THE DEVELOPMENT OF GROUP HEALING STORYTELLING MODEL IN MULTICULTURAL COUNSELLING SERVICES IN INDONESIAN SCHOOLS: EXAMINATION OF DISCIPLINARY CASES

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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, social care teachers must provide innovative services to eliminate disciplinary violations. One such example is the narrative storytelling model presented in the form of healing stories, which can be applied to develop knowledge, feeling, social skills, and appreciation. Storytelling can play a very helpful role in counselling because stories reflect cultural laws, ethics, as well as in governing daily rules behaviour and guide decision-making.

Aim. The current research is *aimed* to demonstrate group healing storytelling model in multicultural counselling services in schools for disciplinary case management.

Methodology and research methods. This research methodology is based on the ADDIE (Analysis Design Development Implementation Evaluations) model. The participants of this study were 60 students at Muhammadiyah Palangkaraya Senior High School (Palangkaraya, Indonesia). The research instruments for the verification of group healing storytelling model in multicultural counselling services involved front group discussion (FGD), questionnaires, and Likert scale to examine student discipline data.

Results and scientific novelty. The present research provides group healing storytelling model based in multicultural counselling services by applying aspects of local culture in Indonesia, namely 'Huma Betang' (local culture in central Kalimantan, Indonesia). The authors developed a narrative storytelling model consisting of objectives and intervention stages. The strengths and weaknesses of this model were analysed. Based on the data analysis, this model can be used to improve disciplinary behaviour. The results of statistical analysis show that disciplinary behaviour has increased after the provision of healing storytelling services.

Practical significance. Based on the research results, the authors recommend this model for disciplinary case handlers. This model is also effective to integrate the components of socio-cultural context in curriculum planning. The present model is easily to accept because it has the uniformity with the culture of counsellee. However, it is limited to a cultural context, so it will be complicated to implement it in a different cultural environment.

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

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РАЗВИТИЕ МОДЕЛИ ГРУППОВОГО ИСЦЕЛЯЮЩЕГО СТОРИТЕЛЛИНГА В МУЛЬТИКУЛЬТУРНЫХ КОНСУЛЬТАЦИОННЫХ СЛУЖБАХ В ШКОЛАХ ИНДОНЕЗИИ: ИССЛЕДОВАНИЕ ДИСЦИПЛИНЫ ОБУЧАЮЩИХСЯ

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Аннотация. *Вступление.* Дисциплина является одной из форм поведения, отражающих ответственность человека, и имеет важное значение для учащихся. Однако в действительности многие ученики совершают дисциплинарные нарушения в школе. Поэтому социальные педагоги должны быть готовы предоставлять инновационные услуги по устранению дисциплинарных нарушений. Одним из таких примеров является модель повествования, представленная в виде историй исцеления, которые могут быть применены для развития знаний, чувств, социальных навыков и правильного восприятия событий. Сторителлинг может играть очень полезную роль в наставничестве, психологических консультациях, потому что устные рассказы отражают культурные законы, этику, а также регулируют повседневные правила поведения и облегчают процесс принятия решений.

Цель. Данное исследование направлено на демонстрацию модели рассказывания исцеляющих историй в группах в мультикультурных консультационных службах в школах по вопросам рассмотрения дисциплинарных дел.

Методология и методы исследования. Методология исследования основана на модели ADDIE (Analysis Design Development Implementation Evaluations). Объектами выступили 60 учеников старшей школы Мухаммадии города Палангарая. Инструментами для проверки соответствия модели рассказывания историй о групповом исцелении в мультикультурных консультационных службах послужили метод фронтальных групповых дискуссий (FGD), опросники и шкалы Лайкерта, используемые для изучения данных о дисциплинированности учащихся.

Результаты и научная новизна. Настоящее исследование демонстрирует модель группового исцеляющего сторителлинга, разработанную в многокультурных консультационных службах путем применения аспектов местной культуры «Хума Бетанг» в в Центральном Калимантане. Авторы разработали модель повествования, состоящую из целей и этапов вмешательства. Был проведен анализ сильных и слабых сторон данной модели. На основе анализа данных эта модель может использоваться для улучшения дисциплины учащихся. Результаты статистического анализа показывают, что уровень дисциплины вырос после оказания услуг по терапевтическому повествованию.

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Практическая значимость. В соответствии с результатами исследования авторы рекомендуют использовать данную модель специалистам, занимающимся дисциплинарными делами. Она также эффективна для интеграции компонентов социально-культурного контекста при разработке учебных программ. Настоящую модель легко принять, поскольку она соответствует культуре учащихся, однако она ограничена культурным контекстом, поэтому ее будет сложно реализовать в другом культурном пространстве.

Ключевые слова: исцеляющие рассказы в группах, мультикультурное консультирование, местная мудрость, дисциплинарный случай.

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]. 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 [2]. 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 [3]. Discipline facilitates changes in behaviour through educational process independently or informally [4]. In reality, student often experiences ups and downs in implementing school discipline [5]. For example, there are students, who truant during class hours, wear untidy school clothes, and do not maintain clean school environment [6].

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,

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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.

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 [7]. 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 [8].

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 System[1]. 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 [9].

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 [10]. 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 [11]. Guidance and counselling services in schools and madrasahs from the elementary, junior high, and senior high levels are increasingly needed [12, 13]. Group counselling is a group service to assist counsellees in alleviating existing problems [14–16]. Healing storytelling is a part of counselling in group counselling to build therapeutic change [17–19].

Healing storytelling group counselling can be combined with a variety of local wisdom. One of them is *Huma-Betang*, which promotes tolerance and mutual

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respect [20, 21]. This local wisdom-based healing storytelling 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 disciplinary behaviour [22–24]. The local wisdom-based healing storytelling group counselling can increase and use knowledge, as well as internalise and personalise the values of discipline and noble morals in daily behaviour [25–27]. Based on the previous studies, the classical counselling services are useful for dealing with emotional problems, self-confidence [28], career planning [29]. 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 storytelling to improve student discipline.

Methodology

Design

This study developed and modified a new model [30–32]. This development study consisted of several main development components, namely group counselling, healing storytelling as the primary container, and local wisdom as an innovation [33]. Table 1 provides an overview of the development study.

Table 1

Stages of development study

Stage	Activity	Description
Stage 1	Analysis	Collecting data on phenomena and empirical conditions in the field accompanied by a collection of sources from relevant theories and field studies.
Stage 2	Design	Compiling a model by designing existing products and integrating them with local wisdom based on relevant literature and field conditions.
Stage 3	Development	Group counselling: group services to alleviate problems.
		Healing story: collection of stories to build therapeutic change
		Multicultural: Huma-Betang 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.

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Sample

The subjects in this study were 60 students of Senior High School 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.

Instrument

Study instrument is a tool to measure observed phenomena or variables [34]. This study used front group discussion (FGD) sheet to find out the model feasibility. The front group discussion 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 the instrument based on a certain theory [35]. 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) [36]. 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

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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. The invalid item had ≤ 0.3 coefficient of correlation. Furthermore, invalid items were not used in the second stage analysis. The second stage analysis aimed to double-check all statement items contributing more than 30% to the constructs. 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 storytelling group counselling was still rarely used as well as the *Huma-Betang* in Kalimantan.

Design

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

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Rational

Healing storytelling group counselling based on local wisdom combines counselling services with cultural elements in every stage of intervention by the counsellor. The healing storytelling 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 social care teachers 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	1. Begin the meeting by praying, introducing each other, creating good relationships with group counselling members, and conveying the group counselling objectives. 2. Ice breaking. 3. Delivering the basic concepts of discipline. 4. Performing a contract agreement (statement letter) and filling in the discipline scale, self-reflection sheet, and observation sheet. 5. Concluding and closing group counselling activities.	Togetherness, tolerance.
Inter-vention	6. Stage I: Introduction. • Accept openly and thank group counselling members. • Pray. • Describe the role as group counselling leader. • Explain the group counselling concept. • Describe the general objectives. • Describe the implementation methods. • Explain the group counselling service activities. • Ice breaking.	Hard work, mutual respect, cooperation, discipline, and honesty.

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Inter-vention	7. Phase II: Activities or Core.	
	• The counsellor presents the discussion topic using healing storytelling on discipline and responsibility.	
	• Explain the importance of the discussion topic using healing storytelling on discipline and responsibility.	
	• Discuss the short story.	
	• Complete the topic discussion.	
	• Confirms the commitment of healing storytelling group members to improve learning discipline.	
	8. Stage III: Closing.	
	• Explain that classical mentoring activity will end.	
	• Group healing storytelling members make impressions and assess the progress of other members.	
	• Discussion of follow-up activities.	
	• Group counselling member messages and responses.	
	• Conclude and close the activity.	
	• Thank-you note.	
	• Pray.	
	• Separation.	
Final Stage (Post Intervention)	1. Starting the meeting by praying, discussing the problem topics, and conveying the objectives of healing storytelling group counselling.	Togetherness, tolerance.
	2. Discussing the experiences during group counselling.	
	3. Filling in the learning discipline scale and the scale statement sheet.	
	4. Conveying impressions during the group counselling and closing the group counselling activities.	

Evaluation and strength

Strength: The healing storytelling 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 development.

Development

The healing storytelling group counselling model based on local wisdom combines the healing storytelling 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.

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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.
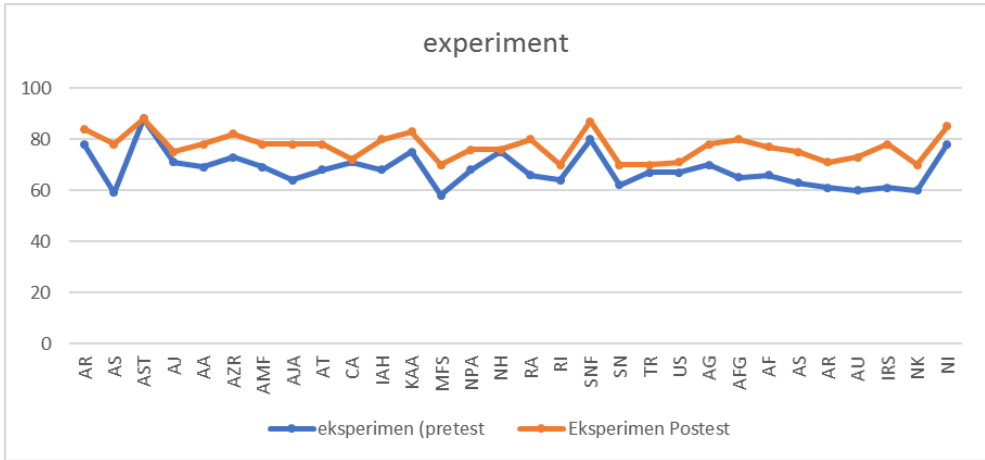

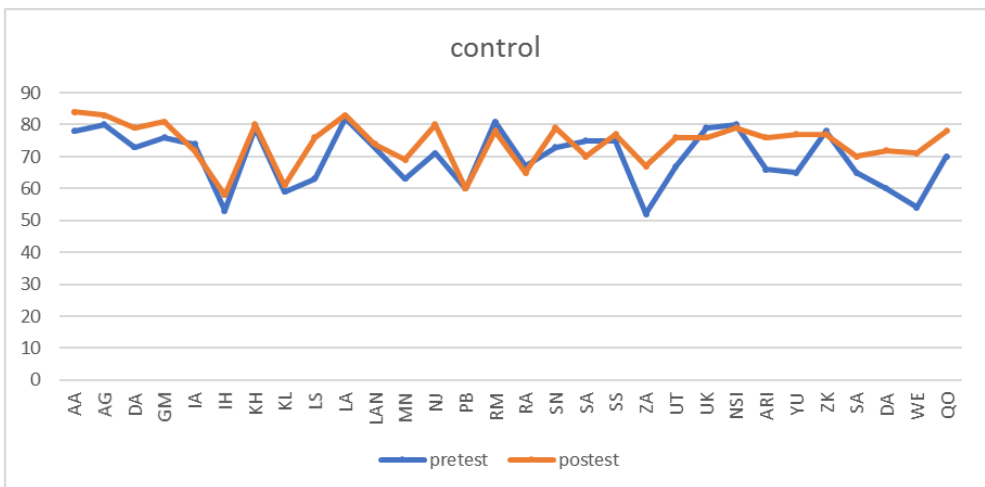
Fig. 1. Analysis of the experimental class

Fig. 2. Analysis of the control class

The pre-test and post-test results showed that all healing storytelling group members were in a moderate learning discipline behaviour category with

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scores of 59 to 67. All group members underwent six times intervention using the healing storytelling 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 class*) and Class IV-B (*control class*).

Description of therapeutic changes in IV-A subjects (experimental class)

At the first meeting, the healing storytelling group members got to know each other. Students should know the rules and general objectives during the healing storytelling 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 (*experimental class*) were delivering the understanding and benefits of learning discipline, explaining the procedures for filling out the statement of willingness to follow healing storytelling group counselling, filling in learning disciplinary scales, filling in scale statement sheets, and affirming the commitment of healing storytelling 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 (*experimental class*) 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 storytelling 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 storytelling 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 storytelling 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 (*experimental class*) explained the attitude and behaviour carried out to improve learning discipline. Students can

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have a shy character by using the tool sheet assignments between sessions and scaling statements. Furthermore, the activity was carried out by discussing healing storytelling with a short story entitled "Shy". The group members were explained with the importance of discussion topic using healing storytelling 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 the healing storytelling 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 (*experimental class*) 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 storytelling with a short story entitled "Discipline brings success". The group members were explained with the importance of discussion topic using healing storytelling 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 the healing storytelling 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 (*experimental class*) 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 healing storytelling with a short story entitled "Disadvantages of not doing homework". The group members were explained with the importance of discussion topic using healing storytelling 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 the healing storytelling 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 (*experimental class*) 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

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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 class)

For class IV-B (*control class*), there was no treatment. The healing storytelling group counselling was carried out in six meetings, with the second to the fifth meeting materials namely: (1) Honesty Education Instilled in Students; (2) Student Discipline in School; (3) Student Awareness on School Environment Cleanliness; and (4) How to Manage Study Time Efficiently.

At the first meeting, the healing storytelling group members got to know each other. Students should know the rules and general objectives during the healing storytelling 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 class*) were delivering the understanding and benefits of learning discipline, explaining the procedures for filling out the statement of willingness to follow healing storytelling group counselling, filling in learning disciplinary scales, filling in scale statement sheets, and affirming the commitment of healing storytelling 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 (*experimental class*) 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 storytelling 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 class*) explained the attitude and behaviour carried out to improve learning discipline. Students can

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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 storytelling 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 class*) 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 storytelling 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 class*) 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 storytelling 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 class*) 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

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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 and Kolmogorov-Smirnov 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

Results of normality test

Group		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig. (p-value)	Statistic	df	Sig. (p-value)
pre-test	Group A	.136	30	.200*	.962	30	.583
	Group B	.214	30	.017	.912	30	.049
post-test	Group A	.125	30	.200*	.938	30	.224
	Group B	.199	30	.036	.848	30	.005

Based on table analysis with Kolmogorov-Smirnov column at pre-test in group A (*experimental class*) Sig. (p-value) was 0.200 > 0.05, group B (*control class*) Sig. (p-value) was 0.017 < 0.05, the results of post-test group A (*experimental class*) showed that Sig. (p-value) was 0.200 and group B (control class) Sig. (p-value) was 0.036. Analysis using Shapiro-Wilk at pre-test in group A (*experimental class*) showed that Sig. (p-value) was 0.583> 0.05 and group B (*control class*) Sig. (p-value) was 0.069 > 0.05. The results of post-test group A (*experimental class*) showed that Sig. (p-value) was 0.224 > 0.05 and group B (*control class*) p-value was 0.005 < 0.05. The data for class A (*experimental group*) were normally distributed and group B (*control class*) 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

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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 analysis results paired samples statistics for the experiment class showed that IV-A students' learning discipline behaviour had an average increase of 69.6500 to 77.6500, and the result of the paired samples statistics for the control class showed that class IV-B students had an average increase of 70.3500 to 75.6500. The hypothesis test was calculated using SPSS version 23.00 in the experimental 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 storytelling group counselling assisted by healing storytelling. Thus, it can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted, or there was an increase in learning discipline after the intervention of healing storytelling group counselling assisted by healing storytelling with an average increase of 8%.

Based on hypothesis test using SPSS version 23.00 in the control 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 storytelling group counselling assisted by healing storytelling. Thus, it can be concluded that null hypothesis was rejected and alternative hypothesis was accepted, or there was an increase in learning discipline after the intervention of healing storytelling group counselling assisted by healing storytelling with an average increase of 5.3%.

Evaluation

The last stage evaluated the effectiveness of local wisdom-based healing storytelling group. The model is developed based on the results of a study of disciplinary problems in the school environment. 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.

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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 [37]. Discipline is an essential component in life; discipline will facilitate people to act better and control behaviour [38]. Factors affecting discipline are the following: personality, culture, organisational structure, leadership style, organisational systems, knowledge, social stereotypes, concept management, type of organisation [39], motivation [40–42], productivity, and compensation [43]. The discipline changes a person to behave better and results in better and more effective performance [44–46]. The purpose of discipline is to build or create expected conducive conditions in the future to support a process and stages smoothly, orderly, and in peaceful as well as disciplined manner. Discipline will facilitate someone to be able to adjust to existing regulations.

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 front group discussion showing that the resulting model was feasible to be applied. This group counselling model provided better changes in line with the characteristics of the group counselling itself. Group counselling is a service to facilitate problem management [47, 48]. The combination between group counselling and healing storytelling based on local wisdom is a new perspective in counselling. Healing storytelling is a collection of stories as basis for learning and inspiration to build therapeutic change [49–52]. *Huma-Betang*, as a form of local wisdom, upholds togetherness, voluntarism, responsibility, independence so that the counsellee can become a better person. Healing storytelling 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 storytelling strategy [53]. The counsellee (student) also plays a role in telling stories to solve problems and achieve maximum results [54]. This type aims to help participants achieve greater satisfaction and actualisation [55, 56]. Healing storytelling can broaden the view on different human condition. [57].

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This healing storytelling open up insights, and with various values, they can build the life towards a better direction [58].

In this study, there were healing storytelling group counselling model based on local *Huma-Betang* wisdom for IV-A students (experimental class) and IV-B (control class) students with moderate learning discipline identified behaviour a discipline scale [59]. Furthermore, in the experimental group, the subjects underwent intervention in healing storytelling group counselling assisted by healing storytelling 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 storytelling are among the alternatives in counselling and therapy services [60]. Besides dealing with discipline problems, it can also treat anxiety [61]. These results reinforced previous study stating that group counselling is an effective service for handling problems [62, 63], practice group [64]. The results of previous studies also suggested that group counselling can be combined and implemented in various contexts [65].

There are several requirements so that healing storytelling 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 social care teachers and students in group counselling healing storytelling based on local wisdom services. In conducting the study, social care teachers and students carried out healing storytelling group counselling based on local wisdom services according to the procedures. Each student underwent intervention in the form of healing storytelling group counselling based on local wisdom services assisted by healing storytelling 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 storytelling group counselling based on local wisdom. Such conditions and situations affect the physical and psychological conditions of students. During the group counselling, healing storytelling based on the local wisdom process determine the comfort in following the healing storytelling group counselling. Also, there are several uncontrollable factors; for example, the attitudes of people within family and friends. In achieving the goals, social care teachers 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 social care teachers that healing storytelling are services that can be used in individual or classical contexts.

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Conclusion

Based on the data analysis, it was found that healing storytelling group counselling based on local wisdom could improve the learning discipline. After the model is validated and improved and its effectiveness tested, it is arranged into a final model consisting of rational, objective, the process of intervention, and weaknesses and evaluation. The effectiveness 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 pretest 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.

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