
MODELING TECHNIQUES IN GROUP COUNSELING TO IMPROVE STUDENT LEARNING DISCIPLINE AND SELF-CONTROL

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ABSTRACT

This study aims to test the effectiveness of group counseling with modeling techniques in improving 11th grade students' learning discipline and self-control in SMA Muhammadiyah 3 Yogyakarta. This experimental study involved fourteen students recruited using the purposive sampling technique. The data collection used is a scale of learning discipline and self-control. The data analysis technique used in this study was non-parametric statistics with the Man Withney (U) test and the Wilcoxon test using the SPSS 20.0 for windows. The results of the Wilcoxon test showed that: (1) the modeling technique was effective in increasing the learning discipline of class XI students (sign = 0.018 < 0.05) and (2) the modeling technique was effective in increasing self-control in class XI students (sign = 0.018 < 0, 05) The results of the Wilcoxon test show that the modeling technique group counseling service is effective in improving learning discipline and self-control in class XI students of SMA Muhammadiyah 3 Yogyakarta. The results of the Mann Whitney test showed that: (1) the modeling technique was effective in increasing the learning discipline of class XI students (sign = 0.002 < 0.05) and (2) the modeling technique was effective in increasing self-control in class XI students (sign = 0.002 < 0 ,05) The results of the Mann Whitney test show that the modeling technique group counseling service is effective for improving learning discipline and self-control for class XI students at SMA Muhammadiyah 3 Yogyakarta. The results of this study can be used as a recommendation for BK teachers as an alternative to providing counseling services for students related to learning discipline and self-control, so that students have good learning discipline and self-control.

Keywords: learning discipline, self control, group counseling, modeling techniques

INTRODUCTION

Education is an effort to prepare someone to have some skills according to the demands of this era. As one of the spearheads of change, education also plays a role in developing the individual potential to realize themselves by their capacity. The Law on the National Education System in 2003 states that education is a conscious and planned effort to realize the learning atmosphere and learning process so that learners actively develop their potential in religious-spiritual strength, self-control, personality, noble moral intelligence, as well as the skills needed by themselves in society, nation, and country.

Learners who have good education can be seen from their learning achievements in school. Learners who have high learning achievement generally have a good attitude, such as learning discipline and good self-control toward the environment. Discipline is a form of obedience to rules. According to Gunawan (2012), one of the character values developed in school was discipline. A discipline is an act that shows orderly behavior and adheres to various provisions and regulations. According to Slameto (2010), school discipline is closely related to students' diligence in school and learning.

Discipline is an action that shows an active and obedient attitude. Schools have written or unwritten rules to be obeyed by every student. According to Mulyasa (2003), "Discipline in school will help learners to find themselves and overcome while preventing the onset of disciplinary problems and trying to create pleasant situations in the learning process so that they obey all the rules that have been set". Therefore, there needs to be a conducive learning situation for the students to control them in obeying the schools' rules.

Self-control is an individual's ability to read the situation of oneself and its environment. According to Berk (Gunarsa, 2009), self-control is the ability of individuals to resist momentary desires or urges as opposed to behaviors that do not conform to social norms. Individuals with high self-control pay close attention to appropriate ways to behave in varied situations. Individuals will tend to

change their behavior according to the demand for social situations so that it will facilitate their social interaction with the surrounding environment.

Alwisol (2009) stated that self-control is an act of self in controlling external variables that determine some behaviors. Practice can be controlled in various ways, namely, avoidance, saturation, unwelcome stimuli, and self-reinforcing. Based on the presurvey data results conducted on August 28th, 2019, at SMA Muhammadiyah 3 Yogyakarta, with the total respondents of 35 students using learning discipline questionnaire instruments and self-control questionnaires, some problems related to self-control behavior and learning discipline were found. The results showed that 65% were angry with themselves when they failed, 42.9% were angry when friends talked badly about themselves, 62.9% acted in a hurry, 51.4% acted without regard to risk, 54.3% were easily discouraged due to mistakes in the past, and 42.9% ate while the lesson was taking place.

While the percentage result of student problems related to learning discipline is as much as 48.6% learn when there is homework only, 37.1% daydream when the lesson is taking place 45.7% late when collecting assignments, 40% play mobile phones when the lesson is in progress, 37.1% learn when asked by their parents, 48.6% borrow stationery belonging to friends during lesson hours, 30% forget to bring textbooks because they leave in a hurry, and 42.9% leave the school environment without permission from the picket teacher. The results of the presurvey described the problems felt by students related to low self-control behavior and learning discipline.

Based on interviews, guidance, and counseling, teachers at SMA Muhammadiyah 3 Yogyakarta had never performed services that could improve the learners' learning discipline and self-control. Based on the data above, one of the group counseling techniques that could be applied by guidance and counseling teachers was a modeling technique (Interview results on Thursday, August 29th, 2019).

Modeling techniques are packaged in group counseling as a strategy in which the counselor provides a behavior demonstration to which it is being appointed. Models can be real (direct) and symbolic. The real model is the person, i.e., counselor, teacher, or peer. Here, the counselor can be a direct model by demonstrating the desired behavior and setting the optimal conditions for the client to imitate it. Darminto (2007) argued that symbolic modeling techniques were beneficial for shaping and changing social cognition behavior. This opinion is reinforced by research conducted by Muslikah (2012). The result proved that after students received content mastery services with symbolic modeling techniques, they could show an alteration from students who did not have short-term life goals to have a successful orientation and dare to imitate their idol figures in front of the class.

This research aimed to determine the effectiveness of group counseling using modeling techniques to improve the learning discipline and self-control of eleventh-grade students of SMA Muhammadiyah 3 Yogyakarta. Learning discipline and self-control play a large role in students' learning success. Therefore, there was a need to understand the students' behavior alteration using modeling techniques. Modeling techniques are one of the best techniques for helping individuals learn certain behaviors. Modeling was learning through observation by adding or reducing observed behavior, generalizing various observations at once and involving cognitive processes.

RESEARCH METHOD

The research method used experimental research. The design chosen for this study was a nonequivalent control group design. The population in this study was eleventh-grade students of SMA Muhammadiyah 3 Yogyakarta, which consisted of 7 classes (206 students). The sample of this research was 14 students. Purposive sampling technique was used in this research. Data analysis techniques were performed quantitatively. Hypothesis testing in this study used nonparametric statistics with the Mann–

Whitney (U) test and the Wilcoxon test using SPSS 20.0 (Windows program).

RESULTS AND DISCUSSIONS

The purpose of this study was to determine the effectiveness of group counseling services using modeling techniques for (1) learning discipline improvement and (2) self-control improvement in eleventh-grade students of SMA Muhammadiyah 3 Yogyakarta. The criterion for the alteration results was a significant value ≤ 0.05 , while a significant value ≥ 0.05 indicated that there was no change after treatment.

Based on Wilcoxon test results, (1) modeling techniques were effective in increasing the students' learning of the discipline of eleventh-grade students, with a significant value of 0.018 (<0.05), and (2) modeling techniques were effective in increasing the students' self-control of eleventh-grade students, with a significant value of 0.018 (<0.05). Wilcoxon test results showed that group counseling services using modeling techniques were effective in improving the learning discipline and self-control of eleventh-grade students of SMA Muhammadiyah 3 Yogyakarta. The Mann–Whitney test results showed that (1) modeling techniques were effective in increasing the learning discipline of eleventh-grade students (significant value = $0.002 < 0.05$) and (2) modeling techniques were effective in increasing the self-control of eleventh-grade students (significant value = $0.002 < 0.05$). The Mann–Whitney test results showed that group counseling services using modeling techniques were effective in improving the learning discipline and self-control of eleventh-grade students of SMA Muhammadiyah 3 Yogyakarta.

Table 1
Wilcoxon test result on Experimental Group Learning Discipline

<i>Test Statistics</i>	
	posttest – pretest
Z	-2.371 ^a
Asymp. Sig. (2-tailed)	.018

- a. Based on negative ranks.
- b. Wilcoxon Signed Ranks Test

Table 1 shows that Wilcoxon’s test results of learning discipline in the experimental group showed that Z calculated -2,371 and a significant value of 0.018. This indicated that the significant value of 0.018 was lower than 0.05 (an error of 5%), and it could be concluded that there was a difference in the results of learning discipline in the experimental group before and after the treatment. The difference between the pretest and posttest results can be seen in the following table:

Table 2
Pretest and Posttest Data Analysis on Experimental Group Learning Discipline

<i>Descriptive Statistics</i>					
	N	Min	Max	Mean	Std. Deviation
Pretest	7	54	68	60.71	4.608
Posttest	7	92	124	109.71	10.078
Valid N (listwise)	7				

Based on table 2, the average value of learning discipline in the experimental group before treatment was 60.71, while after being given the treatment, the average score was 109.71. This indicated that the average value after treatment was higher than the average value before treatment. It could be concluded that the provision of group counseling using modeling techniques influenced the learning discipline in the experimental group.

Table 3
Wilcoxon Test Result on Self-Control of Experimental Group

	posttest – pretest
Z	-2.366 ^a
Asymp. Sig. (2-tailed)	.018

- a. Based on negative ranks.
- b. Wilcoxon Signed Ranks Test

Table 3 shows Wilcoxon's self-control test results in the experimental group. The result of Z was -2,366 and a significant value of 0.018. This suggested that the significant value of 0.018 was lower than 0.05 (an error of 5%), so it could be concluded that there were differences in the results of self-control in the experimental group before and after the treatment. The difference between the pretest and posttest results can be seen in the following table :

Table 4
Pretest and Posttest Data Analysis on Experimental Group Self-Control

	N	Min	Max	Mean	Std. Deviation
Pretest	7	89	101	95.00	4.655
Posttest	7	154	164	159.14	3.671
Valid N (listwise)	7				

Table 4 shows the average results of student self-control in the experimental group before treatment, with a value of 95.00, while after the treatment, the value is 159.14. This showed that the average value after the treatment was higher than the average value before the treatment was given. It could be concluded that group counseling services using modeling techniques influenced students’ self-control in the experimental group.

The following are the results of the Mann–Whitney U test of the students’ learning discipline:

Table 5
Hypothesis Test Result on Learning Discipline

	learning discipline
Mann-Whitney U	.000
Wilcoxon W	28.000
Z	-3.134
Asymp. Sig. (2-tailed)	.002
Exact Sig. [2*(1-tailed Sig.)]	.001 ^a

a. Not corrected for ties.

b. Grouping Variable: kelas

Table 5 shows a significance value of 0.002, which was lower than 0.05, so it could be concluded that there were differences in the pretest and posttest of learning discipline in the experimental group

Table 6
Hypothesis Test Result on Self-Control

	Self-control
Mann-Whitney U	.000
Wilcoxon W	28.000
Z	-3.130
Asymp. Sig. (2-tailed)	.002
Exact Sig. [2*(1-tailed Sig.)]	.001 ^a

a. Not corrected for ties.

b. Grouping Variable: kelas

Table 6 shows a significance value of 0.002, which was lower than 0.05, so it could be concluded that there was a difference in the results of posttest self-control between the experimental groups.

Group Counseling using Effective Modeling Techniques to Improve Learning Discipline according to Spriggs, Gast & Knight (2016), individuals experienced success with observational learning if the individual could pay attention, learn, imitate, and pay attention to the behavior modeled. Through group counseling, modeling techniques made individuals have thoughts about the future, the consequences of behavior, and behavioral goals (Jhon & Rita, 2015). Therefore, observation of the model encouraged the individual to do

something that might already be known or learned and had no obstacles.

According to Njoroge & Nyabuto (2014) and Dewi, Rendra, & Dibia (2020), students who do not have discipline in learning have an impact on poor academic presentation. The low level of learning discipline possessed by each student could be seen through various aspects. According to Pasternak (2013), the aspects of discipline learning include perseverance, having a schedule, setting goals, planning for goal achievement, and the completion of unpleasant tasks.

The provision of group counseling using modeling techniques proved effective in improving the discipline learning of eleventh-grade students of SMA Muhammadiyah 3 Yogyakarta. This was evidenced by improvements in student posttest results by using group counseling services with modeling techniques to improve learning discipline. Increased learning discipline was influenced by the self-awareness factor in students that served as a self-understanding that learning discipline was considered important for students for their good and success. Ralph & Petrina (2018) argued that with modeling techniques, individuals learned and acted by observing the other's behavior. Therefore, observation of the model could awaken students to have a disciplined attitude in learning to develop into creative and independent people.

This study used live models and symbolic models. According to Erford (2014), live models occur when a person demonstrates the behavior to be learned. Symbolic models illustrate the behavior of the target through video or audio recording. The right individual characteristics to serve as models were pleasant individuals, who were liked by their friends, successful and competent (Yilmaz, Yilmaz & Yilmaz, 2019). At this stage, students pay attention to the model either directly or symbolically.

Group Counseling with Effective Modeling Techniques to Improve Self-Control Interventions provided using group counseling with modeling techniques have

proven effective for improving students' self-control. Research conducted by Arumsari (2016) said that modeling techniques proved effective in improving students' self-control abilities seen from improved scores of self-control abilities.

Engler (2012) explained that learning through observation of models can result in innovative and creative behavior. Moreover, observing model behavior builds individual knowledge of cause and effect between behaviors and the consequences of those behaviors (Bai, Lin & Liu: 2019). Modeling techniques have various types, namely, live modeling, symbolic modeling, and covert modeling. Group counseling using modeling techniques was aimed at students who had low self-control with a record of students having awareness and a sense of need in overcoming problems.

The provision of group counseling using modeling techniques proved effective in improving the self-control of students at SMA Muhammadiyah 3 Yogyakarta. This is evidenced by the improvement of posttest results by using group counseling services with modeling techniques to improve self-control. Increased self-control was influenced by factors of self-awareness and a sense of responsibility in students after observing the model.

The model used in this study was live models and symbolic models. According to Sharf (2012), symbolic modeling is a film or video recording of appropriate behavior that individuals observe indirectly. Modeling directly involved presenting and observing others in the same environment directly. Models that are used as role models need to have some characteristics, such as having self-control and having the same age. Based on Komalasari, Wahyuni & Karsih (2011), the characteristics of an effective model were to be the same age as individuals, have friendliness, and have ability.

CONCLUSION

Based on the results of the study, it can be concluded that group counseling services using modeling techniques are effective in

improving the learning discipline and self-control of eleventh-grade students of SMA Muhammadiyah 3 Yogyakarta. The results of this study are useful to help students overcome their problems related to learning discipline and self-control so that students have learning discipline and good self-control.

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