

Action Research Counselling: Group Counselling with Animation Media for Increasing Students' Self-Adjustment in Elementary School

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The purpose of this study was to find out how the implementation of group counselling with animation media can improve the adjustment of elementary school students. Based on the collection of data by researchers from interviews and observation, it's known that the fourth-grade students of MI NU Banat Kudus still have difficulty adjusting and being social, especially with fellow students. This study uses action research counselling with two cycles. In the first cycle, it was found that students' adjustment had not increased because the group guidance used was still conventional. Although the adjustment material has been given, students even do not understand it in its entirety. However, in the second cycle, there was a significant increase with five students (41.7%) in the very high category and 7 students (58.3%) in the high category. Animated media has a huge impact because the students better understand the importance of self-adjustment, especially in school.

Key words: Group-counselling, animation-media, self-adjustment.

Introduction

The final meaning of an individual's educational outcomes lies in the extent to which what has been learned can help him in adjusting to the needs of his life and the demands of society. Based on the experiences gained at school and outside of school children have some knowledge, skills, interests, and attitudes. With these experiences, the child continuously formed into a person like what he has now and becomes a certain person in the future.

A person is not born in a state of being able to adapt: physical, mental and emotional conditions are influenced and directed by environmental factors that are likely to develop good or wrong

adjustment processes. If viewed from the concept of self-adjustment itself, it certainly is one of the important requirements for the creation of mental health of individuals. There are so many cases of students who experience pressure even to the point of bullying at school because students have not been able to get adjusted in the school environment. Pasha & Munaf's (2013) adjustment present values are so close that over-all adjustment appears to be almost synonymous with academic adjustment as far as self-esteem variables are concerned. The findings of the study show that students self-adjustment can be promoted not only by engendering a sense of competence, but also by enhancing their feeling of belongingness, as well as providing approval, support, and leadership opportunities for demonstrating social influence.

Sujanto et al. (2004) state, "The essence of human beings is a creature that lives in a state of psychophysical, socio individual, and also culturally religious." Humans are unique individuals, with different physical and psychological conditions and different needs, but humans are also socio individual beings, who need other people and cannot live alone (Langford & Alm 1954). For the understanding of older children, the importance of their self-concepts can hardly be overrated. Much has been written about these concepts and such related phenomena as the innermost self, the self-image, and the self-regarding sentiment. No doubt the origin of the child's self-concepts must be, to some extent, in his evaluation of his adjustments.

So, we need to build good relationships with others. As stated above, human beings are also in a culturally religious condition so that people in the socialisation process must pay attention to culture, religious norms, society, and other norms, both written and unwritten, so that people can adjust and behave well socially. As social beings, in interacting with their environment, humans are required to adapt to the environment. Self-adjustment is the ability of individuals to adjust themselves and their environment. The ability of individuals to adjust to the environment has a huge influence on the development of these individuals. A good adaptation can also help make it easier for individuals to live their lives, overcome the problems they face, and develop their abilities. Its adjustment is not easy because this self-adjustment is certainly influenced by internal factors that come from themselves as well as those from the environment or external factors.

Self-adjustment is a human effort to achieve harmony in oneself and the environment, so that hostility, envy, jealousy, prejudice, depression, anger, and other negative emotions that are not suitable and less efficient can be eliminated. Adjustment becomes a process that includes mental response and behavior, where individuals try to succeed by overcoming inner needs, tensions, conflicts, and the frustration they experience so that levels of harmony or harmony between the demands of the self and what is expected by the environment in which their lives are realised. Adjustment is an individual reaction in overcoming tension due to obstruction, the need to achieve harmony between individuals and the environment.



According to Santrock (2008), the School Age is characterised by an industry-inferiority tendency as a continuation of the development of the previous stage. During this time, children are very active in learning what is in their environment. The urge to know and act on the environment is enormous, but because of the limitations of their abilities and knowledge, sometimes they face difficulties, obstacles, and even failures. These obstacles and failures can cause children to feel inferior. One task needed at this stage is to develop the ability to work hard and avoid feeling inferior. When children are at this level, the social area expands from the family environment to reach the school, so that all aspects have a role; for example, parents must always encourage, teachers must pay attention, friends must accept their presence, and so forth. This level shows the development of children towards a plan that was originally a mere fantasy but developed with increasing age that the existing plan must be realised to be able to succeed in learning. Children at this age are required to be able to feel what it feels like to succeed, whether it's at school or play. Through these demands, the child can develop a diligent attitude. It's different if children cannot achieve success because they feel inadequate (inferiority), so children can also develop a low attitude.

Young (2018), adjustment is one aspect of the individual towards conformity between his own needs, personality, and self-confidence with the state of the environment where he is and interacts effectively and efficiently. Humans as living beings are required to be able to interact, adapt, and adjust to the environment, defining adjustment as the ability to live naturally towards the environment. Hence, they feel satisfied with themselves and their environment.

At this time, social development is very important and influential in other developments. When the social development of children is good, cognitive, physical, linguistic, emotional and other developments will develop in line with their social development. By socialising, children learn to get along and regulate their emotions and will be able to develop cognitively and physically to the fullest.

Nasution (2004) explains that the socialisation process does not always run smoothly due to some difficulties. Adaptation is closely related to individual social attitudes. The ability to adjust well must also reveal good social attitudes. A good social attitude will make individuals more comfortable interacting with others. That attitude is manifested from habituation or being done repeatedly.

Based on the data collection that the researcher obtained from interviews with classroom teachers and observations with these students, it was found that Fourth Grade students Of MI NU Banat Kudus still had difficulties adjusting and behaving well, especially with fellow friends. It is characterised by a lack of compact relationships that are fostered by friends, selfishness, and do not like to do for the public interest, lack of self-esteem and respect for others, and lack of responsibility that gives both concerning the field of learning and social fields that result in students feeling left behind, and this affects their psychological condition,

which influences students' thinking processes and inhibits the process of self-adjustment and good social attitudes with others (Malatras & Israel 2013). While many problems of adjustment are purported to stem from deficits in self-control, either too little or too much control is thought to have the potential to result in psychological difficulties. Regardless of the pathway of effect, a growing body of literature suggests self-control is related to adjustment in systematic ways (Handayani & Yuca (2019). One of the factors that influence self-adjustment is a culture that is closely related to culture shock. And this is very closely related to the environment in which the child is located.

Based on these explanations, researchers are interested in research to improve student self-adjustment with group counselling. Ahmad, Kee and Arip (2017) state that group counselling was found to be an important subject as it was found effective in addressing a variety of issues and problems with more clients at one time.

To improve student self-adjustment, researchers tried to apply group counselling with animation media. Stephens, Jain & Kim (2010) states that group practice with children is different in many respects from group work with adults, so in this research using animation media. Animation media is used in group counselling services because students more easily digest the material provided with symbolic modeling that can be understood and can be used as an example and experience in daily life to be able to improve student adjustment.

Methods

In blending traditional scientific inquiry, with its value of careful observation and accurate reporting, and the need for reflective practice by educators “in the trenches” (Holly, Arhar & Kasten, 2005), action research in school counselling reminds us of other times in which extraordinary circumstance altered the boundaries between inquiry and action. Operational research, defined by a British physicist as “thinking scientifically about operations” (Wright, 1968), action research is a form of applied research tied to the efforts of practitioners to improve their practice (Sagor, 1992). In education, this form of research utilises the scientific method of fact-finding, yet its distinguishing characteristic is the linkage of grassroots activity with educational improvement (Gillies, 1993).

In some frameworks for research methodologies, action research is included as part of an emancipatory research paradigm (e.g. Mertens, 1998; Robson, 2002). This paradigm focuses on groups marginalised in society, the analysis of power inequities, linking analysis of power inequities with social action for greater equality, and the use of critical consciousness regarding oppression to frame research (Mertens, 1998). Here, action research again shows its connection to the heritage of progressivism. The reform ideology of the progressive era was broad in scope, with reformers active in education, children’s rights, treatment of the mentally ill, women’s rights, workplace safety and workers’ rights, food inspection, electoral reform, and challenges

to the growth of monopoly capital (Zinck & Littrell, 2000). To the extent that action research flows from an emancipatory research paradigm, it represents continuity with the spirit of reform rooted in the progressive era (Lewin, 1946; Levin, 2003). In addition to that reforming spirit was that reforms need to be based on careful investigation of the existing situation and ongoing reflection on the impact of reforms put in place so that other reforms can be made as needed. In a further differentiated perspective on action research, Reason and Torbert (2001) discussed the importance of “skills and methods [that] address the ability of the researcher to foster an inquiring approach to his or her own life, to act awarely and hopefully, and to assess effects in the outside world while acting”. This statement points to the kind of personal orientation and preparation needed to conduct action research. It positions the action researcher as someone with the intent to influence or change something, as differentiated from someone who wishes to describe, understand, and explain a phenomenon (Robson, 2002).

As Holly et al. (2005) put it, “what gives action research the p The research method used by researchers is the Counselling Guidance Class Action Research. Counselling Guidance Action Research (PTBK) is one of the strategic ways for BK teachers to improve education services that must be held in the context of classroom services and improving the quality of school programs as a whole (Sukiman, 2011). This Counselling Guidance Action Research uses two types of data to describe the changes that occur, namely qualitative and quantitative. Qualitative data is obtained through documentation techniques, observation, and interviews to determine the condition of students in each cycle. While quantitative data is obtained by giving students the scale of confidence instruments. Sukiman (2011) explained that, based on procedures, it must be passed in the implementation of PTK and BK PTK, as well as the characteristics of BK PTK / PTK that are cyclical. The problem in this study is the low skill of student adjustment and the application of content mastery services with snake ladder media to improve the adjustment skills of elementary school students.

This study uses the mixed design sequence method because quantitative and qualitative approaches are used in an integrated and mutually supportive manner. The quantitative approach is used to assess student’s self-adjustment skills. Meanwhile, a qualitative approach is used to provide an overview of group guidance services with animation media to improve students' self-adjustment skills explained through the description. Guidance and counselling action research is carried out through 2 steps, with stages:

1. Planning stage (planning)
2. Stage of Implementation of Action
3. Observation (Observation)
4. Reflection

At the last stage, the first cycle is carried out through reflection. Reflection is done to find out what has been implemented and achieved in the implementation of group guidance service

actions with animation media, as well as ways to find out deficiencies in service actions that have been implemented. By knowing the shortcomings in the first cycle, renewal/improvement can be planned in the implementation of the second cycle.

In the second cycle, the researchers proceed with the stages of activities, such as cycle I, which is planning action, implementing the action, observation, and reflection. Still, in this second cycle, researchers have various additional improvements from the action on cycle I to correct the obstacles and difficulties found in cycle I.

The data collection methods used are observation, interviews, documentation, and questionnaires. According to Sutopo (2006), data triangulation is a way that directs the researcher so that, in collecting data, he is obliged to use a variety of different data sources available.

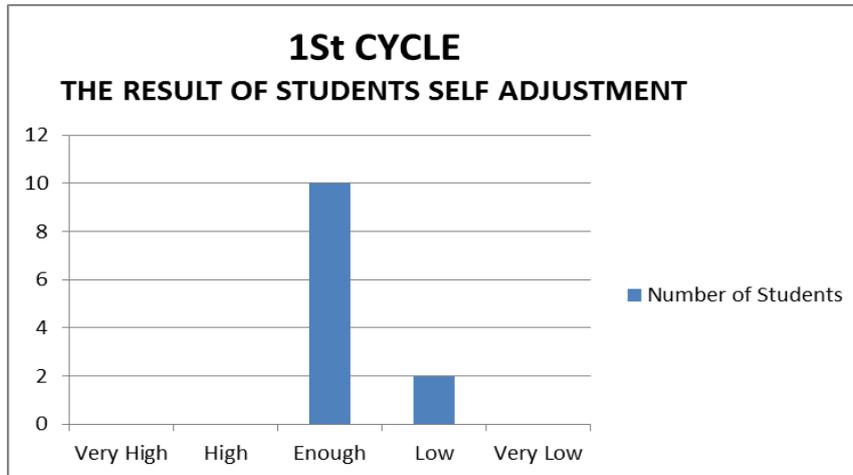
Data validity techniques are usually used in qualitative research, namely triangulation techniques. Sugiyono (2009), states that there are four kinds of triangulation techniques: (1) data triangulation, (2) researcher triangulation, (3) methodological triangulation, and (4) theoretical triangulation. Of the four types of triangulation, data triangulation is used. Triangulation of data in this study is used through (human) speakers, whose positions differ, and from records relating to research data.ower for cultural transformation is the structure that keeps the conversation in existence". This remark references the action research cycle previously mentioned in that initial thoughts about change are followed by concrete actions to make a change, which then are followed by further observation and analysis of what has taken place to prepare for the next action steps, and so on.

Results and Discussion

Based on the post-test results of the first cycle and the results of observations that have been made, the results show that as many as 8 students (62%) thoroughly carry out learning and as many as 10 students (83.3%) insufficient categories and 2 students (16.7%) in the low category.

After the second cycle of group counselling services with animation media, the results of a significant increase were obtained. Based on the data analysis, the results showed as many as 5 students (41.7%) in the very high category and 7 students (58.3%) in the High category. While the graph of the increase in self-adjustment results of cycle I and cycle II can be seen in Graph 1 and Graph 2. The bar charts on graph 1 and graph 2 show the improvement of student's self-adjustment in elementary school.

Graph 1. The Bar Chart Of 1st Cycle form Students Self Adjustment



Graph 2. The result of the Second Cycle

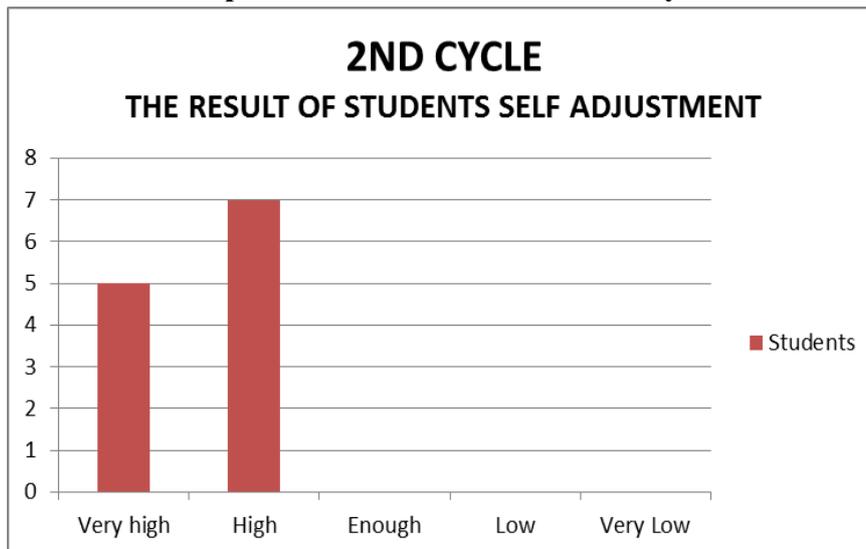


Table 1. The Table of the 1st and 2nd Result

Classification	1 st Cycle		2 nd Cycle	
	Students	Percentage	Students	Percentage
Very high	0	0,0%	5	41,7%
High	0	0,0%	7	58,3%
Enough	10	83,3%	0	0,0%
Low	2	16,7%	0	0,0%
Very Low	0	0,0%	0	0,0%
Total	12	100%	12	100,0%

Schneiders (in Mesidor & Sly, 2016) suggested several well-adjusted adjustment criteria characterised by (1) self-knowledge and skills, (2) self-acceptance, (3) self-control, (4) personal integrity, (5) clear direction and purpose, (6) appropriate and adequate values, perspectives, and philosophy of life. Schneiders (in Mesidor & Sly, 2016) also revealed that good self-adjustments are individuals who have limitations, abilities, and personalities capable of learning to react to themselves and the environment effectively, efficiently, useful, mature, as well as satisfying.

The concept of self-adjustment is not imposed on neutral human activities, such as someone who walks, listens to music, or writes letters. Adjustment arises when there is a need, encouragement, and desire that must be fulfilled by someone, including when someone faces a problem or conflict that must be resolved. Self-efficacy is a relatively new yet popular construct with a large body of empirical support (Gore, 2006; Brady-Amoon & Fuertes, 2011). Relevant to the present study, self-efficacy is empirically associated with adjustment (Chemers, Hu, & Garcia, 2001; Ramos-Sanchez & Nichols, 2007)

Self-adjustment is an important factor in the life process of the individual, which is closely related to the individual's attitudes, personality, and abilities. So individuals are expected to be able to adjust to themselves and their environment in a balanced manner to create comfort. Irene Saulina Sitorus (2013), states that adjustment is an important thing for someone when entering a new environment. Self-adjustment is always experienced by individuals because individuals are creatures that develop, as well as develop environmental conditions. Individuals strive to become adults, physically, psychologically, pedagogically, and socially. Chung, H., Elias, M., & Schneider, K. (1998) Transition from elementary school to middle school also reported could increase psychological distress or decreased academic achievement following the transition. And all of that requires a process and is interrelated. Because humans are social creatures, humans are always required to socialise and adjust to their environment.

Hartono and Agung (2002) explain that those who can make positive adjustments are marked as follows: 1). It does not indicate emotional tension, 2). Does not indicate the existence of a psychological mechanism, 3). It does not indicate personal frustration, 4). Having rational development and self-direction, 5). Able to learn, 6). Appreciate the experience, 7). Be realistic. Attaining high academic achievement, not only merely about excellent teaching and instruction, but also the psychological factor of students itself.

The ability of self-adjustment for each individual is different and a good process also accompanies good results, like actions or responses that are economical, saving energy, time, and others, but also right and in a healthy and good way or avoid unfavourable self-adjustment, known as maladjustment. Personal adjustment in the term of social cognitive theory, view as the interconnection between three domains: behaviour, cognition, and emotion (Maddux, 2009).

Armistead et al. (2018), explain that child adjustment was conceptualised as a latent variable composed of three observed variables: depression, worry, and self-concept. A study conducted by Tangney, Baumeister, and Boone (2004), indicates that self-control not only could predict GPA, but also better adjustment, better interpersonal, secure attachment, and more optimal emotional responses. Healthy adaptation to the environment is an important prerequisite for the creation of mental health. Many individuals suffer and are unable to achieve happiness in their lives because of the inability to adjust well while in the environment school, Some people entertain highly inflated self-perceptions, whereas others think realistically or even overly negatively of themselves (John & Robins, 1994; Kwan et al., 2004). Supporting the conceptualisation of self-enhancement as a trait-like construct, self-enhancement has proven to be consistent across evaluative traits (Asendorpf & Ostendorf, 1998) and moderately stable over time (Dufner et al., 2012; Zuckerman & O'Loughlin, 2009). Not a few people experience stress or depression as a result of their failure to adjust to environmental conditions in schools that exist or do not make it comfortable. Supriyantini (2006) stated that self-adjustment had a positive correlation with academic achievement.

Individuals are not always successful in making adjustments, because sometimes certain obstacles cause unsuccessful adjustments. These obstacles may be inside or outside the person. In conjunction with these obstacles, some individuals can make positive adjustments, but some individuals make wrong adjustments.

Hartono and Agung (2002) also emphasise that, in making a positive adjustment, individuals will do it in various forms, including 1). Adjustment in dealing with problems directly, 2). Adjustments by trial and error or trial and error, 3). Adjustment to substitution (looking for a substitute, 4). Adjustment by exploring one's abilities, 5. Adjustment to learning, 6). Adjustment to inhibition and self-control, 7). Adjustment to careful planning.

Based on the description above, it can be concluded that the characteristics of self-adjustments, which are self-adjustments, can be assessed positively or negatively. The positive adjustment can be seen in the absence of emotional tension, psychological, being fair, and even then can be seen from the attitudes and actions taken by the individual. The act of adjusting adaptation to a particular condition, position, or purpose. Adjustment in psychology the behavioural process by which humans maintain equilibrium among their various needs or their needs and the obstacles of their environments.

Improving student's self-adjustment, in this research used animation media in group counselling. Group counselling with animation media can improve students' ability to adapt and behave socially. According to Conyne (2012), group counselling is defined as a dynamic and valuable treatment device used by therapists or counsellors throughout the psychological disciplines, one that has proven effective in promoting change and growth in a variety of populations and settings. Students 'communication skills increase, following the statement

from Prayitno (2012), which explains that the general purpose of group counselling services is the development of students' socialisation skills, especially communication skills of service participants.

Hidayati (2013) the process of guidance and counselling in each educational unit so that it is held interactively, inspirational, fun, challenging, motivates students to participate actively and provides sufficient space for the initiative, creativity, and independence by students' talents, interests, and physical and psychological development. So, group guidance was one of the counselling services that can be flexible to use in children. And group counselling can be entered by media.

Hidayati (2016) Media is all forms and channels that can be used in a process of presenting information and the role of media in the communication process is as a sending device that transmits messages from the sender to the recipient of the message or information. One of the media that can be used in group counselling and is suitable for elementary school children is animation media.

Other developments observed when conducting group counselling with animation media include showing that students are more confident, not shy in expressing opinions and discussing topics, and dare to draw conclusions and draw on the linkages between animations that are highlighted by students' adjustment problems. It is in accordance with the opinion of Slameto (in Nursalim & Suradi, 2002), which explains the advantages of group counselling that can reduce shame, aggression, fear, emotion, irritation, etc. Researchers design content mastery services on cycle one then in reflection by using test instruments regarding students' self-adjustment.

Media with high visual power is required to support successful learning and understanding of deaf children. One form of media with high optical power is a video animation. Video media is one medium that has the advantage for appearance and explanation can be repeated to add clarity to counsel the children. Santoso (2017) argues that the animation has a visual aspect and can give precise information than just words that are expected to enhance the knowledge of the deaf.

An interactive learning media based on animation is one alternative that believed can optimise learning activity based on computer technology. This interactive multimedia application provides learning materials with a more interesting and informative display, it is expected to facilitate and increase student interest to learn

Media in learning has a function as a tool to clarify the message conveyed by the teacher. Media also serves individual learning where the position of the media fully serves the learning needs of students. According to Edgar Dale In Prasetyo (2007), it is explained that: In general the



media has the utility of clarifying messages to be less verbal, overcoming the limitations of space, time, energy and sensory power, causing passion of learning, more direct interaction between students with sources. Learning enables children to study independently by their talents and develop visual skill, auditory and kinesthetic abilities, providing the same stimuli, likening experiences and generating the same perception.

Animated media have collaborated with group counselling. Group counselling is carried out as a treatment using four stages: the first stage of opening, the second stage of transition, the third stage of activity and the last stage is the termination. Animation media enters into the third stage where children are given funny animation media so that it attracts students' interest and motivation to engage in group counselling activities. The animation shown has the meaning to improve students' adjustment indicators. Hence, students can improve themselves and have the motivation to be able to adjust to the environment, with peers, and school life.

In self-adjustment of students during initial conditions before being given group counselling, the results of this research showed 2 students in the very low category and 10 students in the low category. Based on the results of student observations, before being given counselling services, the student group was unable to understand themselves and others well. There are still students who have not been able to accept themselves and learn self-confidence and respect for others. Students have not fully adhered to the norms that apply in schools and society due to a lack of awareness to comply. In getting along, students also pay less attention to social ethics. Students have not been able to think properly and realistically and have self-direction. It is also influenced by a lack of understanding of themselves and still being influenced by others. Lack of understanding of self and others also affects the level of responsibility, empathy, working together, and helping and acting in the public interest. This phenomenon is an input for researchers in preparing the implementation of group counselling with animation media to improve student self-adjustment. After determining the topics discussed in group counselling with animation media tailored to the indicators of student adjustment, the action is taken with good planning. The results achieved can be observed when the action takes place and after the implementation of the action. After going through two cycles, students can find solutions to the difficulties experienced in the process of self-adjustment and good social attitudes.

Self-adjustment is very important to students. Singgih & Gunarso (2007) explain that self-adjustment is an important factor in human life. Thus, because of the importance of this matter, we often encounter statements that read "human life, from birth to death is nothing but a struggle for adjustment". Self-adjustment is a term used by psychologists, where previously this concept was a biological concept called adaptation. Self-adjustment is a psychological process where a person regulates or overcomes various demands and pressures.



Self-adjustment is related to change in oneself and the environment that is done to achieve satisfaction in establishing relationships with other people and with the environment. Adjustment is a form of behavior change to deal with changing environmental demands.

The positive impacts of adjustment for the international student are enlarged and enrich their living experiences, including study. The study aspect of the novel environment they get in education facilities, including library and other learning media, qualified lecturers, and professors. They build a new and effective relationship with their peers or new classmates with a richness of academic experiences.

Adjustment is understood as one meeting its psychological and behavioural demands and accepting oneself. It means adjustment is an expression of one's ability to fulfil its psychological and behavioural needs regarding self-acceptance, as well as inclusiveness in circumstances of life, endearing of social acceptance and participation in community activities with balance and harmony. The psychological process of adjustment is understood as struggling with affection and feeling to adjust oneself to the environment demands and the need to be accepted and recognised by others. The behavioural process of adjustment is more understood as attitudes and behaviour and the technique to overcome a challenging situation. It will enable one to fulfil needs, to reduce challenges, as well as to satisfy motives, and to obtain the achievement of balance and satisfaction.

Adjustment is explained by collectivism and achievement values among acculturating persons and by social inequality and cultural distance between acculturating and dominant cultural groups. Full causal models are used to test individual-level and group-level explanations of acculturative adjustment.

Self-adjustment is a process that includes mental responses and behavior in dealing with demands from within themselves or from their environment. In other words, self-adjustment is an individual effort to overcome the needs, tension, conflict, and frustration experienced in oneself. Individuals who can adjust well are people, who have limitations, learn to react to themselves and the environment in a mature, useful, efficient, and satisfying way, and can resolve conflicts, frustrations, and personal and social difficulties without experiencing behavior problems.

Adaptation includes this interaction we continue to do and affects ourselves. We are all things that concern ourselves, who we are, our body, our behavior, feelings, and thoughts. We usually interact with ourselves, talk to ourselves, think about what we will do, and so on. Likewise, we are influenced by other people and the environment. Conversely, other people and the environment are also influenced by us.

Self-adjustment seems to be a natural and automatic process carried out by anyone. However, problems can arise when the process of self-adjustment begins to contradict us, namely when



we are influenced by ourselves or other people to do something we don't want to do or to feel what we don't want to feel. We can just find out the root of the problem so that we can finally continue what we want. But this does not mean we can easily change ourselves, others or the environment to always be following our desires. Our friends are still annoying, the rain suddenly drops, or our eyes are suddenly very heavy, and we want to sleep

Good self-adjustment is needed by everyone to deal with all kinds of circumstances that are not in accordance with what is expected or imagined. However, there are no general criteria for how to adjust properly. It is related to situational factors and values (norms) where we are.

Conclusion

The results of this study were group counselling using animated media to improve the adjustment of elementary school students significantly. With animation media able to provide its colour in group counselling treatment so that group counselling that is usually monotonous, conventional and only done to adolescents and adults, becomes more fun and flexible applied to elementary school students. This research is very important because, in elementary school, students must have a good adjustment both with their peers, with the environment and life at school. Because good adjustment can minimise bullying cases that often occur in schools, this will be further research going forward.

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