

THE EFFECT OF GROUP COUNSELING WITH STORYTELLING TECHNIQUES ASSISTED BY ANIMATION VIDEOS ON THE MALADAPTIVE BEHAVIOR OF STUDENTS AT PONDOK PESANTREN AL-ITTIFAQIAH

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Abstract

This research aims to find out, first, the maladaptive behavior of students before being given group guidance using storytelling techniques assisted by animated videos. Second, the students' maladaptive behavior after being given storytelling techniques assisted by animated videos. Third, to find out the effect of group guidance using storytelling techniques assisted by animated videos on students at the Ittifaqiah Islamic boarding school. This research method uses a quantitative approach with an experimental research type and a one-group pretest-posttest design. From a total population of 52 students, 8 samples were taken. The data collection technique in this research used documentation and a questionnaire with a total of 22 statements which had been tested for the validity of $r_{count} > r_{table}$ with a value range of r_{count} 0.328-0.823 and r_{table} 0.279. The data analysis technique uses the Kolmogorov-Smirnov normality test and hypothesis testing (Paired Samples Test). The results of the research show that the majority of maladaptive behavior in Ittifaqiah Islamic boarding school students is in the medium category with a value of $M(SD) = 70(10.44)$. From the results of the normality test, it was obtained that the pretest data was normally distributed because $0.24 > 0.05$, and the posttest data was also normally distributed because $0.142 > 0.05$, and the hypothesis obtained a significant value (2-tailed) of 0.000 which was smaller than 0.05, which means H_a is accepted and H_0 is rejected. Therefore, group guidance using storytelling techniques assisted by animated videos affects the maladaptive behavior of students at the Ittifaqiah Islamic boarding school.

Keywords: Group Guidance, Storytelling Techniques, Maladaptive Behavior

Abstrak

Tujuan dari penelitian ini untuk mengetahui, pertama perilaku maladaptif santri sebelum diberikan bimbingan kelompok dengan teknik storytelling berbantuan video animasi. Kedua, perilaku maladaptif santri sesudah diberikan teknik storytelling berbantuan video animasi. Dan ketiga, untuk mengetahui pengaruh bimbingan kelompok dengan teknik storytelling berbantuan video animasi terhadap santri di pondok pesantren ittifaqiah. Metode penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen dan desain one group pretest-posttest. Dari jumlah populasi 52 santri diambil 8 sampel. Teknik pengumpulan data dalam penelitian ini menggunakan dokumentasi dan angket dengan jumlah 22 pernyataan yang telah dilakukan uji validitas $r_{hitung} > r_{tabel}$

dengan range nilai r_{hitung} 0,328-0,823 dan r_{tabel} 0,279. Teknik analisis data menggunakan uji normalitas Kolmogorov-Smirnov dan uji hipotesis (Paired Samples Test). Hasil penelitian menunjukkan perilaku maladaptif pada santri pondok pesantren ittifaqiah mayoritas berada pada kategori sedang dengan nilai $M(SD) = 70(10,44)$. Dari hasil uji normalitas diperoleh data pretest terdistribusi normal karena $0,24 > 0,05$, dan data posttest juga terdistribusi normal karena $0,142 > 0,05$ dan hipotesis diperoleh nilai signifikan (2-tailed) sebesar 0,000 lebih kecil dari pada 0,05 artinya H_a diterima dan H_0 ditolak. Maka dari itu, bimbingan kelompok dengan teknik storytelling berbantuan video animasi berpengaruh terhadap perilaku maladaptif santri di pondok pesantren ittifaqiah

Kata Kunci: *Konseling Kelompok, Teknik Storytelling, Perilaku Maladaptif*

INTRODUCTION

This research is titled "The Effect of Group Counseling with Storytelling Techniques Assisted by Animation Videos on the Maladaptive Behavior of Students at Pondok Pesantren Ittifaqiah." Maladaptive behavior refers to undesirable actions, such as hitting, throwing objects, or self-harm. Traditionally, teachers have addressed maladaptive behavior by threatening children after incidents occur, sometimes only listening to the child's account without following up on the issues. Therefore, efforts are needed to reduce maladaptive behavior in students to improve their behavior, specifically using a counseling service such as group counseling combined with a technique called storytelling assisted by animation videos. According to Ullmann and Krasner, maladaptive behavior is any behavior that has harmful consequences for the individual and/or their social environment, caused by ignorance, inability to respond to or handle stimuli at the right time and place, and results in difficulty adapting. Examples include habits of insulting, mocking, or disparaging other peers.

Students are defined as individuals who are in the process of learning and studying religious teachings at a learning institution. According to institutional regulations, there are resident students, who live on-site and typically follow the rules of the pesantren, and day students, who come only during study times (Miller, 2021). Adolescent students hold significant potential and a strategic role in realizing the nation's future goals. Thus, it is crucial to instill and develop character within these students, particularly those aged 6-12. Parents often find early childhood challenging due to common behaviors like stubbornness and rule-breaking, which can stem from the child's inability to manage emotions properly, leading to aggressive behavior. Factors influencing aggressive behavior include parenting style, education, and environment. When emotions are uncontrolled, children may express them through anger, fighting, using foul language, and damaging property.

A child who cannot manage emotions well is likely to display maladaptive behaviors when expressing negative emotions (Situmorang dkk., 2024). This situation causes difficulties in self-adjustment, termed maladaptive behavior. Maladaptive behavior includes poor actions such as hitting, slamming objects, or self-harm. Addressing this requires issuing warnings after incidents and investigating the child's issues. Disciplinary actions are consequences for breaking rules, and group counseling using storytelling

techniques is also recommended. Storytelling involves sharing stories with listeners comfortably and safely. Group counseling involves exchanging ideas among members to achieve common goals. It is used to support individuals during specific situations through the exchange of information or group activities related to education, work, personal, and social matters (Prayitno & Supanto, 2022). Abu Bakar suggests that group counseling aims to provide feedback on the development of an individual's potential necessary for their environment (Dannur, 2024; Syakur & Budianto, 2024).

Many people are unaware that the way they educate children can negatively impact early interactions with books. Children's experiences will continue as they start learning to read and remember it. Many children feel pressure when learning to read, but storytelling with animation videos provides a unique experience. Through storytelling, children may feel compelled to read. As development progresses, group counseling is also used as a support tool in counseling programs related to groups or individuals. Animation videos are part of educational media. According to Sofian, animation is defined as moving images in visual media created with computer assistance, starting with character creation, movement, and effects, aimed at entertainment, leading to continuous development (Fadzil dkk., 2022; Zain & Andi, 2020).

Previous research by Siti Khotimah, Kustiono, and Farid Ahmadi, titled "The Effect of Storytelling with Audio Media on Listening and Speaking Skills in Early Childhood," found that storytelling with audio media impacts children's listening and communication skills compared to conventional media. This study used an experimental method with a quasi-experimental design and involved 64 students. Results indicated that storytelling with audio benefits listening and communication skills in children (Shalehah, 2021). Another study by Shidiq Sugiono and Irwansyah, titled "Vlog as a Digital Storytelling Medium for Government Public Figures," revealed that literature on vlogs supports their use for creating communication systems for government officials. Vlogs use storytelling to present programs and activities to the public, especially youth, and serve as a tool for social and governmental communication about current issues and achievements (Fadzil dkk., 2022).

Research by Widhyas Asyifa Romadhona, Riana Bagaskorowati, and Totok Bintoro, titled "Reducing Maladaptive Behavior Through My Busy Book Media Learning for Autistic Children," utilized My Busy Book to address maladaptive behavior. Data collection involved observing the frequency of behaviors at the initial, intervention, and post-intervention stages. The study found that My Busy Book reduced maladaptive behaviors in autistic children during learning (Romadoni, 2017). Satriya Tubagus's research, titled "Efforts of Guidance and Counseling Teachers in Addressing Students' Maladaptive Behavior with Group Counseling Services," found that maladaptive behaviors such as absences, disturbances, and bullying in students at SMPN 14 Banjarmasin were due to poor self-control, negative family environment, and lack of support. The study highlighted the importance of understanding student issues, gathering data, and collaborating with educators and parents to address these problems (Triani dkk., 2022).

Based on observations at Pondok Pesantren Ittifaqiah on August 21, 2023, among 52 students aged 9-10 years, 8 displayed maladaptive behavior such as hitting, throwing objects, or self-harm. Observations revealed issues like disrespecting teachers, disturbing peers, using foul language, and being disorderly in class. Hence, the researcher will conduct a study titled "The Effect of Group Counseling with Storytelling Techniques Assisted by Animation Videos on the Maladaptive Behavior of Students at Pondok Pesantren Al-Ittifaqiah."

Furthermore, research by Andika Moh Syafiullah, titled "The Effect of Animation Video-Based Storytelling Learning Media on Sound Material on the Cognitive Ability of Eighth-Grade Students," identified issues at MTs Baitul Hikmah Tempurejo, such as incomplete material absorption and passive student behavior. The proposed solution was using relevant learning media, specifically animation videos based on storytelling, to improve understanding of physics material on sound (Wibowo dkk., 2023).

The difference between my research and previous studies lies in its novelty. My study uses a quantitative approach with pretest and posttest methods and four treatment sessions followed by a posttest. This research is crucial for daily life as it aims to provide deeper insights into how group counseling with storytelling and animation videos can influence and improve students' maladaptive behaviors. The findings are expected to lead to the development of more effective and innovative counseling methods to help students manage their maladaptive behaviors. This understanding can positively impact daily life, as improved student behavior will also positively affect their surrounding environment.

METHOD

This research uses a quantitative method, which is a type of study that is specifically structured and systematically planned with research design (Djaali, 2021). The study type is quantitative experimental, testing the independent variable (treatment) on the dependent variable (outcome) under controlled conditions, also utilizing a control group. The experimental research method is employed to demonstrate causality when providing specific treatment to one research variable. The researcher uses an experimental method to test the effect of group guidance with storytelling techniques aided by animation videos on the maladaptive behavior of students at Pondok Pesantren Al-Ittifaqiah. The population in this study consists of 52 students. The sampling technique used is purposive sampling based on pretest results and predetermined criteria, resulting in a sample of 8 students for treatment. Data collection techniques include questionnaires and documentation, with data analysis techniques involving normality tests and hypothesis testing.

RESULTS AND DISCUSSION

The researcher conducted four treatments to examine the effect of group guidance with storytelling techniques aided by animation videos on the maladaptive behavior of students at Pondok Pesantren Al-Ittifaqiah. Below are the animation videos used in the treatments for this study:



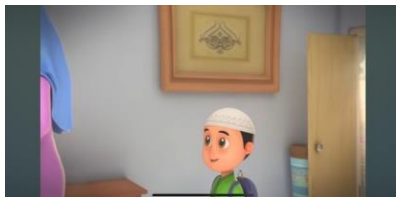
(Source: NussaOfficial YouTube Channel, Title: Please and Thank You)



(Source: NussaOfficial YouTube Channel, Title: Learning to be Honest)



(Source: DoReMi ID YouTube Channel, Title: The Story of Uwais Al-Qarni, the Young Man Who Was Devoted to His Mother)



(Source: NussaOfficial YouTube Channel, Title: Don't Be Arrogant)

Before the treatment, students with maladaptive behavior had an average (mean) pretest score of 70 and a standard deviation of 10.44, rounded to 10. After the treatment, the posttest score for these students became 41.37, rounded to 41, with a standard deviation of 1.92, rounded to 2. The storytelling technique aided by animation videos helped students reduce maladaptive behavior. The level of maladaptive behavior in students aged 9-10 is influenced by biological, psychological, and socio-cultural factors. Therefore, students were encouraged to listen to engaging and enjoyable storytelling with animation videos.

Data analysis results with normality tests showed a significant value of 0.24 for the pretest and 0.142 for the posttest. Hence, it can be concluded that the pretest data is normally distributed because $0.24 > 0.05$, and the posttest data is also normally distributed because $0.142 > 0.05$.

Table 1

Results of One-Sample Kolmogorov-Smirnov

		pretest	posttest
N		8	8
Normal Parameters ^{a,b}	Mean	70.0000	41.3750
	Std. Deviation	10.44715	1.92261
Most Extreme Differences	Absolute	.309	.252
	Positive	.169	.138
	Negative	-.309	-.252
Test Statistic		.309	.252
Asymp. Sig. (2-tailed)		.024 ^c	.142 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The T-test results (Paired Samples Test) show a value of 7.205 with a significance value of 0.000. It can be seen that the significance value (2-tailed) of 0.000 is less than 0.05, indicating that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. There is a significant difference between before and after providing group guidance with storytelling techniques aided by animation videos. Maladaptive behavior in students decreased after receiving group guidance with storytelling compared to before the intervention. Therefore, it can be concluded that group guidance with storytelling techniques aided by animation videos has an impact on students' maladaptive behavior.

Table 2
Paired Samples Test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	28.62500	11.23690	3.97284	19.23072	38.01928	7.205	.000	

Based on the research conducted, the level of maladaptive behavior among students at Pondok Pesantren Ittifaqiah has started to decrease. The data on maladaptive behavior are divided into three categories: high (4 students), moderate (40 students), and low (8 students). This variation is due to several influencing factors.

Biological factors refer to maladaptive behavior due to certain body parts not functioning properly, making it difficult to control emotions. However, regardless of how well we control others, it ultimately depends on the individual's self-regulation. Therefore, biological factors can be managed. Psychological factors focus on emotional balance, perspectives, and poor social relationships. From a socio-cultural perspective, the frequency and intensity of maladaptive behavior vary across different cultures. This must

also align with factors such as social, economic, technological, and religious influences. There are two types of behavioral deviations: simple forms, such as dozing off, isolating oneself, cheating, dressing untidily, and causing disturbances in class; and extreme forms, such as frequent truancy, extorting friends, and being rude (Triani dkk., 2022)).

Steps for providing treatment in group guidance with storytelling techniques aided by animation videos:

1. Formation Stage

This stage involves introducing and interacting with group members by stating their identities and objectives, followed by outlining the rules of the guidance. This service is built on confidentiality to ensure a sense of comfort and safety in sharing personal issues within the group. Tahap Pembentukan.

2. Transition Stage

This is an intermediary phase between the initial and final stages, involving:

- a) Presenting the plan for the next stages.
- b) Reviewing and inquiring with members about the upcoming stages.
- c) Exchanging ideas regarding the current situation.
- d) Developing members' potential.

3. Activity Stage

This stage requires careful attention. The group leader must coordinate activities actively, provide support, and show empathy. The details include:

- a) Allowing members the freedom to express their issues.
- b) Identifying the issues to be addressed.
- c) Separating members when discussing issues.
- d) Presenting and discussing topics based on personal experiences.

4. Closure Stage

Success is not measured by the frequency of meetings but by the outcomes achieved. The group's results should motivate members to take full action to achieve their goals.

CONCLUSION

Based on the results of the data analysis and discussion presented, it is concluded that the depiction of maladaptive behavior among students before receiving treatment with the storytelling technique assisted by animation videos falls into the moderate category, with a total of 8 children. After group counseling, the depiction of maladaptive behavior shows 7 children in the moderate category and 1 child in the low category. According to the results of the impact test of group counseling with the storytelling technique assisted by animation videos on students' maladaptive behavior, the Sig (2-tailed) value is 0.000. Since $0.000 < 0.05$, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, indicating a change between the pretest and posttest results. Therefore, it can be concluded that group counseling with the storytelling technique has an effect on the maladaptive behavior of students at Pondok Pesantren Al-Ittifaqiah.

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