

Influence of Group Counseling Services Self-Management Techniques on The Discipline of Students in Junior High School

Rusnawatii Ellis¹, Choirun A. Holimomb², Yulian H. Wenno³

¹⁻³Guidance and Counseling, Faculty of Teacher Training and Education, Pattimura University

e-mail: ¹rusnawatiellis@gmail.com, ²julianwenno@gmail.com,
³choirun.ali27@gmail.com

Abstract. The phenomenon in the field is that there are various indisciplines of students who like to ignore their studies at school and homework. Discipline is an element of a person's morality that emphasizes rules and regulations in order principles, giving orders, prohibitions, praise, and punishment with authority or coercion to achieve suitable conditions. Students who lack discipline can be overcome by providing group counselling services with self-management techniques. This research aims to determine the effect of self-management technical group counselling services on student discipline at Junior high school. The approach to this research uses quantitative research methods with a one-group pre-test and post-test design with a research sample of 10 respondents who are class VIII students at Junior high school. The results of this study show that the pre-test before treatment was 60.00%, while the increase after treatment was 80.20%. So, the average value (Mean) between the pre-test and post-test is 20.200%. The Paired Sample t-test test has a significant value of 0.000, which means $0.00 < 0.05$. So it can be concluded that H_0 is rejected and H_a accepted.

Keywords: *Group Counseling, Self Management Techniques and Student Discipline*

Abstrak. Fenomena di lapangan adalah berbagai ketidakdisiplinan siswa yang suka mengabaikan pelajaran di sekolah dan pekerjaan rumah. Disiplin merupakan unsur moralitas seseorang yang menekankan pada aturan dan tata tertib dalam asas ketertiban, pemberian perintah, larangan, pujian, dan hukuman dengan kewenangan atau paksaan untuk mencapai kondisi yang sesuai. Siswa yang kurang disiplin dapat diatasi dengan pemberian layanan konseling kelompok dengan teknik self management. Penelitian ini bertujuan untuk mengetahui pengaruh layanan konseling kelompok teknik self management terhadap kedisiplinan siswa SMP. Pendekatan penelitian ini menggunakan metode penelitian kuantitatif dengan rancangan one group pre test and post test design dengan sampel penelitian sebanyak 10 responden yang merupakan siswa kelas VIII SMP. Hasil penelitian ini menunjukkan bahwa nilai pre test sebelum perlakuan sebesar 60,00%, sedangkan peningkatan setelah perlakuan sebesar 80,20%. Jadi, nilai rata-rata (Mean) antara nilai pre test dan post test sebesar 20,200%. Uji Paired Sample t-test memiliki nilai signifikansi sebesar 0,000 yang berarti $0,00 < 0,05$. Jadi dapat disimpulkan bahwa H_0 ditolak dan H_a diterima.

Keywords: *Group Counseling, Self Management Techniques and Student Discipline*

Article history:

Received 1 April 2024

Received in revised form 20 June 2024

Accepted 29 June 2024

Available online 30 June 2024

Introduction

School is a place of teaching and learning. School teaching and learning processes must be organized and orderly to create a conducive learning atmosphere. This involvement must be supported by rules that contain what to do and what not to do. The rules in question are school rules. According to Suryosubroto (in Andriyas, 2015: 6), school rules regulate daily school life and contain sanctions against violators.

The school environment, especially the junior high level, consists of adolescents in transition and is very vulnerable to deviation. According to Hurlock (in Lestarina et al., 2017: 2), early adolescence lasts from the age of 13 years to 17 years. The term adolescence has a broader meaning and includes physical, mental, emotional, and social maturity. Some examples of emotional development are established relationships with peers, not liking to be reprimanded, worrying excessively, not obeying the rules and being less able to solve problems. These things are indeed very vulnerable in the presence of discipline.

Discipline is an essential part of formal, non-formal, and informal education. Soengeng Prijodarminto (in Setiawati et al., 2021: 484) explains that discipline is a condition created and formed through a series of behaviours that show values of obedience, compliance, loyalty, order, and order. Meanwhile, Harvigus (in Setiawati et al., 2021: 485) explains that the developmental task in students (adolescents) is that students can achieve socially responsible behaviour and obtain a set of values and ethical systems as a guide or guide in behaviour. Learners who lack discipline in complying with the rules of discipline at school, such as being late for class,

skipping class, brawling, not doing assignments, disrespecting teachers, abusive behaviour, and others, can be eliminated through behavioural methods with the help of guidance and counselling teachers, improving the quality of students' personalities, and bringing hope to these students. Yang (in Muratama, 2018: 2) explains the practical techniques used in overcoming the problem of adapting to today's life. At this time, the problem of indiscipline often arises in the school environment and becomes an obstacle in the teaching process.

Based on the results of the researcher's interview with the counselling guidance teacher at the Junior High School on September 14, 2022, several students lack discipline in following orders from teachers and rules at school, such as playing cards in class, brawling, not doing assignments, disrespecting teachers, violent behaviour and skipping during class hours and other activities. Group counseling is one of several guidance and counseling services that researchers can use to overcome student indiscipline. Group counseling has one of the techniques in its application, namely self-management techniques.

Self management technique is one of the techniques found in group counseling. Self-management is a procedure in which individuals regulate their behaviour in thoughts, speech, and actions. According to Sukadji (in Gantina, Eka, & Karsih, 2011: 180) suggests that in this technique, individuals are involved in several or all of the essential components, namely determining target behaviours, monitoring these behaviours, selecting procedures to be applied, implementing these procedures, and evaluating the effectiveness of these procedures. Therefore, self-management is very helpful in managing oneself well because good self-management is expected to help build student discipline in Junior High School.

Based on the description and phenomena above, researchers are interested in conducting research titled *The Effect of Group Counseling Services Self Management Techniques on Student Discipline in Junior High School*. So, this study aims to determine the effect of group counselling services on self-management

techniques on the discipline of students in Junior High School. The results of this study are expected to provide scientific development, especially in the field of guidance and counselling, namely helping students to improve their discipline.

Methods

In this study, the authors used quantitative research methods. This method is called a quantitative method because the research data is in the form of numbers and analysis using statistics. This study used a one-group pre-test post-test design, which is a pre-experimental research group, according to Sugiyono (in Achmadi & Lianawati, 2021: 73). The research population of class VIII students at SMP Negeri 19 Ambon amounted to 110 people. The research sample was carried out using the purposive sampling technique to determine samples with a specific purpose. The sampling method considers the results of the level of discipline with low and medium categories of as many as ten people. The data in this study is a questionnaire of discipline realized in numbers with statistical analysis. The data analysis technique was a paired t-test with SPSS version 22.0 for Windows.

Results

At the beginning of the research, researchers obtained some data on students who had violated school discipline, such as skipping class, violent behaviour, disrespect for teachers and others, described during interviews with counseling guidance teachers with documentary evidence attached below.



Figure 1

Students who violate school discipline

After obtaining initial data, researchers researched the effect of group counselling with self-management techniques on the level of discipline of students. Furthermore, researchers give the following pre-test, such as giving treatment, until the stage of giving the post-test.

The pre-test was conducted to determine the level of discipline before treatment. The subjects who did the pre-test were ten students.

Table 1.
Pre Test Results

No.	Name	Class	Pre-Test	Category
1	DT	VIII-6	64	Medium
2	JB	VIII-6	59	Low
3	AA	VIII-5	61	Medium
4	GR	VIII-5	64	Medium
5	CN	VIII-2	53	Low
6	YLT	VIII-2	69	Medium
7	P	VIII-2	54	Low
8	GCHT	VIII-2	64	Medium
9	YM	VIII-1	62	Medium
10	MP	VIII-1	59	Medium

Based on Table 1, it can be seen that three students are categorized as low, and seven students are categorized as medium. Then, the researcher provides treatment (treatment) group counselling with self-management techniques at the level of discipline of students whose categories are low and moderate.

Giving treatment is done to find out how the students' process at school, whether all actions or actions that have been done so far are following discipline or not. This is done to inform students of the group counselling process with self-management techniques. Meanwhile, the post-test results are obtained in the following table to see changes in students.

Table 2

Post-Test Results

No.	Name	Class	Pre-Test	Criteria
1	DT	VIII-6	80	Medium
2	JB	VIII-6	79	Medium
3	AA	VIII-5	81	High
4	GR	VIII-5	81	High
5	CN	VIII-2	77	Medium
6	YLT	VIII-2	84	High
7	P	VIII-2	80	Medium
8	GCHT	VIII-2	77	Medium
9	YM	VIII-1	80	Medium
10	MP	VIII-1	83	High

Based on the table above, it can be seen that the post-test results are six students in the medium category and four students in the high category. So, with these results, the researcher can conclude that group counselling services using self-management techniques increase students' discipline at SMP Negeri 19 Ambon.

Before hypothesis testing, researchers first conducted a prerequisite analysis test, namely the normality test and homogeneity test. The normality test in this study used the Shapiro-Wilk test. In testing, data is said to be normally distributed if: If sig > 0.05, then the data is normally distributed. If sig < 0.05, then the data is not normally distributed (N. Kholifah, 2020: 52). The normality test results are as follows.

Table 3

Normality Test Output

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Discipline Pre Test	,200	10	,200*	,877	10	,121
Post Test Discipline	,165	10	,200*	,938	10	,535

**This is a lower bound of the true significance.*

a. Lilliefors Significance Correction

Based on the table above, the normality test results show that the pre-test data has a significant value = 0.121 while the post-test has a significant value=0.535.

The sig value >0.05, so it can be concluded that the data is normally distributed.

In testing the homogeneity test, data is said to be homogeneous if the sig value > 0.05. Meanwhile, if the sig value <0.05, then the data is not homogeneously distributed (N. Kholifah, 2020: 57). The results of the homogeneity test are as follows

Table 4
Homogeneity Test Output

Pre Test and Post Test			
Levene Statistic	df1	df2	Sig.
4,107	2	4	,107

So, based on the table above, the homogeneity test conducted by researchers obtained a significant level of 0.107. The sig value > 0.05, so it can be concluded that the data is declared homogeneous.

To determine the effectiveness of group counseling with selfmanagement techniques on student discipline in this study using a Paired sample statistical t-test. The results can be seen in the following table.

Table 5
Paired Sample Statistic Output

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Discipline	60.00.00	10	3.944	1.247
	Post Discipline	80.20.00	10	2.250	.711

The table above shows the pre-test average of 60.00, while the post-test average is 80.20. This means that the pre-test average is lower than the post-test average. Seeing that the pre-test score is lower than the post-test score, it can be said that there was an increase after receiving treatment with a self-management technique approach through group counselling. The following can be seen the results of the difference test after treatment:

Table 6
Paired Samples Test Output

Paired Samples Test								
Paired Differences								Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
				Lower	Upper			
Discipline								
Pair 1 Pre-Test								
Discipline	-20,200	4,237	1,339	-23,231	-17,168	-15,075	9	,000
Post-test								

Based on the results of the paired sample t test, it can be seen that the significance value (sig 2-tailed) is 0.00 or $0.00 < 0.05$, this shows that H_0 is rejected and H_a is accepted, which means that there is a difference in the value of discipline in junior high school students before and after being given group counseling treatment with self management techniques. So, it can be concluded that there is a significant influence between the approach of self management techniques through group counseling on student discipline.

According to Soengeng Prijodarminto (in Setiawati et al., 2021: 484) explains that discipline is a condition created and formed through a process of a series of behaviors that show values of obedience, compliance, loyalty, order, and order. This research also explains that, if the discipline that exists in schools is not applied by

students properly, then they will tend to violate the rules in the form of discipline at school. In essence, discipline is given to students not just to make them afraid of a rule, but students can understand that the discipline that exists in schools is solely for them to better know their responsibilities as students.

Meanwhile, overcoming low and moderate discipline can also use group counseling services with self management techniques. Adhiputra (in H. Leza Skriyah, 2018: 49) suggests that group counseling services are an excellent way to deal with interpersonal conflicts and assist individuals in developing their personal abilities including self-control, tolerance and teposeliro. Along with the provision of group counseling services, self management techniques can also help with the application in the group counseling service process. According to Sukadji (in Gantina, Eka, & Karsih, 2011: 180) suggests that this technique individuals are involved in several or all of the basic components, namely: determining target behaviors, monitoring these behaviors, selecting procedures to be determined, implementing these procedures, and evaluating these procedures. Besides being applicable, these services and techniques are also very effective in improving students' discipline for the better.

Conclusion

Based on the results of research conducted by researchers, it can be concluded that the Effect of Group Counseling Services Self Management Techniques on Student Discipline in this Junior High School has a difference between before and after being given treatment in the form of group counseling services self management techniques, so the provision of this service is said to be effective with the value of discipline before being given treatment of 60.00% while the increase after treatment is 80.20%. Based on the results of data processing using SPSS version 21, the paired sample t test results obtained a t value of -20.200, so between the pre-test and post-test the average value (Mean) is 20.200%. In the

Paired Sample t test test, a data is said to be significant if the significant value <0.05 while the results of the paired sample t test have a significant value of 0.000 which means $0.00 < 0.05$. So it can be concluded that H_0 is rejected and H_a is accepted.

Thus the conclusion that researchers can convey that there is an effect of providing group counseling services with self management techniques in increasing the discipline of students in Junior High School.

Acknowledgments

Praise be to Allah SWT for His blessings, guidance and grace bestowed upon the author, so that finally the author can complete the writing of this scientific paper entitled "the effect of group counseling services on self management techniques on the discipline of students in Junior High School" on time. In compiling this scientific paper, the author did not escape from various difficulties and obstacles, but with the help and encouragement of various parties, the writing of this scientific paper can finally be completed. For this reason, on this occasion the author would like to express his deepest gratitude and highest appreciation to all those who have helped and supported the author in compiling and completing this scientific paper. Finally, the author hopes that this scientific paper can provide benefits for all those who need it.

References

- A. Kuswoyo. Nurul Hidayah. (2021). Improving Discipline Through *Behavioristic* Group Counseling with *Aversion Therapy* Techniques, 2 (11), 2124-2137. *Syntax Admiration Journal*.
- Achmadi, A., & Lianawati, A. (2021). The Use of *Self-Management* Techniques in Group Counseling on Learning Discipline of Class IX Students of SMP Negeri 24 Surabaya. *HELPER: Journal of Guidance and Counseling*, 38(2), 69-78. <https://doi.org/10.36456/helper.vol38.no2.a3937>
- Afriza, D., Tubarad, R., Tarbiyah, F., Keguruan, D. A. N., Negeri, U. I., & Intan

- Lampung, R. (2022). The Effect of Group Counseling Services with *Self Management* Techniques in Improving the Learning Discipline of Students at SMP Nusantara Bandar Lampung, 1-84.
- Andriyas, B. E. (2015). The Effect of the Implementation of the Code of Conduct Point System on the Discipline of Students at State Senior High School 1 Kroya, Cilacap Regency in the 2014/2015 Academic Year, 6-20.
- Anggritia S. Harahap. (2018). The Effectiveness of *Self Management* Techniques in Improving the Discipline of Class VII Students of Medan's Taman Learner Junior High School in the 2018/2019 School Year. Repository.Umsu.Ac.Id, 1-63. <http://repositori.umsu.ac.id/handle/123456789/1266>
- Arfa Havilla. (2019). The Effect of Group Counseling Services with *Behavioral Contact* Techniques on Truancy Behavior of Class XI Students at SMA Muhammadiyah 2 Bandar Lampung. *Αγανη*, 8(5), 55.
- B. Wijaksono, (2019). The Effectiveness of Group Counseling Services with *Behaviour Contract* Techniques in Improving the Discipline of Students at SMP PGRI 06 Bandar Lampung in the 2018/2019 Academic Year. 1-78.
- Dinda Marhamah (2022). Approach to *Self Management* Techniques in Behavioral Counseling to Improve Learning Discipline of Students at SMPN 17 Banda Aceh. 1-101.
- F. Ilhamsyah. (2018). The Role of Guidance Counseling Teachers in Shaping Adolescent Social Behavior at SMP Negeri 2 Teunom Aceh Jaya. 1-90
- Gantina, K., Eka, W., & Karsih. (2011). Counseling Theory and Techniques. (S. Bambang, Ed.) (2nd ed.). Jakarta: Index.
- H. Leza Skriyah. (2018). The Effect of Group Counseling with a *Behavioral Approach Positive Reinforcement* Technique on Decreasing Violations of the Code of Conduct for Class VIII Students of Al-Irsyad Bayuwangi Junior High School, 47-55. <https://doi.org/10.31227/osf.io/48>
- Jundana, A. (2020). Application of *Self-Management* Strategies in *Behavior* Group Counseling on Learning Discipline of Class VIII J Students at SMP PGRI 1 Buduran Sidoarjo, 143-150.
- Lestarina, E., Karimah, H., Febrianti, N., Ranny, R., & Herlina, D. (2017). Consumptive Behavior among Teenagers. *JRTI (Journal of Indonesian Action Research)*, 2 (2), 1-6. <https://doi.org/10.29210/3003210000>
- Muratama, M. S. (2018). Behavioral Counseling Services *Self Management* Techniques to Improve Discipline and Responsibility for Learning Learners at School. *Nusantara of Research: Journal of Research Results of Universitas Nusantara*

PGRI Kediri, 5(1), 1-8. <https://doi.org/10.29407/nor.v5i1.11793>

- N. Kholifah, (2020). The Effect of Using Snakes and Ladders Props on Mathematics Learning Outcomes of Class 4 Min 3 Metro Pusat. Paper *Knowledge. Toward a Media History of Documents*, 7 (2), 1-139.
- N. Koeswardani (2020). The Relationship Between Self-Control and Peer Social Support with Discipline of Class VIII Students of State Junior High School in Kaligondang District in 2019/2020 Academic Year, 1-99.
- Nduru, M., Telaumbanua, T., Dian, L., & Ndraha, M. (2021). Behavioral Counseling Approach to Learners' Moral Development, 4 (1), 159-168. <http://ejournal.ust.ac.id/index.php/Aquinas/index>
- Nurlaeli, S. (2019). The Effect of Group Counseling with *Self Management* Techniques to Reduce Students' Habits of Being Late to School. Thesis. 1-70.
- Operational Guidelines for the Implementation of Guidance and Counseling at Junior High School Ministry of Education and Culture, D. G. and T. K. (2016). Operational Guidelines for the Implementation of Guidance and Counseling in Junior High Schools. Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture, 1-135.
- Setiawati, A., Sobari, T., & Pahlevi, R. (2021). Online-Based Group Counseling Services with a Behavioral Approach to Discipline in Mts Class Vii Students, 4 (6), 483- 493.