



# The Effect Of Applying Group Guidance With A Storytelling Technique Approach To Improve Student Polite Behavior Of Student Grade V SD 3 Wates In The Academic Year 2021/2022

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**ABSTRAK (10 PT)**

The purpose of this study was to obtain data showing the effect of group guidance using the storytelling technique on improving manners in fifth grade students of SD 3 Wates for the 2021–2022 academic year. This type of research is an experiment with a one group pre-test post-test research design. methods of data collection using interviews and questionnaires to improve manners The data analysis technique used is percentage descriptive analysis and the Wilcoxon test. The results of the study showed that there was a change in the level of politeness of students before and after participating in group guidance services using storytelling techniques. It can be seen that the results show an average increase of 15.2% from the initial results. Because the number of levels is the smallest, the value of Tcount is 0 and the value of Ttable is 8, also  $0 < 8$ , then  $H_a$  is accepted and  $H_o$  is rejected. Asymp value. Its sig of 0.005 is less than 0.5. This means that group guidance services using storytelling techniques have a significant influence on improving the manners of fifth grade students at SDN 3 Wates, Kudus Regency.

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**Keywords : Group Guidance, Storytelling, Improving Student Politeness**

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## INTRODUCTION

Elementary-age children are children who are in the age range of 7–12 years or, in the education system, can be called elementary school age. As the next generation of the nation, students are expected to be able to optimize all their natural potential to carry out revolutionary movements for the progress of the nation in the future. This revolutionary movement can be achieved if students do not participate in modernity, which brings negative changes and other colors that threaten the morality of the nation's children as a whole. Therefore, education does not only rely on increasing intellectual knowledge and skills but also makes every effort to strengthen the foundation of morality, which is very important for the maturity of the personalities of students. One of the basic moral values that must be possessed by humans is the character of courtesy (Lickona, 2009). According to the Big Indonesian Dictionary (KBBI), morality is politeness, everything related to etiquette or customary manners. Zuriyah (2007) argues that good manners are attitudes and behavior that are orderly in accordance with the customs or norms that apply in society. According to Oetomo (2012: 20), being polite means that we must be respectful in our behavior, polite in our speech, and demonstrate good behavior in accordance with local customs and culture. The embodiment of politeness is behavior that respects others through communication using language that does not belittle other people (Ujningsih, 2013:3).

Education in elementary schools is a very important factor because it is at the elementary school level that the potential of children is developing. The idea of providing group guidance services with storytelling techniques for elementary school children is understandable, namely to develop the moral values of students. In line with the SKKPD (Student Competency Standards for Student Independence) for elementary school students, namely the basis for ethical behavior, the activity of providing guidance services will be maximized if the material presented is understandable to children. According to Tohirin (2015: 164) group guidance services are a way of providing assistance (guidance) to individuals (students) through group activities. According to Syafaruddin (2019:62-63), group guidance is a service provided to clients in groups of around 10-15 people. In practice, group counseling is led by a counselor who is skilled at leading group activities. Storytelling is the art of telling stories that can be used as a

means to instill values in children without the need to patronize them (Asfandiyar, 2007:2). Storytelling techniques are effective for developing the potential that students have, especially their moral potential. So that by looking at the aspects of courtesy put forward by experts (Supriyanti, 2008), 1. manners for getting along with parents, 2. manners for getting along with teachers, 3. manners for getting along with older people, 4. manners for associating with younger people, 5. manners with peers, and 6. manners for associating with friends of the opposite sex, can be improved.

Because there are many deviant cases involving morals committed by students in Indonesia at the moment, in recent years, the culture of hospitality and courtesy in Indonesia has decreased. This can be seen in the younger generation or teenagers, who tend to lose ethics and courtesy towards peers, older people, teachers, and even towards parents. There are some students who no longer regard the teacher as a role model, someone who provides knowledge that deserves respect. The teacher, who should be an example and a second parent at school, becomes the subject of ridicule and even abuse by students. As happened in February 2019, a video was circulated via social media and YouTube containing images of students who were impolite, to the point where they dared to snap and hold their teacher's collar. The bullying incident that occurred on October 16, 2021, among elementary school students in Jepara, Central Java chronologically, there was an elementary school child surrounded by his friends. There was a child holding her hand. It can be seen that other friends beat the child; in fact, the morale of students is deteriorating day by day.

Based on the phenomenon above, this has attracted the attention of researchers who are examining problems related to manners that occur at SD N 3 Wates, Kudus Regency. Through group guidance with storytelling techniques, it can help someone improve their manners. In this case, individuals can change bad behavior, and individuals who already have good manners can further improve them. The focus of this research is on class V because it is in this grade that instilling the value of courtesy will be maximized because, at this stage, students are already thinking on the basis of concrete or real experiences that they have seen and experienced.

## **RESEARCH METHODS**

This study employs an experimental design with a pre-experimental design (one group pretest-posttest design). The purpose of this experimental research was to examine the effect of group guidance using storytelling techniques on improving the manners of the fifth grade students at SD 3 Watkins. There are two variables: politeness as the variable Y (the dependent) and group guidance using storytelling techniques as the variable X (the independent). The research was conducted at SD 3 Wates, Kudus Regency. The research sample consisted of 10 students. The data analysis technique used was a descriptive quantitative analysis technique of proportions and paired Wilcoxon test samples in the form of one sample that was measured twice, namely before and after being given treatment. This study also tested the hypothesis of the comparative significance of two correlated samples, and the data were ordinal (tiered), so the data analysis technique used the Wilcoxon matched pairs test. The sampling technique used was purposive sampling.

The stages that were passed in this study were preparing the instrument grid, revising the instrument trials, revising the invalid instruments, conducting pre-tests (measurements before treatment), carrying out treatments (treatment in the form of group guidance using storytelling techniques), and conducting a post-test (measurement after treatment) to determine the effect of group guidance using storytelling techniques on increasing compensation for fifth grade students of SD 3 Wates for the 2021/2022 academic year. The instrument used to collect data is a courtesy questionnaire. Test the validity of the instrument using the product moment, while the reliability test uses Cronbach's alpha. This study's hypothesis is that group guidance services using storytelling techniques can improve the manners of fifth grade students at SD 3 Wates, Kudus Regency.

## **RESULTS AND DISCUSSION**

The research was conducted at SD 3 Wates, Kudus Regency, with a total of 22 students, and it was obtained from Class V that 10 students were used as the research sample. There are 3 categories in this study used by researchers to see the level of courtesy in students: low, high, and very high. After finding 2 students in the very high category, 2 students in the high category, and 6 students in the low category through the administration of a pre-test, the 10 students were given treatment using group

guidance and storytelling techniques. The researcher gave the treatment in six meetings to 10 students during the study, and the data obtained was categorized as follows:

**Table 1 Level of Politeness in Students**

No	Name	Pre-Test		
		Score	Percentage	Category
1	S-1	48	48%	Low
2	S-2	49	49%	Low
3	S-3	49	49%	Low
4	S-4	50	50%	Low
5	S-5	54	54%	Low
6	S-6	60	60%	Low
7	S-7	63	63%	High
8	S-8	79	79%	High
9	S-9	82	82%	Very high
10	S-10	83	83%	Very high
Average		61,7	61,7%	Low

Based on the results of the pre-test, it was found that S-1, S-2, S-3, S-4, S-5, and S-6 students were in the low category; S-7 and S-8 students were in the high category; and S-9 and S-10 students are in the very high category. Overall, before being given treatment in the form of group guidance services using the storytelling technique, the level of courtesy of students was included in the low category with an average score of 61.7 and a percentage of 61.7%.

**Table 2. Test Results for Improved Student Manners (post-test)**

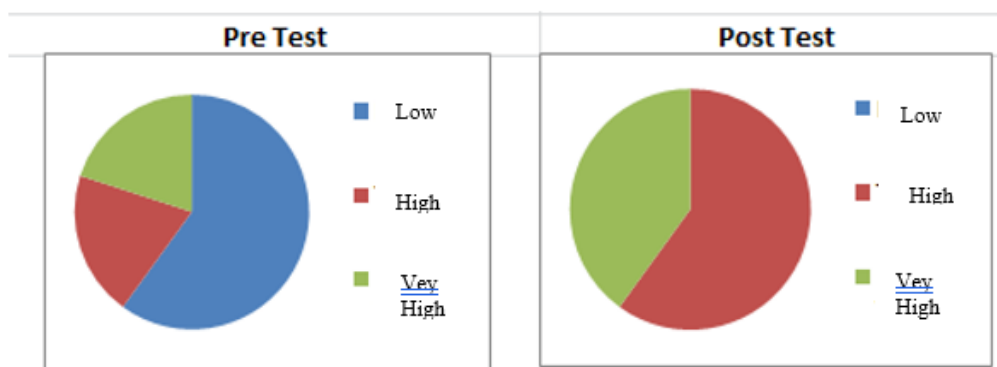
No	Name	Pre-Test		
		Score	Percentage	Category
1	S-1	71	71%	High
2	S-2	69	69%	High
3	S-3	75	75%	High
4	S-4	68	68%	High
5	S-5	83	83%	Very high
6	S-6	72	72%	High
7	S-7	79	79%	High
8	S-8	83	83%	Very high
9	S-9	85	85%	Very high
10	S-10	84	84%	Very high
Average		76,9		Low

After giving a pre-test and treatment to 10 students, the researcher then gave a post-test so that the increase in politeness experienced by students could be known. After taking the post-test, S-1 students experienced an increase in score to 71, and S-2 students to 69. S-3 students received a score of 76, S-4 students received a score of 68, S-5 students received a score of 83, and S-6 students received a score of 72. S-7 students got a score of 79 after taking the post-test; S-8, S-9, and S-10 students each got a score of 83, 85, and 84. Thus, the average score obtained from the post-test results is 76.9%, which is included in the high category. The following table presents the frequency distribution of increasing student courtesy after being given treatment in the form of group guidance services using storytelling techniques, which can be seen in table 2:

**Table 3 Distribution Of The Frequency Of Increasing Student Courtesy After Being Given Treatment**

Intervals	Class V				Category
	Pre Test		Post Test		
	F	%	F	%	
81,56% – 100%	2	20%	4	40%	Very high
62,51% – 81,55%	2	20%	6	60%	High
43,76% – 62,50%	6	60%	0	0%	Low
25,00% – 43,75%	0	0%	0	0%	Very low
Total	10	100%	10	100%	

The results of the study through the Wilcoxon matched pairs test showed that for  $n = 10$  with an error rate of 5% (2-party test), then  $T_{table} = 8$ . Because the number of levels is the smallest, the value of  $T_{count}$  is 0, and the value of  $T_{table}$  is 8. If  $Asymp.Sig.$  is less than 0.05, the hypothesis is accepted. Based on the output of "Test Statistics," it is known that  $Asymp.Sig.$  (2-tailed) is worth 0.005. Because 0.005 is smaller than 0.05, it can be concluded that the hypothesis is accepted. This means that there is a difference between the level of courtesy for the pre-test and the post-test. The following presents a comparison of the frequency distribution of increasing student courtesy before and after being given treatment in the form of group guidance services using the storytelling technique, which can be seen in the following figure:



**Figure 1 Frequency Distribution of Improved Student Manners (Pre-test and Post-test)**

The information shown in the table proves that there is a fairly large frequency range where students in the experimental group show an increase in politeness. After receiving group guidance services using storytelling techniques, fifth grade students at SD 3 Wates, Kudus Regency improved their manners by 15.2%. Extensive research results show that there are differences in the degree of courtesy shown by students before and after receiving group therapy services using the storytelling approach. The results of the calculation Wilcoxon test It is known that the  $T_{table}$  is equal to eight if  $n$  is equal to 10, and the error rate for the two-party test is 5%. Because the number of levels is at its lowest point,  $T_{count}$  is 0 and  $T_{table}$  is 8. The hypothesis is accepted if the asymmetry parameter  $Asymp.Sig$  is less than 0.05. The output of the "Test Statistics" program reveals that the  $asyp.sig.$  (2-tailed) statistic has a value of 0.005, which is known. Given that 0.005 is a smaller value than 0.05, it is possible to conclude that the hypothesis is correct. This shows that the level of politeness required for the pre-test and the amount of politeness required for the post-test are different. Thus, it can be concluded that the group guidance service at SD 3 Wates, Kudus Regency, which uses the storytelling strategy, has a significant effect on the behavior of fifth grade students.

**CONCLUSIONS**

The results of the research carried out found that group counseling services using the storytelling technique for 6 times proved to have an effect on increasing the manners of fifth grade students at SDN 03 Wates, Kudus Regency. It can be seen from the pre-test results of 61.7% and post-

test results of 76.9%. Based on the results of the Wilcoxon pairs match test for  $n = 10$  with an error level of 5% (2-party test), then  $T_{table} = 8$ . Because the smallest number of levels the  $T_{count}$  value is 0 and the  $T_{table}$  value is 8, also  $0 < 8$  then  $H_a$  is accepted and  $H_o$  rejected. Asymp value. Its sig 0.005 is less than 0.5. Thus it can be concluded that group guidance services using storytelling techniques have an effect on increasing the manners of elementary school students.

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