



Adaptability through Group Dynamics for Students SMPK Garuda Parang Magetan

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ABSTRACT

This study aims to improve the ability to adapt through Group Dynamics in Garuda Parang Magetan Catholic Junior High School. The research method uses the Experimental method, namely by providing an intervention to a certain group of Garuda Parang Magetan Catholic Junior High School. The research subjects consist of the entire student population of SMPK Parang Magetan thirty students attended the class. The results of the study showed that there was an increase in students' ability to adapt after intervention through Group Dynamics.

INTRODUCTION

Education plays an important role in the progress of a nation, it is not just a process of imparting knowledge, but it is a platform that facilitates learners to be able to carry out tasks independently and carry out their responsibilities in society. The problem is that although education is considered a human right and the key to a nation's progress, there are many remote areas in Indonesia that face limited access to quality education facilities. Geographical factors, inadequate infrastructure, lack of schools and educators are the main problems and the distance from the place of residence to the destination school. SMPK Garuda Parang is one of the schools that provides opportunities for parents and children who have barriers to education, SMPK Garuda Parang also provides free facilities in the form of dormitories for those who need them, and accommodates many children from NTT to attend school in Java. Moving from an old area to a new area is an obstacle for children who certainly experience culture shock to the new area they live in, especially in terms of adapting due to differences in culture, language, habits, as well as learning systems and lifestyles. According to Gerungan (2010) adaptation is self-adjustment as well as a form of changing oneself in accordance with environmental conditions. Humans always adapt to the physical, psychological and social environment.

Based on the results of interviews with the principal said that there are still many students who still cannot adapt and adjust to the new environment, the lack of education makes them difficult and minimal knowledge related to attitudes, manners, marked by when meeting with teachers they do not greet, do not greet, then related to manners, students also do not bow or say excuse me in front of older people. The students are certainly not familiar with Javanese culture, especially when walking in front of elders or teachers, the habit of not closing the bathroom when bathing, the habit of taking fruit in other people's yards. According to Ahmad (2022) Culture Shock affects an individual in acting as a result of moving from one environment to a different environment. From the above problems, the researcher aims to help by providing interventions to students by using group dynamics methods using mentoring, discussions, relaxing games and will make modules for teachers' handbooks related to group dynamics modules. By paying attention to their differences and providing full social support, it is hoped that Garuda Catholic Junior High School students can overcome the education gap and get the maximum benefit from the education they receive while studying in Java. This research is in line with previous research conducted by Andy (2019) using mentoring methods with group dynamics can help the community in solving a problem properly and efficiently.

LITERATURE REVIEW

The urgency in this research is that considering that soft skills are very important for individuals, adaptability is the initial provision that must be owned by every individual, obstacles in the fields of human resources, economics (costs), geographical location, facilities and infrastructure are no longer a barrier if we are able to jointly help and practice the educational knowledge we have. Adaptability must also be possessed by everyone when in a new area, adaptation

here is not only adapting to the environment, but adaptation to new learning systems, new people, new situations, and new cultures as well. Assistance with the Group Dynamics method is expected to be the right method, because in it there is active social interaction, collaboration between students, can solve problems collectively, so that students not only learn cognitively but also develop emotionally and socially and that is important for adaptability, therefore the hypothesis of this study is the effectiveness of group dynamics in improving the adaptability of SMPK Parang Magetan students.

METHODOLOGY

The method in this study uses the Experimental research method, a systematic research method that seeks to find the effect of a particular treatment given to variables with controlled conditions. This research is conducted by giving treatment, then the treatment is measured the level of change. This research begins with observing the initial data to the school and observing Garuda Catholic Junior High School students to see the dynamics of the learning system and the adaptation process while in the school dormitory, then by giving repeated treatment to the subject then comparing it with the beginning before treatment and after treatment. This study uses a single subject, namely the provision of intervention/treatment to only one group, namely Garuda Catholic Junior High School students whose measurements are taken at each intervention meeting (per meeting session).

According to Latipun (2010), a single case design is a research design to evaluate the effect of a single case treatment. Single Case Experiment Design is an evaluation method that can be utilized to rigorously test the success of an intervention or treatment on a particular case, be it a person, school or community and to provide evidence or evidence about the effectiveness of an intervention using a relatively small sample size (Ryan & Finele, 2012). Single cases in this study are several subjects who are members of one group with the same characteristics, namely Garuda Parang Catholic Junior High School students, using the A1-B-A2 design category.

Table 1. Research Scheme

<i>O</i> <i>phase A1</i>	<i>A</i> <i>Phase B</i>	<i>O</i> <i>phase A2</i>
Initial Condition	Intervention	Intervention Result

Description:

Phase A : Is the baseline (measurement)

Phase B : Is the provision of treatment (group dynamics intervention)

Phase A2 : Baseline 2. Intervention Phase (conclusion)



The table above explains that A1 (baseline 1) of this study is basic ability, in this case the initial ability to read, write and calculate as well as norms and continued with student discipline. Subjects are observed, observed so that initial

data can be taken regarding how their initial conditions are related to adaptability, related to norms and discipline in school. This observation is repeated to ensure data and can see students' initial abilities using a questionnaire/checklist.

B (intervention) provided in the form of assistance using group dynamics in class using the group dynamics module, as well as providing outbound in the form of games and ice breaking inside and outside the classroom.

A2 (baseline 2) is a re-observation of students' adaptability, understanding of norms, and student discipline. As well as at this stage being an evaluation to obtain an overview and influence of the provision of intervention on the subject's ability.

The measuring instrument used is an observation sheet and also a checklist questionnaire to determine the adaptation behavior of students. The questionnaire is made in the form of a statement which is then checked, so that there is some data that we can observe by researchers and can find out changes in students before and after treatment with accurate results. Data analysis using the T test, the results of observations and questionnaires will be recapitulated using excel so that accurate data is obtained regarding the results of the study. Nurhasan (in Setiadi 2013).

RESULTS AND DISCUSSION

Based on the results of pre-experiment research on 30 students regarding the application of group dynamics to improve adaptability in SMPK Parang Magetan students before and after treatment in the form of group discussions and role play. The following is a frequency distribution table classified into five categories, namely; adaptability is very high, high, medium, low, and very low. Table 2. Overview of Student Adaptability before and after Being Given Group Dynamics at SMPK Parang Magetan

Interval	Category	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
202-240	Very High	-	-	-	-
163-201	High	-	-	18	60%
124-162	Medium	-	-	12	40%
85-123	Low	30	100%	-	-
46-84	Very Low	-	-	-	-
	Total	30	100%	30	100%

Table 3.1 shows that before being given the treatment of group discussion and role play, students' adaptability was in the low category as many as 30 students 100%), and there were no students of SMPK Parang Magetan who were in the category of very low, medium, high, and very high. Furthermore, according to the average score obtained by students of 120 which means low. This means that the adaptability of SMPK Parang Magetan students is in the low category.

After being given the treatment of group discussions and role play each for 5 meetings including group dynamics, it turns out that the adaptability of SMPK Parang Magetan students has increased. The increase can be seen from the adaptability of students in group dynamics in class in the high category as many as 18 students (60%), medium category as many as 12 students (40%), no students are in the low, very low and very high categories. There are 18 students who have high adaptability, according to the average score obtained by students in the high category of 168, which lies in the 163-201 interval which means high. Then the average score obtained by students in the moderate category of 12 students is at an average student score of 130 located in the interval 124-162 which means moderate. This change shows that students' adaptability has increased after being given treatment in the form of group dynamics. There is a positive effect of group dynamics on the adaptability of SMPK Parang students, as evidenced by the mean posttest being greater than the mean pretest, meaning that students can adapt well after group dynamics are carried out.

The results of descriptive analysis show that the adaptability of students before being given group dynamics is in the low category. The low adaptability of SMPK Parang Magetan students can be seen from the lack of confidence in class, low self-esteem, lack of manners, and habits from the region have not been able to escape when in a new area, namely in Magetan. So that this becomes an obstacle during the teaching and learning process in class and after academic activities in class. After being given treatment by means of group dynamics in the form of group discussions and also role play shows that students' adaptability has increased. Indications of their increased adaptability are seen in the manners taught in the group being able to be applied in their daily lives, student participation becomes higher, reminding each other between students when someone forgets or has difficulty learning. These findings are in accordance with Lautser's (1997) opinion that the ability of each child is different, some have high, low, moderate adaptability. Although this group dynamic has been done repeatedly, there are some students who are not proactive in group discussion and role play activities, perhaps this is the reason why there are no students who have the highest adaptability score.

Adaptability through role play activities is also influenced by other factors such as role play scenarios, the form of a script or scenario that is easy to understand will make it easier for students to do role play especially related to adaptability, in accordance with the opinion of Shertzer and Stone (1980; 199) that self-development is the achievement of personal and social abilities through relationships between students in group activities. The positive attitude that emerged from students when after doing role play, which was full of enthusiasm, proved that students felt happy and interested in the activity. Significant changes occur when students become confident and can make maximum adaptations when there is an intervention with game techniques in groups. This means that group dynamics with group discussion techniques and role play can be used to discuss themes that encourage students to further improve their adaptability and develop themselves.

The application of group dynamics through group discussion techniques and role play can be used to help students in self-development. By building relationships with others, interacting with each other, so as to be able to establish good relationships. Human relations skills can also strengthen the spirit to adjust to a new environment, train self-confidence and can also develop ideas, ideas, and even opinions in groups. Glanz 1974; 203). Thus, group dynamics can be used to help students in improving adaptation skills, especially in SMPK Parang Magetan.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, it can be concluded that the adaptability of SMPK Parang students in the low category before being given group dynamics treatment, while after being given group dynamics treatment SMPK Parang students have moderate and high adaptability. Suggestions for teachers and schools to continue to apply the group dynamics system in teaching and learning activities, for further researchers can examine other variables such as self-confidence because during the intervention process low self-confidence was found in SMPK Parang students as evidenced when told to role play in front of the class.

FURTHER STUDY

This research still has limitations so it is still necessary to conduct further research on the topic "Adaptability through Group Dynamics for Students SMPK Garuda Parang Magetan".

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