

The Effect of Adolescent Therapeutic Group Therapy (TKT) on the Development of Adolescent of Islamic Boarding School in Tasikmalaya

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Abstract: *The stage of adolescent development is a unique stage of development, adolescents must face changes both physically, cognitively, and emotionally that can cause stress and trigger a unique behavior in adolescents. Today's Muslim youth are many who follow the Islamic boarding school program. This causes the development of adolescents that are less than optimal, if they cannot adapt to the life of the Islamic boarding school, so that it can interfere with the learning process in the Islamic boarding school. And furthermore, their mental health will be disturbed in their adolescent development, such as being less independent, unable to make decisions and having difficulty interacting with peers. One of the efforts to deal with developmental problems faced by adolescents is the therapeutic group therapy (TKT) approach. The purpose of this study was to determine the effect of therapeutic group therapy on the ability of adolescents to stimulate identity development in high school students at the Ibadurrahman Islamic Boarding School, Tasikmalaya City. The design used is "Quasi experimental pre and post-test without control group". The population in this study were all students at the Ibadurrahman Islamic Boarding School, Tasikmalaya City, amounting to 374 respondents with a sample size of 80 students. Analysis using paired-t test (T-test paired). Respondents were divided into 6 groups, with each group totaling 13-14 students. The implementation of TKT for each group is carried out every week with a time of 60 minutes. The results showed a significance value of = 0.001, there is a significant difference in the average ability to stimulate identity development scores between before and after TKT treatment. This TKT can be done as a therapy to improve adolescent development.*

Keywords : *Adolescents, Development, Therapeutic Group Therapy*

INTRODUCTION

The stage of adolescent development is a unique stage of development, adolescents must face changes both physically, cognitively, and emotionally that can cause stress and trigger a unique behavior in adolescents (Stuart, Keliat & Pasaribu, 2016). The unique meaning is that adolescents are different from children and adults, because it is a transitional period between the two. Adolescence is also called a very important stage in life because at this stage adolescents develop independence, values in life, sexual interests, and self-reflection (Muhith, 2015). Adolescents are developing their identity, so if it is not achieved there will be confusion of identity. Adolescents need social support from various parties, namely parents, school support, and their peers. This proves that adolescents need a good support system, one of which is from their peers (Miller, Esposito-Smythers, & Leichtweis, 2015). For this reason, adolescents need an action that can provide reinforcement for themselves. So, we need a good stimulation of adolescent development so that they can adapt in groups.

One of the efforts to deal with developmental problems faced by adolescents is the therapeutic group therapy approach. Therapeutic group therapy is an ideal and important choice for this age group with the category of mental health, can help adolescents in meeting their needs in a positive, meaningful way for peer groups and the formation of self-identity (Stuart, 2013). They become able to learn from each other according to their development, can help adolescents in meeting their needs in a positive, meaningful way for their peer group and the formation of self-identity (Stuart, 2013). Moreover, teenagers who interact a lot with their peers such as in a boarding school environment that is far from

their family.

The Ibadurahman Islamic Boarding School, located in Tasikmalaya, is one of the Islamic boarding schools that organizes formal junior and senior high schools as well as teaches Islamic boarding school by requiring students to stay at the lodge. The number of students in the Ibadurahman Islamic boarding school consists of 159 high school students and 215 junior high school students consisting of male and female students. The policy at the Islamic boarding school is that it allows students to return home every three months, and parents may visit the Islamic boarding school once a month. So that sometimes it becomes an obstacle for teenagers who still want to be with their families. This has an impact on the learning process while they are in boarding schools to become less focused. In addition, because the child's condition is still not able to adapt, so he does not want to mingle with other friends, so that sometimes the school also calls the family to participate in motivating their children. Sometimes there are students who move or leave because they want to live with their families. Their lives revolve around friends and teachers, so that if the management of the Islamic boarding school is not packaged properly, it will provide less than optimal adolescent development. Less optimal development, for example, unable to interact with peers, less independent and unable to make decisions. The school has been trying so far so that its students can adapt to the Islamic boarding school, but there are still some who do not finish at the Islamic boarding school or cannot follow the lessons at the Islamic boarding school. Their lives revolve around friends and teachers, so that if the management of the Islamic boarding school is not packaged properly, it will provide less than optimal adolescent development. Less optimal development, for example, unable to interact with peers, less independent and unable to make decisions. The school has been trying so far so that its students can adapt to the Islamic boarding school, but there are still some who do not finish at the Islamic boarding school or cannot follow the lessons at the Islamic boarding school. Their lives revolve around friends and teachers, so that if the management of the Islamic boarding school is not packaged properly, it will provide less than optimal adolescent development. Less optimal development, for example, unable to interact with peers, less independent and unable to make decisions. The school has been trying so far so that its students can adapt to the Islamic boarding school, but there are still some who do not finish at the Islamic boarding school or cannot follow the lessons at the Islamic boarding school.

METHOD

The design used in this study was "Quasi experimental pre-post-test without control group". This study was conducted to determine the effect of TKT on adolescents in stimulating the development of self-identity before and after therapeutic group therapy at the Ibadurahman Islamic boarding school. The purpose of this study was to determine the effect of therapeutic group therapy on the ability of adolescents to stimulate identity development in high school students at the Ibadurahman Islamic Boarding School, Tasikmalaya City.

Implementation

The implementation of the research begins after the ethical review has been issued, by providing direction and asking for willingness to participate in the research. The next step is to conduct a pre-test on adolescent development using the TKT instrument from Hockenberry et al, (2003) and Ali & Asrori, (2009) in Astutik 2015. After the pre-test was conducted, the respondents in this study amounted to 80 people (40 students and 40 students). students) which were divided into 6 groups, each group consisting of 13-14 students. Each group did TKT once a week for 60 minutes, carried out from session 1 to session 7. The TKT consisted of session 1 Assessment and discussion of adolescent development, session 2: Stimulation of biological/physical and psychosexual development, session 3 Stimulation of cognitive and language development, session 4 Stimulation of moral and spiritual development, session 5 Stimulation of emotional and psychosocial development, session 6 Stimulation of talent and creativity development, session 7 Evaluation of the benefits and stimulation that has been carried out. Then after all the sessions have been completed, a post test is carried out. Data analysis with bivariate analysis with paired-t test (T-test paired) to determine before and after TKT.

RESULTS

Table 1. Average Score of Stimulating Ability Before and After TKT Treatment on Adolescent Students (n= 80)

| Variable | Average | SD | Min –Max |
|------------------------------------|---------|------|----------|
| Ability score before TKT treatment | 4.26 | 1.98 | 1 – 10 |
| Ability score after TKT treatment | 19.09 | 1.42 | 16 – 21 |

Both groups of data are normally distributed. The average ability to stimulate development before treatment was 4.26 and after treatment was 19.09.

Table 2. The Difference in The Average Score of The Ability to Stimulate Before And After TKT Treatment on Adolescent Students (n = 80)

| Variable | mean | SD-Mean | p- value |
|------------------------------------|-------|---------|----------|
| Ability score before TKT treatment | 4.26 | 1.98 | 14.83 |
| Ability score after TKT treatment | 19.09 | 1.42 | |

The results of data analysis in table 2 show that the average score of ability to stimulate identity development after TKT treatment increased by 14.83 points. Based on the results of the paired-t test (paired t-test) obtained a significance value of = 0.001, meaning that H0 is rejected or there is a significant difference in the average score of ability to stimulate identity development between before and after kindergarten treatment.

DISCUSSION

The average ability to stimulate development before treatment was 4.26 and after treatment was 19.09. They are all because they are in Islamic boarding schools, accustomed to living in groups with their friends, both at school, and living together in dormitories. There are many activities carried out in Islamic boarding schools that are group in nature, such as extra-curricular scouts, congregational prayer activities and so on. This is in accordance with the stage of adolescent development, which is closer to friends than to their parents. Adolescents are social beings who are learning social skills, they often trust their peers more than adults (Fleitman in Pratiwi 2016). They become able to learn from each other according to their development (Wood, in Astutik 2015), can help adolescents in meeting their needs positively,

TKT in adolescents helps introduce normal development for adolescents. The goal of therapeutic group therapy is to maintain homeostasis against unforeseen changes or gradual events. Helping members cope with stress in life, focusing on dysfunctional feelings, thoughts and behaviors (Stuart & Laraia, 2013). This is in accordance with several studies related to TKT according to Mustikasari, Setiawan A (2014) The Effect of Therapeutic Group Therapy on Angry Emotion Control for Teenagers at Vocational Schools in Depok City with the results showing a significant decrease in angry emotions between before and after being given Adolescent Therapeutic Group Therapy. Other research is according to AstutikW, Helena N. CD, Rahmah H (2015), The results showed that there was a significant difference in adolescent emotional intelligence in the intervention group with the control group. Emotional intelligence in the intervention group increased significantly after receiving therapy in the

therapeutic group. Research according to Fernandes, Keliat BA, Helena VCD (2014) shows an increase in the ability of adolescents to stimulate the development and development of higher self-identity.

Astutik W, Keliat BA, Eka Putri YS (2016), the results of this scientific work show an increase in the ability of adolescents to stimulate the development and development of higher self-identity. Hasanah u, S. Hamid AY, Susanti H (2018), the results of the evaluation showed that there was an increase in aspects and tasks of adolescent development with maximum achievement scores in adolescents who were given Therapeutic Group therapy. Adolescents need social support from various parties, namely parents, school support, and their peers. This proves that adolescents need a good support system, one of which is from their peers (Miller, Esposito-Smythers, & Leichtweis, 2015). Even though they are separated from their parents, they have support from peers in the Islamic boarding school, teachers and assistants in the dormitory as a substitute for their parents.

Differences in Ability Before and After TKT

Therapeutic group therapy is therapy whose main focus is to prevent disorders by teaching effective ways to deal with emotional stress in a situation or developmental crisis (Townsend, 2013). By conducting TKT sessions 1-7, they better understand the development of identity as teenagers. Which developments have been achieved and which are still not optimal. And they also know how to achieve development that is not yet optimal which must be achieved until the age limit of adolescence, namely the age of 18 years. Indications for TKT (Fleitman 2009 in Astutik, 2015 are various difficulties with parents and peer group pressure, communication problems with the home, school and social environment, lack of coping strategies and communication skills, problems with other people such as parents, teachers and peers,

According to Fleitman in Astutik 2015, group therapy is carried out very friendly, relaxed, sharing, open and without environmental pressure. The formation of cohesiveness is very important in group therapy so that it is faster to form cohesiveness (Wood in Astutik 2015). So in this study, researchers grouped them according to gender, so that they were more compact and open to the developments they experienced, especially their conditions in Islamic boarding schools. Group is a collection of individuals who have a relationship with one another, are interdependent and have norms (Stuart, 2013). In this group of boys, many things are done in groups in the school environment. It is one that forms very strong relationships within the group. Activities they often do at school or in dormitories, as well as other extracurricular activities, such as scouts, sports and so on. They become able to learn from each other according to their development (Wood, in Astutik 2015), can help adolescents in meeting their needs in a positive, meaningful way for their peer group and the formation of self-identity (Stuart, 2013). This is in line with the research of Hidayati, Daulima, Wardani 2018 with Therapeutic Group Therapy can improve the ability of adolescent self-identity development in 10 aspects of the stage of adolescent age change, namely: biological, psychosexual, cognitive, language, moral, spiritual, emotional, psychosocial, talent and creativity. . They become able to learn from each other according to their development (Wood, in Astutik 2015), can help adolescents in meeting their needs in a positive, meaningful way for their peer group and the formation of self-identity (Stuart, 2013). This is in line with the research of Hidayati, Daulima, Wardani 2018 with Therapeutic Group Therapy can improve the ability of adolescent self-identity development in 10 aspects of the stage of adolescent age change, namely: biological, psychosexual, cognitive, language, moral, spiritual, emotional, psychosocial, talent and creativity. . They become able to learn from each other according to their development (Wood, in Astutik 2015), can help adolescents in meeting their needs in a positive, meaningful way for their peer group and the formation of self-identity (Stuart, 2013). This is in line with the research of Hidayati, Daulima, Wardani 2018 with Therapeutic Group Therapy can improve the ability of adolescent self-identity development in 10 aspects of the stage of adolescent age change, namely: biological, psychosexual, cognitive, language, moral, spiritual, emotional, psychosocial, talent and creativity. .

The goal of therapeutic group therapy is to maintain homeostasis against unforeseen changes or gradual events. If there is a balance, optimal mental health will be formed in adolescents. Mental health is an integral part of health. Mental health is a state of well-being characterized by feelings of happiness, balance, satisfaction, self-achievement and optimism (Stuart & Laraia, 2013).

CONCLUSION

Most of the respondents' parents are working and highly educated. This affects the upbringing they have given to their teenagers. There is an increase in the development of adolescent identity before and after therapeutic group therapy, most of the respondents have normal development, both biological, psychosexual, cognitive, language, moral, spiritual, emotional, psychosocial, talent and creativity. It is highly recommended that this TKT be implemented to optimize adolescent development, and for further researchers to increase the number of samples, so that the results are more accurate

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