B students (control) awareness of the school environment's cleanliness, students can show a right attitude towards the school environment's cleanliness by using tools in the form of task between sessions and observation sheets. The next stage presents the topic of discussion, namely Student Awareness of the School Environment's Cleanliness. Explain the importance of knowing the topic of discussion. Questions and answers about Student Awareness of the Cleanliness of the School Environment. A complete discussion of the topic. Confirms the commitment of guidance members to improve learning discipline. Guidance participants express their impressions and assess each has achieved progress, discussing follow-up activities, messages, and responses from guidance members, and conclude and close activities.

At the fifth meeting, the class IV B students (control) understood the importance of the learning discipline. Students have high learning discipline with tools in the form of assignment sheets between sessions and scale statements. The next step is to present the topic of discussion, namely How to Manage Study Time Efficiently. Explain the importance of knowing the topic of discussion. They frequently Asked Questions on How to Manage Study Time Efficiently. A complete discussion of the topic. Confirms the commitment of guidance members to improve learning discipline. At the end of the meeting, participants group Healing Story expressed impressions and assessed progress achieved by each.

The sixth meeting evaluates the discipline level of learning of class IV B students (control), which expects students to understand, conclude, and link in real life. Students are enthusiastic about improving learning discipline daily with tools in a learning discipline scale and a scale statement sheet. In the next stage, in the form of a discussion about homework, namely the experience of practicing the skills obtained during group Healing Story. The counselor provides a discipline scale and a scale statement sheet for students to work on. As well as following up by encouraging and committing to continue implementing the concept of inner learning discipline that class IV B students (control) received during group Healing Story activities took place. Group Healing Story participants conveyed impressions and assessed each had made progress—guidance member messages and responses. Conclude and close activities and provide reinforcement to students to improve learning discipline.

Normality Test

Examiners carry out the normality test to test whether all variables normally distribute or not. The normality test uses the Shapiro-Wilk formula in calculations using SPSS 23.00. To know whether it is normal or not, if Sig > 0.05, it can be expected, and if sig < 0.05 can be abnormal. The calculation results obtained as follows:

Table 6

Normality test results

Group		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
pre-test	Group A	,136	20	,200*	,962	20	,583
	Group B	,214	20	,017	,912	20	,069
post-test	Group A	,125	20	,200*	,938	20	,224
	Group B	,199	20	,036	,848	20	,005

Based on the table above, it can see that the pre-test and post-test data for the experimental class (group A) have a sig value > 0.05, while the pre-test data has a sig value > 0.05 and the post-test data for the control class (group B) has a value sig < 0.05, it can be concluded that the experimental group normally distributed and the control group not normally distributed.

Homogeneity Test

After knowing the level of normality of the data, the homogeneity test then carries out. The homogeneity test uses to determine the variance between the two groups, namely the experimental and control groups. To accept or reject the homogeneity test hypothesis by

comparing Levene's statistic's sig price with 0.05 (sig > 0.05). The homogeneity test results showed that the experimental group's F-count value was 0.073, with a significant value of 0.155, while the F count of the control group was 0.752 with a significance value of 0.022. From the results of data analysis, the experimental class or control class is sig > 0.05. Analysis of the results with sig values 0.155 > 0.05 and 0.022 < 0.05 shows that the data in this study in the pre-test had a homogeneous variant, and the post-test had a non-homogeneous variant.

Hypothesis test

After carrying out the normality test and the variance homogeneity test so that the data results are normally distributed and get homogeneous variances, research on improving students' learning discipline behavior can see from the statistical hypothesis testing Paired sample T-Test. Paired sample T-Test or better known and understood as Pre Post design, is an analysis involving two measurements on the same subject to a specific effect or treatment. The Paired Samples Statistics table for the experiment class shows that the learning discipline behavior of students in class IV A (Experiment) has an initial average increase of 69.6500 to 77.6500, with an average number of increases of 8. The Paired Samples Statistics table for the control class shows that class IV B students (Control) have an initial average increase of 70.3500 to 75.6500, with an average number of increases of 5.3. From the hypothesis test calculation results using SPSS version 23.00 in the Experiment group in the image above, the Sig (2-tailed) value is 0,000. Shows that sig (2-tailed) < 0.05. Namely, the Sig value of 0.000 < 0.05, so there is a significant difference between the pre-test and post-test, which means that there is an effect of using group Healing Story services assisted by healing stories. So it can conclude that H0 rejects and Ha is accepted, or there is an increase in students' learning discipline after being given group Healing Story services assisted by healing stories with an average increase/increase of 8.

From the results of the calculation of the hypothesis test using SPSS version 23.00 in the control group in the image above, the Sig (2-tailed) value is 0,000. Shows that sig (2-tailed) < 0.05. Namely, the value of Sig 0.000 < 0.05, so there is a significant difference between the pre-test and post-test, which means that there is an effect of using group Healing Story services. So it can conclude that H0 rejects and Ha is accepted, or there is an increase in students' learning discipline after being given group Healing Story services with an average increase/increase of 5.3.

Evaluation

The last stage evaluates the trial results to determine the researcher's local wisdom-based healing story group effectiveness. The model developed based on the results of the needs analysis in the field and carried out validation and testing showed that the model was effectively used to

improve student discipline, as evidenced by statistical analysis results that showed better behavior after the intervention carries out.

Discussion

Discipline always maintains attitudes and actions during the following something to be more optimal and grow the will and enthusiasm in an orderly and planned manner. This kind of thing is highly expected for all parties so that later they can understand the purpose of regulation. Discipline is the power to use our thoughts, feelings, and actions the way we do [45]. Discipline is an essential component in life; discipline will facilitate people to act better and in control [46]. Factors that affect discipline are internal factors, personality, culture, organizational structure, leadership style, organizational systems, knowledge, social stereotypes, concept management, type of organization [47], motivation [48–50], productivity, compensation [51]. One of the benefits of discipline is that a person becomes better at acting and results in better and more effective performance [52–56]. The purpose of a discipline is to build or create conducive conditions and conditions that are expected in the future to support a process and stages in which it has elements of smoothness, order, and a peaceful and disciplined atmosphere. So that with this discipline, fair, orderly, and stable conditions can be created in a process for all people.

In the world of education, discipline is related existence of a kind of regulation that is made and designed, which in essence is expected to in the future aim to equip a student with a positive behavior guideline approved by all parties, both parents and students. Discipline problems are always emerging problems and require adequate attention and handling. In this study, the researcher developed a group counseling model for healing stories based on local wisdom; the model consisted of rational parts, intervention stages, weaknesses, and evaluation. The model test results carried out using content validation, and FGD shows that the resulting model is feasible to apply. This group counseling model's trial results provide better changes in line with the nature of the group counseling itself. Group counseling is a service that can help to facilitate problem management [57,58]. The combination group counseling of healing stories based on local wisdom is a new perspective in counseling. Healing Stories is a collection of stories or stories that have chosen, which can later become a basis for learning and inspiration and provide a counselee (student) model to build therapeutic change [59–62]. Huma Betang, as a form of local wisdom, upholds togetherness, voluntarism, responsibility, independence so that the counselee can become a better person. Healing story group counseling based on local wisdom is an innovation in counseling that will create various counseling services for various existing problems.

In implementing this counseling, the counselor provides and tells stories according to the counselor's situation or problem and follows the results to achieve through the healing stories strategy [63]. the counselee (student) also plays a role in telling stories to solve problems and achieve maximum results [64]. This type aims to help participants achieve their education or achieve greater satisfaction and actualization [65,66]. Healing stories can help broaden one's view of a different human condition and obtain a broad view of differences or conditions that are human. [67,68]. These healing stories help open up insights, and with various values, they can build one's life towards a better direction [69].

This study's development results were a healing story group counseling model based on local *Huma Betang* wisdom, which tests on class IV A (Experiment) and class IV B (Control) students as research subjects with moderate learning discipline identified behavior a discipline scale. Furthermore, in the experimental group, the research subjects were given intervention in group Healing Story services assisted by healing stories conducted in 6 (six) meetings. Research subjects were given intervention in folklore-based group counseling based on the service of the local community's wishes, which was carried out in 6 (six) meetings in the control group using a sample T-Test or, in other words, in the form of Pre-Post Design. Based on the Paired sample, statistics show that the discipline of learning behavior has increased on average between before and after being given group counseling healing stories based on local wisdom services. This study's results support other research that states that healing stories are among the alternatives in counseling and therapy services [66,67,70]. Besides being able to deal with discipline problems, it can also treat anxiety [25,71]. This study's results reinforce previous research that states that group counseling is an effective service for handling problems [72,73], practice group [74]. The results of previous studies also suggest that group counseling can be combined and implemented in various contexts [21,75].

There are several requirements so that healing stories can be used effectively, namely by before the intervention, students ask to fill out the consent form to participate in counseling activities. Students give some information needed to make choices and strengthen to carry out more active collaboration between counselors and students in group counseling healing stories based on local wisdom services. When conducting the research, counselors and students carry out group counseling healing stories based on local wisdom services according to the previously made procedures. Each student in the subject who received intervention in the form of group counseling healing stories based on local wisdom services assisted by healing stories carried out six group counseling healing stories based on local wisdom meetings, the duration of group counseling healing stories based on local wisdom time between 40-45 minutes adjusting the focus

and dynamics of the guidance members that occurred. The difference in the level of change in learning discipline behavior in each student causes by differences in conditions and situations during group counseling healing stories based on local wisdom. Conditions and situations that affect, among others, the physical and psychological conditions of students. During the group counseling, healing stories based on the local wisdom process determine students' comfort in following group Healing Story. Also, there are several uncontrollable factors; for example, the attitudes of people within family and friends. Counselors in achieving the goals to be achieved to build solutions, counselors try to direct students to make specific solutions or strategies easy to implement. In the discussion session between the counselor and students, the counselor focuses on change; in practice, the counselor asks students what changes occur at each meeting. This study illustrates to counselors that healing stories are services that can use in individual or classical contexts

Conclusion

Based on the data analysis of the researchers' development results, it finds found a group of healing story counseling models based on local wisdom prepare to improve the students' discipline of After the model validation and improvement process, the model's main components find, namely rational, objective, intervention process, and advantages and disadvantages and evaluation. The validation results model test on the research sample and the analysis results showed that the model developed could improve student learning discipline behavior. The Paired-Sample T-Test results show that the learning discipline behavior has increased from the Pre-Test and Post-Test results. In its application, the counselor needs to pay attention to several aspects so that the service results can satisfy both parties, namely the readiness and skills of the counselor in providing services

References

- [1] Muhsinah. Relationship Of Classical Mentoring Services And Symptom Personality Towards Kinesthetic Learning Style Of Class VII In Smp Negeri 24 Banjarmasin. *J Pelayanan Bimbingan dan Konseling*. 2019;2(2):155–61.
- [2] D N. Conceptual Understanding Of Mathematics Lesson With Classical Guidance Tutorial As A Final Examination Preparation On Grade 6 Lentera Harapan Elementary School-Tomohon. *J Educ Method Technol*. 2019;02(1):2622–8467.
- [3] Rosidah A, Irawan E. Layanan Bimbingan Dan Konseling Menggunakan Klasikal Untuk Mengembangkan Character Building. *Advice J Bimbingan dan Konseling*. 2019;1(1):64.
- [4] Rizal SM, Radiman R. Pengaruh Motivasi, Pengawasan, dan Kepemimpinan Terhadap Disiplin Kerja Pegawai. *Maneggio J Ilm Magister Manaj*. 2019;2(1):117–28.
- [5] Taş H, Kiroğlu K. The examination of disciplinary punishments given to and disciplinary offenses committed by teachers in elementary schools in terms of different variables. *Elem Educ Online*. 2019;18(1):78–96.

- [6] Iqlima IY, Baju W, Jayanti S. FAKTOR YANG BERHUBUNGAN DENGAN DISIPLIN PENGGUNAAN ALAT PELINDUNG DIRI PADA PENYAPU JALAN DI KOTA SEMARANG. *J Kesehat Masy.* 2019;7(1):330–6.
- [7] Ansori YZ. Penguatan karakter disiplin siswa melalui peranan guru di sekolah dasar. *J Elem Edukasia.* 2020;3(1):126–35.
- [8] Alasdair R. Four crises of American democracy : representation, mastery, discipline, anticipation. Vol. 53. United States of America; 2013. 1689–1699 p.
- [9] Clark J, Nye A. Teaching the discipline of history in an age of standards. *Teaching the Discipline of History in an Age of Standards.* 2018. 1–329 p.
- [10] Williams JW. Self-Discipline Mastery Develop Navy Seal Mental Toughness, Unbreakable Grit, a Spartan Mindset, Build Good Habits, and Increase Your Productivity. 2020. 119 p.
- [11] D K, S K, Z Z, SC P. Improving Discipline-Based Undergraduate Medical Curriculum. *Improving Discipline-Based Undergraduate Medical Curriculum.* 2018.
- [12] M R. Belasan Pelajar Ini Tetap “Slow” Saat Terciduk Bolos Sekolah [Internet]. *detik.News.* 2020 [cited 2020 Dec 13]. Available from: <https://news.detik.com/berita-jawa-timur/d-4858340/belasan-pelajar-ini-tetap-slow-saat-terciduk-bolos-sekolah>
- [13] ARV. Ironi kekerasan Di Dunia Pendidikan - Medcom.id [Internet]. *Medcom Headlight.* 2020 [cited 2020 Dec 13]. p. 1–1. Available from: <https://video.medcom.id/medcom-highlight/dN60MxPk-ironi-kekerasan-di-dunia-pendidikan>
- [14] Undang Undang Dasar No 20. Sistem Pendidikan Nasional. Vol. 20, presiden republik indonesia. Jakarta; 2003. p. 39–45.
- [15] Farozin M, Kurniawan L, Irani LC. The Role of Guidance and Counseling in Character Education. 2020;462(Isgc 2019):112–6.
- [16] Fatchurahman M, Setiawan MA, Fariza D, Syarif T, Efasanty M. Focused Solution Group Counseling as a Solution to Improve Career Choice Decision-making Abilities. 2020;8(12):6635–40.
- [17] Kadek S, Itsar BR, Agus AJP. The comparative effect of internet-based cognitive behavioral counseling versus face to face cognitive behavioral counseling in terms of student ' s resilience The comparative effect of internet-based cog- nitive behavioral counseling versus face to face. *Cogent Psychol.* 2020;7(1):1–13.
- [18] Bakhtiar MI, Ratna W, Erni M. Layanan Bimbingan Klasikal Menggunakan Media Konseling Berbasis Teknologi Aplikasi Google Classroom. In: *Konvensi Nasional XXI Asosiasi Bimbingan dan Konseling Indonesia.* 2019. p. 27–9.
- [19] Yazid A, Bakar A, Azizi NA, Hashim SK. Group counseling as self-management intervention for former mental health patients : A case study. 2020;1(2):58–61.
- [20] Peng H, Shih Y, Chang L. The Impact of a Career Group Counseling Mix Model on Satisfaction of Low-achieving College Students—Specialty-Oriented Career Exploration Group Counseling. *Int J Psychol Stud.* 2020;12(2):1.
- [21] Safara M, Mina K, Minoos K. The Effect of Group Counseling Based on Spirituality on the Development of Positive Relations with Others and Self-acceptance in Girls of Divorced Families : An Experimental Study. *J Pizhūhish dar dīn va salāma.* 2020;6(2):49–61.
- [22] Ristianti DH, Putrajaya G, Fathurrochman I. Organizational behavior management through group counseling discussions as a radicalism preventive effort. *J Konseling dan Pendidik.* 2020;8(1):23.
- [23] Javid N, Ahmadi A, Mirzaei M, Atghaei M. Effectiveness of Solution-Focused Group Counseling on the Mental Health of Midwifery Students. *Rev Bras Ginecol e Obstet.* 2019;41(8):500–7.
- [24] Austad A, Nygaard MR, Kleiven T. Reinscribing the lived body: A qualitative study of extraordinary religious healing experiences in Norwegian contexts. *Religions.* 2020;11(11):1–21.

- [25] Pratiwi TI, Jemiparera N. The Application of a Metaphor Technique by Healing Stories to Reduce Student Anxiety. 2020;387(Icei):384–6.
- [26] Redvers J. “The land is a healer”: Perspectives on land-based healing from Indigenous practitioners in northern Canada. *Int J Indig Heal* [Internet]. 2020;15(1):90–107. Available from: <https://jps.library.utoronto.ca/index.php/ijih/article/view/34046>
- [27] Riswanto D. Falsafah Huma Betang Di Kalimantan Tengah: Sebuah Pergulatan Identitas Konselor Dayak Muslim. *J Ilm Syi'ar*. 2019;19(1):68.
- [28] Rahmawati NN, Anom K, i ketut S. Multiculturalism towards religious life in tewang tampang village: moral education implementation based local wisdom. *Int J Linguist Lit Cult*. 2018;4(6):63–71.
- [29] Guo H, Tan YJ, Chen G, Wang Z, Susanto GJ, See HH, et al. Artificially innervated self-healing foams as synthetic piezo-impedance sensor skins. *Nat Commun* [Internet]. 2020;11(1):1–10. Available from: <http://dx.doi.org/10.1038/s41467-020-19531-0>
- [30] Yusay CTC, Canoy NA. Healing the hurt amid the drug war: Narratives of young urban poor Filipinos in recovering families with parental drug use. *Int J Drug Policy*. 2019;68(xxxx):124–31.
- [31] Davydovich D, Urban MW. Water accelerated self-healing of hydrophobic copolymers. *Nat Commun* [Internet]. 2020;11(1):1–7. Available from: <http://dx.doi.org/10.1038/s41467-020-19405-5>
- [32] Siadat M, Gholami Z. Original Article The Effectiveness of Group Logotherapy in Increasing Resilience and Decreasing Depression among Individuals Affected by Substance Abuse in Tehran. 2018;5(1).
- [33] Harter LM, Bochner AP. Healing through stories: A special issue on narrative medicine. *J Appl Commun Res*. 2009;37(2):113–7.
- [34] Otake Y, Tamming T. Sociality and temporality in local experiences of distress and healing: Ethnographic research in northern Rwanda. *Transcult Psychiatry*. 2020;(October):0–15.
- [35] Apriyani D, Caraka Putra Bhakti B. UPAYA PENINGKATKAN MANAJEMEN EMOSI MELALUI BIMBINGAN KLASIKAL DENGAN TEKNIK SOSIODRAMA PADA SISWA KELAS X TKR SMK MUHAMMADIYAH 6 KARANGANYAR TAHUN 2020/2021. In: prosiding pendidikan profesi guru. yogyakarta: universitas ahmad dahlan; 2020. p. 377–85.
- [36] Puspitasari K, Caraka Putra Bhakti B. MENINGKATKAN PERCAYA DIRI MELALUI LAYANAN BIMBINGAN KLASIKAL DENGAN TEKNIK EXPERIENTIAL LEARNING SISWA KELAS XI FI. In: prosiding pendidikan profesi guru. yogyakarta: universitas ahmad dahlan; 2020. p. 462–71.
- [37] Ahmad Z, Tamimatul U. Classical Guidelines In Building The Confidence Of Grade X IBB Man 3 Students, Bantul Yogyakarta. *SULUH J Bimbingan dan Konseling*. 2020;06(01):8–15.
- [38] Rahmah AA, Christiana E. Layanan Bimbingan Klasikal Berbasis Masalah Untuk Meningkatkan Perencanaan Karir. *J BK UNESA*. 2019;9(3):136–46.
- [39] Rasmawan R. Development of multi-representation based electronic book on inter molecular forces (IMFs) concept for prospective chemistry teachers. *Int J Instr*. 2020;13(4):747–62.
- [40] Fariza D, Syarif T, Setiawan MA. Development of Classical Guidance Modeling for Penyang Hinje Simpei to Prevent Child Abuse in High Schools. 2020;13(10):1227–46.
- [41] Rudibyani RB, Perdana R, Elisanti E. Development of problem-solving-based knowledge assessment instrument in electrochemistry. *Int J Instr*. 2020;13(4):957–74.
- [42] Hanif M. The Development and Effectiveness of Motion Graphic Animation Videos to Improve Primary School Students ' Sciences Learning Outcomes. 2020;13(3).
- [43] Amri F, Djatmika ET, Wahyono H, Widjaja SUM. The effect of using simulation on

developing students' character education in learning economics. *Int J Instr.* 2020;13(4):375–92.

- [44] Fatchurahman M, Setiawan MA, All B. Development of Guidance Counselling for Increased Engagement and Empathy of Middle School Bullies. 2020;13(10).
- [45] Jo D, Emmeline T, Kupchik A. the Palgrave International Handbook of School Discipline ., Cham, Switzerland: Springer International Publishing; 2018. 604 p.
- [46] Nasution SN, Pasaribu SE. Pengaruh Pengawasan, Motivasi dan Disiplin Terhadap Kinerja Guru pada Yayasan Pendidikan Islam Terpadu Kuntum Bumi Rantauprapat. *Maneggio J Ilm Magister Manaj.* 2020;3(1):75–91.
- [47] Bugdol M. A different approach to work discipline: Models, manifestations and methods of behaviour modification. *A Different Approach to Work Discipline: Models, Manifestations and Methods of Behaviour Modification.* 2018. 1–247 p.
- [48] Susanto N. Pengaruh Motivasi Kerja, Kepuasan Kerja, dan Disiplin Kerja Terhadap Kinerja Karyawan Pada Divisi Penjualan PT Rembaka. *Agora.* 2019;7(1):6–12.
- [49] Angela W, Roy FR. Pengaruh Motivasi Dan Disiplin Kerja Terhadap Kinerja Karyawan PDAM Kota Tomohon. *J Adm Bisnis.* 2019;8(2):40–55.
- [50] Pratiwi SI. Pengaruh Ekstrakurikuler Pramuka terhadap Karakter Disiplin Siswa Sekolah Dasar. *Edukatif J Ilmu Pendidik.* 2020;2(1):62–70.
- [51] Agustini NKI, Dewi A. SK. Pengaruh Kompensasi, Disiplin Kerja Dan Motivasi Terhadap Produktivitas Karyawan. *E-Jurnal Manaj Univ Udayana.* 2018;8(1):231.
- [52] Riyanti E, Yansahrita. Pengaruh Disiplin Terhadap Efektivitas Kerja Pegawai Pada Dinas Kependudukan Dan Catatan Sipil Ogan Komering Ulu Timur. *J Signal STMIK Pringsewu [Internet].* 2019;8(1):48–54. Available from: <http://www.ojs.stmikpringsewu.ac.id/index.php/signaling/article/view/807>
- [53] Ichsan RN, Surianta E, Nasution L. Pengaruh Disiplin Kerja Terhadap Kinerja Pegawai Negeri Sipil (Pns) Di Lingkungan Ajudan Jenderal Daerah Militer (Ajendam) - I Bukitbarisan Medan. *J Darma Agung.* 2020;28(2):187.
- [54] Simatupang JH, Pabalik D, Nurchasanah S. Peranan Disiplin Kerja Pegawai Terhadap Efektifitas Pelayanan Masyarakat Di Distrik Sorong Manoi Kota Sorong. *J Ilmu Adm Negara [Internet].* 2018;6(1):44–51. Available from: <http://sandyherdians.wordpress.com/2013/04/0>
- [55] Juniarti E, Ahyani N, Ardiansyah A. Pengaruh Kepemimpinan Kepala Sekolah Dan Efikasi Diri Guru Terhadap Kinerja Guru. *J Educ Res.* 2019;1(2):173–88.
- [56] Harahap SF, Tirtayasa S. Pengaruh Motivasi, Disiplin, Dan Kepuasan Kerja Terhadap Kinerja Karyawan Di PT. Angkasa Pura II (Persero) Kantor Cabang Kualanamu. *Maneggio J Ilm Magister Manaj.* 2020;3(1):120–35.
- [57] Samadi S, Ph K, Student D, Abbas B. The Effectiveness of Acceptance and Commitment Group Counseling on Emotion Regulation of Women with the Infidelity Trauma ردهعت و شریذپ رب بنتیم بهورگ هرواشم بشخیرتا بیوشانز تنایخ زا هدید بیسا نانز ناجیه میظنت. 32):1(9;2020.
- [58] Hines EM, Hines MR, Moore JL, Steen S, Singleton P, Cintron D, et al. Preparing African American Males for College: A Group Counseling Approach. *J Spec Gr Work [Internet].* 2020;45(2):129–45. Available from: <https://doi.org/10.1080/01933922.2020.1740846>
- [59] Johanna L, Sandra M. Dancing on the Earth Women's Stories of Healing through Dance. Vol. 398, *Economist.* 2011.
- [60] George W B. Healing with Stories: Your Casebook Collection for Using Therapeutic Metaphors. Vol. 28, John Wiley & Sons, Inc. kanada: John Wiley & Sons, Inc; 2009. 457–458 p.
- [61] Levy I, Travis R. The Critical Cycle of Mixtape Creation: Reducing Stress via Three Different Group Counseling Styles. *J Spec Gr Work [Internet].* 2020;45(4):307–30. Available from: <https://doi.org/10.1080/01933922.2020.1826614>

- [62] Dehaqani A. An Investigation into the Impact of Group Counseling and Treatment of Grief with an Islamic Approach on the Improvement of the Quality of Life of the Holy Shrine Defender Martyrs' Wives. 2020;11(41):5–16.
- [63] Warber SL, Irvine KN, Quinn BF, Hansen AL, Hypki C, Sims E. Methods for Integrating Transdisciplinary Teams in Support of Reciprocal Healing: A Case Study. *Ecopsychology*. 2020;12(3):222–30.
- [64] Candel SL, Marrun NA. US Immigration Policy and Its Impact on Immigrants: Reassembling the Stories of Deported Mothers and Their Transnational Children Through the Healing Spirit of Coatlicue and Coyolxauhqui. Cham: Springer; 2020. 2223–2242 p.
- [65] Quayle AF, Sonn CC. Amplifying the Voices of Indigenous Elders through Community Arts and Narrative Inquiry: Stories of Oppression, Psychosocial Suffering, and Survival. *Am J Community Psychol*. 2019;64(1–2):46–58.
- [66] Seren F. The Healing Power of Storytelling: Finding Identity Through Narrative. *Arbutus Rev*. 2020;11(1):173–4.
- [67] Struik A. The Trauma Healing Story. *Healing Chronically Traumatized Children Through Their Families/Whanau*. *Aust New Zeal J Fam Ther*. 2017;38(4):613–26.
- [68] Starblanket D, Lefebvre S, Legare M, Billan J, Akan N, Goodpipe E, et al. Nanâtawihowin Âcimowina Kika-Môshahkinikêhk Papiskîci-Itascikêwin Astâcikowina [Medicine/Healing Stories Picked, Sorted, Stored]: Adapting the Collective Consensual Data Analytic Procedure (CCDAP) as an Indigenous Research Method. *Int J Qual Methods*. 2019;18.
- [69] Chan M, Nimmon L. Spinning the lens on physician power: narratives of humanism and healing. *Perspect Med Educ*. 2019;8(5):305–8.
- [70] Rosenthal G. The Healing Effects of Storytelling: On the Conditions of Curative Storytelling in the Context of Research and Counseling. *Qual Inq*. 2003;9(6):915–33.
- [71] Information A. Effectiveness of Group Logo-Therapy Program on Existential Anxiety among Patients with Metabolic Syndrome. *Int J Adv Biol Biomed Res*. 2020;8(3):268–82.
- [72] Kalhori F, Masoumi SZ, Shamsaei F, Mohammadi Y, Yavangi M. Effect of mindfulness-based group counseling on depression in infertile women: Randomized clinical trial study. *Int J Fertil Steril*. 2020;14(1):10–6.
- [73] Kurniadi MW, Farozin M. The Effectiveness of Group Counseling Services in Increasing the Social Interaction of Ostracized Students at Junior High School 10 Bengkulu City. 2020;462(Isgc 2019):196–201.
- [74] Steen S, Hines EM. Concluding Reflections and Engaged Group Work Practice with African American Children and Adolescents. *J Spec Gr Work [Internet]*. 2020;45(3):183–4. Available from: <https://doi.org/10.1080/01933922.2020.1794429>
- [75] Rasimin, Yusra A. The Effect of Blended Learning on Reading Interest Through Group Counseling. 2020;462(Isgc 2019):53–8.

Information about the author:

Andi Setiawan Muhammad – xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

E-mail:

andisetiawan@umpalangkaraya.ac.id

Example (in English): **Hisham Saad Zaghoul** – Department of Self-Development Skills, Deanship of Preparatory Year & Supportive Studies, Northern Border University, Saudi Arabia. E-mail: hishamsz@yahoo.com

Conflict of interest statement. The authors declare that there is no conflict of interest.

Received xx.xx.xxxx; accepted for publication xx.xx.xxxx.

The author has read and approved the final manuscript.

Информация об авторе (in Russian):

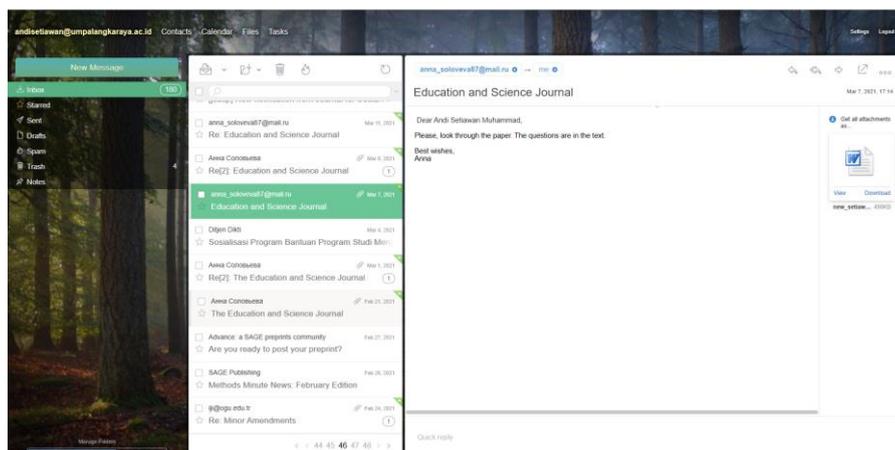
Мухаммад Анди Сетяван – xx. E-mail: andisetiawan@umpalangkaraya.ac.id

Example (in Russian): Хишам Саад Заглул – старший преподаватель, заведующий кафедрой навыков саморазвития, факультет подготовительного обучения и вспомогательных исследований, Северный пограничный университет, Саудовская Аравия; E-mail: hishamsz@yahoo.com

Информация о конфликте интересов. Авторы заявляют об отсутствии конфликта интересов.

Статья поступила в редакцию xx.xx.xxxx; принята в печать xx.xx.xxxx.
Автор прочитал и одобрил окончательный вариант рукописи.

Reviwer tahap 2



УДК

DOI:

**DEVELOPMENT OF GROUP HEALING STORIES IN
MULTICULTURAL COUNSELING SERVICES IN SCHOOLS:
EXAMINATION OF DISCIPLINARY CASES**

M. Fatchurahman

*Muhammadiyah University of Palangkaraya, Palangkaraya, Indonesia.
e-mail: mfatchurahman789@gmail.com*

M. A. Setiawan

*Muhammadiyah University of Palangkaraya, Palangkaraya, Indonesia.
e-mail: andisetiawan@umpalangkaraya.ac.id*

Karyanti

Muhammadiyah University of Palangkaraya, Palangkaraya, Indonesia.

e-mail: karyanti982@gmail.com

Abstract. Introduction. A discipline is a form of behaviour that reflects responsibility in a person. So that discipline is essential to be applied to students. However, in reality, many students commit disciplinary violations at school, so that the counselor needs to provide innovative services according to the counselee's needs so that disciplinary violations can eliminate.

Aim. This study aims to develop a group model of healer stories in multicultural counseling services in schools for disciplinary case management.

Research methodology and methods. The method used is research and development. The feasibility test of the research model used FGD and the model feasibility validation sheet. The effectiveness of data collection using a discipline scale and tested on 60 students.

Results. The study results found a model consisting of ratios, objectives, intervention stages, and evaluation of strengths and weaknesses. The results of data analysis indicate that this model can be used to improve disciplinary behaviour. The Paired-Sample T-Test results show that disciplinary behaviour has increased the pre-Test and Post-Test results' initial mean increase.

Scientific novelty. The newness found is a group healing story model developed based on aspects of multicultural counseling services by applying aspects of local culture in Indonesia, namely 'Huma-Batang.'

Practical significance. The authors of the model development trial results recommend that this model uses for disciplinary case handlers. This service is also effective with the introduction of a cultural context in the counseling service. The service becomes easy to accept because it has the uniformity of the counselee's culture, but because the context is limited to culture, it will not be easy to implement it in a different cultural context.

Keywords: group healing stories, multicultural counseling, local wisdom, discipline case.

Acknowledgments. This research support by the Muhammadiyah University of Palangkaraya research and community service institute.

For citation: Fatchurahman M., Setiawan M. A., Karyanti. Development of group healing stories in multicultural counseling services in schools: examining disciplinary cases. *The Education and Science Journal*. 2021; 23 (4): ...-.... DOI:

РАЗВИТИЕ ИСТОРИЙ ГРУППОВОГО ИСЦЕЛЕНИЯ В МУЛЬТИКУЛЬТУРНЫХ КОНСУЛЬТАЦИОННЫХ УСЛУГАХ В ШКОЛАХ: ИССЛЕДОВАНИЕ ДИСЦИПЛИНАРНЫХ КЕЙСОВ

М. Фатчурахман

*Университет Мухаммадии в Паланкарая, Паланкарая, Индонезия.
e-mail: mfatchurahman789@gmail.com*

М. А. Сетиаван

*Университет Мухаммадии в Паланкарая, Паланкарая, Индонезия.
e-mail: andisetiawan@umpalangkaraya.ac.id*

Карьянти

*Университет Мухаммадии в Паланкарая, Паланкарая, Индонезия.
e-mail: karyanti982@gmail.com*

Аннотация. Введение. Дисциплина - это форма поведения, отражающая ответственность человека. Так что эту дисциплину необходимо применять к студентам. Однако в действительности многие ученики совершают дисциплинарные нарушения в школе, поэтому консультанту необходимо предоставлять инновационные услуги в

соответствии с потребностями консультируемого, чтобы дисциплинарные нарушения могли устранить

Цель. Это исследование направлено на разработку групповой модели историй целителей в мультикультурных консультационных службах в школах для дисциплинарного ведения пациентов.

Методология и методы. Используемый метод - это исследования и разработки. При проверке осуществимости исследовательской модели использовались ДДГ и лист подтверждения осуществимости модели. Эффективность сбора данных по дисциплинарной шкале протестирована на 60 студентах.

Результаты. По результатам исследования была найдена модель, состоящая из соотношений, целей, этапов вмешательства и оценки сильных и слабых сторон. Результаты анализа данных показывают, что эту модель можно использовать для улучшения дисциплинарного поведения. Результаты Т-теста для парных выборок показывают, что дисциплинарное поведение увеличило начальное среднее увеличение результатов до и после тестирования.

Научная новизна. Обнаруженная новинка представляет собой модель группового исцеления, разработанную на основе аспектов мультикультурных консультационных услуг с применением аспектов местной культуры Индонезии, а именно 'Huma-Batang'.

Практическая значимость. Авторы результатов испытаний разработки модели рекомендуют использовать эту модель для лиц, ведущих дисциплинарные дела. Эта услуга также эффективна благодаря введению культурного контекста в консультационную службу. Услугу становится легко принять, потому что она имеет единообразие культуры консультируемого, но поскольку контекст ограничен культурой, будет нелегко реализовать ее в другом культурном контексте.

Ключевые слова: рассказы о групповом исцелении, мультикультурное консультирование, местная мудрость, дисциплинарный случай.

Благодарности. Это исследование проводится при поддержке Института исследований и общественных работ Университета Мухаммадия в Палангкарая.

Для цитирования: Фатчурахман М., Сетиаван М.А., Карьянти. Развитие групповых историй исцеления в мультикультурных консультационных службах в школах: рассмотрение дисциплинарных дел. Образование и наука. 2021; 23 (4):... –.... DOI:...

INTRODUCTION

Education has a very decisive role in the development of maximum human potential. The educational process hopes that a person will develop towards how he should become and be. Therefore, a conducive education system is needed to develop all potential aspects [1, 2] optimally. The education system in Indonesia has undergone many changes from time to time, following the growth and development of science and technology. In particular, in this case, Central Kalimantan, the City of Palangka Raya, continues to improve to increase its human resources through good education, including discipline in the application of

education. It can understand that the existence of attitudes, characters, traits, and individual behaviour at any one time does not exist independently [3]. There is a process that underlies the formation of behaviour, which call learning. Included in the area of daily behaviour is the result of learning from the previous period. In the educational process, of course, it is balanced with efforts or disciplinary action against students. The rules that apply in school are needed to apply discipline. The disciplinary rules at school generally illustrated in the form of discipline in dress, attendance, time management for studying and maintaining the cleanliness of the school environment

Discipline has a role in controlling, changing, foster, and shape certain behaviours of a person according to the instilled, taught, and exemplified [4]. Therefore, changes in a person's behaviour from a promised, informal, or self-taught educational and learning process [5]. The reality of student discipline often experiences ups and downs in implementing school discipline [6]. Students' behaviour and actions can see who take disciplinary actions such as truancy during class hours, wearing untidy school clothes, and maintaining a clean school environment [7].

Judging from the phenomenon of discipline in general, it can see from the news that it contains disciplinary actions or behaviour. Based on indirect observations, various problems often occur in the school environment, even though it is still relatively new. This because students' souls are still in a developmental stage in finding their identity so that there is a need for comprehensive guidance from both teaching teachers and guidance and counseling teachers. Furthermore, cases that often occur in general usually occur in students' social environment are related to student disciplinary violations, including violations of discipline such as not wearing neat clothes, being late to school, and fighting/quarreling with her friend. Discipline violations have indeed begun to affect students' daily activities. This condition can prove by the tendency of students to experience a decrease in learning concentration.

In the news, dozens of students catch playing in the internet cafe during study hours. Ironically, among the students arrested for skipping school were elementary school students. The arrest in several places in the Kemuning and Ilir Barat I areas, Palembang, during a raid by the Civil Service Unit of South Sumatra. Several students, including 20 high school students, 12 vocational high school students, seven junior high school students, and an elementary school student [8]. There is another phenomenon in the Medcom Headlight content, which contains violence in education from news phenomenon. In which today, the world of education must keep away from the system of violence because, in the world of education, its hope that a generation with integrity and a good personality will be born, not the other way around, giving birth to a generation contaminated with violence [9].

Although the violence is an excuse behind the disciplinary application of school regulations, a school regulation can implement properly if the stages carry out following the procedures outlined by the ministry of education, as stated in the mandate National Education System¹ [10] – I've moved it to footnotes and delete it from References. The order should be changed everywhere in the text and in the References. Whereas all forms and kinds of violence are not allowed to be present in the world of education, there are still many other alternatives that can use to educate students' character so that they can carry out the discipline of school regulations. Apart from that, the community's demands are in the form of values, regulations, norms, and laws. This fact is very concerning because school-age students like them should spend much time on positive activities. From a sociological perspective, someone who does not apply discipline in himself tends to develop into a sloppy and characterless person [11] – number [10] change here and after.

Seeing the above phenomenon, it can understand that there is a need for interrelated coordination in coaching students; coordination here do to prevent

¹ Government, Republic of Indonesia. Law of the Republic of Indonesia Number 20 Year 2003 Concerning National Education Systems. President of the Republic Indonesia. Jakarta: 2003. p. 39–45.

matters related to student discipline because the character building of students should implement as early as possible so that in the future, the personality of the participants can form. Students with character produce the nation's next-generation who can compete well in the world of education and after graduating from education level programs. Especially when our nation is currently in an era of globalisation and free trade, a strong foundation is needed, namely millennial generations who have good personality and character and can compete domestically, both nationally and internationally. Handling problems in the education and learning process needs to collaborate with guidance and counseling services [12]. Optimisation of guidance and counseling services in schools and madrasahs needs to do so that students' guidance and counseling services contribute to achieving goals. Optimisation of the guidance and counseling services needs to be supported by adequate human resources to have knowledge and insight into guidance and counseling, especially group Healing Story, group guidance, and group counseling [13]. Guidance and counseling services in schools and madrasahs from the elementary, middle, and upper-level units are increasingly needed [14, 15]. Group counseling is a group service to assist counselees in alleviating existing problems [16–18]. Healing stories are a part of the counseling that can implement in group counseling. Healing stories is a collection of stories that can help build therapeutic change [19–21].

Healing story group counseling can combine with a variety of local wisdom. One of them is Huma-Betang values. The basis for developing local wisdom is Huma-Betang because of the adjustment of services to the cultural aspects in which the community locates. Huma Betang promotes tolerance and mutual respect [22, 23]. This local activity-based healing story group counseling will be an alternative that can be used as one of the planned interventions to help individuals through a dynamic interpersonal process-oriented to prevention, development, and alleviation [24–26]. Through the model of healing story group counseling based on local neurons, it can increase and use knowledge, study, and internalise and personalise

the values of discipline and noble morals to manifest in daily behaviour [27–29]. The results of previous studies show that classical counseling services are useful for dealing with emotional problems, self-confident [30], career planning [31]. From the understanding between the application of discipline, the reality of discipline, and the impact of student discipline, can certainly hinder goals, namely the formation of disciplined behaviour. Based on these conditions, this study aims to find a group counseling model for local wisdom-based healing stories to improve student discipline

Methodology

Research Design

Model development develops from an existing model, and several changes make so that it compiles into a new model [32–34]. This development research consists of several main development components, namely group counseling, a healing story as the primary container, and local wisdom as an innovation [67]. The following is an overview of the development research that will carry out.

Commented [CA1]: It should be #35 according to the order. Correct it. Don't forget to change it in References

Table 1

Stage of research and development

Stage	Activity	Description
Stage 1	Analysis	collect 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 following relevant literature and field conditions
Stage 3	Development	Group counseling: group services aimed at alleviating the problem someone is facing
		Healing story: healing stories is a collection of stories that can help build therapeutic change
		Multicultural: local wisdom of <i>Huma Betang</i> emphasises togetherness, kinship, and trust
Stage 4	Implementation	Model testing by implementing the model of development results and conducting a disciplinary scale analysis before and after treatment

Stage 5	Evaluation	conduct an in-depth study of the results of the development and implementation analysis to see the feasibility of the compiled model
---------	------------	--

Research Sample

The subjects in this study were 60 students of SMA Muhammadiyah Palangka Raya, who will test the model's effectiveness. The researcher divided it into two groups, namely (A) and (B). The technique of taking the subject in this study using purposive sampling. Of course, in determining research subjects, criteria are needed to make it easier for researchers to get data from research subjects. The research subjects' measures: Researchers choose class X SMA because they understand and have insight into the research subject's discipline. It registers as a tenth-grade student at the Muhammadiyah Palangka Raya High School. Make observations of research subjects through data collection with a learning discipline scale, and the results obtained that some students have moderate discipline behaviour.

Instruments

A research instrument is a tool used to measure observed phenomena or research variables [35]. The instrument used in this study consisted of a model FGD sheet to see the compiled models' suitability. The FGD model includes a discussion of the model consisting of rationale, objectives, intervention processes, and the model's strengths and weaknesses to see researchers' discipline using a discipline scale. Before the instrument uses in the study, the instrument's validity and reliability test. The construction validity test carries out after the instrument is built regarding the aspects to be measured based on a certain theory, then it is constructed by experts [36]. The scale form of learning discipline uses the Likert scale. The Likert scale is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about a certain phenomenon. The Likert plate has four answer choices for each item, namely SA (Strongly Agree), A (Agree), D

Commented [CA2]: It should be 36, correct here and after

(Disagree), and SD (Strongly Disagree) [33, 37]. According to the respondent's condition, the range of the scale for assessing students' understanding of disciplinary behaviour in this study was 1 to 4 items totaling 22 questions.

Table 2

The grid of students' learning disciplines has to validate

Variable	Indicator	Item
Obedience	Basic rules of conduct	1,2,3,4.
	Consider orders / rules	5,6,7,8
Compliance	Making an order/rule without reviewing it first	9,10,11,12.
	Not against any orders / rules	13,14,15,16
Loyalty	Carry out an order / rule on an ongoing basis	17,18,19,20
	Carry out orders/rules without being affected by things that hinder him	21,22,23,24
Regularity	Carry out a command / rule repeated regularly	25,26,27
	Carry out a command/rule with the same circumstances	28,29,30
orderliness	Carry out an order/rule according to the procedure	31,32,33
	Require to carry out orders/rules so that they run in line so as not to fall apart	34,35,36,37
Commitment	Maintain an attitude in carrying out an order/rule	38,39,40
	Self-control in carrying out an order / rule	41,42,43
Consistent	Firm Stance in carrying out orders / rules	44,45,46
	Motivation in carrying out orders / rules	47,48,49,50

Based on the validation and reliability tests on 50 items of the learning discipline scale statement, there are 22 valid items and 28 invalid items; 22 useful items will be used as research instruments, while 28 invalid question items will abort. In the first stage invalid item numbers are items 1, 2, 4, 7, 8, 9, 11, 13, 14, 17, 18, 19, 22, 24, 27, 28, 35, 36, 42, 44, 45, 46, 47, 50. The statement item is said to be invalid if the coefficient of correlation is ≤ 0.3 . Furthermore, invalid statement items will be aborted and not included in the second stage analysis. In stage two, the invalid item numbers are numbers 3, 21, 26, 32. The second stage analysis aims

to double-check all statement items contributing more than 30% to the constructed constructs.

Furthermore, invalid statement items from stage two will be aborted and not included in stage three analysis. Furthermore, the category division is carried out based on 22 useful items. The instrument reliability test was carried out three times with Cronbach alpha with the help of 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, and all items were declared reliable as many as 22 items. The rating range on the learning discipline scale in this study uses a value range of 1 to 3 with many 22 item statements to obtain an interval to determine the score category on the learning discipline scale. Based on the analysis of the class interval's length, the category of the student's discipline scale score is 22-44 in the low category, 45-67 in the medium category, and 68-90 in the high category.

Data analysis technique

The analysis used in this study was data analysis using the paired-sample T Test technique. Paired - sample T-Test or better known and understood as the pre-post design is an analysis involving two measurements based on the same subject to a specific influence or treatment. The first measurement carries out before being given specific treatment, and the measurement carries out afterward—the study conduct on the behaviour of the learning discipline scale that occurred before and after the intervention. The researcher used the SPSS for Windows program's help to compare two free samples from the same population to see the difference in the significance of students' disciplinary behaviour before and after the intervention.

The normality test is a test performed as a prerequisite for conducting data analysis. The normality test carries out before the data is processed based on the research models proposed. The normality test needs to perform tests for other variables by assuming that the residual value follows a normal distribution. Several analyses carry out the D value statistical test with the formula, the area of rejection,

and the proportion's value. The homogeneity test of data tests the analysis requirements regarding the data's feasibility using specific statistical tests. This test is related to parametric statistical tests, such as the comparative test and the independent sample T-test. A homogeneity test consisting of only two data groups - only the homogeneity of two population variances - can be used the F-Ratio Test.

Result

Analysis

Discipline problems in schools are getting worse day by day and require special handling. In its implementation, group healing story counseling is still rarely used; local wisdom of Huma Betang in Kalimantan also neglect so that it becomes one of the researchers' bases to develop group counseling a healing story model based on local wisdom.

Design

The design developed adopted a group healing story counseling based on the local wisdom of Huma Betang. The values advertised are togetherness, honesty, tolerance, hard work, mutual respect, cooperation, and discipline. The implementation of values in group counseling can describe in the model below:

Rational

Healing story group counseling based on local wisdom is group counseling that combines counseling services with cultural elements in every stage of intervention carried out by the counselor. The healing story group counseling based on local wisdom will guide the counselee in solving problems by telling stories that can lead to better behaviour change that maintains and promotes the local wisdom values of Huma Betang.

Purpose

The purpose of this model is to facilitate counselors in conducting guidance and counseling services, especially group counseling in a cultural context, to become therapeutic services for students related to disciplinary issues.

Intervention procedures

The stages of group counseling in a cultural context describe in three main stages. For more details, consider the following table.

Table 3

Stage intervention procedure and implementation *Huma Betang*

Topics	Procedure	Implementation of the Huma Betang values
Early-stage	<ol style="list-style-type: none"> 1. Begin the meeting by praying, introducing each other, creating good relationships with group counseling members, and conveying group counseling objectives. 2. Introductions continue with Ice Breaking 3. Deliver the basic concepts of learning discipline. 4. Performing a contract agreement (statement letter) and filling in the learning discipline scale, self-reflection sheet, and scale statement observation sheet. 5. Conclude and close group counseling activities. 	<p>Togetherness, Tolerance</p>
Intervention	<ol style="list-style-type: none"> 6. Stage I: Introduction <ul style="list-style-type: none"> • Accept openly and thank group counseling members. • Pray. • Describe his role as group counseling leader. • Explain the notion of group counseling. • Describe the general goals to achieve through group Healing Story. • Describe the implementation methods to follow in achieving these goals. • Explain the principles of group counseling service activities. • The introduction follows by ice breaking. 7. Phase II: Activities or Core <ul style="list-style-type: none"> • The counselor presents the topic of discussion with the help of healing stories with a short story entitled the character of discipline and responsibility. • Explain the importance of knowing the topic of discussion with the help of healing stories with a short story entitled the character of discipline and responsibility. 	<p>Hard work, mutual respect, cooperation, discipline, and honesty,</p>

	<ul style="list-style-type: none"> • Discussion of the short story. • A complete discussion of the topic • Confirms the commitment of group Healing Story members to improve learning discipline. <p>8. Stage III: Closing</p> <ul style="list-style-type: none"> • Explain that classical mentoring activity will end. • Group Healing Story members make impressions and assess each other's progress. • Discussion of further activities. • Group counseling member messages and responses. • Conclude and close the activity. • Thank-you note. • Pray. • Separation. 	
Final Stage (Post Intervention)	<p>9. Starting the meeting by praying, discussing problem topics, and conveying the objectives of implementing group Healing Story</p> <p>10. Discussion of experiences gained during group counseling member messages and responses</p> <p>11. Fill in the learning discipline scale and the scale statement sheet.</p> <p>12. Convey impressions during the implementation of group counseling and close the group counseling activities.</p>	Together, Tolerance

Evaluation and Strengths

Strengths: The healing story group counseling based on local wisdom is effective for improving learning discipline. The counselor also facilitates with broad cultural knowledge to combine existing services. This model's weakness is that it still applies only to handling disciplinary problems, while for the broader service context, it still requires some trial and error.

Development

The healing story group counseling model based on local wisdom develops through a developmental stage by combining the healing story group counseling combined with the local wisdom of Central Kalimantan, namely the value of Huma

Batang. After packaging and validating the model, the resulting model obtains rational, objective intervention procedures, excess drawbacks, and evaluation. The model that has to compile into a valid and reliable model will then test for its effectiveness. The effectiveness test intends to determine the level of effectiveness of the model compiled.

Implementation

The following is a presentation of measuring the learning discipline behaviour level using a learning discipline scale during pre-test and post-test research. The pre-test and post-test results data on research subjects equip with descriptions of therapeutic changes, and the following are the results of pre-test and post-test on research subjects.

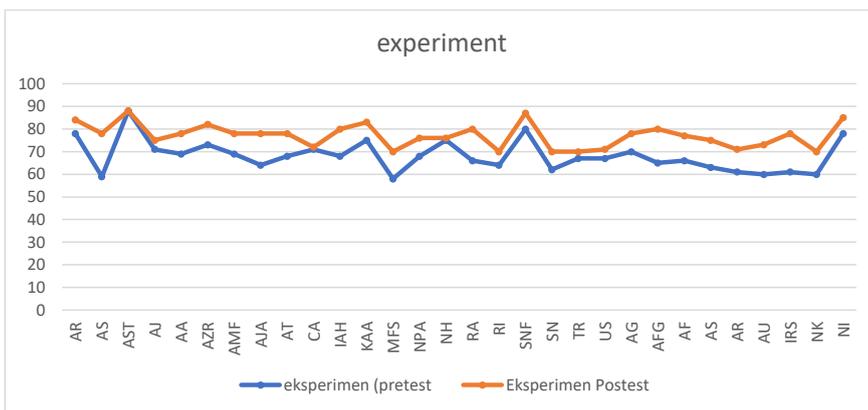


Fig. 1. Analysis of the experimental class

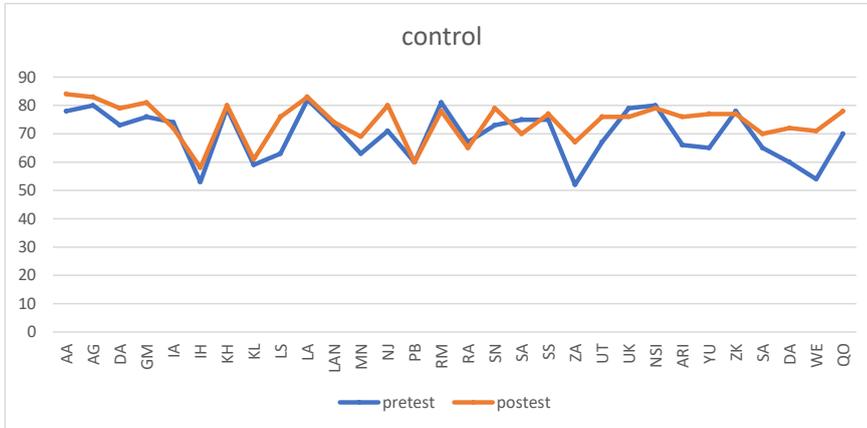


Fig. 2. Analysis of the control class

The results of the pre-test and post-test of the research subjects showed that all members of group Healing Story identified as learning discipline behaviour were in the medium category with a score range of 59 to 67 after finding the score at the pre-test. All group Healing Story participants were given intervention in group Healing Story services assisted by healing stories to improve student learning discipline. The plan for group Healing Story services assisted by healing stories conducts six times. After the intervention gives, there was a change in the level of learning discipline behaviour shown by members of the research subject. Changes in learning discipline behaviour can identify through measurements made using a learning discipline scale and carry out after giving intervention (post-test). The results post-test showed that all members of the guidance experienced an increase in the level of learning discipline behaviour in the high category with a score range of 67 to 88. The increase in student discipline behaviour can be seen from the difference in scores between pre and post the intervention. The following describes a description of the therapeutic changes and the analysis results from Class IV A (experimental) and Class IV B (control).

Description of learners' therapeutic changes in Class IV A subjects (Experiment)

At the first meeting, it intended that members of group Healing Story get to know each other. Students know the rules during the implementation of group

Healing Story. Students know the general purpose of carrying out group Healing Story. Furthermore, the tools used in group Healing Story services are learning discipline scales, statement letters, and scale statement sheets. The core activities of group Healing Story services at the first meeting for grade IV A students (Experiments) deliver the discipline's understanding, learning discipline. Counselors in various disciplines, and the benefits of discipline, explain the procedures for filling out statements of willingness to follow group Healing Story, filling in disciplinary and learning scales, and filling in scale statement sheets, and affirming the commitment of group Healing Story members. for what is being done immediately about improving the discipline of learning. At the end of the meeting, classical members expressed their impressions and assessed each one's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

The second meeting focused on class IV A students (Experiment), explaining the character of discipline and responsibility to improve students' learning discipline. Students can increase knowledge about the character of discipline and responsibility. Students can have a disciplined and responsible character by using the tool sheet assignments between sessions and scaling questions. Furthermore, the core activity presents a discussion with healing stories with a short story entitled child series of disciplined and responsible characters. Explain the importance of knowing the topic of discussion with the help of healing stories with a short story entitled the character of discipline and responsibility. Questions and answers about the character of discipline and responsibility. A complete discussion of the topic. Confirms the commitment of group Healing Story members to improve learning discipline. Participants present their impressions and assess each other's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

At the third meeting, students in class IV A (Experiment) explained the attitude and behaviour of shame if they did not discipline to improve students'

learning discipline. Students can increase knowledge about a shy attitude and behaviour if they do not discipline in the school environment. Students can apply shy attitudes and behaviours if they do not discipline to improve learning discipline when in the school environment, with the help of tools in the form of assignment sheets between sessions and scale statement sheets. The next stage is to discuss the topic of discussion with healing stories with a short story entitled shame. Explain the importance of knowing the topic of discussion with healing stories with a short story entitled shame. Questions and answers about the short story entitled Malu. A complete discussion of the topic. They are confirming the commitment of group Healing Story members to what immediate about improving learning discipline. Classical participants present impressions and assess each other's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

Furthermore, at the fourth meeting discussing class IV, A students (Experiment) have the right attitude towards teachers and friends. Students can show good attitudes towards teachers and friends. By using tools in the form of task sheets between sessions and observation sheets. The next step is to discuss healing stories with a short story entitled discipline brings success. Explain the importance of knowing the topic of discussion with healing stories with a short story entitled discipline brings success. Questions and answers about discipline lead to success. A complete discussion of the topic Confirms the commitment of guidance members to improve learning discipline. Guidance participants express their impressions and assess each has achieved progress, discussing follow-up activities, messages, and responses from guidance members, and conclude and close activities.

At the fifth meeting, the students of class IV A (Experiment) understood the importance of the learning discipline. Students have high learning discipline with tools in the form of assignment sheets between sessions and scale statements. The next step is to bring up the topic of discussion with the help of healing stories with a short story entitled the disadvantages of not doing homework. Explain the

importance of knowing the topic of discussion with the help of healing stories with a short story entitled the disadvantages of not doing homework. Questions and answers about the short story entitled the disadvantages of not doing homework. A complete discussion of the topic. They are affirming the commitment of the guidance participants to improve learning discipline. Moreover, at the end of the meeting, Group Healing Story members give their impressions and assess each one's progress.

At the sixth meeting evaluating the level of learning discipline of class IV-A students (Experiment) expects students to understand, conclude, and make connections in real life. Students are enthusiastic about improving learning discipline daily with tools in a learning discipline scale and a scale statement sheet. In the next stage, in the form of a discussion about homework, namely the experience of practicing the skills obtained during group Healing Story. The counselor provides a scale of learning discipline and a 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 inner learning discipline that class IV A students (Experiment) received during group Healing Story activities took place. Group Healing Story participants conveyed impressions and assessed each had made progress—guidance member messages and responses. Conclude and close activities and provide reinforcement to students to improve learning discipline.

Description of learners' therapeutic changes in Class IV B subjects (Control)

For class IV B (Control), no treatment has. In this case, Healing Stories give. The implementation of group Healing Story present in six meetings, with the second to the fifth meeting presenting material with the theme of discipline for the implementation of group Healing Story, namely: (1) Honesty Education Materials that Teachers and Parents Instill in Students. (2) Student Discipline Material at School. (3) The material of Student Awareness of the Cleanliness of the School Environment. (4) Material on How to Manage Study Time Efficiently.

At the first meeting, it intends that members of group Healing Story get to know each other. Students know the rules during the implementation of group Healing Story. Students know the general purpose of carrying out group Healing Story. Furthermore, the tools used in group Healing Story services are learning discipline scales, statement letters, and scale statement sheets. Furthermore, the core activities of group Healing Story services at the first meeting to students of class IV B (control) are in the form of conveying the meaning of discipline, learning discipline, various disciplines, and the benefits of discipline, explaining the procedures for filling out a letter of willingness to follow group Healing Story, filling in the discipline scale. At the end of the meeting, the classical participants expressed their impressions and assessed the progress they had achieved. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

The second meeting focused on class IV B students (control), explaining the honesty education teachers and parents instilled in students to improve students' learning discipline. Students can increase knowledge about honesty education that teachers and parents instill in students. Students can have the character of discipline, honesty, and responsibility by using the tool sheet assignments between sessions and scaling questions. Furthermore, the core activity presents a discussion, namely Honesty Education that Teachers and Parents Instill in Students. Explain the importance of knowing the Honesty Education topic that teachers and parents instill in students. Questions and answers about honesty education that teachers and parents instill in students. Confirms the commitment of group Healing Story members to improve learning discipline. Guidance participants present their impressions and assess each other's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

At the third meeting, students in class IV B (control) explained the school's attitude and behaviour to improve students' learning discipline. Students can increase knowledge about student learning disciplines at school. Students can apply

learning discipline attitudes and behaviours to improve learning discipline while in the school environment, using inter-session assignments and scale statement sheets. The next stage is presenting the topic of discussion, namely, Student Discipline at School. Explain the importance of knowing the topic of discussion. Questions and answers about Student Discipline at School. A complete discussion of the topic. They are confirming the commitment of group Healing Story members to what immediate concerning improving learning discipline. Classical participants present impressions and assess each other's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

Furthermore, at the fourth meeting discussing class IV B student's (control) awareness of the school environment's cleanliness, students can show the right attitude towards the school environment's cleanliness by using tools in the form of task between sessions and observation sheets. The next stage presents the topic of discussion, namely Student Awareness of the School Environment's Cleanliness. Explain the importance of knowing the topic of discussion. Questions and answers about Student Awareness of the Cleanliness of the School Environment. A complete discussion of the topic. Confirms the commitment of guidance members to improve learning discipline. Guidance participants express their impressions and assess each has achieved progress, discussing follow-up activities, messages, and responses from guidance members, and conclude and close activities.

At the fifth meeting, the class IV B students (control) understood the importance of the learning discipline. Students have high learning discipline with tools in the form of assignment sheets between sessions and scale statements. The next step is to present the topic of discussion, namely How to Manage Study Time Efficiently. Explain the importance of knowing the topic of discussion. They frequently Asked Questions on How to Manage Study Time Efficiently. A complete discussion of the topic. Confirms the commitment of guidance members to improve learning discipline. At the end of the meeting, participants group Healing Story expressed impressions and assessed progress achieved by each.

The sixth meeting evaluates the discipline level of learning of class IV B students (control), which expects students to understand, conclude, and link in real life. Students are enthusiastic about improving learning discipline daily with tools in a learning discipline scale and a scale statement sheet. In the next stage, in the form of a discussion about homework, namely the experience of practicing the skills obtained during group Healing Story. The counselor provides a discipline scale and a scale statement sheet for students. As well as following up by encouraging and committing to continue implementing the concept of inner learning discipline that class IV B students (control) received during group Healing Story activities took place. Group Healing Story participants conveyed impressions and assessed each had made progress—guidance member messages and responses. Conclude and close activities and provide reinforcement to students to improve learning discipline.

Normality Test

Examiners carry out the normality test to test whether all variables normally distribute or not. The normality test uses the Shapiro-Wilk formula in calculations using SPSS 23.00. To know whether it is normal or not, if Sig > 0.05, it can be expected, and if sig < 0.05 can be abnormal. The calculation results obtained as follows:

Table 4

Normality test results

Group		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
pre-test	Group A	,136	30	,200*	,962	30	,583
	Group B	,214	30	,017	,912	30	,069
post-test	Group A	,125	30	,200*	,938	30	,224
	Group B	,199	30	,036	,848	30	,005

Based on the table above, it can see that the pre-test and post-test data for the experimental class (group A) have a sig value > 0.05, while the pre-test data has a

sig value > 0.05 and the post-test data for the control class (group B) has a value sig < 0.05, it can be concluded that the experimental group normally distributed and the control group not normally distributed.

Homogeneity Test

After knowing the level of normality of the data, the homogeneity test then carries out. The homogeneity test uses to determine the variance between the two groups, namely the experimental and control groups. To accept or reject the homogeneity test hypothesis by comparing Levene's statistic's sig price with 0.05 (sig > 0.05). The homogeneity test results showed that the experimental group's F-count value was 0.073, with a significant value of 0.155, while the F count of the control group was 0.752 with a significance value of 0.022. From the results of data analysis, the experimental class or control class is sig > 0.05. Analysis of the results with sig values 0.155 > 0.05 and 0.022 < 0.05 shows that the data in this study in the pre-test had a homogeneous variant, and the post-test had a non-homogeneous variant.

Hypothesis test

After carrying out the normality test and the variance homogeneity test so that the data results are normally distributed and get homogeneous variances, research on improving students' learning discipline behaviour can see from the statistical hypothesis testing Paired sample T-Test. Paired sample T-Test or better known and understood as Pre Post design, is an analysis involving two measurements on the same subject to a specific effect or treatment. The Paired Samples Statistics table for the experiment class shows that the learning discipline behaviour of students in class IV A (Experiment) has an initial average increase of 69.6500 to 77.6500, with an average number of increases of 8. The Paired Samples Statistics table for the control class shows that class IV B students (Control) have an initial average increase of 70.3500 to 75.6500, with an average number of increases of 5.3. From the hypothesis test calculation results using SPSS version 23.00 in the Experiment group in the image above, the Sig (2-tailed) value is 0,000. Shows that sig (2-tailed)

<0.05. Namely, the Sig value of 0.000 <0.05, so there is a significant difference between the pre-test and post-test, which means that there is an effect of using group Healing Story services assisted by healing stories. So it can conclude that H0 rejects and Ha is accepted, or there is an increase in students' learning discipline after being given group Healing Story services assisted by healing stories with an average increase/increase of 8.

From the results of the calculation of the hypothesis test using SPSS version 23.00 in the control group in the image above, the Sig (2-tailed) value is 0,000. Shows that sig (2-tailed) <0.05. Namely, the value of Sig 0.000 <0.05, so there is a significant difference between the pre-test and post-test, which means that there is an effect of using group Healing Story services. So it can conclude that H0 rejects and Ha is accepted, or there is an increase in students' learning discipline after being given group Healing Story services with an average increase/increase of 5.3.

Evaluation

The last stage evaluates the trial results to determine the researcher's local wisdom-based healing story group effectiveness. The model developed based on the results of the needs analysis in the field and carried out validation and testing showed that the model was effectively used to improve student discipline, as evidenced by statistical analysis results that showed better behaviour after the intervention carries out.

Discussion

Discipline always maintains attitudes and actions during the following something to be more optimal and grow the will and enthusiasm in an orderly and planned manner. This kind of thing is highly expected for all parties so that later they can understand the purpose of regulation. Discipline is the power to use our thoughts, feelings, and actions the way we do [38]. Discipline is an essential component in life; discipline will facilitate people to act better and in control [39]. Factors that affect discipline are internal factors, personality, culture, organisational structure, leadership style, organisational systems, knowledge, social stereotypes,

concept management, type of organisation [40], motivation [41–43], productivity, compensation [44]. One of the benefits of discipline is that a person becomes better at acting and results in better and more effective performance [45–47]. The purpose of a discipline is to build or create conducive conditions and conditions that are expected in the future to support a process and stages in which it has elements of smoothness, order, and a peaceful and disciplined atmosphere. So that with this discipline, fair, orderly, and stable conditions can be created in a process for all people.

In the world of education, discipline is related existence of a kind of regulation that is made and designed, which in essence is expected to in the future aim to equip a student with a positive behaviour guideline approved by all parties, both parents and students. Discipline problems are always emerging problems and require adequate attention and handling. In this study, the researcher developed a group counseling model for healing stories based on local wisdom; the model consisted of rational parts, intervention stages, weaknesses, and evaluation. The model test results carried out using content validation and FGD show that the resulting model is feasible to apply. This group counseling model's trial results provide better changes in line with the nature of the group counseling itself. Group counseling is a service that can help to facilitate problem management [48, 49]. The combination group counseling of healing stories based on local wisdom is a new perspective in counseling. Healing Stories is a collection of stories or stories that have chooses, which can later become a basis for learning and inspiration and provide a counselee (student) model to build therapeutic change [50–53]. Huma Betang, as a form of local wisdom, upholds togetherness, voluntarism, responsibility, independence so that the counselee can become a better person. Healing story group counseling based on local wisdom is an innovation in counseling that will create various counseling services for various existing problems.

In implementing this counseling, the counselor provides and tells stories according to the counselor's situation or problem and follows the results to achieve

through the healing stories strategy [54]. The counselee (student) also plays a role in telling stories to solve problems and achieve maximum results [55]. This type aims to help participants achieve their education or achieve greater satisfaction and actualisation [56, 57]. Healing stories can help broaden one's view of a different human condition and obtain a broad view of differences or conditions that are human. [58]. These healing stories help open up insights, and with various values, they can build one's life towards a better direction [59].

This study's development results were a healing story group counseling model based on local *Huma Betang* wisdom, which tests on class IV A (Experiment) and class IV B (Control) students as research subjects with moderate learning discipline identified behaviour a discipline scale [66]. Furthermore, in the experimental group, the research subjects were given intervention in group Healing Story services assisted by healing stories conducted in 6 (six) meetings. Research subjects were given intervention in folklore-based group counseling based on the service of the local community's wishes, which was carried out in 6 (six) meetings in the control group using a sample T-Test or, in other words, in the form of Pre-Post Design. Based on the Paired sample, statistics show that the discipline of learning behaviour has increased on average between before and after being given group counseling healing stories based on local wisdom services. This study's results support other research that states that healing stories are among the alternatives in counseling and therapy services [57, 58, 60]. Besides being able to deal with discipline problems, it can also treat anxiety [20,61]. This study's results reinforce previous research that states that group counseling is an effective service for handling problems [62,63], practice group [64]. The results of previous studies also suggest that group counseling can be combined and implemented in various contexts [16, 65].

There are several requirements so that healing stories can be used effectively, namely by before the intervention, students ask to fill out the consent form to participate in counseling activities. Students give some information needed to make choices and strengthen to carry out more active collaboration between counselors

Commented [CA3]: correct

Commented [CA4]: do not forget about spaces

Commented [CA5]: spaces

Commented [CA6]: spaces here and after

and students in group counseling healing stories based on local wisdom services. When conducting the research, counselors and students carry out group counseling healing stories based on local wisdom services according to the previously made procedures. Each student in the subject who received intervention in the form of group counseling healing stories based on local wisdom services assisted by healing stories carried out six group counseling healing stories based on local wisdom meetings, the duration of group counseling healing stories based on local wisdom time between 40-45 minutes adjusting the focus and dynamics of the guidance members that occurred. The difference in the level of change in learning discipline behaviour in each student causes by differences in conditions and situations during group counseling healing stories based on local wisdom. Conditions and situations that affect, among others, the physical and psychological conditions of students. During the group counseling, healing stories based on the local wisdom process determine students' comfort in following group Healing Story. Also, there are several uncontrollable factors; for example, the attitudes of people within family and friends. Counselors in achieving the goals to be achieved to build solutions, counselors try to direct students to make specific solutions or strategies easy to implement. In the discussion session between the counselor and students, the counselor focuses on change; in practice, the counselor asks students what changes occur at each meeting. This study illustrates to counselors that healing stories are services that can use in individual or classical contexts

Conclusion

Based on the data analysis of the researchers' development results, it finds found a group of healing story counseling models based on local wisdom prepare to improve the students' discipline of After the model validation and improvement process, the model's main components find, namely rational, objective, intervention process, and advantages and disadvantages and evaluation. The validation results model test on the research sample and the analysis results showed that the model

developed could improve student learning discipline behaviour. The Paired-Sample T-Test results show that the learning discipline behaviour has increased from the Pre-Test and Post-Test results. In its application, the counselor needs to pay attention to several aspects so that the service results can satisfy both parties, namely the readiness and skills of the counselor in providing services

References

1. Muhsinah. Relationship of classical mentoring services and symptom personality towards kinesthetic learning style of class VII In State Junior High School 24 Banjarmasin. *Guidance and Counseling Services Journal*. 2019; 2 (2): 155–161.
2. Nainggolan D. Conceptual understanding of mathematics lesson with classical guidance tutorial as a final examination preparation on grade 6 Lentera Harapan Elementary School-Tomohon. *Journal of Educational Method and Technology*. 2019; 02 (1): 23–28.
3. Rosidah A., Irawan E. Guidance and counseling services use classics to develop character building. *Advice: Guidance and Counseling Journal* (check the name of journal) 2019; 1 (1): 64–71.
4. Taş H., Kiroğlu K. The examination of disciplinary punishments given to and disciplinary offenses committed by teachers in elementary schools in terms of different variables. *Elementary Education Online*. 2019; 18 (1): 78–96.
5. Iqlima I. Y., Baju W., Jayanti S. Factors related to the discipline of using personal protective equipment on street sweepers in the city of Semarang. *Journal of Public Health*. 2019; 7 (1): 330–336.
6. Alasdair R. Four crises of American democracy: Representation, mastery, discipline, anticipation. United States of America; Oxford University Press; 2017. 280 p.
7. Clark J., Nye A. Teaching the discipline of history in an age of standards. Teaching the Discipline of history in an age of standards. Singapore: Springer; 2018. 329 p. DOI: 10.1007/978-981-13-0047-9
8. Rofiq M. Dozens of students remain “slow” when caught skipping school [Internet]. detik.News. 2020 [cited 2020 Dec 13]. Available from: <https://news.detik.com/berita-jawa-timur/d-4858340/belasan-pelajar-ini-tetap-slow-saat-terciduk-bolos-sekolah>
9. Dewan R. The irony of violence in education [Internet]. Medcom Headlight. 2020 [cited 2020 Dec 13]. Available from: <https://video.medcom.id/medcom-highlight/dN60MxPk-ironi-kekerasan-di-dunia-pendidikan>
10. Government, Republic of Indonesia. Law of the Republic of Indonesia Number 20 Year 2003 Concerning National Education Systems. President of the Republic Indonesia. Jakarta; 2003. p. 39–45. (what is it? if there is no surname, move it into footnotes)
11. (this will be number 10) Farozin M., Kurniawan L., Irani L. C. The role of guidance and counseling in character education. *Atlantis Press: Proceeding Guidance And Counseling*. 2020; 462 (Isgc 2019): 112–116. DOI: 10.2991/assehr.k.200814.025
12. Fatchurahman M., Setiawan M. A., Syarif D. F. T., Efasanty M. Focused solution group counseling as a solution to improve career choice decision-making abilities. *Universal Journal of Educational Research*. 2020; 8 (12): 6635–6640. DOI: 10.13189/ujer.2020.081227
13. Kadek S., Itsar B. R., Agus A. J. P. The Comparative effect of internet-based cognitive behavioral counseling versus face to face cognitive behavioral counseling in terms of student’s resilience. *Cogent Psychology*. 2020; 7 (1): 1–13. DOI: 10.1080/23311908.2020.1751022

14. Bakar A. Y. A., Hassan H., Amat S. 'Self-ic' module: A counseling psychology intervention to support self-change and work-performance enhancement of low-performing civil servants. *Humanities and Social Sciences Reviews*. 2020; 8 (4): 78–83. DOI: 10.18510/hssr.2020.849
15. Peng H., Shih Y., Chang L. The impact of a career group counseling mix model on satisfaction of low-achieving college students-specialty-oriented career exploration group counseling. *International Journal of Psychological Studies*. 2020; 12 (2): 1. DOI: 10.5539/ijps.v12n2p1
16. Safara M., Mina K., Minoo K. The Effect of group counseling based on spirituality on the development of positive relations with others and self-acceptance in girls of divorced families: An experimental study. *Journal of Pizhūhish dar dīn va salāma*. 2020; 6 (2): 49–61. DOI: 10.22037/jrrh.v6i2.23051
17. Ristianti D. H., Putrajaya G, Fathurrochman I. Organizational behavior management through group counseling discussions as a radicalism preventive effort. *Journal of Counseling and Education*. 2020; 8 (1): 23–30. DOI: 10.29210/139900
18. Javid N., Ahmadi A., Mirzaei M., Atghaei M. Effectiveness of solution-focused group counseling on the mental health of midwifery students. *Revista Brasileira de Ginecologia e Obstetricia*. 2019; 41 (8): 500–507. DOI: 10.1055/s-0039-1693741.
19. Austad A., Nygaard M. R., Kleiven T. Reinscribing the lived body: A qualitative study of extraordinary religious healing experiences in Norwegian contexts. *Religions*. 2020; 11 (11): 12–21. DOI: 10.3390/rel11110563
20. Pratiwi T. I., Jemiparera N. The application of a metaphor technique by healing stories to reduce student anxiety. In: *Atlantis Press. Proceedings of the 3rd International Conference on Education Innovation (ICEI 2019)*. 2020; 387: 384–386. DOI: <https://doi.org/10.2991/icei-19.2019.90>
21. Redvers J. "The land is a healer": Perspectives on land-based healing from Indigenous practitioners in northern Canada. *International Journal of Indigenous Health*. 2020; 15 (1): 90–107. DOI: 10.32799/ijih.v15i1.34046
22. Rahmawati N. N., Anom K., I Ketut S. Multiculturalism towards religious life In Tewang Tampang Village: Moral education implementation based local wisdom. *International Journal of Linguistics, Literature and Culture*. 2018; 4 (6): 63–71. DOI: 10.21744/ijllc.v4n6.408
23. Riswanto D. The philosophy of Huma Betang in Central Kalimantan: A Struggle for the identity of Dayak Muslim counselors. *Jurnal Ilmiah Syi'ar*. 2019; 19 (1): 68–78. DOI: 10.29300/syr.v19i1.2266
24. Guo H., Tan Y. J., Chen G., Wang Z., Susanto G. J., See H. H. Artificially innervated self-healing foams as synthetic piezo-impedance sensor skins. *Nature Communications*. 2020; 11 (1): 1–10. DOI: 10.1038/s41467-020-19531-10
25. Yusay C. T. C., Canoy N. A. Healing the hurt amid the drug war: Narratives Of young urban poor Filipinos in recovering families with parental drug use. *International Journal of Drug Policy*. 2019; 68 (10): 124–131. DOI: 10.1016/j.drugpo.2018.10.009
26. Davydovich D., Urban M. W. Water accelerated self-healing of hydrophobic copolymers. *Nature Communications*. 2020; 11 (1): 1–7. DOI: 10.1038/s41467-020-19405-5
27. Siadat M., Gholami Z. The effectiveness of group logotherapy in increasing resilience and decreasing depression among individuals affected by substance abuse in Tehran. *International Journal of Applied Behavioral Sciences*. 2018; 5 (1): 24–30.
28. Harter L. M., Bochner A. P. Healing through stories: A special issue on narrative medicine. *Journal of Applied Communication Research*. 2009; 37 (2): 113–117. DOI: 10.1080/00909880902792271
29. Otake Y., Tamming T. Sociality and temporality in local experiences of distress and healing: Ethnographic research in northern Rwanda. *Transcultural Psychiatry*. 2020; 0 (0):

- 1–15. DOI: [10.1177/1363461520949670](https://doi.org/10.1177/1363461520949670)
30. Razali F., Manaf U. K. A., Ayub A. F. M. STEM education in Malaysia towards developing a human capital through motivating science subject. *International Journal of Learning, Teaching and Educational Research*. 2020; 19 (5): 411–422. DOI: 10.26803/ijlter.19.5.25
 31. Rahmah A. A., Christiana E. Classic problem based tutoring services to improve career planning. *Jurnal Bimbingan dan Konseling UNESA*. 2019; 9 (3): 136–146.
 32. Rasmawan R. Development of multi-representation based electronic book on Inter Molecular Forces (IMFS) concept for prospective chemistry teachers. *International Journal of Instruction*. 2020; 13 (4): 747–762. DOI: 10.29333/iji.2020.13446a
 33. Syarif. D. F. T., Fatchurahman M., Setiawan M. A., Karyanti. Development of classical guidance modeling for Penyang Hinje Simpei to Prevent child abuse in high schools. *International Journal of Innovation, Creativity and Change*. 2020; 13 (10): 1227–1246.
 34. Rudibyani R. B., Perdana R., Elisanti E. Development of problem-solving-based knowledge assessment instrument in electrochemistry. *International Journal of Instruction*. 2020; 13 (4): 957–974. DOI: 10.29333/iji.2020.13458a
 35. Hanif M. The Development and effectiveness of motion graphic animation videos to improve primary school students' sciences learning outcomes. *International Journal of Instruction*. 2020; 13 (3): 247–266. DOI: 10.29333/iji.2020.13416a
 36. Amri F., Djatmika E. T., Wahyono H., Widjaja S. U. M. The effect of using simulation on developing students' character education in learning economics. *International Journal of Instruction*. 2020; 13 (4): 375–392. DOI: 10.29333/iji.2020.13424a
 37. Fatchurahman M., Setiawan M. A., Karyanti., Syarif D. F. T., Al-Habsy B. A. Development of guidance counselling for increased engagement and empathy of middle school bullies. *International Journal of Innovation, Creativity and Change*. 2020; 13 (10): 1366.
 38. Jo D., Emmeline T., Kupchik A. The Palgrave international handbook of school discipline. Cham, Switzerland: Springer International Publishing; 2018. 604 p.
 39. Nasution S. N., Pasaribu S. E. The effect of supervision, motivation and discipline on teacher performance at the Kuntum Bumi Rantauprapat Integrated Islamic Education Foundation. *Maneggio: Scientific Journal of Master of Management*. 2020; 3 (1): 75–91. DOI: 10.30596/maneggio.v3i1.4741
 40. Bugdol M. A different approach to work discipline: Models, manifestations and methods of behaviour modification. Switzerland: Springer Nature; 2018. 256 p.
 41. Susanto N. The influence of work motivation, job satisfaction, and work discipline on employee performance at PT Rembaka Sales Division. *Agora*. 2019; 7 (1): 6–12. add name of journal, check the name of author and the name of the article, I can't find it on the Internet
 42. Angela W., Roy F. R. The influence of motivation and work discipline on the employee performance of PDAM Kota Tomohon. *Jurnal Administrasi Bisnis*. 2019; 8 (2): 40–55.
 43. Pratiwi S. I. The effect of scout extracurricular on the discipline character of elementary school students. *Educative: Journal of Educational Sciences*. 2020; 2 (1): 62–70. DOI: 10.31004/edukatif.v2i1.90
 44. Agustini N. K. I., Dewi A., S. K. The effect of compensation, work discipline and motivation on employee productivity. *Udayana University Management E-Journal*. 2018; 8 (1): 231. DOI: 10.24843/ejmunud.2019.v08.i01.p09
 45. Ichsan I. Z., Rahmayanti H. HOTSEP: Revised Anderson's taxonomy in environmental learning of COVID-19. *European Journal of Educational Research*. 2020; 9 (3): 1257–1265. DOI: 10.12973/eu-jer.9.3.1257
 46. Juniarti E., Ahyani N., Ardiansyah A. The Influence of principal leadership and teacher self efficacy on teacher performance. *Reslaj: Religion Education*. 2019; 1 (2): 173–188.

DOI: [10.47467/reslaj.v1i2.108](https://doi.org/10.47467/reslaj.v1i2.108)

47. Harahap S. F., Tirtayasa S. The influence of motivation, discipline, and job satisfaction on employee performance at PT. Angkasa Pura II (Persero) Kualanamu Branch Office. *Maneggio: Masters Scientific Journal*. 2020; 3 (1): 120–135.
48. Kashan S. S., Hajhosseini M., Behpajoo A., Ejei J. The effectiveness of acceptance and commitment group counseling on emotion regulation of women with the infidelity trauma. *Quartely Journal of Social Work*. 2020; 9 (1): 32–39.
49. Hines E. M., Hines M. R., Moore J. L., Steen S., Singleton P., Cintron D. Preparing African American males for college: A group counseling approach. *The Journal for Specialists in Group Work*. 2020; 45 (2): 129–145. DOI: 10.1080/01933922.2020.1740846
50. Johanna L., Sandra M. Dancing on the earth women’s stories of healing through dance. *Folk Music Journal*. 2013; 10 (3): 392–400.
51. George W. B. Healing with stories: Your casebook collection for using therapeutic metaphors. Vol. 28. John Wiley & Sons, Inc. Kanada; 2009. 457–458 p. add total number of pages
52. Levy I., Travis R. The critical cycle of mixtape creation: Reducing stress via three different group counseling styles. *The Journal for Specialists in Group Work*. 2020; 45 (4): 307–330. DOI: 10.1080/01933922.2020.1826614
53. Dehaqani F. A. An investigation into the impact of group counseling and treatment of grief with an Islamic approach on the improvement of the quality of life of the holy shrine defender martyrs. *Military Psychology*. 2020; 11 (41): 5–16.
54. Warber S. L., Irvine K. N., Quinn B. F., Hansen A. L., Hypki C., Sims E. Methods for integrating transdisciplinary teams in support of reciprocal healing: A case study. *Eco Psychology*. 2020; 12 (3): 222–230.
55. Candel S. L., Marrun N. A. US immigration policy and its impact on immigrants: Reassembling the stories of deported mothers and their transnational children through the healing spirit of Coatlicue and Coyolxauhqui. Cham: Springer; 2020. 2223–2242 p. add total number of pages
56. Quayle A. F., Sonn C. C. Amplifying the voices of indigenous elders through community arts and narrative inquiry: Stories of oppression, psychosocial suffering, and survival. *American Journal of Community Psychology*. 2019; 64 (1–2): 46–58. DOI: 10.1002/ajcp.12367
57. Seren F. The healing power of storytelling: Finding identity through narrative. *The Arbutus Review*. 2020; 11 (1): 173–184. DOI: 10.1177/153321019900500209
58. Struik A. The trauma healing story. Healing chronically traumatised children through their families/whanau. *Australian and New Zealand Journal of Family Therapy*. 2017; 38 (4): 613–626. DOI: [10.1002/anzf.1271](https://doi.org/10.1002/anzf.1271)
59. Chan M., Nimmon L. Spinning the lens on physician power: Narratives of humanism and healing. *Perspectives on Medical Education*. 2019; 8 (5): 305–308.
60. Rosenthal G. The healing effects of storytelling: On the conditions of curative storytelling in the context of research and counseling. *Qualitative Inquiry*. 2003; 9 (6): 915–933. DOI: 10.1177/1077800403254888
61. Alimohammadia M., Daramadib P. S., Noohi. S. Effectiveness of group logo-therapy program on existential anxiety among patients with metabolic syndrome. *Journal of Medicinal and Chemical Sciences*. 2020; 8 (3): 268–282.
62. Kalhori F., Masoumi S. Z., Shamsaei F., Mohammadi Y., Yavangi M. Effect of mindfulness-based group counseling on depression in infertile women: Randomized clinical trial study. *International Journal of Fertility and Sterility*. 2020; 14 (1): 10–16. DOI: [10.22074/ijfs.2020.5785](https://doi.org/10.22074/ijfs.2020.5785)
63. Kurniadi M. W., Farozin M. The effectiveness of group counseling services in increasing the social interaction of ostracized students at Junior High School 10 Bengkulu City. In:

- Atlantis Press: Proceedings of the 2nd International Seminar on Guidance and Counseling 2019*. 2020; 462 (Isgc 2019). p. 196–201. DOI: 10.2991/assehr.k.200814.042
64. Steen S., Hines E. M. Concluding reflections and engaged group work practice with African American children and adolescents. *The Journal for Specialists in Group Work*. 2020; 45 (3): 183–194. DOI: 10.1080/01933922.2020.1794429
65. Rasimin, Yusra A. The effect of blended learning on reading interest through group counseling. In: *Atlantis Press: Advances in Social Science, Education and Humanities Research, Proceedings of the 2nd International Seminar on Guidance and Counseling 2019 (ISGC 2019)*. The. 2020;462(Isgc 2019):53–8 (it is not clear, check)
66. Mendoza D., Cejas M., Rivas G., Varguillas C. Anxiety as a prevailing factor of performance of university mathematics students during the COVID-19 pandemic. *The Education and Science Journal*. 2021; 23 (2): 94–113. DOI: 10.17853/1994-5639-2021-2-94-113
67. Burns E., Silvennoinen E., Kopnov V. A., Shchipanova D. E., Papić-Blagojević N., Tomašević S. Supporting the development of digitally competent VET teachers in Serbia and Russia. *The Education and Science Journal*. 2020; 22 (9): 174–203. DOI: 10.17853/1994-5639-2020-9-174-203

Information about the authors:

M. Fatchurahman – Dr. Sci. (Evaluation Education), Head of Lecturers and Senior Researchers in the Field of Evaluation and Counseling Guidance, Head of the Student Administration and Alumni Agency, Muhammadiyah University of Palangkaraya; ORCID 0000-0002-5747-2290; Palangkaraya, Indonesia. E-mail: mfatchurahman789@gmail.com

Andi Setiawan Muhammad – M. Sci. (Guidance Counselling), Junior Researcher and Lecturer of the Guidance and Counseling Study Programme, Muhammadiyah University of Palangka Raya; ORCID 0000-0001-7678-4057; Palangkaraya, Indonesia. E-mail: andisetiawan@umpalangkaraya.ac.id

Karyanti – M. Sci. (Guidance Counselling), Head of Guidance and Counselling Laboratory, Junior Researcher and Lecturer, Muhammadiyah University of Palangkaraya; ORCID 0000-0002-8517-5146; Palangkaraya, Indonesia. E-mail: karyanti982@gmail.com

Commented [CA7]: give full name

Commented [CA8]: is this the right name of the field? I cannot find it on the Net

Commented [CA9]: is it connected with career guidance? Or it's methodical guidance?

Commented [CA10]: no name?

Conflict of interest statement. The authors declare that there is no conflict of interest.

Received xx.xx.xxxx; accepted for publication xx.xx.xxxx.

The authors have read and approved the final manuscript.

Информация об авторах:

М. Фатчуррахман – доктор наук (оценочное образование), руководитель преподавателей и старших исследователей в области оценки и консультирования, руководитель студенческой администрации и агентства выпускников Университета Мухаммадия в Паланкарая; ORCID 0000-0002-5747-2290; Паланкарая, Индонезия. E-mail: mfatchurahman789@gmail.com

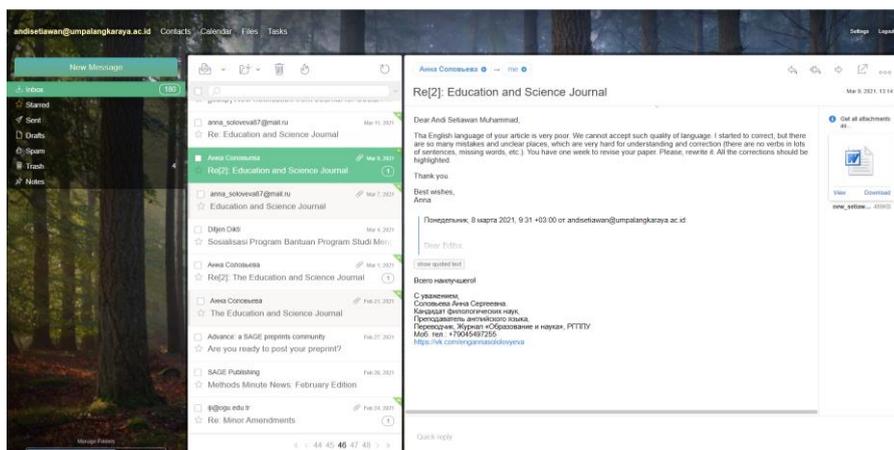
Мухаммад Анди Сетиаван – магистр (методическое консультирование), младший научный сотрудник и преподаватель учебной программы по руководству и консультированию Университета Мухаммадии в Паланкарая; ORCID 0000-0001-7678-4057; Паланкарая, Индонезия. E-mail: andisetiawan@umpalangkaraya.ac.id

Карьянти – магистр (методическое консультирование), руководитель лаборатории консультирования и консультирования, младший научный сотрудник и преподаватель Университета Мухаммадии в Паланкарая; ORCID 0000-0002-8517-5146; Паланкарая, Индонезия. E-mail: karyanti982@gmail.com

Информация о конфликте интересов. Авторы заявляют об отсутствии конфликта интересов.

Статья поступила в редакцию xx.xx.xxxx; принята в печать xx.xx.xxxx.
Авторы прочитали и одобрили окончательный вариант рукописи.

Revier tahap 3



УДК

DOI:

DEVELOPMENT OF GROUP HEALING STORIES IN MULTICULTURAL COUNSELING SERVICES IN SCHOOLS: EXAMINATION OF DISCIPLINARY CASES

M. Fatchurahman

*Muhammadiyah University of Palangkaraya, Palangkaraya, Indonesia.
e-mail: mfatchurahman789@gmail.com*

M. A. Setiawan

*Muhammadiyah University of Palangkaraya, Palangkaraya, Indonesia.
e-mail: andisetiawan@umpalangkaraya.ac.id*

K. Karyanti

*Muhammadiyah University of Palangkaraya, Palangkaraya, Indonesia.
e-mail: karyanti982@gmail.com*

Abstract. Introduction. A discipline is a form of behaviour that reflects responsibility in a person. So that discipline is essential to be applied to students. However, in reality, many students commit disciplinary violations at school, so that the counselor needs to provide innovative services according to the counselee's needs so that disciplinary violations can eliminate.

Aim. This study aims to develop a group model of healer stories in multicultural counseling services in schools for disciplinary case management.

Research methodology and methods. The method used is research and development. The feasibility test of the research model used FGD and the model feasibility validation sheet. The effectiveness of data collection using a discipline scale and tested on 60 students.

Results. The study results found a model consisting of ratios, objectives, intervention stages, and evaluation of strengths and weaknesses. The results of data analysis indicate that this model can be used to improve disciplinary behaviour. The Paired-Sample T-Test results show that disciplinary behaviour has increased the pre-Test and Post-Test results' initial mean increase.

Scientific novelty. The newness found is a group healing story model developed based on aspects of multicultural counseling services by applying aspects of local culture in Indonesia, namely 'Huma-Betang.'

Practical significance. The authors of the model development trial results recommend that this model uses for disciplinary case handlers. This service is also effective with the introduction of a cultural context in the counseling service. The service becomes easy to accept because it has the uniformity of the counselee's culture, but because the context is limited to culture, it will not be easy to implement it in a different cultural context.

Keywords: group healing stories, multicultural counseling, local wisdom, discipline case.

Acknowledgments. This research support by the Muhammadiyah University of Palangkaraya research and community service institute.

For citation: Fatchurahman M., Setiawan M. A., Karyanti K. Development of group healing stories in multicultural counseling services in schools: Examining disciplinary cases. *The Education and Science Journal*. 2021; 23 (4): ...-.... DOI:

РАЗВИТИЕ ИСТОРИЙ ГРУППОВОГО ИСЦЕЛЕНИЯ В МУЛЬТИКУЛЬТУРНЫХ КОНСУЛЬТАЦИОННЫХ УСЛУГАХ В ШКОЛАХ: ИССЛЕДОВАНИЕ ДИСЦИПЛИНАРНЫХ КЕЙСОВ

М. Фатчурахман

*Университет Мухаммади в Паланкара, Паланкара, Индонезия.
e-mail: mfatchurahman789@gmail.com*

М. А. Сетиаван

*Университет Мухаммади в Паланкара, Паланкара, Индонезия.
e-mail: andisetiawan@umpalangkaraya.ac.id*

К. Карьянти

*Университет Мухаммади в Паланкара, Паланкара, Индонезия.
e-mail: karyanti982@gmail.com*

Аннотация. Введение. Дисциплина - это форма поведения, отражающая ответственность человека. Так что эту дисциплину необходимо применять к студентам. Однако в действительности многие ученики совершают дисциплинарные нарушения в школе, поэтому консультанту необходимо предоставлять инновационные услуги в соответствии с потребностями консультируемого, чтобы дисциплинарные нарушения могли устранить

Цель. Это исследование направлено на разработку групповой модели историй целителей в мультикультурных консультационных службах в школах для дисциплинарного ведения пациентов.

Методология и методы. Используемый метод - это исследования и разработки. При проверке осуществимости исследовательской модели использовались ДДГ и лист

подтверждения осуществимости модели. Эффективность сбора данных по дисциплинарной шкале протестирована на 60 студентах.

Результаты. По результатам исследования была найдена модель, состоящая из соотношений, целей, этапов вмешательства и оценки сильных и слабых сторон. Результаты анализа данных показывают, что эту модель можно использовать для улучшения дисциплинарного поведения. Результаты Т-теста для парных выборок показывают, что дисциплинарное поведение увеличилось начальное среднее увеличение результатов до и после тестирования.

Научная новизна. Обнаруженная новинка представляет собой модель группового исцеления, разработанную на основе аспектов мультикультурных консультационных услуг с применением аспектов местной культуры Индонезии, а именно 'Huma-Batang'.

Практическая значимость. Авторы результатов испытаний разработки модели рекомендуют использовать эту модель для лиц, ведущих дисциплинарные дела. Эта услуга также эффективна благодаря введению культурного контекста в консультационную службу. Услугу становится легко принять, потому что она имеет единообразие культуры консультируемого, но поскольку контекст ограничен культурой, будет нелегко реализовать ее в другом культурном контексте.

Ключевые слова: рассказы о групповом исцелении, мультикультурное консультирование, местная мудрость, дисциплинарный случай.

Благодарности. Это исследование проводится при поддержке Института исследований и общественных работ Университета Мухаммадия в Палангкарая.

Для цитирования: Фатчухраман М., Сетиаван М. А., Карьянти К. Развитие групповых историй исцеления в мультикультурных консультационных службах в школах: рассмотрение дисциплинарных дел // Образование и наука. 2021; 23 (4):... –... DOI:...

INTRODUCTION

Education has a very decisive role in the development of maximum human potential. The educational process hopes that a person will develop towards how he/she should become and be. Therefore, a conducive education system is needed to develop all potential aspects [1, 2] optimally. The education system in Indonesia has undergone many changes from time to time, following the growth and development of science and technology. In particular, in this case, Central Kalimantan, the City of Palangkaraya, continues to improve to increase its human resources through good education, including discipline in the application of education. It can understand that the existence of attitudes, characters, traits, and individual behaviour at any one time does not exist independently [3]. There is a process that underlies the formation of behaviour, which is called learning. Included in the area of daily behaviour is the result of learning from the previous period. In

Commented [CA11]: paraphrase

Commented [CA12]: What means "it?" It can be understand ...? It is understand..? It is well-known that ...?

the educational process, of course, it is balanced with efforts or disciplinary action against students. The rules that apply in school are needed to apply discipline. The disciplinary rules at school are generally illustrated in the form of discipline in dress, attendance, time management for studying and maintaining the cleanliness of the school environment.

Discipline has a role in controlling, changing, fostering, and shaping certain behaviours of a person according to the instilled, taught, and exemplified [4]. Therefore, changes in a person's behaviour from a promised, informal, or self-taught educational and learning process [5]. The reality of student discipline often experiences ups and downs in implementing school discipline [6]. Students' behaviour and actions can see who take disciplinary actions such as truancy during class hours, wearing untidy school clothes, and maintaining a clean school environment [7].

Judging from the phenomenon of discipline in general, it can see from the news that it contains disciplinary actions or behaviour. Based on indirect observations, various problems often occur in the school environment, even though it is still relatively new. The reason is that students' souls are still in a developmental stage in finding their identity so that there is a need for comprehensive guidance from both teaching teachers and guidance and counselling teachers. Furthermore, cases that often occur in general usually occur in students' social environment are related to student disciplinary violations, including violations of discipline such as not wearing neat clothes, being late to school, and fighting/quarreling with her friend. Discipline violations have indeed begun to affect students' daily activities. This condition can prove by the tendency of students to experience a decrease in learning concentration.

In the news, dozens of students catch playing in the internet cafe during study hours. Ironically, among the students arrested for skipping school were elementary school students. The arrest in several places in the Kemuning and Ilir Barat I areas, Palembang, during a raid by the Civil Service Unit of South Sumatra. Several

Commented [CA13]: What? after adjectives we use nouns

Commented [CA14]: No verb in sentence. Add it

Commented [CA15]: Who or what is "it"?

students, including 20 high school students, 12 vocational high school students, seven junior high school students, and an elementary school student [8]. There is another phenomenon in the Medcom Headlight content, which contains violence in education from news phenomenon. In which today, the world of education must keep away from the system of violence because, in the world of education, its hope that a generation with integrity and a good personality will be born, not the other way around, giving birth to a generation contaminated with violence [9].

Although the violence is an excuse behind the disciplinary application of school regulations, a school regulation can implement properly if the stages carry out following the procedures outlined by the ministry of education, as stated in the mandate National Education System². Whereas all forms and kinds of violence are not allowed to be present in the world of education, there are still many other alternatives that can use to educate students' character so that they can carry out the discipline of school regulations. Apart from that, the community's demands are in the form of values, regulations, norms, and laws. This fact is very concerning because school-age students like them should spend much time on positive activities. From a sociological perspective, someone who does not apply discipline in himself tends to develop into a sloppy and characterless person [10].

Seeing the above phenomenon, it can understand that there is a need for interrelated coordination in coaching students; coordination here do to prevent matters related to student discipline because the character building of students should implement as early as possible so that in the future, the personality of the participants can form. Students with character produce the nation's next-generation who can compete well in the world of education and after graduating from education level programs. Especially when our nation is currently in an era of globalisation and free trade, a strong foundation is needed, namely millennial generations who have good personality and character and can compete

Commented [CA16]: correct

² Government, Republic of Indonesia. Law of the Republic of Indonesia Number 20 Year 2003 Concerning National Education Systems. President of the Republic Indonesia. Jakarta: 2003. p. 39-45.

domestically, both nationally and internationally. Handling problems in the education and learning process needs to collaborate with guidance and counseling services [11]. Optimisation of guidance and counseling services in schools and madrasahs needs to do so that students' guidance and counseling services contribute to achieving goals. Optimisation of the guidance and counseling services needs to be supported by adequate human resources to have knowledge and insight into guidance and counseling, especially group Healing Story, group guidance, and group counseling [12]. Guidance and counseling services in schools and madrasahs from the elementary, middle, and upper-level units are increasingly needed [13, 14]. Group counseling is a group service to assist counselees in alleviating existing problems [15–17]. Healing stories are a part of the counseling that can implement in group counseling. Healing stories is a collection of stories that can help build therapeutic change [18–20].

Healing story group counseling can combine with a variety of local wisdom. One of them is Huma-Betang values. The basis for developing local wisdom is Huma-Betang because of the adjustment of services to the cultural aspects in which the community locates. Huma Betang promotes tolerance and mutual respect [21, 22]. This local activity-based healing story group counseling will be an alternative that can be used as one of the planned interventions to help individuals through a dynamic interpersonal process-oriented to prevention, development, and alleviation [23–25]. Through the model of healing story group counseling based on local neurons, it can increase and use knowledge, study, and internalise and personalise the values of discipline and noble morals to manifest in daily behaviour [26–28]. The results of previous studies show that classical counseling services are useful for dealing with emotional problems, self-confident [29], career planning [30]. From the understanding between the application of discipline, the reality of discipline, and the impact of student discipline, can certainly hinder goals, namely the formation of disciplined behaviour. Based on these conditions, this study aims

to find a group counseling model for local wisdom-based healing stories to improve student discipline

Methodology

Research Design

Model development develops from an existing model, and several changes make so that it compiles into a new model [31–33]. This development research consists of several main development components, namely group counseling, a healing story as the primary container, and local wisdom as an innovation [34]. The following is an overview of the development research that will carry out.

Table 1

Stage of research and development

Stage	Activity	Description
Stage 1	Analysis	collect 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 following relevant literature and field conditions
Stage 3	Development	Group counseling: group services aimed at alleviating the problem someone is facing
		Healing story: healing stories is a collection of stories that can help build therapeutic change
		Multicultural: local wisdom of <i>Huma Betang</i> emphasises togetherness, kinship, and trust
Stage 4	Implementation	Model testing by implementing the model of development results and conducting a disciplinary scale analysis before and after treatment
Stage 5	Evaluation	conduct an in-depth study of the results of the development and implementation analysis to see the feasibility of the compiled model

Research Sample

The subjects in this study were 60 students of SMA Muhammadiyah Palangka Raya, who will test the model's effectiveness. The researcher divided it into two

groups, namely (A) and (B). The technique of taking the subject in this study using purposive sampling. Of course, in determining research subjects, criteria are needed to make it easier for researchers to get data from research subjects. The research subjects' measures: Researchers choose class X SMA because they understand and have insight into the research subject's discipline. It registers as a tenth-grade student at the Muhammadiyah Palangka Raya High School. Make observations of research subjects through data collection with a learning discipline scale, and the results obtained that some students have moderate discipline behaviour.

Instruments

A research instrument is a tool used to measure observed phenomena or research variables [35]. The instrument used in this study consisted of a model FGD sheet to see the compiled models' suitability. The FGD model includes a discussion of the model consisting of rationale, objectives, intervention processes, and the model's strengths and weaknesses to see researchers' discipline using a discipline scale. Before the instrument uses in the study, the instrument's validity and reliability test. The construction validity test carries out after the instrument is built regarding the aspects to be measured based on a certain theory, then it is constructed by experts [36]. The scale form of learning discipline uses the Likert scale. The Likert scale is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about a certain phenomenon. The Likert plate has four answer choices for each item, namely SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree) [37]. According to the respondent's condition, the range of the scale for assessing students' understanding of disciplinary behaviour in this study was 1 to 4 items totaling 22 questions.

Table 2

The grid of students' learning disciplines has to validate

Variable	Indicator	Item
Obedience	Basic rules of conduct	1,2,3,4.

	Consider orders / rules	5,6,7,8
Compliance	Making an order/rule without reviewing it first	9,10,11,12.
	Not against any orders / rules	13,14,15,16
Loyalty	Carry out an order / rule on an ongoing basis	17,18,19,20
	Carry out orders/rules without being affected by things that hinder him	21,22,23,24
Regularity	Carry out a command / rule repeated regularly	25,26,27
	Carry out a command/rule with the same circumstances	28,29,30
orderliness	Carry out an order/rule according to the procedure	31,32,33
	Require to carry out orders/rules so that they run in line so as not to fall apart	34,35,36,37
Commitment	Maintain an attitude in carrying out an order/rule	38,39,40
	Self-control in carrying out an order / rule	41,42,43
Consistent	Firm Stance in carrying out orders / rules	44,45,46
	Motivation in carrying out orders / rules	47,48,49,50

Based on the validation and reliability tests on 50 items of the learning discipline scale statement, there are 22 valid items and 28 invalid items; 22 useful items will be used as research instruments, while 28 invalid question items will abort. In the first stage invalid item numbers are items 1, 2, 4, 7, 8, 9, 11, 13, 14, 17, 18, 19, 22, 24, 27, 28, 35, 36, 42, 44, 45, 46, 47, 50. The statement item is said to be invalid if the coefficient of correlation is ≤ 0.3 . Furthermore, invalid statement items will be aborted and not included in the second stage analysis. In stage two, the invalid item numbers are numbers 3, 21, 26, 32. The second stage analysis aims to double-check all statement items contributing more than 30% to the constructed constructs.

Furthermore, invalid statement items from stage two will be aborted and not included in stage three analysis. Furthermore, the category division is carried out based on 22 useful items. The instrument reliability test was carried out three times with Cronbach alpha with the help of 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, and all items were declared reliable as many as 22 items. The rating range on the learning discipline scale in this study uses a value range of 1 to 3 with many

22 item statements to obtain an interval to determine the score category on the learning discipline scale. Based on the analysis of the class interval's length, the category of the student's discipline scale score is 22-44 in the low category, 45-67 in the medium category, and 68-90 in the high category.

Data analysis technique

The analysis used in this study was data analysis using the paired-sample T Test technique. Paired - sample T-Test or better known and understood as the pre-post design is an analysis involving two measurements based on the same subject to a specific influence or treatment. The first measurement carries out before being given specific treatment, and the measurement carries out afterward—the study conduct on the behaviour of the learning discipline scale that occurred before and after the intervention. The researcher used the SPSS for Windows program's help to compare two free samples from the same population to see the difference in the significance of students' disciplinary behaviour before and after the intervention.

The normality test is a test performed as a prerequisite for conducting data analysis. The normality test carries out before the data is processed based on the research models proposed. The normality test needs to perform tests for other variables by assuming that the residual value follows a normal distribution. Several analyses carry out the D value statistical test with the formula, the area of rejection, and the proportion's value. The homogeneity test of data tests the analysis requirements regarding the data's feasibility using specific statistical tests. This test is related to parametric statistical tests, such as the comparative test and the independent sample T-test. A homogeneity test consisting of only two data groups - only the homogeneity of two population variances - can be used the F-Ratio Test.

Result

Analysis

Discipline problems in schools are getting worse day by day and require special handling. In its implementation, group healing story counseling is still rarely

used; local wisdom of Huma Betang in Kalimantan also neglect so that it becomes one of the researchers' bases to develop group counseling a healing story model based on local wisdom.

Design

The design developed adopted a group healing story counseling based on the local wisdom of Huma Betang. The values advertised are togetherness, honesty, tolerance, hard work, mutual respect, cooperation, and discipline. The implementation of values in group counseling can describe in the model below:

Rational

Healing story group counseling based on local wisdom is group counseling that combines counseling services with cultural elements in every stage of intervention carried out by the counselor. The healing story group counseling based on local wisdom will guide the counselee in solving problems by telling stories that can lead to better behaviour change that maintains and promotes the local wisdom values of Huma Betang.

Purpose

The purpose of this model is to facilitate counselors in conducting guidance and counseling services, especially group counseling in a cultural context, to become therapeutic services for students related to disciplinary issues.

Intervention procedures

The stages of group counseling in a cultural context describe in three main stages. For more details, consider the following table.

Table 3

Stage intervention procedure and implementation *Huma Betang*

Topics	Procedure	Implementation of the Huma Betang values
Early-stage	13.Begin the meeting by praying, introducing each other, creating good relationships with group counseling members, and conveying group counseling objectives. 14.Introductions continue with Ice Breaking	Togetherness, Tolerance

	<p>15. Deliver the basic concepts of learning discipline.</p> <p>16. Performing a contract agreement (statement letter) and filling in the learning discipline scale, self-reflection sheet, and scale statement observation sheet.</p> <p>17. Conclude and close group counseling activities.</p>	
Intervention	<p>18. Stage I: Introduction</p> <ul style="list-style-type: none"> • Accept openly and thank group counseling members. • Pray. • Describe his role as group counseling leader. • Explain the notion of group counseling. • Describe the general goals to achieve through group Healing Story. • Describe the implementation methods to follow in achieving these goals. • Explain the principles of group counseling service activities. • The introduction follows by ice breaking. <p>19. Phase II: Activities or Core</p> <ul style="list-style-type: none"> • The counselor presents the topic of discussion with the help of healing stories with a short story entitled the character of discipline and responsibility. • Explain the importance of knowing the topic of discussion with the help of healing stories with a short story entitled the character of discipline and responsibility. • Discussion of the short story. • A complete discussion of the topic • Confirms the commitment of group Healing Story members to improve learning discipline. <p>20. Stage III: Closing</p> <ul style="list-style-type: none"> • Explain that classical mentoring activity will end. • Group Healing Story members make impressions and assess each other's progress. • Discussion of further activities. • Group counseling member messages and responses. • Conclude and close the activity. 	<p>Hard work, mutual respect, cooperation, discipline, and honesty,</p>

	<ul style="list-style-type: none"> • Thank-you note. • Pray. • Separation. 	
Final Stage (Post Intervention)	<p>21. Starting the meeting by praying, discussing problem topics, and conveying the objectives of implementing group Healing Story</p> <p>22. Discussion of experiences gained during group counseling member messages and responses</p> <p>23. Fill in the learning discipline scale and the scale statement sheet.</p> <p>24. Convey impressions during the implementation of group counseling and close the group counseling activities.</p>	Togetherness, Tolerance

Evaluation and Strengths

Strengths: The healing story group counseling based on local wisdom is effective for improving learning discipline. The counselor also facilitates with broad cultural knowledge to combine existing services. This model's weakness is that it still applies only to handling disciplinary problems, while for the broader service context, it still requires some trial and error.

Development

The healing story group counseling model based on local wisdom develops through a developmental stage by combining the healing story group counseling combined with the local wisdom of Central Kalimantan, namely the value of Huma Betang. After packaging and validating the model, the resulting model obtains rational, objective intervention procedures, excess drawbacks, and evaluation. The model that has to compile into a valid and reliable model will then test for its effectiveness. The effectiveness test intends to determine the level of effectiveness of the model compiled.

Implementation

The following is a presentation of measuring the learning discipline behaviour level using a learning discipline scale during pre-test and post-test research. The pre-test and post-test results data on research subjects equip with descriptions of

therapeutic changes, and the following are the results of pre-test and post-test on research subjects.

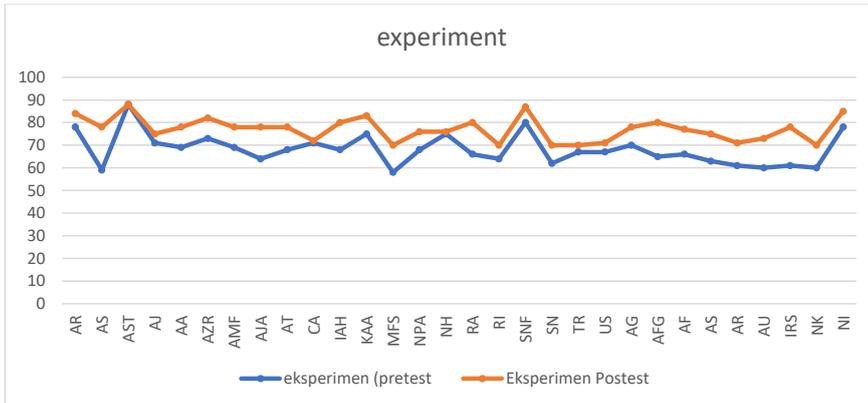


Fig. 1. Analysis of the experimental class

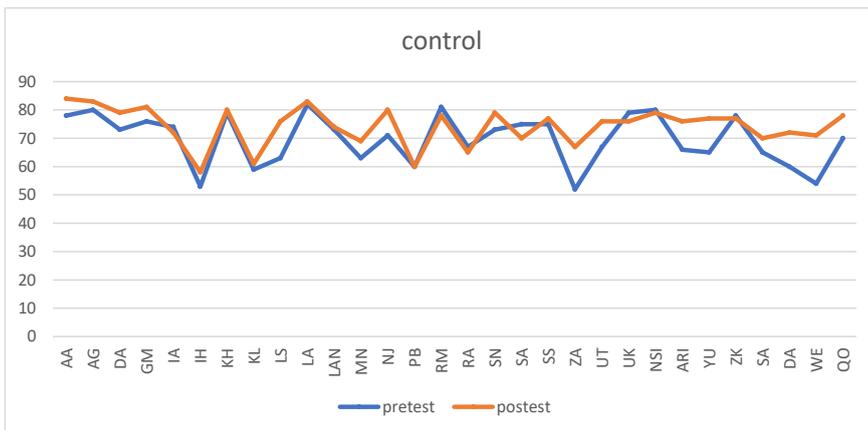


Fig. 2. Analysis of the control class

The results of the pre-test and post-test of the research subjects showed that all members of group Healing Story identified as learning discipline behaviour were in the medium category with a score range of 59 to 67 after finding the score at the pre-test. All group Healing Story participants were given intervention in group Healing Story services assisted by healing stories to improve student learning discipline. The plan for group Healing Story services assisted by healing stories conducts six times. After the intervention gives, there was a change in the level of

learning discipline behaviour shown by members of the research subject. Changes in learning discipline behaviour can identify through measurements made using a learning discipline scale and carry out after giving intervention (post-test). The results post-test showed that all members of the guidance experienced an increase in the level of learning discipline behaviour in the high category with a score range of 67 to 88. The increase in student discipline behaviour can be seen from the difference in scores between pre and post the intervention. The following describes a description of the therapeutic changes and the analysis results from Class IV A (experimental) and Class IV B (control).

Description of learners' therapeutic changes in Class IV A subjects (Experiment)

At the first meeting, it intended that members of group Healing Story get to know each other. Students know the rules during the implementation of group Healing Story. Students know the general purpose of carrying out group Healing Story. Furthermore, the tools used in group Healing Story services are learning discipline scales, statement letters, and scale statement sheets. The core activities of group Healing Story services at the first meeting for grade IV A students (Experiments) deliver the discipline's understanding, learning discipline. Counselors in various disciplines, and the benefits of discipline, explain the procedures for filling out statements of willingness to follow group Healing Story, filling in disciplinary and learning scales, and filling in scale statement sheets, and affirming the commitment of group Healing Story members. for what is being done immediately about improving the discipline of learning. At the end of the meeting, classical members expressed their impressions and assessed the progress of classical services that have been implemented. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

The second meeting focused on class IV A students (Experiment), explaining the character of discipline and responsibility to improve students' learning discipline. Students can increase knowledge about the character of discipline and responsibility. Students can have a disciplined and responsible character by using

the tool sheet assignments between sessions and scaling questions. Furthermore, the core activity presents a discussion with healing stories with a short story entitled child series of disciplined and responsible characters. Explain the importance of knowing the topic of discussion with the help of healing stories with a short story entitled the character of discipline and responsibility. Questions and answers about the character of discipline and responsibility. A complete discussion of the topic. Confirms the commitment of group Healing Story members to improve learning discipline. Participants present their impressions and assess each other's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

At the third meeting, students in class IV A (Experiment) explained the attitude and behaviour of shame if they did not discipline to improve students' learning discipline. Students can increase knowledge about a shy attitude and behaviour if they do not discipline in the school environment. Students can apply shy attitudes and behaviours if they do not discipline to improve learning discipline when in the school environment, with the help of tools in the form of assignment sheets between sessions and scale statement sheets. The next stage is to discuss the topic of discussion with healing stories with a short story entitled shame. Explain the importance of knowing the topic of discussion with healing stories with a short story entitled shame. Questions and answers about the short story entitled Malu. A complete discussion of the topic. They are confirming the commitment of group Healing Story members to what immediate about improving learning discipline. Classical participants present impressions and assess each other's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

Furthermore, at the fourth meeting discussing class IV, A students (Experiment) have the right attitude towards teachers and friends. Students can show good attitudes towards teachers and friends. By using tools in the form of task sheets between sessions and observation sheets. The next step is to discuss healing

stories with a short story entitled discipline brings success. Explain the importance of knowing the topic of discussion with healing stories with a short story entitled discipline brings success. Questions and answers about discipline lead to success. A complete discussion of the topic Confirms the commitment of guidance members to improve learning discipline. Guidance participants express their impressions and assess each has achieved progress, discussing follow-up activities, messages, and responses from guidance members, and conclude and close activities.

At the fifth meeting, the students of class IV A (Experiment) understood the importance of the learning discipline. Students have high learning discipline with tools in the form of assignment sheets between sessions and scale statements. The next step is to bring up the topic of discussion with the help of healing stories with a short story entitled the disadvantages of not doing homework. Explain the importance of knowing the topic of discussion with the help of healing stories with a short story entitled the disadvantages of not doing homework. Questions and answers about the short story entitled the disadvantages of not doing homework. A complete discussion of the topic. They are affirming the commitment of the guidance participants to improve learning discipline. Moreover, at the end of the meeting, Group Healing Story members give their impressions and assess each one's progress.

At the sixth meeting evaluating the level of learning discipline of class IV-A students (Experiment) expects students to understand, conclude, and make connections in real life. Students are enthusiastic about improving learning discipline daily with tools in a learning discipline scale and a scale statement sheet. In the next stage, in the form of a discussion about homework, namely the experience of practicing the skills obtained during group Healing Story. The counselor provides a scale of learning discipline and a 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 inner learning discipline that class IV A students (Experiment) received during group Healing Story

activities took place. Group Healing Story participants conveyed impressions and assessed each had made progress—guidance member messages and responses. Conclude and close activities and provide reinforcement to students to improve learning discipline.

Description of learners' therapeutic changes in Class IV B subjects (Control)

For class IV B (Control), no treatment has. In this case, Healing Stories give. The implementation of group Healing Story present in six meetings, with the second to the fifth meeting presenting material with the theme of discipline for the implementation of group Healing Story, namely: (1) Honesty Education Materials that Teachers and Parents Instill in Students. (2) Student Discipline Material at School. (3) The material of Student Awareness of the Cleanliness of the School Environment. (4) Material on How to Manage Study Time Efficiently.

At the first meeting, it intends that members of group Healing Story get to know each other. Students know the rules during the implementation of group Healing Story. Students know the general purpose of carrying out group Healing Story. Furthermore, the tools used in group Healing Story services are learning discipline scales, statement letters, and scale statement sheets. Furthermore, the core activities of group Healing Story services at the first meeting to students of class IV B (control) are in the form of conveying the meaning of discipline, learning discipline, various disciplines, and the benefits of discipline, explaining the procedures for filling out a letter of willingness to follow group Healing Story, filling in the discipline scale. At the end of the meeting, the classical participants expressed their impressions and assessed the progress they had achieved. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

The second meeting focused on class IV B students (control), explaining the honesty education teachers and parents instilled in students to improve students' learning discipline. Students can increase knowledge about honesty education that teachers and parents instill in students. Students can have the character of discipline,

honesty, and responsibility by using the tool sheet assignments between sessions and scaling questions. Furthermore, the core activity presents a discussion, namely Honesty Education that Teachers and Parents Instill in Students. Explain the importance of knowing the Honesty Education topic that teachers and parents instill in students. Questions and answers about honesty education that teachers and parents instill in students. Confirms the commitment of group Healing Story members to improve learning discipline. Guidance participants present their impressions and assess each other's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

At the third meeting, students in class IV B (control) explained the school's attitude and behaviour to improve students' learning discipline. Students can increase knowledge about student learning disciplines at school. Students can apply learning discipline attitudes and behaviours to improve learning discipline while in the school environment, using inter-session assignments and scale statement sheets. The next stage is presenting the topic of discussion, namely, Student Discipline at School. Explain the importance of knowing the topic of discussion. Questions and answers about Student Discipline at School. A complete discussion of the topic. They are confirming the commitment of group Healing Story members to what immediate concerning improving learning discipline. Classical participants present impressions and assess each other's progress. Discussion of further activities. Guidance member messages and responses. Conclude and close the activity.

Furthermore, at the fourth meeting discussing class IV B student's (control) awareness of the school environment's cleanliness, students can show the right attitude towards the school environment's cleanliness by using tools in the form of task between sessions and observation sheets. The next stage presents the topic of discussion, namely Student Awareness of the School Environment's Cleanliness. Explain the importance of knowing the topic of discussion. Questions and answers about Student Awareness of the Cleanliness of the School Environment. A complete discussion of the topic. Confirms the commitment of guidance members

to improve learning discipline. Guidance participants express their impressions and assess each has achieved progress, discussing follow-up activities, messages, and responses from guidance members, and conclude and close activities.

At the fifth meeting, the class IV B students (control) understood the importance of the learning discipline. Students have high learning discipline with tools in the form of assignment sheets between sessions and scale statements. The next step is to present the topic of discussion, namely How to Manage Study Time Efficiently. Explain the importance of knowing the topic of discussion. They frequently Asked Questions on How to Manage Study Time Efficiently. A complete discussion of the topic. Confirms the commitment of guidance members to improve learning discipline. At the end of the meeting, participants group Healing Story expressed impressions and assessed progress achieved by each.

The sixth meeting evaluates the discipline level of learning of class IV B students (control), which expects students to understand, conclude, and link in real life. Students are enthusiastic about improving learning discipline daily with tools in a learning discipline scale and a scale statement sheet. In the next stage, in the form of a discussion about homework, namely the experience of practicing the skills obtained during group Healing Story. The counselor provides a discipline scale and a scale statement sheet for students. As well as following up by encouraging and committing to continue implementing the concept of inner learning discipline that class IV B students (control) received during group Healing Story activities took place. Group Healing Story participants conveyed impressions and assessed each had made progress—guidance member messages and responses. Conclude and close activities and provide reinforcement to students to improve learning discipline.

Normality Test

Examiners carry out the normality test to test whether all variables normally distribute or not. The normality test uses the Shapiro-Wilk formula in calculations using SPSS 23.00. To know whether it is normal or not, if Sig > 0.05, it can be

expected, and if sig <0.05 can be abnormal. The calculation results obtained as follows:

Table 4

Normality test results

Group		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
pre-test	Group A	,136	30	,200*	,962	30	,583
	Group B	,214	30	,017	,912	30	,069
post-test	Group A	,125	30	,200*	,938	30	,224
	Group B	,199	30	,036	,848	30	,005

Based on the table above, it can see that the pre-test and post-test data for the experimental class (group A) have a sig value > 0.05, while the pre-test data has a sig value > 0.05 and the post-test data for the control class (group B) has a value sig < 0.05, it can be concluded that the experimental group normally distributed and the control group not normally distributed.

Homogeneity Test

After knowing the level of normality of the data, the homogeneity test then carries out. The homogeneity test uses to determine the variance between the two groups, namely the experimental and control groups. To accept or reject the homogeneity test hypothesis by comparing Levene's statistic's sig price with 0.05 (sig > 0.05). The homogeneity test results showed that the experimental group's F-count value was 0.073, with a significant value of 0.155, while the F count of the control group was 0.752 with a significance value of 0.022. From the results of data analysis, the experimental class or control class is sig > 0.05. Analysis of the results with sig values 0.155 > 0.05 and 0.022 < 0.05 shows that the data in this study in the pre-test had a homogeneous variant, and the post-test had a non-homogeneous variant.

Hypothesis test

After carrying out the normality test and the variance homogeneity test so that the data results are normally distributed and get homogeneous variances, research on improving students' learning discipline behaviour can see from the statistical hypothesis testing Paired sample T-Test. Paired sample T-Test or better known and understood as Pre Post design, is an analysis involving two measurements on the same subject to a specific effect or treatment. The Paired Samples Statistics table for the experiment class shows that the learning discipline behaviour of students in class IV A (Experiment) has an initial average increase of 69.6500 to 77.6500, with an average number of increases of 8. The Paired Samples Statistics table for the control class shows that class IV B students (Control) have an initial average increase of 70.3500 to 75.6500, with an average number of increases of 5.3. From the hypothesis test calculation results using SPSS version 23.00 in the Experiment group in the image above, the Sig (2-tailed) value is 0,000. Shows that sig (2-tailed) <0.05. Namely, the Sig value of 0.000 <0.05, so there is a significant difference between the pre-test and post-test, which means that there is an effect of using group Healing Story services assisted by healing stories. So it can conclude that H0 rejects and Ha is accepted, or there is an increase in students' learning discipline after being given group Healing Story services assisted by healing stories with an average increase/increase of 8.

From the results of the calculation of the hypothesis test using SPSS version 23.00 in the control group in the image above, the Sig (2-tailed) value is 0,000. Shows that sig (2-tailed) <0.05. Namely, the value of Sig 0.000 <0.05, so there is a significant difference between the pre-test and post-test, which means that there is an effect of using group Healing Story services. So it can conclude that H0 rejects and Ha is accepted, or there is an increase in students' learning discipline after being given group Healing Story services with an average increase/increase of 5.3.

Evaluation

The last stage evaluates the trial results to determine the researcher's local wisdom-based healing story group effectiveness. The model developed based on

the results of the needs analysis in the field and carried out validation and testing showed that the model was effectively used to improve student discipline, as evidenced by statistical analysis results that showed better behaviour after the intervention carries out.

Discussion

Discipline always maintains attitudes and actions during the following something to be more optimal and grow the will and enthusiasm in an orderly and planned manner. This kind of thing is highly expected for all parties so that later they can understand the purpose of regulation. Discipline is the power to use our thoughts, feelings, and actions the way we do [38]. Discipline is an essential component in life; discipline will facilitate people to act better and in control [39]. Factors that affect discipline are internal factors, personality, culture, organisational structure, leadership style, organisational systems, knowledge, social stereotypes, concept management, type of organisation [40], motivation [41–43], productivity, compensation [44]. One of the benefits of discipline is that a person becomes better at acting and results in better and more effective performance [45–47]. The purpose of a discipline is to build or create conducive conditions and conditions that are expected in the future to support a process and stages in which it has elements of smoothness, order, and a peaceful and disciplined atmosphere. So that with this discipline, fair, orderly, and stable conditions can be created in a process for all people.

In the world of education, discipline is related existence of a kind of regulation that is made and designed, which in essence is expected to in the future aim to equip a student with a positive behaviour guideline approved by all parties, both parents and students. Discipline problems are always emerging problems and require adequate attention and handling. In this study, the researcher developed a group counseling model for healing stories based on local wisdom; the model consisted of rational parts, intervention stages, weaknesses, and evaluation. The model test results carried out using content validation and FGD show that the resulting model

is feasible to apply. This group counseling model's trial results provide better changes in line with the nature of the group counseling itself. Group counseling is a service that can help to facilitate problem management [48, 49]. The combination group counseling of healing stories based on local wisdom is a new perspective in counseling. Healing Stories is a collection of stories or stories that have chooses, which can later become a basis for learning and inspiration and provide a counselee (student) model to build therapeutic change [50–53]. Huma Betang, as a form of local wisdom, upholds togetherness, voluntarism, responsibility, independence so that the counselee can become a better person. Healing story group counseling based on local wisdom is an innovation in counseling that will create various counseling services for various existing problems.

In implementing this counseling, the counselor provides and tells stories according to the counselor's situation or problem and follows the results to achieve through the healing stories strategy [54]. The counselee (student) also plays a role in telling stories to solve problems and achieve maximum results [55]. This type aims to help participants achieve their education or achieve greater satisfaction and actualisation [56, 57]. Healing stories can help broaden one's view of a different human condition and obtain a broad view of differences or conditions that are human. [58]. These healing stories help open up insights, and with various values, they can build one's life towards a better direction [59].

This study's development results were a healing story group counseling model based on local *Huma Betang* wisdom, which tests on class IV A (Experiment) and class IV B (Control) students as research subjects with moderate learning discipline identified behaviour a discipline scale [60]. Furthermore, in the experimental group, the research subjects were given intervention in group Healing Story services assisted by healing stories conducted in 6 (six) meetings. Research subjects were given intervention in folklore-based group counseling based on the service of the local community's wishes, which was carried out in 6 (six) meetings in the control group using a sample T-Test or, in other words, in the form of Pre-Post Design.

Based on the Paired sample, statistics show that the discipline of learning behaviour has increased on average between before and after being given group counseling healing stories based on local wisdom services. This study's results support other research that states that healing stories are among the alternatives in counseling and therapy services [61]. Besides being able to deal with discipline problems, it can also treat anxiety [62]. This study's results reinforce previous research that states that group counseling is an effective service for handling problems [63, 64], practice group [65]. The results of previous studies also suggest that group counseling can be combined and implemented in various contexts [66].

There are several requirements so that healing stories can be used effectively, namely by before the intervention, students ask to fill out the consent form to participate in counseling activities. Students give some information needed to make choices and strengthen to carry out more active collaboration between counselors and students in group counseling healing stories based on local wisdom services. When conducting the research, counselors and students carry out group counseling healing stories based on local wisdom services according to the previously made procedures. Each student in the subject who received intervention in the form of group counseling healing stories based on local wisdom services assisted by healing stories carried out six group counseling healing stories based on local wisdom meetings, the duration of group counseling healing stories based on local wisdom time between 40-45 minutes adjusting the focus and dynamics of the guidance members that occurred. The difference in the level of change in learning discipline behaviour in each student causes by differences in conditions and situations during group counseling healing stories based on local wisdom. Conditions and situations that affect, among others, the physical and psychological conditions of students. During the group counseling, healing stories based on the local wisdom process determine students' comfort in following group Healing Story. Also, there are several uncontrollable factors; for example, the attitudes of people within family and friends. Counselors in achieving the goals to be achieved to build solutions,

counselors try to direct students to make specific solutions or strategies easy to implement. In the discussion session between the counselor and students, the counselor focuses on change; in practice, the counselor asks students what changes occur at each meeting. This study illustrates to counselors that healing stories are services that can use in individual or classical contexts

Conclusion

Based on the data analysis of the researchers' development results, it finds found a group of healing story counseling models based on local wisdom prepare to improve the students' discipline of After the model validation and improvement process, the model's main components find, namely rational, objective, intervention process, and advantages and disadvantages and evaluation. The validation results model test on the research sample and the analysis results showed that the model developed could improve student learning discipline behaviour. The Paired-Sample T-Test results show that the learning discipline behaviour has increased from the Pre-Test and Post-Test results. In its application, the counselor needs to pay attention to several aspects so that the service results can satisfy both parties, namely the readiness and skills of the counselor in providing services

References

1. Muhsinah. Relationship of classical mentoring services and symptom personality towards kinesthetic learning style of class VII In State Junior High School 24 Banjarmasin. *Guidance and Counseling Services Journal*. 2019; 2 (2): 155–161.
2. Nainggolan D. Conceptual understanding of mathematics lesson with classical guidance tutorial as a final examination preparation on grade 6 Lentera Harapan Elementary School-Tomohon. *Journal of Educational Method and Technology*. 2019; 02 (1): 23–28.
3. Rosidah A., Irawan E. Guidance and counseling services use classics to develop character building. *Advice*. 2019; 1 (1): 64–71. 10.32585/advice.v1i1.291.
4. Taş H., Kiroğlu K. The examination of disciplinary punishments given to and disciplinary offenses committed by teachers in elementary schools in terms of different variables. *Elementary Education Online*. 2019; 18 (1): 78–96.
5. Iqlima I. Y., Baju W., Jayanti S. Factors related to the discipline of using personal protective equipment on street sweepers in the city of Semarang. *Journal of Public Health*. 2019; 7 (1): 330–336.
6. Alasdair R. Four crises of American democracy: Representation, mastery, discipline, anticipation. United States of America; Oxford University Press; 2017. 280 p.
7. Clark J., Nye A. Teaching the discipline of history in an age of standards. Teaching the

- Discipline of history in an age of standards. Singapura: Springer; 2018. 329 p. DOI: 10.1007/978-981-13-0047-9
8. Rofiq M. Dozens of students remain “slow” when caught skipping school [Internet]. detik.News. 2020 [cited 2020 Dec 13]. Available from: <https://news.detik.com/berita-jawa-timur/d-4858340/belasan-pelajar-ini-tetap-slow-saat-terciduk-bolos-sekolah>
 9. Dewan R. The irony of violence in education [Internet]. Medcom Headlight. 2020 [cited 2020 Dec 13]. Available from: <https://video.medcom.id/medcom-highlight/dN60MxPk-ironi-kekerasan-di-dunia-pendidikan>
 10. Farozin M., Kurniawan L., Irani L. C. The role of guidance and counseling in character education. *Atlantis Press: Proceeding Guidance And Counseling*. 2020; 462 (Isgc 2019): 112–116. DOI: 10.2991/assehr.k.200814.025
 11. Fatchurahman M., Setiawan M. A., Syarif D. F. T., Efasanty M. Focused solution group counseling as a solution to improve career choice decision-making abilities. *Universal Journal of Educational Research*. 2020; 8 (12): 6635–6640. DOI: 10.13189/ujer.2020.081227
 12. Kadek S., Itsar B. R., Agus A. J. P. The Comparative effect of internet-based cognitive behavioral counseling versus face to face cognitive behavioral counseling in terms of student’s resilience. *Cogent Psychology*. 2020; 7 (1): 1–13. DOI: 10.1080/23311908.2020.1751022
 13. Bakar A. Y. A., Hassan H., Amat S. ‘Self-ie’ module: A counseling psychology intervention to support self-change and work-performance enhancement of low-performing civil servants. *Humanities and Social Sciences Reviews*. 2020; 8 (4): 78–83. DOI: 10.18510/hssr.2020.849
 14. Peng H., Shih Y., Chang L. The impact of a career group counseling mix model on satisfaction of low-achieving college students-specialty-oriented career exploration group counseling. *International Journal of Psychological Studies*. 2020; 12 (2): 1. DOI: 10.5539/ijps.v12n2p1
 15. Safara M., Mina K., Minoos K. The Effect of group counseling based on spirituality on the development of positive relations with others and self-acceptance in girls of divorced families: An experimental study. *Journal of Pizhūhish dar dīn va salāma*. 2020; 6 (2): 49–61. DOI: 10.22037/jrrh.v6i2.23051
 16. Ristianti D. H., Putrajaya G, Fathurrochman I. Organizational behavior management through group counseling discussions as a radicalism preventive effort. *Journal of Counseling and Education*. 2020; 8 (1): 23–30. DOI: 10.29210/139900
 17. Javid N., Ahmadi A., Mirzaei M., Atghaei M. Effectiveness of solution-focused group counseling on the mental health of midwifery students. *Revista Brasileira de Ginecologia e Obstetricia*. 2019; 41 (8): 500–507. DOI: 10.1055/s-0039-1693741.
 18. Austad A., Nygaard M. R., Kleiven T. Reinscribing the lived body: A qualitative study of extraordinary religious healing experiences in Norwegian contexts. *Religions*. 2020; 11 (11): 12–21. DOI: 10.3390/rel11110563
 19. Pratiwi T. I., Jemiparera N. The application of a metaphor technique by healing stories to reduce student anxiety. In: *Atlantis Press. Proceedings of the 3rd International Conference on Education Innovation (ICEI 2019)*. 2020; 387: 384–386. DOI: <https://doi.org/10.2991/icei-19.2019.90>
 20. Redvers J. “The land is a healer”: Perspectives on land-based healing from Indigenous practitioners in northern Canada. *International Journal of Indigenous Health*. 2020; 15 (1): 90–107. DOI: 10.32799/ijih.v15i1.34046
 21. Rahmawati N. N., Anom K., I Ketut S. Multiculturalism towards religious life In Tewang Tampang Village: Moral education implementation based local wisdom. *International Journal of Linguistics, Literature and Culture*. 2018; 4 (6): 63–71. DOI: 10.21744/ijllc.v4n6.408

22. Riswanto D. The philosophy of Huma Betang in Central Kalimantan: A Struggle for the identity of Dayak Muslim counselors. *Jurnal Ilmiah Syi'ar*. 2019; 19 (1): 68–78. DOI: 10.29300/syr.v19i1.2266
23. Guo H., Tan Y. J., Chen G., Wang Z., Susanto G. J., See H. H. Artificially innervated self-healing foams as synthetic piezo-impedance sensor skins. *Nature Communications*. 2020; 11 (1): 1–10. DOI: 10.1038/s41467-020-19531-10
24. Yusay C. T. C., Canoy N. A. Healing the hurt amid the drug war: Narratives Of young urban poor Filipinos in recovering families with parental drug use. *International Journal of Drug Policy*. 2019; 68 (10): 124–131. DOI: 10.1016/j.drugpo.2018.10.009
25. Davydovich D., Urban M. W. Water accelerated self-healing of hydrophobic copolymers. *Nature Communications*. 2020; 11 (1): 1–7. DOI: 10.1038/s41467-020-19405-5
26. Siadat M., Gholami Z. The effectiveness of group logotherapy in increasing resilience and decreasing depression among individuals affected by substance abuse in Tehran. *International Journal of Applied Behavioral Sciences*. 2018; 5 (1): 24–30.
27. Harter L. M., Bochner A. P. Healing through stories: A special issue on narrative medicine. *Journal of Applied Communication Research*. 2009; 37 (2): 113–117. DOI: 10.1080/00909880902792271
28. Otake Y., Tamming T. Sociality and temporality in local experiences of distress and healing: Ethnographic research in northern Rwanda. *Transcultural Psychiatry*. 2020; 0 (0): 1–15. DOI: [10.1177/1363461520949670](https://doi.org/10.1177/1363461520949670)
29. Razali F., Manaf U. K. A., Ayub A. F. M. STEM education in Malaysia towards developing a human capital through motivating science subject. *International Journal of Learning, Teaching and Educational Research*. 2020; 19 (5): 411–422. DOI: 10.26803/ijlter.19.5.25
30. Rahmah A. A., Christiana E. Classic problem based tutoring services to improve career planning. *Jurnal Bimbingan dan Konseling UNESA*. 2019; 9 (3): 136–146.
31. Rasmawan R. Development of multi-representation based electronic book on Inter Molecular Forces (IMFS) concept for prospective chemistry teachers. *International Journal of Instruction*. 2020; 13 (4): 747–762. DOI: 10.29333/iji.2020.13446a
32. Syarif. D. F. T., Fatchurahman M., Setiawan M. A., Karyanti. Development of classical guidance modeling for Penyang Hinje Simpei to Prevent child abuse in high schools. *International Journal of Innovation, Creativity and Change*. 2020; 13 (10): 1227–1246.
33. Rudibyani R. B., Perdana R., Elisanti E. Development of problem-solving-based knowledge assessment instrument in electrochemistry. *International Journal of Instruction*. 2020; 13 (4): 957–974. DOI: 10.29333/iji.2020.13458a.
34. Burns E., Silvennoinen E., Kopnov V. A., Shchipanova D. E., Papić-Blagojević N., Tomašević S. Supporting the development of digitally competent VET teachers in Serbia and Russia. *The Education and Science Journal*. 2020; 22 (9): 174–203. DOI: 10.17853/1994-5639-2020-9-174-203.
35. Hanif M. The Development and effectiveness of motion graphic animation videos to improve primary school students' sciences learning outcomes. *International Journal of Instruction*. 2020; 13 (3): 247–266. DOI: 10.29333/iji.2020.13416a
36. Amri F., Djatmika E. T., Wahyono H., Widjaja S. U. M. The effect of using simulation on developing students' character education in learning economics. *International Journal of Instruction*. 2020; 13 (4): 375–392. DOI: 10.29333/iji.2020.13424a
37. Fatchurahman M., Setiawan M. A., Karyanti., Syarif D. F. T., Al-Habsy B. A. Development of guidance counselling for increased engagement and empathy of middle school bullies. *International Journal of Innovation, Creativity and Change*. 2020; 13 (10): 1366.
38. Jo D., Emmeline T., Kupchik A. *The Palgrave international handbook of school discipline*. Cham, Switzerland: Springer International Publishing; 2018. 604 p.

39. Nasution S. N., Pasaribu S. E. The effect of supervision, motivation and discipline on teacher performance at the Kuntum Bumi Rantauprapat Integrated Islamic Education Foundation. *Maneggio: Scientific Journal of Master of Management*. 2020; 3 (1): 75–91. DOI: 10.30596/maneggio.v3i1.4741
40. Bugdol M. A different approach to work discipline: Models, manifestations and methods of behaviour modification. Switzerland: Springer Nature; 2018. 256 p.
41. Susanto N. The influence of work motivation, job satisfaction, and work discipline on employee performance at PT Rembaka Sales Division. *Agora*. 2019; 7 (1): 6–12.
42. Angela W., Roy F. R. The influence of motivation and work discipline on the employee performance of PDAM Kota Tomohon. *Jurnal Administrasi Bisnis*. 2019; 8 (2): 40–55.
43. Pratiwi S. I. The effect of scout extracurricular on the discipline character of elementary school students. *Educative: Journal of Educational Sciences*. 2020; 2 (1): 62–70. DOI: 10.31004/edukatif.v2i1.90
44. Agustini N. K. I., Dewi A., S. K. The effect of compensation, work discipline and motivation on employee productivity. *Udayana University Management E-Journal*. 2018; 8 (1): 231. DOI: 10.24843/ejmunud.2019.v08.i01.p09
45. Ichsan I. Z., Rahmayanti H. HOTSEP: Revised Anderson's taxonomy in environmental learning of COVID-19. *European Journal of Educational Research*. 2020; 9 (3): 1257–1265. DOI: 10.12973/eu-jer.9.3.1257
46. Juniarti E., Ahyani N., Ardiansyah A. The Influence of principal leadership and teacher self efficacy on teacher performance. *Reslaj: Religion Education*. 2019; 1 (2): 173–188. DOI: [10.47467/reslaj.v1i2.108](https://doi.org/10.47467/reslaj.v1i2.108)
47. Harahap S. F., Tirtayasa S. The influence of motivation, discipline, and job satisfaction on employee performance at PT. Angkasa Pura II (Persero) Kualanamu Branch Office. *Maneggio: Masters Scientific Journal*. 2020; 3 (1): 120–135.
48. Kashan S. S., Hajhosseini M., Behpajoooh A., Ejei J. The effectiveness of acceptance and commitment group counseling on emotion regulation of women with the infidelity trauma. *Quartely Journal of Social Work*. 2020; 9 (1): 32–39.
49. Hines E. M., Hines M. R., Moore J. L., Steen S., Singleton P., Cintron D. Preparing African American males for college: A group counseling approach. [The Journal for Specialists in Group Work](https://doi.org/10.1080/01933922.2020.1740846). 2020; 45 (2): 129–145. DOI: 10.1080/01933922.2020.1740846
50. Johanna L., Sandra M. Dancing on the earth women's stories of healing through dance. *Folk Music Journal*. 2013; 10 (3): 392–400
51. George W. B. Healing with stories: Your casebook collection for using therapeutic metaphors. Vol. 28. John Wiley & Sons, Inc. Kanada; 2009. 782 p. 10.1111/j.1465-3362.2009.00088_4.x
52. Levy I., Travis R. The critical cycle of mixtape creation: Reducing stress via three different group counseling styles. *The Journal for Specialists in Group Work*. 2020; 45 (4): 307–330. DOI: 10.1080/01933922.2020.1826614
53. Dehaqani F. A. An investigation into the impact of group counseling and treatment of grief with an Islamic approach on the improvement of the quality of life of the holy shrine defender martyrs. *Military Psychology*. 2020; 11 (41): 5–16.
54. Warber S. L., Irvine K. N., Quinn B. F., Hansen A. L., Hypki C., Sims E. Methods for integrating transdisciplinary teams in support of reciprocal healing: A case study. *Eco Psychology*. 2020; 12 (3): 222–230.
55. Candel S. L., Marrun N. A. US immigration policy and its impact on immigrants: Reassembling the stories of deported mothers and their transnational children through the healing spirit of Coatlicue and Coyolxauhqui. Cham: Springer; 2020. 2242 p.
56. Quayle A. F., Sonn C. C. Amplifying the voices of indigenous elders through community arts and narrative inquiry: Stories of oppression, psychosocial suffering, and survival. *American Journal of Community Psychology*. 2019; 64 (1–2): 46–58. DOI:

10.1002/ajcp.12367

57. Seren F. The healing power of storytelling: Finding identity through narrative. *The Arbutus Review*. 2020; 11 (1): 173–184. DOI: 10.1177/153321019900500209
58. Struik A. The trauma healing story. Healing chronically traumatised children through their families/whanau. *Australian and New Zealand Journal of Family Therapy*. 2017; 38 (4): 613–626. DOI: [10.1002/anzf.1271](https://doi.org/10.1002/anzf.1271).
59. Chan M., Nimmon L. Spinning the lens on physician power: Narratives of humanism and healing. *Perspectives on Medical Education*. 2019; 8 (5): 305–308.
60. Mendoza D., Cejas M., Rivas G., Varguillas C. Anxiety as a prevailing factor of performance of university mathematics students during the COVID-19 pandemic. *The Education and Science Journal*. 2021; 23 (2): 94–113. DOI: 10.17853/1994-5639-2021-2-94-113.
61. Rosenthal G. The healing effects of storytelling: On the conditions of curative storytelling in the context of research and counseling. *Qualitative Inquiry*. 2003; 9 (6): 915–933. DOI: 10.1177/1077800403254888.
62. Alimohammadia M., Daramadib P. S., Noohi. S. Effectiveness of group logo-therapy program on existential anxiety among patients with metabolic syndrome. *Journal of Medicinal and Chemical Sciences*. 2020; 8 (3): 268–282.
63. Kalthori F., Masoumi S. Z., Shamsaei F., Mohammadi Y., Yavangi M. Effect of mindfulness-based group counseling on depression in infertile women: Randomized clinical trial study. *International Journal of Fertility and Sterility*. 2020; 14 (1): 10–16. DOI: [10.22074/ijfs.2020.5785](https://doi.org/10.22074/ijfs.2020.5785).
64. Kurniadi M. W., Farozin M. The effectiveness of group counseling services in increasing the social interaction of ostracized students at Junior High School 10 Bengkulu City. In: *Atlantis Press: Proceedings of the 2nd International Seminar on Guidance and Counseling 2019*. 2020; 462 (Isgc 2019). p. 196–201. DOI: 10.2991/assehr.k.200814.042
65. Steen S., Hines E. M. Concluding reflections and engaged group work practice with African American children and adolescents. *The Journal for Specialists in Group Work*. 2020; 45 (3): 183–194. DOI: 10.1080/01933922.2020.1794429
66. Rasimin, Yusra A. The effect of blended learning on reading interest through group counseling. *Atlantis Press: Advances in Social Science, Education and Humanities Research*. 2019; 462: 53–58

Information about the authors:

Mohammad Fatchurahman – Dr. Sci. (Education), Head of Lecturers and Senior Researchers in the Field of Evaluation and Counseling Guidance, Head of the Student Administration and Alumni Agency, Muhammadiyah University of Palangkaraya; ORCID 0000-0002-5747-2290; Palangkaraya, Indonesia. E-mail: mfatchurahman789@gmail.com

Muhammad Andi Setiawan – M. Sci. (Education), Junior Researcher and Lecturer of the Guidance and Counseling Study Programme, Muhammadiyah University of Palangka Raya; ORCID 0000-0001-7678-4057; Palangkaraya, Indonesia. E-mail: andisetiawan@umpalangkaraya.ac.id

Karyanti Karyanti – M. Sci. (Education), Head of Guidance and Counselling Laboratory, Junior Researcher and Lecturer, Muhammadiyah University of Palangkaraya; ORCID 0000-0002-8517-5146; Palangkaraya, Indonesia. E-mail: karyanti982@gmail.com

Conflict of interest statement. The authors declare that there is no conflict of interest.

Received xx.xx.xxxx; accepted for publication xx.xx.xxxx.
The authors have read and approved the final manuscript.

Информация об авторах:

Мохаммад. Фатчуррахман – доктор наук (Образование), руководитель преподавателей и старших исследователей в области оценки и консультирования, руководитель студенческой администрации и агентства выпускников Университета Мухаммадия в Паланкаря; ORCID 0000-0002-5747-2290; Паланкаря, Индонезия. E-mail: mfatchurahman789@gmail.com

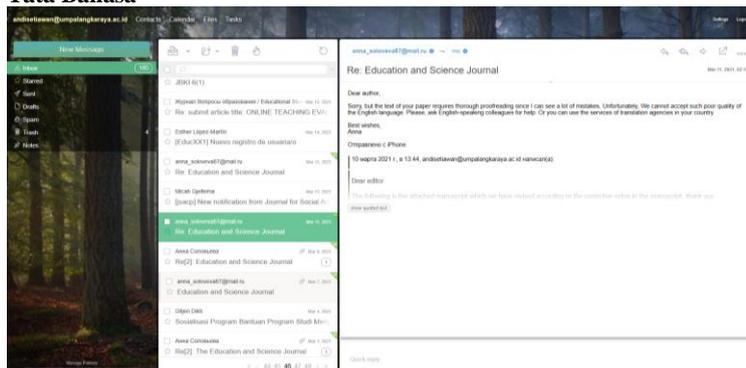
Мухаммад Анди Сетиаван – магистр (Образование), младший научный сотрудник и преподаватель учебной программы по руководству и консультированию Университета Мухаммадия в Паланкаря; ORCID 0000-0001-7678-4057; Паланкаря, Индонезия. E-mail: andisetiawan@umpalangkaraya.ac.id

Карьянти Карьянти – магистр (Образование), руководитель лаборатории консультирования и консультирования, младший научный сотрудник и преподаватель Университета Мухаммадия в Паланкаря; ORCID 0000-0002-8517-5146; Паланкаря, Индонезия. E-mail: karyanti982@gmail.com

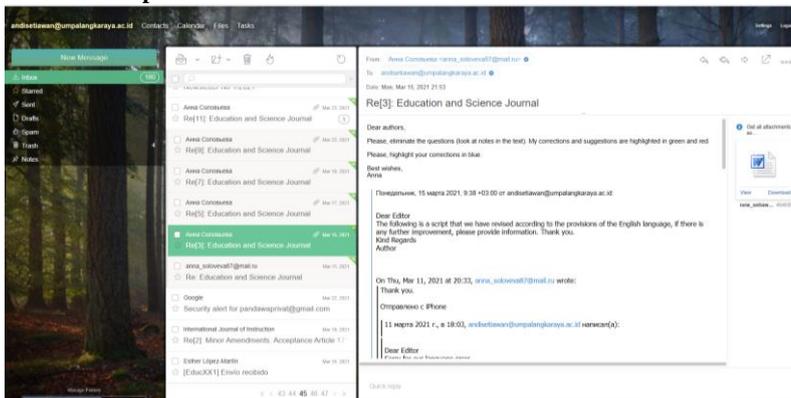
Информация о конфликте интересов. Авторы заявляют об отсутствии конфликта интересов.

Статья поступила в редакцию xx.xx.xxxx; принята в печать xx.xx.xxxx.
Авторы прочитали и одобрили окончательный вариант рукописи.

Tata Bahasa



Reviewer tahap 4



THE DEVELOPMENT OF GROUP HEALING STORIES METHOD (OR TECHNIQUE) IN MULTICULTURAL COUNSELLING SERVICES IN SCHOOLS: EXAMINATION OF DISCIPLINARY CASES

M. Fatchurahman

Muhammadiyah University of Palangkaraya, Palangkaraya, Indonesia.

E-mail: mfatchurahman789@gmail.com

M. A. Setiawan

Muhammadiyah University of Palangkaraya, Palangkaraya, Indonesia.

E-mail: andisetiawan@umpalangkaraya.ac.id

K. Karyanti

Muhammadiyah University of Palangkaraya, Palangkaraya, Indonesia.

E-mail: karyanti982@gmail.com

Abstract. *Introduction.* Discipline is a form of behaviour reflecting responsibility in a person and is essential to be applied to students. However, in reality, many students commit disciplinary violations at school. Therefore, counsellors are required to provide innovative services in order to eliminate disciplinary violations. One such example is the narrative storytelling technique, which can be applied ... continue In introduction you should write about the healing stories too.

Aim. This study is aimed to develop a group model of healer stories in multicultural counselling services in schools for disciplinary case management.

Research methodology and methods. This study used research and development method. The model of feasibility was evaluated using FGD and the model feasibility validation sheet. The data collected were in the form of disciplinary scale on 60 students.

Results and scientific novelty. The present research provides a group healing story model based on multicultural counselling services by applying aspects of local culture in Indonesia, namely 'Huma-Betang'. The study results found a model consisting of ratios, objectives, intervention stages, and evaluation of strengths and weaknesses. Based on the data analysis, this model can be used to improve disciplinary behaviour. The paired sample t-test results showed that disciplinary behaviour increased the pre-test and post-test results.

Practical significance. Based on the results, the authors recommend this model for disciplinary case handlers. This model is also effective with the introduction of a cultural context in the counselling service. The model is easily to accept because it 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 context.

Keywords: group healing stories, multicultural counselling, local wisdom, disciplinary case.

Acknowledgments. This study is supported by the Muhammadiyah University of Palangkaraya research and community service institute.

For citation: Fatchurahman M., Setiawan M. A., Karyanti K. Development of group healing stories in multicultural counselling services in schools: Examining disciplinary cases. *The Education and Science Journal*. 2021; 23 (4): ...-.... DOI:

Commented [CA17]: Or the model? May be it is better - The development of narrative storytelling in multicultural ...

Commented [CA18]: Counsellors – are social care teachers?

Commented [CA19]: You mean healing stories. Write a sentence about this innovative service

Commented [CA20]: May be to demonstrate? As far as I understood, this model was developed and now you are presenting it.

Commented [CA21]: Healer or healing stories?

Commented [CA22]: Methods cannot be research and development. Enumerate the methods, which were used.

Commented [CA23]: What is it? Write out in brackets

Commented [CA24]: It was evaluated too using FGD?

Commented [CA25]: What is it? I need to understand for the Russian translation

Commented [CA26]: What is it? Describe in some words in brackets

Commented [CA27]: Which model?

Commented [CA28]: It will be not clear for the reader. disciplinary behaviour increased the pre-test and post-test results and what is the result of these tests?

РАЗВИТИЕ МЕТОДА ГРУППОВЫХ ИСТОРИЙ ИСЦЕЛЕНИЯ В МУЛЬТИКУЛЬТУРНЫХ КОНСУЛЬТАЦИОННЫХ СЛУЖБАХ В ШКОЛАХ: ИССЛЕДОВАНИЕ ДИСЦИПЛИНАРНЫХ КЕЙСОВ

М. Фатчурахман

*Университет Мухаммади в Паланкара, Паланкара, Индонезия.
E-mail: mfatchurahman789@gmail.com*

М. А. Сетиаван

*Университет Мухаммади в Паланкара, Паланкара, Индонезия.
E-mail: andisetiawan@umpalangkaraya.ac.id*

К. Карьянти

*Университет Мухаммади в Паланкара, Паланкара, Индонезия.
E-mail: karyanti982@gmail.com*

Аннотация. *Введение.* Дисциплина - это форма поведения, отражающая ответственность человека. Дисциплине студентов необходимо уделять должное внимание (Дисциплина студентов также является важной составляющей образовательного процесса). Однако в действительности многие ученики совершают дисциплинарные нарушения в школе, поэтому консультанту (социальному педагогу) необходимо предоставлять инновационные услуги, чтобы устранить дисциплинарные нарушения.

Цель. Данное исследование направлено на разработку групповой модели исцеляющих историй в мультикультурных консультационных службах в школах для управления дисциплинарными делами.

Методология и методы. Используемый метод - это исследования и разработки. При проверке осуществимости исследовательской модели использовались ДДГ и лист подтверждения осуществимости модели. Эффективность сбора данных по дисциплинарной шкале протестирована на 60 студентах.

Результаты. По результатам исследования была найдена модель, состоящая из соотношений, целей, этапов вмешательства и оценки сильных и слабых сторон. Результаты анализа данных показывают, что эту модель можно использовать для улучшения дисциплинарного поведения. Результаты Т-теста для парных выборок показывают, что дисциплинарное поведение увеличило начальное среднее увеличение результатов до и после тестирования.

Научная новизна. Обнаруженная новинка представляет собой модель группового исцеления, разработанную на основе аспектов мультикультурных консультационных услуг с применением аспектов местной культуры Индонезии, а именно 'Huma-Batang'.

Практическая значимость. Авторы результатов испытаний разработки модели рекомендуют использовать эту модель для лиц, ведущих дисциплинарные дела. Эта услуга также эффективна благодаря введению культурного контекста в консультационную службу. Услугу становится легко принять, потому что она имеет единообразие культуры консультируемого, но поскольку контекст ограничен культурой, будет нелегко реализовать ее в другом культурном контексте.

Ключевые слова: рассказы о групповом исцелении, мультикультурное консультирование, местная мудрость, дисциплинарный случай.

Благодарности. Данное исследование было проведено при поддержке Института исследований и общественных работ Университета Мухаммадия в Палангкара.

Для цитирования: Фатчурахман М., Сетиаван М. А., Карьянти К. Развитие групповых историй исцеления в мультикультурных консультационных службах в школах: рассмотрение дисциплинарных дел // Образование и наука. 2021; 23 (4):... –... DOI:...

INTRODUCTION

Education has a very decisive role in maximising the development of human potential. The educational process helps a person to become qualified, independent, and self-actualised person. Therefore, a conducive education **system requires to develop** all aspects optimally [1, 2]. The education system in Indonesia has undergone many changes from time to time, following the growth and development of science and technology. In Indonesia, specifically Palangkaraya City continues to improve its human resources through good education, including the disciplinary. Discipline can be interpreted as the presence of attitudes, characters, traits, and behaviour [3]. Education and discipline are inseparable unity due to a process underlying behaviour formation, namely learning. In the educational process, there are disciplinary efforts against students in the form of rules or regulations. School rules and regulations generally describe the clothing, attendance, study time, and the school environment cleanliness.

Discipline plays a role in controlling and shaping a behaviour according to what has been instilled, taught, and exemplified [4]. Discipline facilitates changes in behaviour through educational process independently or informally [5]. In reality, student often experiences ups and downs in implementing school discipline [6]. For example, there are students, who truant during class hours, wear untidy school clothes, and **maintain** clean school environment [7].

Based on indirect observations, various disciplinary problems often occur in the school environment even though they are still relatively new. Students try to find their own identity during the development period and require a comprehensive direction from the guidance and counselling teacher. Furthermore, in general, students perform disciplinary violations such as not wearing neat clothes, being late to school, and fighting with friends. Disciplinary violations affect the daily activities and disrupt the learning outcomes.

Commented [CA29]: They maintain or do not maintain?

In South Sumatra, dozens of students were caught playing in an internet cafe during study hours. Ironically, they were school students including 20 high school students, 12 vocational high school students, seven junior high school students, and an elementary school student [8]. Another phenomenon can be found from Medcom Headlight content providing news in educational violence. However, the world of education must keep away from the violence because it is hoped that a generation with integrity and a good personality will be born [9].

Frequently, violence is an excuse behind the disciplinary action of school regulations. However, the school regulations actually can be implemented properly by following the procedures outlined by the Ministry of Education as stated in the National Education System³. All forms and kinds of violence are not allowed to be present in the world of education because there are still many other alternatives to educate students so that they can carry out the school regulations. This fact is very concerning because school-age students should spend much time on positive activities. From a sociological perspective, someone who does not apply discipline tends to develop into a sloppy and characterless person [10].

Based on the above phenomena, efforts are needed to form a person following school discipline to be the next-generation, who can compete well both in the world of education and after graduating. Especially, in globalisation and free trade era, a strong foundation is needed, namely millennial generations, who have good personality and character to compete domestically, nationally, and internationally. Handling problems in the education and learning process needs to collaborate with guidance and counselling services [11]. The optimisation of guidance and counselling services in schools and madrasahs needs to be performed to achieve goals. The optimisation also needs to be supported by adequate human resources with knowledge and insight in guidance and counselling, especially group healing, group guidance, and group counselling [12]. Guidance and counselling services in

³ Government, Republic of Indonesia. Law of the Republic of Indonesia Number 20 Year 2003 Concerning National Education Systems. President of the Republic Indonesia. Jakarta; 2003. p. 39-45.

schools and madrasahs from the elementary, junior high, and senior high levels are increasingly needed [13, 14]. Group counselling is a group service to assist counselees in alleviating existing problems [15–17]. Healing story is a part of counselling in group counselling to build therapeutic change [18–20].

Healing story group counselling can be combined with a variety of local wisdom. One of them is Huma-Batang, which promotes tolerance and mutual respect [21, 22]. This local wisdom-based healing story group counselling will be an alternative to be used as one of the planned interventions to help individuals through a dynamic interpersonal process in preventing, developing, and alleviating [23–25]. The local wisdom-based healing story group counselling can increase and use knowledge, as well as internalise and personalise the values of discipline and noble morals in daily behaviour [26–28]. Based on the previous studies, the classical counselling services are useful for dealing with emotional problems, self-confidence [29], career planning [30]. The understanding of the implementation, reality, and impact of discipline can certainly help to achieve goals, namely the formation of disciplined behaviour. Based on these conditions, this study is aimed to find a group counselling model for local wisdom-based healing stories to improve student discipline.

Methodology

Design

This study developed and modified a new model [31–33]. This development study consisted of several main development components, namely group counselling, healing story as the primary container, and local wisdom as an innovation [34]. Table 1 provides an overview of the development study.

Table 1

Stages of development study

Stage	Activity	Description
-------	----------	-------------

Commented [CA30]: Preventing, developing and alleviating what

Commented [CA31]: In our Journal we use British spelling, e.g. behaviour, specialise, recognise, etc.

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: <i>Huma Betang</i> 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

Sample

The subjects in this study were 60 students of SMA Muhammadiyah Palangkaraya. Students were divided into two groups, namely (A) 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. Researchers chose 10th graders due to their understanding and insight in disciplinary. Based on the observation through data collection with a learning discipline scale, it was found out that several students had moderate discipline behaviour.

Commented [CA32]: What is it. Write out in brackets

Instrument

Study instrument is a tool to measure observed phenomena or variables [35]. This study used FGD sheet to find out the model feasibility. The FGD model includes rationale, objectives, intervention processes, strengths, and weaknesses using discipline scale. Before using the instrument, the validity and reliability of instrument were tested. The construction validity test was carried out after building

Commented [CA33]: What is it? Write out in brackets

the instrument based on a certain theory [36]. The learning discipline was measured using the Likert scale. The Likert scale is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about a certain phenomenon. The Likert scale has four answer choices namely SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree) [37]. The disciplinary behaviour assessment 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

Based on the validation and reliability tests on 50 items of the learning discipline scale statement, there were 22 valid items and 28 invalid items. In the first stage, the invalid items were the 1, 2, 4, 7, 8, 9, 11, 13, 14, 17, 18, 19, 22, 24, 27, 28, 35, 36, 42, 44, 45, 46, 47, 50 items. The invalid item had ≤ 0.3 coefficient of correlation. Furthermore, invalid items were not used in the second stage analysis. In the second stage, the invalid items were the 3, 21, 26, 32 items. The second stage analysis aimed to double-check all statement items contributing more than 30% to the constructs.

Commented [CA34]: Is it necessary to use the article here?

Commented [CA35]: Is it necessary to use the article here?

Furthermore, the invalid items from second stage were not used in the third stage analysis. The reliability test was carried out three times with Cronbach alpha using 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 class interval, discipline score of 22–44 was in the low category, 45–67 was 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 understood as the pre-post design, is an analysis involving two measurements based on the same subject to a specific intervention or treatment. The first measurement was carried out before intervention. This study used the SPSS to compare two free samples from the same population to find out the significant difference the disciplinary behaviour before and after the intervention.

The normality test was carried out as a prerequisite for conducting data analysis. The normality test needs to be performed by assuming the residual value follows a normal distribution. This study used D value statistical test with the formula, the area of rejection, and the proportional value. The homogeneity test was also carried out to find out the data feasibility. This test is related to parametric statistical tests, such as the comparative test and the independent sample T-test.

Result

Analysis

Disciplinary problems in schools are getting worse day by day and require special handling. In its implementation, healing story group counselling was still rarely used as well as the Huma Betang in Kalimantan.

Design

The developed design was the healing story based on Huma Betang. The values instilled are togetherness, honesty, tolerance, hard work, mutual respect, cooperation, and discipline. The implementation of values in group counselling can be described in the following model:

Rational

Healing story group counselling based on local wisdom combines counselling services with cultural elements in every stage of intervention by the counsellor. The healing story group counselling based on local wisdom will guide the counsellee in solving problems by telling stories to have better behaviour change to maintain and promote the local wisdom values of Huma Betang.

Purpose

The purpose of this model is to facilitate counsellors in conducting guidance and counselling services, especially group counselling in a cultural context for students on disciplinary issues.

Intervention procedures

The group counselling in a cultural context can be described in three main stages. The details are presented in Table 3.

Table 3

Intervention and implementation of *Huma Betang*

Topic	Procedure	Implementation of Huma Betang values
Early-stage	25.Begin the meeting by praying, introducing each other, creating good relationships with group counselling members, and conveying the group counselling objectives. 26.Ice breaking. 27.Delivering the basic concepts of discipline. 28.Performing a contract agreement (statement letter) and filling in the discipline scale, self-reflection sheet, and observation sheet. 29.Concluding and closing group counselling activities.	Togetherness, tolerance

Intervention	<p>30.Stage I: Introduction.</p> <ul style="list-style-type: none"> • 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. <p>31.Phase II: Activities or Core.</p> <ul style="list-style-type: none"> • The counsellor presents the discussion topic using healing stories on discipline and responsibility. • Explain the importance of the discussion topic using healing stories on discipline and responsibility. • Discuss the short story. • Complete the topic discussion. • Confirms the commitment of Healing Story group members to improve learning discipline. <p>32.Stage III: Closing.</p> <ul style="list-style-type: none"> • Explain that classical mentoring activity will end. • Group Healing Story 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. 	Hard work, mutual respect, cooperation, discipline, and honesty,
Final Stage (Post Intervention)	<p>33.Starting the meeting by praying, discussing the problem topics, and conveying the objectives of Healing Story group counselling.</p> <p>34. Discussing the experiences during group counselling.</p>	Togetherness, tolerance

	<p>35. Filling in the learning discipline scale and the scale statement sheet.</p> <p>36. Conveying impressions during the group counselling and closing the group counselling activities.</p>	
--	--	--

Evaluation and strength

Strength: The healing story group counselling based on 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 trial and error.

Commented [CA36]: It still requires error? Or development?

Development

The healing story group counselling model based on local wisdom combines the healing story group counselling with the local wisdom of Central Kalimantan, namely Huma Betang. After validating the model, the resulting model underwent rationale process, objective intervention procedures, and strength and weakness evaluation. The valid and reliable model was tested for its effectiveness.

Implementation

The following graphs (Fig. 1-2) demonstrate the assessment results of learning discipline behaviour using a learning discipline scale during pre-test and post-test study with the descriptions of therapeutic change.

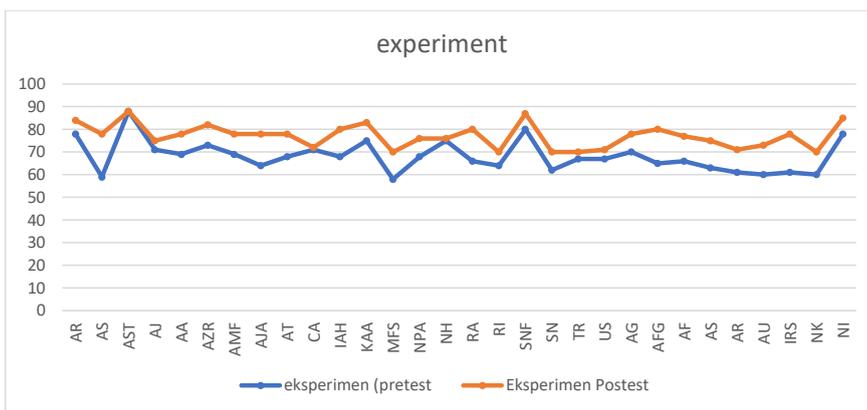


Fig. 1. Analysis of the experimental class

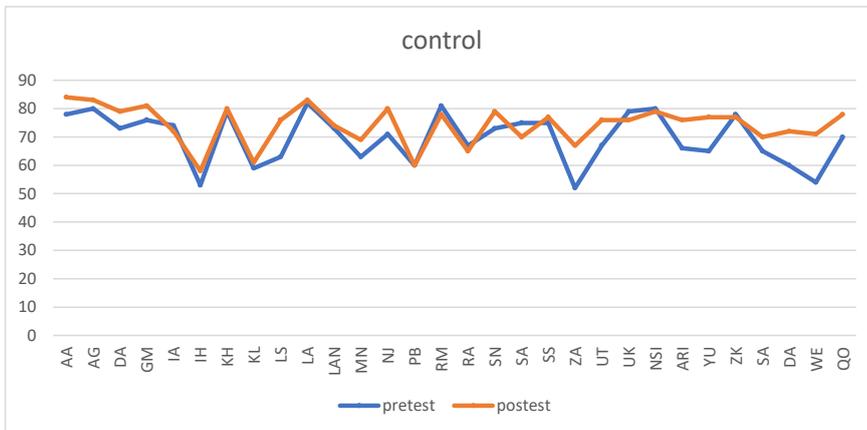


Fig. 2. Analysis of the control class

The pre-test and post-test results showed that all healing story group members were in a moderate learning discipline behaviour category with scores of 59 to 67. All group members underwent six times intervention using the healing stories to improve the learning discipline. After the intervention, there was a change in learning discipline behaviour. Changes in learning discipline behaviour can be identified through measurements using learning discipline scale after the intervention (post-test). Based on the results, all members had an increase in learning discipline behaviour to the high category with a score range of 67 to 88. The increase in discipline behaviour can be seen from the difference in scores between pre- and post-intervention. The following describes the therapeutic changes from Class IV-A (experimental) and Class IV-B (control).

Description of therapeutic changes in IV-A subjects (Experiment)

At the first meeting, the Healing Story group members got to know each other. Students should know the rules and general objectives during the healing story group counselling implementation. Furthermore, the tools used were learning discipline scales, statement letters, and scale statement sheets. The core activities at the first meeting for IV-A students (Experiment) were delivering the understanding and benefits of learning discipline, explaining the procedures for filling out the

statement of willingness to follow healing story group counselling, filling in learning disciplinary scales, filling in scale statement sheets, and affirming the commitment of healing story group members. At the end of the meeting, members expressed their impressions and assessed the progress of classical services implemented. Members discussed the follow-up activities, delivered messages and responses, then concluded and closed the activity.

The second meeting focused on IV-A students (Experiment) by explaining the discipline and responsibility carried out to improve learning 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 stories with a short story entitled child series of disciplined and responsible characters. The group members were explained with the importance of discussion topic using healing stories with a short story. Then, there was the Question and Answer (Q&A) session on discipline and responsibility. After the Q&A session, the members should confirm the commitment to Healing Story group to improve the learning discipline. Then, the members presented their impressions and assessed the progress of other members. Finally, the members discussed the follow-up activities, delivered messages and responses, then concluded and closed the activity.

At the third meeting, IV-A students (Experiment) explained the attitude and behaviour carried out to improve learning discipline. Students can have a shy character by using the tool sheet assignments between sessions and scaling statements. Furthermore, the activity was carried out by discussing the healing stories with a short story entitled “Shy”. The group members were explained with the importance of discussion topic using healing stories with a short story. Then, there was the Q&A session on a short story entitled “Shy”. After the Q&A session, the members should confirm the commitment to Healing Story group to improve the learning discipline. Then, the members presented their impressions and assessed the progress of other members. 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 (Experiment) should have the right attitude towards teachers and friends. Students can have the right attitude towards teachers and friends by using the tool sheet assignments between sessions and scaling questions. Furthermore, the activity was carried out by discussing the healing stories with a short story entitled “Discipline brings success”. The group members were explained with the importance of discussion topic using healing stories with a short story. Then, there was the Q&A session on a short story entitled “Discipline brings success”. After the Q&A session, the members should confirm the commitment to Healing Story group to improve the learning discipline. Then, the members presented their impressions and assessed the progress of other members. Finally, the members discussed the follow-up activities, delivered messages and responses, then concluded and closed the activity.

At the fifth meeting, IV-A students (Experiment) understood the importance of the learning discipline. Students should have high learning discipline with tools in the form of assignment sheets between sessions and scale statements. Furthermore, the activity was carried out by discussing the healing stories with a short story entitled “Disadvantages of not doing homework”. The group members were explained with the importance of discussion topic using healing stories with a short story. Then, there was the Q&A session on a short story entitled “Disadvantages of not doing homework”. After the Q&A session, the members should confirm the commitment to Healing Story group to improve the learning discipline. Then, the members presented their impressions and assessed the progress of other members. Finally, the members discussed the follow-up activities, delivered messages and responses, then concluded and closed the activity.

At the sixth meeting, IV-A students (Experiment) were expected to 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 scale statements. The counsellor provided learning discipline scales and 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 inner learning discipline. Then, the members presented their impressions and assessed the progress of other members. Finally, the members discussed the follow-up activities, delivered messages and responses, then concluded and closed the activity.

Description of therapeutic changes in IV B subjects (Control)

For class IV-B (Control), there was no treatment. The Healing Story 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 the first meeting, the Healing Story group members got to know each other. Students should know the rules and general objectives during the healing story group counselling implementation. Furthermore, the tools used were learning discipline scales, statement letters, and scale statement sheets. The core activities at the first meeting for IV-A students (control) were delivering the understanding and benefits of learning discipline, explaining the procedures for filling out the statement of willingness to follow healing story group counselling, filling in learning disciplinary scales, filling in scale statement sheets, and affirming the commitment of healing story group members. At the end of the meeting, members expressed their impressions and assessed the progress of classical services implemented. Members discussed the follow-up activities, delivered messages and responses, then concluded and closed the activity.

The second meeting focused on IV-B students (Experiment) by explaining the discipline and responsibility carried out to improve learning discipline. Students can increase knowledge about honesty education instilled in students by using the tool sheet assignments between sessions and scaling statements. Furthermore, the

core activity was carried out by discussing the Honesty Education Instilled in Students. The group members were explained with the importance of discussion topic. Then, there was the Q&A session on Honesty Education Instilled in Students. After the Q&A session, the members should confirm the commitment to Healing Story group to improve the learning discipline. Then, the members presented their impressions and assessed the progress of other members. Finally, the members discussed the follow-up activities, delivered messages and responses, then concluded and closed the activity.

At the third meeting, IV-B students (Control) explained the attitude and behaviour carried out to improve learning discipline. Students can have a disciplined character by using the tool sheet assignments between sessions and scaling statements. Furthermore, the activity was carried out by discussing the “Student discipline in school”. The group members were explained with the importance of discussion topic. Then, there was the Q&A session on “Student discipline in school”. After the Q&A session, the members should confirm the commitment to Healing Story group to improve the learning discipline. Then, the members presented their impressions and assessed the progress of other members. Finally, the members discussed the follow-up activities, delivered messages and responses, then concluded and closed the activity.

At the fourth meeting, IV-B students (control) should have the awareness towards school cleanliness. Students have the awareness towards school cleanliness by using the tool sheet assignments between sessions and scaling questions. Furthermore, the activity was carried out by discussing the “Student awareness on school environment cleanliness”. The group members were explained with the importance of discussion topic. Then, there was the Q&A session on “Student awareness on school environment cleanliness”. After the Q&A session, the members should confirm the commitment to Healing Story group to improve the learning discipline. Then, the members presented their impressions and assessed the progress of other members. Finally, the members discussed the follow-up

activities, delivered messages and responses, then concluded and closed the activity.

At the fifth meeting, IV-B students (control) understood the importance of the learning discipline. Students should have high learning discipline with tools in the form of assignment sheets between sessions and scale statements. Furthermore, the activity was carried out by discussing “How to manage study time efficiently”. The group members were explained with the importance of discussion topic. Then, there was the **Q&A session** on “How to manage study time efficiently”. After the Q&A session, the members should confirm the commitment to Healing Story group to improve the learning discipline. Then, the members presented their impressions and assessed the progress of other members. Finally, the members discussed the follow-up activities, delivered messages and responses, then concluded and closed the activity.

At the sixth meeting, IV-B students (control) were expected to 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 scale statements. The counsellor provided learning discipline scales and 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 inner learning discipline. Then, the members presented their impressions and assessed the progress of other members. Finally, the members discussed the follow-up activities, delivered messages and responses, then concluded and closed the activity.

Normality test

The normality test was carried out to test whether all variables normally distributed or not. The normality test used the Shapiro-Wilk formula with SPSS 23.00. If Sig. (p-value) > 0.05, it is normally distributed, and if Sig. (p-value) < 0.05 it is not normally distributed. The results are as follows:

Table 4

Commented [CA37]: In the table 4, there are results of Kolmogorov-Smirnov test, but in the paragraph there is no information about it. You write only about the Shapiro-Wilk formula

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	.069
post-test	Group A	.125	30	.200*	.938	30	.224
	Group B	.199	30	.036	.848	30	.005

Commented [CA38]: Not Smirnova

Based on the above table, the pre-test and post-test data for the experimental class (group A) have a p-value > 0.05, while the pre-test data for the control class has a p-value > 0.05 and the post-test data for the control class (group B) has a p-value < 0.05. Thus, it can be concluded that the experimental group was normally distributed and the control group was not normally distributed.

Homogeneity test

After conducting the normality test, the homogeneity test was then carried out. The homogeneity test uses to determine the variance between the two groups, namely the experimental and control groups. To accept or reject the homogeneity test hypothesis, it was performed by comparing the Levene's Sig. value with 0.05 (Sig. > 0.05). Based on the results, the F-calculated value of the experimental group was 0.073, with a significant value of 0.155, while the F-calculated value of the control group was 0.752 with a significance value of 0.022. Thus, the pre-test with Sig. values 0.155 > 0.05 had a homogeneous variance and the post-test with sig values 0.022 < 0.05 had a non-homogeneous variance.

Hypothesis test

After carrying out the normality and the homogeneity tests, the paired sample t-test was then conducted. The paired sample t-test or better known and understood as the pre-post design, is an analysis involving two measurements based on the same subject to a specific intervention or treatment. The Paired Samples Statistics table for the experiment class showed that the learning discipline behaviour of IV-A students (Experiment) had an average increase of 69.6500 to 77.6500. The Paired

Commented [CA39]: Where is this table?

Samples Statistics table for the control class showed that class IV-B students (Control) had an average increase of 70.3500 to 75.6500. The hypothesis test was calculated using SPSS version 23.00 in the Experiment group, the Sig. (2-tailed) value was $0.000 < 0.05$. There was a significant difference between the pre-test and post-test showing the influence of Healing Story group counselling assisted by healing stories. Thus, it can be concluded that H_0 was rejected and H_a was accepted, or there was an increase in learning discipline after the intervention of Healing Story group counselling assisted by healing stories with an average increase of 8.

Commented [CA40]: Where is this table?

Commented [CA41]: What is it? It's not clear

Commented [CA42]: 8 what? Percent?

Based on hypothesis test using SPSS version 23.00 in the control group in the image above, the Sig. (2-tailed) value was $0.000 < 0.05$. There was a significant difference between the pre-test and post-test showing the influence of Healing Story group counselling assisted by healing stories. Thus, it can be concluded that H_0 was rejected and H_a was accepted, or there was an increase in learning discipline after the intervention of Healing Story group counselling assisted by healing stories with an average increase of 5.3.

Commented [CA43]: What image? It's not clear

Commented [CA44]: What is it? It's not clear

Commented [CA45]: What is it? It's not clear

Commented [CA46]: 5.3 what? Percent?

Evaluation

The last stage evaluated the effectiveness of local wisdom-based healing story group. The model was developed based on the results of needs analysis in the field. Based on validation and testing, the model was effectively used to improve discipline as evidenced by statistical analysis results showing better behaviour after the intervention.

Commented [CA47]: What is it??

Commented [CA48]: What field?

Discussion

Discipline always maintains attitudes and actions to be more optimal and grow the will and enthusiasm in an orderly and planned manner. This is highly expected for all parties, so that later they can understand the purpose of regulation. Discipline is the power to use the thoughts, feelings, and actions to do [38]. Discipline is an essential component in life; discipline will facilitate people to act better and in control [39]. Factors affecting discipline are the following: internal factors, personality, culture, organisational structure, leadership style, organisational

Commented [CA49]: Control in what?

Commented [CA50]: Am I right?

systems, knowledge, social stereotypes, concept management, type of organisation [40], motivation [41–43], productivity, and compensation [44]. The discipline changes a person to be better at doing and results in better and more effective performance [45–47]. The purpose of discipline is to build or create expected conducive conditions in the future to support a process and stages smoothly, orderly, and in peaceful as well as disciplined manner. So that with this discipline, fair, orderly, and stable conditions can be created in a process for all people.

Commented [CA51]: Doing what?

Commented [CA52]: Paraphrase the beginning of the sentence

Commented [CA53]: The sentence is very hard for understanding. Paraphrase

In the world of education, discipline is related to the regulation aiming to provide students with positive behaviour guideline approved by all parties, both parents and students. Discipline problems are always emerging problems and 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 namely rationale, intervention, weaknesses, and evaluation. The model test was carried out using content validation and FGD 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. Group counselling is a service to facilitate problem management [48, 49]. The combination between group counselling and healing stories based on local wisdom is a new perspective in counselling. Healing Stories is a collection of stories as basis for learning and inspiration to build therapeutic change [50–53]. Huma Betang, as a form of local wisdom, upholds togetherness, voluntarism, responsibility, independence so that the counsellee can become a better person. Healing story group counselling based on local wisdom is an innovation in counselling to create various counselling services for various existing problems.

In implementing the counselling, the counsellor provides and tells stories according to the situation or problem to achieve the goals through the healing stories strategy [54]. The counsellee (student) also plays a role in telling stories to solve problems and achieve maximum results [55]. This type aims to help participants achieve greater satisfaction and actualisation [56, 57]. Healing stories

can broaden the view on different human condition. [58]. These healing stories open up insights, and with various values, they can build the life towards a better direction [59].

In this study, there were healing story group counselling model based on local *Huma Betang* wisdom for IV-A students (Experiment) and IV-B (Control) students with moderate learning discipline identified behaviour a discipline scale [60]. Furthermore, in the experimental group, the subjects underwent intervention in Healing Story group counselling assisted by healing stories conducted in six meetings. The subjects underwent an intervention in folklore-based group counselling based on the local community demands. Based on the **paired sample statistics**, the learning discipline had an increase after the intervention. **These** results supported other studies stating that healing stories are among the alternatives in counselling and therapy services [61]. Besides dealing with discipline problems, it can also treat anxiety [62]. **These** results reinforced previous study stating that group counselling is an effective service for handling problems [63, 64], practice group [65]. The results of previous studies also suggested that group counselling can be combined and implemented in various contexts [66].

There are several requirements so that healing stories can be 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 counsellors and students in group counselling healing stories based on local wisdom services. In conducting the study, counsellors and students carried out healing stories group counselling based on local wisdom services according to the procedures. Each student underwent intervention in the form of healing stories group counselling based on local wisdom services assisted by healing stories for 40–45 minutes to adjust the focus and dynamics. The difference in the level of change in learning discipline behaviour in each student causes by differences in conditions and situations during healing stories group counselling based on local wisdom. **The**

conditions and situations affecting are the physical and psychological conditions of students. During the group counselling, healing stories based on the local wisdom process determine the comfort in following the Healing Story group counselling. Also, there are several uncontrollable factors; for example, the attitudes of people within family and friends. In achieving the goals, counsellors tried to direct students to make specific solutions or easy-to-implement strategies. In the discussion session between the counsellor and students, the counsellor focused on change; in practice, the counsellor asked students what changes occur at each meeting. This study illustrated to counsellors that healing stories are services that can be used in individual or classical contexts.

Commented [CA54]: May be: Such conditions and situations affect the physical and psychological conditions of students.

Commented [CA55]: In some place you capitalise it, but in some there is no capitalisation. Check throughout the text. And use one variant

Conclusion

Based on the data analysis, it was found that healing story group counselling based on local wisdom could improve the learning discipline. After the model conducting validation and improvement process, the model includes rational, objective, intervention process, and strength and weakness, and evaluation. The validation test showed that the developed model could improve the learning discipline behaviour. The paired sample t-test showed that the learning discipline behaviour had an increase from the pre-test and post-test results. In its implementation, the counsellor needs to pay attention to several aspects, so that the service results can satisfy both parties, namely the readiness and skills of the counsellor in providing services.

Commented [CA56]: It is not clear. Paraphrase, please

References

1. Muhsinah. Relationship of classical mentoring services and symptom personality towards kinesthetic learning style of class VII In-State Junior High School 24 Banjarmasin. *Guidance and Counselling Services Journal*. 2019; 2 (2): 155–161. (I cannot find this journal on the Internet. Give a link)
2. Nainggolan D. Conceptual understanding of mathematics lesson with classical guidance tutorial as a final examination preparation on grade 6 Lentera Harapan Elementary School-Tomohon. *Journal of Educational Method and Technology*. 2019; 02 (1): 23–28.
3. Rosidah A., Irawan E. Guidance and counseling services use classics to develop character building. *Advice*. 2019; 1 (1): 64–71. DOI: 10.32585/advice.v1i1.291
4. Taş H., Kiroğlu K. The examination of disciplinary punishments given to and disciplinary

offenses committed by teachers in elementary schools in terms of different variables. *Elementary Education Online*. 2019; 18 (1): 78–96.

5. Iqlima I. Y., Baju W., Jayanti S. Factors related to the discipline of using personal protective equipment on street sweepers in the city of Semarang. *Journal of Public Health*. 2019; 7 (1): 330–336.
6. Alasdair R. Four crises of American democracy: Representation, mastery, discipline, anticipation. United States of America; Oxford University Press; 2017. 280 p.
7. Clark J., Nye A. Teaching the discipline of history in an age of standards. Teaching the discipline of history in an age of standards. Singapura: Springer; 2018. 329 p. DOI: 10.1007/978-981-13-0047-9
8. Rofiq M. Dozens of students remain “slow” when caught skipping school [Internet]. detik.News. 2020 [cited 2020 Dec 13]. Available from: <https://news.detik.com/berita-jawa-timur/d-4858340/belasan-pelajar-ini-tetap-slow-saat-terciduk-bolos-sekolah>
9. Dewan R. The irony of violence in education [Internet]. Medcom Headlight. 2020 [cited 2020 Dec 13]. Available from: <https://video.medcom.id/medcom-highlight/dN60MxPk-ironi-kekerasan-di-dunia-pendidikan>
10. Farozin M., Kurniawan L., Irani L. C. The role of guidance and counseling in character education. In: *Atlantis Press: Proceedings of the 2nd International Seminar on Guidance and Counselling 2019*. 2020; 462 (Isgc 2019). p. 112–116. DOI: 10.2991/assehr.k.200814.025
11. Fatchurahman M., Setiawan M. A., Syarif D. F. T., Efasanty M. Focused solution group counseling as a solution to improve career choice decision-making abilities. *Universal Journal of Educational Research*. 2020; 8 (12): 6635–6640. DOI: 10.13189/ujer.2020.081227
12. Kadek S., Itsar B. R., Agus A. J. P. The Comparative effect of internet-based cognitive behavioral counseling versus face to face cognitive behavioral counseling in terms of student's resilience. *Cogent Psychology*. 2020; 7 (1): 1–13. DOI: 10.1080/23311908.2020.1751022
13. Bakar A. Y. A., Hassan H., Amat S. ‘Self-ie’ module: A counseling psychology intervention to support self-change and work-performance enhancement of low-performing civil servants. *Humanities and Social Sciences Reviews*. 2020; 8 (4): 78–83. DOI: 10.18510/hssr.2020.849
14. Peng H., Shih Y., Chang L. The impact of a career group counseling mix model on satisfaction of low-achieving college students-specialty-oriented career exploration group counseling. *International Journal of Psychological Studies*. 2020; 12 (2): 1. DOI: 10.5539/ijps.v12n2p1
15. Safara M., Mina K., Minoo K. The Effect of group counseling based on spirituality on the development of positive relations with others and self-acceptance in girls of divorced families: An experimental study. *Journal of Pizhūhish dar dīn va salāma*. 2020; 6 (2): 49–61. DOI: 10.22037/jrrh.v6i2.23051
16. Ristianti D. H., Putrajaya G, Fathurrochman I. Organizational behavior management through group counseling discussions as a radicalism preventive effort. *Journal of Counseling and Education*. 2020; 8 (1): 23–30. DOI: 10.29210/139900
17. Javid N., Ahmadi A., Mirzaei M., Atghaei M. Effectiveness of solution-focused group counseling on the mental health of midwifery students. *Revista Brasileira de Ginecologia e Obstetricia*. 2019; 41 (8): 500–507. DOI: 10.1055/s-0039-1693741.
18. Austad A., Nygaard M. R., Kleiven T. Reinscribing the lived body: A qualitative study of extraordinary religious healing experiences in Norwegian contexts. *Religions*. 2020; 11 (11): 12–21. DOI: 10.3390/rel11110563
19. Pratiwi T. I., Jemiparera N. The application of a metaphor technique by healing stories to reduce student anxiety. In: *Atlantis Press. Proceedings of the 3rd International Conference*

- on *Education Innovation (ICEI 2019)*. 2020; 387: 384–386. DOI: <https://doi.org/10.2991/icei-19.2019.90>
20. Redvers J. “The land is a healer”: Perspectives on land-based healing from Indigenous practitioners in northern Canada. *International Journal of Indigenous Health*. 2020; 15 (1): 90–107. DOI: 10.32799/ijih.v15i1.34046
 21. Rahmawati N. N., Anom K., I Ketut S. Multiculturalism towards religious life In Tewang Tampang Village: Moral education implementation based local wisdom. *International Journal of Linguistics, Literature and Culture*. 2018; 4 (6): 63–71. DOI: 10.21744/ijllc.v4n6.408
 22. Riswanto D. The philosophy of Huma Betang in Central Kalimantan: A Struggle for the identity of Dayak Muslim counselors. *Jurnal Ilmiah Syi'ar*. 2019; 19 (1): 68–78. DOI: 10.29300/syr.v19i1.2266
 23. Guo H., Tan Y. J., Chen G., Wang Z., Susanto G. J., See H. H. Artificially innervated self-healing foams as synthetic piezo-impedance sensor skins. *Nature Communications*. 2020; 11 (1): 1–10. DOI: 10.1038/s41467-020-19531-10
 24. Yusay C. T. C., Canoy N. A. Healing the hurt amid the drug war: Narratives of young urban poor Filipinos in recovering families with parental drug use. *International Journal of Drug Policy*. 2019; 68 (10): 124–131. DOI: 10.1016/j.drugpo.2018.10.009
 25. Davydovich D., Urban M. W. Water accelerated self-healing of hydrophobic copolymers. *Nature Communications*. 2020; 11 (1): 1–7. DOI: 10.1038/s41467-020-19405-5
 26. Siadat M., Gholami Z. The effectiveness of group logotherapy in increasing resilience and decreasing depression among individuals affected by substance abuse in Tehran. *International Journal of Applied Behavioral Sciences*. 2018; 5 (1): 24–30.
 27. Harter L. M., Bochner A. P. Healing through stories: A special issue on narrative medicine. *Journal of Applied Communication Research*. 2009; 37 (2): 113–117. DOI: 10.1080/00909880902792271
 28. Otake Y., Tamming T. Sociality and temporality in local experiences of distress and healing: Ethnographic research in northern Rwanda. *Transcultural Psychiatry*. 2020; 0 (0) (no number of issue?): 1–15. DOI: 10.1177/1363461520949670
 29. Razali F., Manaf U. K. A., Ayub A. F. M. STEM education in Malaysia towards developing a human capital through motivating science subject. *International Journal of Learning, Teaching and Educational Research*. 2020; 19 (5): 411–422. DOI: 10.26803/ijlter.19.5.25
 30. Rahmah A. A., Christiana E. Classic problem based tutoring services to improve career planning. *Jurnal Bimbingan dan Konseling UNESA*. 2019; 9 (3): 136–146.
 31. Rasmawan R. Development of multi-representation based electronic book on Inter Molecular Forces (IMFS) concept for prospective chemistry teachers. *International Journal of Instruction*. 2020; 13 (4): 747–762. DOI: 10.29333/iji.2020.13446a
 32. Syarif. D. F. T., Fatchurahman M., Setiawan M. A., Karyanti. Development of classical guidance modeling for Penyang Hinje Simpei to Prevent child abuse in high schools. *International Journal of Innovation, Creativity and Change*. 2020; 13 (10): 1227–1246.
 33. Rudibyani R. B., Perdana R., Elisanti E. Development of problem-solving-based knowledge assessment instrument in electrochemistry. *International Journal of Instruction*. 2020; 13 (4): 957–974. DOI: 10.29333/iji.2020.13458a.
 34. Burns E., Silvennoinen E., Kopnov V. A., Shchipanova D. E., Papić-Blagojević N., Tomašević S. Supporting the development of digitally competent VET teachers in Serbia and Russia. *The Education and Science Journal*. 2020; 22 (9): 174–203. DOI: 10.17853/1994-5639-2020-9-174-203.
 35. Hanif M. The Development and effectiveness of motion graphic animation videos to improve primary school students’ sciences learning outcomes. *International Journal of Instruction*. 2020; 13 (3): 247–266. DOI: 10.29333/iji.2020.13416a

36. Amri F., Djatmika E. T., Wahyono H., Widjaja S. U. M. The effect of using simulation on developing students' character education in learning economics. *International Journal of Instruction*. 2020; 13 (4): 375–392. DOI: 10.29333/iji.2020.13424a
37. Fatchurahman M., Setiawan M. A., Karyanti., Syarif D. F. T., Al-Habsy B. A. Development of guidance counseling for increased engagement and empathy of middle school bullies. *International Journal of Innovation, Creativity and Change*. 2020; 13 (10): 1366.
38. Jo D., Emmeline T., Kupchik A. The Palgrave international handbook of school discipline. Cham, Switzerland: Springer International Publishing; 2018. 604 p.
39. Nasution S. N., Pasaribu S. E. The effect of supervision, motivation and discipline on teacher performance at the Kuntum Bumi Rantauprapat Integrated Islamic Education Foundation. *Maneggio: Scientific Journal of Master of Management*. 2020; 3 (1): 75–91. DOI: 10.30596/maneggio.v3i1.4741
40. Bugdol M. A different approach to work discipline: Models, manifestations and methods of behaviour modification. Switzerland: Springer Nature; 2018. 256 p.
41. Susanto N. The influence of work motivation, job satisfaction, and work discipline on employee performance at PT Rembaka Sales Division. *Agora*. 2019; 7 (1): 6–12.
42. Angela W., Roy F. R. The influence of motivation and work discipline on the employee performance of PDAM Kota Tomohon. *Jurnal Administrasi Bisnis*. 2019; 8 (2): 40–55.
43. Pratiwi S. I. The effect of scout extracurricular on the discipline character of elementary school students. *Educative: Journal of Educational Sciences*. 2020; 2 (1): 62–70. DOI: 10.31004/edukatif.v2i1.90
44. Agustini N. K. I., Dewi A., S. K. The effect of compensation, work discipline and motivation on employee productivity. *Udayana University Management E-Journal*. 2018; 8 (1): 231. DOI: 10.24843/ejmunud.2019.v08.i01.p09
45. Ichsan I. Z., Rahmayanti H. HOTSEP: Revised Anderson's taxonomy in environmental learning of COVID-19. *European Journal of Educational Research*. 2020; 9 (3): 1257–1265. DOI: 10.12973/eu-jer.9.3.1257
46. Juniarti E., Ahyani N., Ardiansyah A. The Influence of principal leadership and teacher self efficacy on teacher performance. *Reslaj: Religion Education*. 2019; 1 (2): 173–188. DOI: [10.47467/reslaj.v1i2.108](https://doi.org/10.47467/reslaj.v1i2.108)
47. Harahap S. F., Tirtayasa S. The influence of motivation, discipline, and job satisfaction on employee performance at PT. Angkasa Pura II (Persero) Kualanamu Branch Office. *Maneggio: Masters Scientific Journal*. 2020; 3 (1): 120–135.
48. Kashan S. S., Hajhosseini M., Behpajoo A., Ejei J. The effectiveness of acceptance and commitment group counseling on emotion regulation of women with the infidelity trauma. *Quartely Journal of Social Work*. 2020; 9 (1): 32–39.
49. Hines E. M., Hines M. R., Moore J. L., Steen S., Singleton P., Cintron D. Preparing African American males for college: A group counseling approach. *The Journal for Specialists in Group Work*. 2020; 45 (2): 129–145. DOI: 10.1080/01933922.2020.1740846
50. Johanna L., Sandra M. Dancing on the earth women's stories of healing through dance. *Folk Music Journal*. 2013; 10 (3): 392–400
51. George W. B. Healing with stories: Your casebook collection for using therapeutic metaphors. Vol. 28. John Wiley & Sons, Inc. Canada; 2009. 782 p. 10.1111/j.1465-3362.2009.00088_4.x
52. Levy I., Travis R. The critical cycle of mixtape creation: Reducing stress via three different group counseling styles. *The Journal for Specialists in Group Work*. 2020; 45 (4): 307–330. DOI: 10.1080/01933922.2020.1826614
53. Dehaqani F. A. An investigation into the impact of group counseling and treatment of grief with an islamic approach on the improvement of the quality of life of the holy shrine defender martyrs. *Military Psychology*. 2020; 11 (41): 5–16.

54. Warber S. L., Irvine K. N., Quinn B. F., Hansen A. L., Hypki C., Sims E. Methods for integrating transdisciplinary teams in support of reciprocal healing: A case study. *Eco Psychology*. 2020; 12 (3): 222–230.
55. Candel S. L., Marrun N. A. US immigration policy and its impact on immigrants: Reassembling the stories of deported mothers and their transnational children through the healing spirit of Coatlicue and Coyolxauhqui. Cham: Springer; 2020. 2242 p.
56. Quayle A. F., Sonn C. C. Amplifying the voices of indigenous elders through community arts and narrative inquiry: Stories of oppression, psychosocial suffering, and survival. *American Journal of Community Psychology*. 2019; 64 (1–2): 46–58. DOI: 10.1002/ajcp.12367
57. Seren F. The healing power of storytelling: Finding identity through narrative. *The Arbutus Review*. 2020; 11 (1): 173–184. DOI: 10.1177/153321019900500209
58. Struik A. The trauma healing story. Healing chronically traumatized children through their families/whanau. *Australian and New Zealand Journal of Family Therapy*. 2017; 38 (4): 613–626. DOI: [10.1002/anzf.1271](https://doi.org/10.1002/anzf.1271).
59. Chan M., Nimmon L. Spinning the lens on physician power: Narratives of humanism and healing. *Perspectives on Medical Education*. 2019; 8 (5): 305–308.
60. Mendoza D., Cejas M., Rivas G., Varguillas C. Anxiety as a prevailing factor of performance of university mathematics students during the COVID-19 pandemic. *The Education and Science Journal*. 2021; 23 (2): 94–113. DOI: 10.17853/1994-5639-2021-2-94-113.
61. Rosenthal G. The healing effects of storytelling: On the conditions of curative storytelling in the context of research and counseling. *Qualitative Inquiry*. 2003; 9 (6): 915–933. DOI: 10.1177/1077800403254888.
62. Alimohammadia M., Daramadib P. S., Noohi. S. Effectiveness of group logo-therapy program on existential anxiety among patients with metabolic syndrome. *Journal of Medicinal and Chemical Sciences*. 2020; 8 (3): 268–282.
63. Kalhori F., Masoumi S. Z., Shamsaei F., Mohammadi Y., Yavangi M. Effect of mindfulness-based group counseling on depression in infertile women: Randomized clinical trial study. *International Journal of Fertility and Sterility*. 2020; 14 (1): 10–16. DOI: [10.22074/ijfs.2020.5785](https://doi.org/10.22074/ijfs.2020.5785).
64. Kurniadi M. W., Farozin M. The effectiveness of group counseling services in increasing the social interaction of ostracized students at Junior High School 10 Bengkulu City. In: *Atlantis Press: Proceedings of the 2nd International Seminar on Guidance and Counseling 2019*. 2020; 462 (Isgc 2019). p. 196–201. DOI: 10.2991/assehr.k.200814.042
65. Steen S., Hines E. M. Concluding reflections and engaged group work practice with African American children and adolescents. *The Journal for Specialists in Group Work*. 2020; 45 (3): 183–194. DOI: 10.1080/01933922.2020.1794429
66. Rasimin Yu. A. The effect of blended learning on reading interest through group counseling. In: *Atlantis Press: Proceedings of the 2nd International Seminar on Guidance and Counseling 2019*. 2020; 462 (Isgc 2019). p. 53–58. DOI: <https://doi.org/10.2991/assehr.k.200814.012>

Information about the authors:

Mohammad Fatchurahman – Dr. Sci. (Education), Head of Lecturers and Senior Researchers in the Field of Evaluation and Counselling Guidance, Head of the Student Administration and Alumni Agency, Muhammadiyah University of Palangkaraya; ORCID 0000-0002-5747-2290; Palangkaraya, Indonesia. E-mail: mfatchurahman789@gmail.com

Muhammad Andi Setiawan – M. Sci. (Education), Junior Researcher and Lecturer of the Guidance and Counselling Study Programme, Muhammadiyah University of Palangka Raya; ORCID 0000-0001-7678-4057; Palangkaraya, Indonesia. E-mail: andisetiawan@umpalangkaraya.ac.id

Karyanti Karyanti – M. Sci. (Education), Head of Guidance and Counselling Laboratory, Junior Researcher and Lecturer, Muhammadiyah University of Palangkaraya; ORCID 0000-0002-8517-5146; Palangkaraya, Indonesia. E-mail: karyanti982@gmail.com

Conflict of interest statement. The authors declare that there is no conflict of interest.

Received xx.xx.xxxx; accepted for publication xx.xx.xxxx.
The authors have read and approved the final manuscript.

Информация об авторах:

Мохаммад. Фатчуррахман – доктор наук (образование), руководитель преподавателей и старших исследователей в области оценки и консультирования, руководитель студенческой администрации и агентства выпускников Университета Мухаммадия в Паланкарая; ORCID 0000-0002-5747-2290; Паланкарая, Индонезия. E-mail: mfatchurahman789@gmail.com

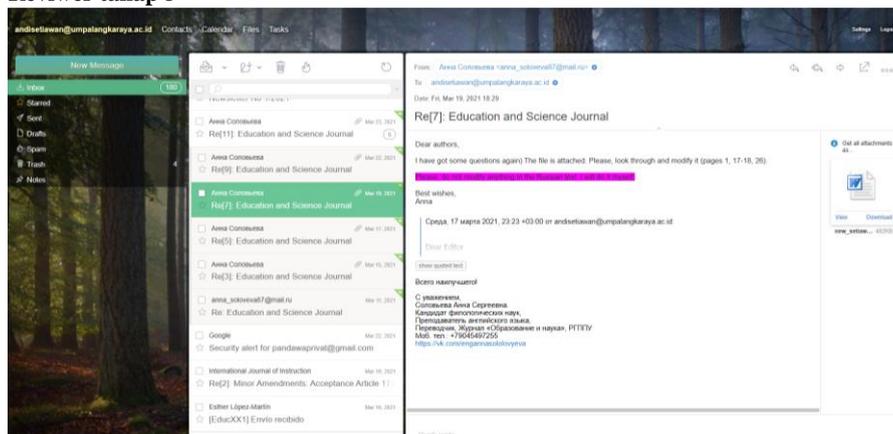
Мухаммад Анди Сетиаван – магистр (образование), младший научный сотрудник и преподаватель учебной программы по руководству и консультированию Университета Мухаммадия в Паланкарая; ORCID 0000-0001-7678-4057; Паланкарая, Индонезия. E-mail: andisetiawan@umpalangkaraya.ac.id

Карьянти Карьянти – магистр (образование), руководитель лаборатории консультирования и консультирования, младший научный сотрудник и преподаватель Университета Мухаммадия в Паланкарая; ORCID 0000-0002-8517-5146; Паланкарая, Индонезия. E-mail: karyanti982@gmail.com

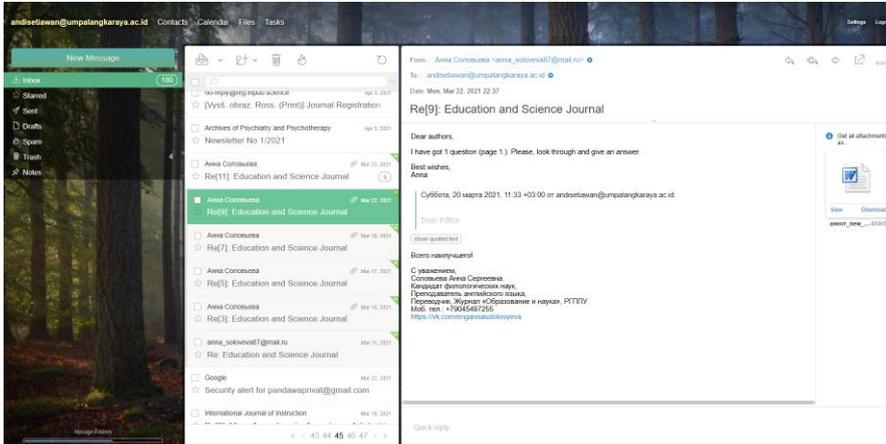
Информация о конфликте интересов. Авторы заявляют об отсутствии конфликта интересов.

Статья поступила в редакцию xx.xx.xxxx; принята в печать xx.xx.xxxx.
Авторы прочитали и одобрили окончательный вариант рукописи.

Reviewer tahap 5



Reviwer tahap 6



Naskah Terbit

