

## Service Using Self-Management Techniques to Improve High School Students' Discipline

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### Abstract

Discipline is important point for success as a student. However, there are still students who have low discipline, as was found at SMA Negeri 1 Tapaktuan, there were students who often came to school late, wore clothes that didn't comply with the regulations, chatted with friends when the teacher explained, slept when the teacher explained, and scribbled on school facilities. This research aims to analyze the differences in the level of discipline of experimental group students after being given group guidance services using self-management techniques with the control group who were given group guidance services usually provided by teachers at school. The method used is a quantitative approach with a quasi-experimental design model nonequivalent control group design. The Sample of 16 students was taken using a total sampling technique with low discipline criteria. The instrument uses a Likert Scale model student discipline questionnaire. The research results showed that there was an increase in student discipline after following group guidance using self-management techniques. This means that group guidance services with self-management techniques are effective in improving student discipline. Guidance and guidance teachers at schools can use this service as a way to overcome low student discipline.

**Keywords:** Group guidance, self-management, discipline.

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### Introduction

Discipline is crucial for students' learning development, both inside and outside of school. It helps students learn and behave in ways that are acceptable in their environment. According to Sarwono & Meinarno (2012), discipline is a form of obedience influenced by community or personal pressures to comply with rules set by authority figures. The main goal of discipline is to educate students to manage their emotions, control their behavior, and use their time effectively (Sulistiyorini, 2014). Discipline also teaches self-control, respect for authority, and the

ability to follow rules (Irham & Wiyana, [2013](#)). Furthermore, discipline helps students organize their lives, develop their personalities, and create a healthy environment (Azra, [2012](#)).

Schiff's ([2018](#)) research indicates high levels of disciplinary problems among students in the United States, such as rule violations, fighting, and even altercations with teachers. Students who violate disciplinary rules are often suspended, expelled, or referred to law enforcement (Heilbrun et al., [2015](#); Najmuddin et al., [2019](#); Flezen, [2020](#); Pasikha, [2017](#)). Similarly, Sobri et al. ([2019](#)) found that students violated various rules by bringing alcohol and narcotics to school, arriving late, not paying attention in class, vandalizing property, and engaging in disruptive behavior.

Interviews with two Guidance and Counseling teachers and four class teachers revealed that students often struggle with discipline-related issues such as difficulty waking up in the morning, tardiness, frequent fights, talking during lessons, disobeying school rules, lying to parents, and leaving class without permission. At SMA Negeri I Tapaktuan, it was observed that many students lack discipline, which hinders their academic success. Sugiarto et al. ([2019](#)) found that students with low discipline are often lazy, fail to complete homework, neglect to take notes or read textbooks, and generally lack a sense of responsibility for their learning. Such behavior, if unchecked, can be detrimental to students' academic performance. Guidance and counseling services, particularly group guidance and self-management techniques, can help address these issues and improve student discipline.

Putra et al. ([2013](#)) stated that the goal of group guidance is to provide students with valuable life skills and prevent problems. Neitzel ([2009](#)) added that self-management techniques can reduce inappropriate behavior and improve social, adaptive, and communication skills. Sa'diyah et al., ([2016](#)) emphasized that self-management techniques help students understand, regulate, and control their behavior. The self-management technique involves self-monitoring, stimulus control, and self-reward (Septirahmah & Hilmawan, [2021](#)). Self-monitoring helps students keep track of their activities and adhere to schedules. Stimulus control helps overcome habits that

interfere with learning, and self-reward provides positive reinforcement for following through on learning activities (Isnaini & Taufik, [2015](#)).

Self-management techniques have become increasingly significant in educational settings due to their effectiveness in enhancing student discipline, academic performance, and overall behavior (Kneale et al., [2019](#)). These techniques involve processes such as self-monitoring, goal-setting, self-evaluation, and self-reinforcement, which enable individuals to regulate their own behavior, emotions, and thoughts to achieve personal goals (Septirahmah & Hilmawan, [2021](#)). For example, self-monitoring can involve students using journals or digital tools to track their study habits and progress, while goal-setting involves creating specific, measurable, achievable, relevant, and time-bound (SMART) goals to maintain focus and motivation. Regular self-evaluation helps students assess their performance against set goals, identifying areas for improvement, and self-reinforcement provides rewards for meeting these goals, thereby reinforcing positive behaviors.

In educational settings, these techniques have been shown to reduce disruptive behaviors and improve student engagement and academic outcomes. For instance, a recent study by Nikolopoulou ([2023](#)) highlighted the effectiveness of self-management techniques in blended learning environments, where students navigate between online and in-person classes. The study found that self-regulated learning, a form of self-management, enhances autonomy and academic performance in such flexible learning setups. However, the effectiveness of these techniques can be influenced by individual characteristics, the learning environment, and support from teachers and parents. Additionally, technological barriers such as lack of access to digital tools and poor internet connectivity can hinder the implementation of self-regulated learning strategies.

To maximize the benefits of self-management techniques, educators and policymakers should create supportive learning environments that foster self-regulation (Wahyuni, [2016](#)). This includes providing adequate training for teachers to guide students in developing these skills and

incorporating digital tools and mobile technologies to facilitate self-monitoring and goal-setting. By integrating these strategies into educational practices, schools can help students develop essential skills for lifelong learning and personal development, improving both their academic outcomes and their ability to manage behaviors and emotions effectively in various life situations.

Self-management techniques can significantly enhance student discipline by promoting self-regulation, goal-setting, and self-monitoring. Recent research highlights several effective strategies. Setting specific, achievable goals helps students focus and measure progress, leading to higher academic performance and improved discipline (Wahyuni, [2016](#)). Self-monitoring increases self-awareness and helps students adjust their strategies, reducing disruptive behaviors and enhancing academic outcomes (Yunitasari & Prabawa, [2022](#)). Effective time management skills enable students to prioritize tasks and reduce procrastination, boosting productivity and discipline (Odanga, [2018](#)). Self-reinforcement, or rewarding oneself for achieving goals, promotes the maintenance of positive behaviors, building good habits (Jaeti & Suwarjo, [2022](#)). Cognitive restructuring, which involves changing negative thought patterns, improves discipline and academic performance by fostering a positive attitude towards challenges (Nawantara et al., [2019](#)). These self-management techniques equip students with essential skills for self-regulation and long-term success.

Previous study related to the application of self-management to enhance student discipline is still limited. Given the effectiveness of group guidance and self-management techniques in promoting positive behavior, this research aims to study their impact on improving student discipline at SMA Negeri I Tapaktuan.



**Method**

*Research design*

The research employed a quantitative approach with an experimental design. Specifically, a quasi-experimental design known as a one-group pre-test post-test design was utilized. This design includes a pre-test conducted prior to treatment administration to accurately assess treatment outcomes by comparing them with pre-treatment conditions. The detailed research design is illustrated in the table below.

Table 1

*Research design*

E	:	O <sub>1</sub>	X	O <sub>2</sub>
K	:	O <sub>3</sub>	-	O <sub>4</sub>

Information :

E : Experimental group K: Control group

O<sub>1</sub>: Pre test experiment O<sub>2</sub> : Post test experiment

O<sub>3</sub> : Pre test control, O<sub>4</sub> : Post test control

X : Group guidance services use self-management techniques

- : Group guidance services without using self-management techniques

*Subject*

The subjects selected for this research have specific criteria, and the accuracy of their selection will significantly impact the effectiveness of the services provided. Researchers employed a purposive sampling technique based on two specific criteria: active participation in the classroom learning process and pretest results falling within the low category. Based on these criteria, the researchers identified 16 students divided into two groups to participate as subjects for the study.

*Module*

The module serves as a crucial reference point for delivering services in the experimental process. Researchers developed a group guidance module incorporating self-management techniques aimed at enhancing discipline. Prior to its implementation, a feasibility assessment

involving three content and construct validation experts, as well as two design experts, was conducted. Consequently, the module utilized in this study has been confirmed as valid for application in research services.

### *Measurement*

The researchers employed a questionnaire to gauge student discipline in this study. Developed using a Likert scale, the questionnaire featured 5 response options ranging from 1 (Never) to 5 (Always). It evaluated various dimensions of student discipline across three sub-variables: skills, self-control, and concentration, encompassing a total of 36 detailed items. Validity and reliability testing involving 34 students yielded a Cronbach's Alpha value of .899, confirming the questionnaire's reliability. Sample items from the discipline measurement scale included behaviors such as lingering at a friend's house after the school bell, making purchases during class, and adhering to class schedules. Based on these assessments, the 36-item scale demonstrated suitability for research purposes due to its validated measurement properties.

**Table 2**  
*Scoring/Assessment of Student Discipline Instruments*

Alternative Answer	Scores for items	
	Positive (+)	Negative (-)
Always	5	1
Often	4	2
Sometimes	3	3
Rare	2	4
Never	1	5

### *Experimental procedures*

This research comprises four stages with systematic procedures:

**Module Design:** The module is designed to facilitate service provision using specific techniques, namely group guidance services employing self-management techniques aimed at enhancing student discipline. This module was crafted to ensure a structured experimental process.

**Pretest:** Data from the pretest serves as a reference for selecting research subjects. Researchers administered a questionnaire on student discipline to the selected subjects. The pretest data provides insight into the initial state of student discipline before any intervention.

**Treatment Implementation:** Following the pretest, subjects were divided into two groups: an experimental group and a control group, each consisting of 8 members. The experimental group received treatment in the form of group guidance services utilizing self-management techniques. In contrast, the control group received group guidance services without self-management techniques, yet both groups discussed the same topics. Each group participated in four sessions.

**Posttest:** Posttest data was collected after the fourth session. Each group member completed a disciplinary questionnaire identical to the pretest. This enabled a comparison of disciplinary changes before and after the treatment.

**Conclusion:** Conclusions were drawn from comparative analyses of pretest and posttest data obtained from disciplinary questionnaires completed by group members. The results of these analyses indicate whether the services provided improved student discipline or not.

### *Data Analysis*

Descriptive analysis and difference testing methods were employed for data analysis. Descriptive analysis was used to summarize pretest and posttest results for both the control and experimental groups. Differences in student discipline levels between the two groups were tested using the Kolmogorov-Smirnov 2 Independent Samples analysis method with the

assistance of SPSS version 26.0. This analysis aimed to test the research hypothesis: whether there exists a significant difference in student discipline levels between the experimental group, which received group guidance services with self-management techniques, and the control group, which received standard group guidance services typically used by school counselors without self-management techniques.

## Result

Based on the initial data collected on student discipline before receiving treatment, it is depicted in the following table.

**Table 3**

*Discipline Pretest Scores of the Experimental Group and Control Group Before Being Given Treatment*

No	Pretest					
	Eksperimental Group			Control Group		
	Initial Name	Scor	Category	Initial Name	Scor	Category
1	MAA	79	Low	IHN	89	Low
2	NMU	75	Low	MNN	74	Low
3	KAN	77	Low	RNL	79	Low
4	AF	82	Low	NRI	89	Low
5	RSN	92	Low	SAI	88	Low
6	EDA	75	Low	FAA	91	Low
7	MND	86	Low	APP	94	Low
8	AHI	72	Low	CRA	83	Low
	Total	638		Total	687	
	Average	79.75	Low	Average	85.88	Low

Based on [Table 3](#), it is clear that the pretest scores for both the experimental and control groups were low, with an average score of 79.75 for the experimental group and 85.88 for the control group. Therefore, it can be inferred that the average scores of both groups prior to receiving treatment were in the low range.



**Table 4**

*Discipline Posttest Scores of the Experimental Group and Control Group After Being Given Treatment*

No	Posttest					
	Experimental Group			Control Group		
	Name	Score	Category	Name	Scor	Category
1	MAA	108	Currently	IHN	117	Low
2	NMU	97	Currently	MNN	115	Low
3	KAN	100	Currently	RNL	122	Low
4	AF	98	Currently	NRI	116	Low
5	RSN	103	Currently	SAI	122	Low
6	EDA	98	Hight	FAA	124	Low
7	MND	112	Hight	APP	131	Low
8	AHI	115	Currently	CRA	123	Low
Total		831	831	Total	970	687
Average		103,88	Currently	Average	121,25	85.88

Based on the posttest data from both the experimental and control groups presented in [Table 4](#), an increase in student discipline is evident. In the experimental group, the pretest score averaged 79.75, rising to 121.25 in the posttest. Similarly, the control group showed an increase from an average pretest score of 84.88 to 103.88 in the posttest.

**Table 5**

*Results of Kolmogorov Smirnov Analysis of 2 Independent Samples of Experimental Group and Control Group Student Discipline*

	Posttest Student Discipline	
Most Extreme Differences	Absolute	0.875
	Positive	0.000
	Negative	-0.875
Kolmogorov-Smirnov Z	1.750	
Asymp. Sig. (2-tailed)	0.004	

Based on [Table 5](#) above, the probability score (Sig. 2-tailed) for discipline among students in the experimental group and control group is 0.004, which is below the significance level of 0.05 ( $0.004 < 0.05$ ). Consequently, we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_a$ ). This indicates a significant difference in discipline levels between students in the experimental group who participated in group guidance services using self-management techniques, compared to the control group who received traditional group guidance services from school counselors without incorporating self-management techniques. The experimental group's average discipline score notably surpassed that of the control group, demonstrating the effectiveness of employing self-management techniques within group guidance services to enhance student discipline.

## **Discussion**

Based on the pretest and posttest data, it is evident that there was an increase in student discipline scores following the intervention, observed in both the experimental and control groups. This improvement signifies positive changes in student discipline, surpassing pre-treatment levels. Initially, the experimental group had an average pretest score of 79.75, indicating a low level of discipline characterized by difficulties in understanding, following, and adhering to school regulations, as manifested in various behaviors such as tardiness, incomplete assignments, improper uniform attire, and distractions during class. After receiving group guidance services utilizing self-management techniques, the experimental group's average posttest score rose to 121.3, reflecting an increase of 41.55 points. Consequently, in the posttest data, two individuals achieved a high-level discipline rating, while six attained a medium-level rating.

Comparatively, while the control group also demonstrated an increase in average score—from 85.88 (low category) to 103.9 (medium category)—after receiving standard group guidance services without self-management techniques, the magnitude of improvement was notably lower than that of the experimental group. This discrepancy underscores the effectiveness of

employing self-management techniques in enhancing student discipline compared to conventional guidance methods typically employed in schools.

The effectiveness of utilizing self-management techniques within group guidance services to enhance student discipline can be attributed to several key factors (Yontoro & Pamela, 2020). First and foremost, these techniques instill a sense of personal responsibility among students. By setting goals, monitoring progress, and making decisions independently, students become more accountable for their actions and behavior. This heightened awareness promotes self-discipline as students learn to take ownership of their choices.

Moreover, self-management empowers students by equipping them with the tools to regulate their emotions and behaviors effectively. Through practices like self-monitoring, self-evaluation, and self-reinforcement, students develop crucial skills that contribute not only to academic success but also to overall personal growth (Sa'diyah et al., 2016). The emphasis on positive reinforcement further reinforces desired behaviors, encouraging students to recognize and reward their own achievements.

Beyond immediate benefits, the skills acquired through self-management techniques offer long-term advantages. Students can apply these habits and strategies across various aspects of their lives, fostering lifelong habits of discipline and self-regulation (Yunitasari & Prabawa, 2022). In conclusion, integrating self-management into group guidance services provides a structured approach that not only enhances student discipline but also cultivates autonomy, responsibility, and positive behavioral change.

Continued low discipline among students can lead to adverse outcomes, such as poor academic performance and inability to fulfill responsibilities promptly. Research highlights the significant impact of student discipline on academic achievement, motivation, and overall participation in learning activities, both within and outside of school (Renata & Kaluge, 2022; Dewantari & Kharisma, 2021; Haryono, 2016).

Furthermore, inadequate student discipline can adversely affect classroom and school environments, hindering the smooth progress of teaching and learning activities (Bazikho, [2023](#)). Factors influencing discipline encompass self-motivation, environmental factors, peer influence, and family dynamics (Afifah, [2022](#)). In conclusion, fostering and improving student discipline is crucial for effective learning environments. Guidance and counseling teachers play a pivotal role in achieving this goal through structured group guidance services incorporating self-management techniques. Such approaches not only enhance discipline but also promote responsible behavior, self-regulation, and adherence to established norms, facilitating students' academic and personal growth.

### **Conclusion**

Based on the research findings, it is evident that prior to receiving treatment, students' disciplinary levels were low in both the experimental and control groups, indicating a lack of self-discipline. Post-treatment, the experimental group received group guidance services employing self-management techniques, while the control group received group guidance services using the same materials but without self-management techniques. The results demonstrated a significant increase in student discipline in both groups, with a more pronounced improvement observed in the experimental group compared to the control group. This underscores the effectiveness of utilizing self-management techniques within group guidance services to enhance student discipline. These findings can serve as valuable reference and recommendation materials for guidance and counseling educators in schools addressing student disciplinary issues, emphasizing the importance of proficient mastery of self-management techniques for achieving effective outcomes.

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