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The Influence of Group Guidance on Student Discipline at SMA Negeri 2 Tarakan

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ABSTRACT

Discipline is the key to success, so if someone has undisciplined behavior, it will have a negative impact on themselves and others because it can distance them from success. The objective of this research is to investigate the impact of group guidance on students' disciplinary behavior at SMA Negeri 2 Tarakan. This study adopts a quantitative approach through a pre-experimental method, utilizing a one-group pretest-posttest design to assess changes before and after the intervention. The data collection technique in this study was a questionnaire. Student discipline is reviewed from 3 aspects, namely: 1) order; 2) ability to control oneself; and 3) ability to concentrate. The population of this study was 451 grade XI students at SMA Negeri 2 Tarakan. The sample in this study consisted of 12 students, selected through a simple random sampling technique. Data were analyzed using both descriptive and inferential statistical methods, with the assistance of SPSS version 25 software. The results of the study indicate that during the pretest phase, students' discipline levels were categorized as high and very high, with an average score of 156.7. Following the implementation of the posttest, the average score increased to 175.3, remaining within the very high category. Hypothesis testing using a paired sample t-test (parametric) revealed a significance value of 0.000, which is less than 0.05. This result leads to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho), indicating that group guidance has a significant effect on student discipline at SMA Negeri 2 Tarakan.

Keywords: Discipline, Group Guidance, Students

INTRODUCTION

In human life in this world, some of it contains the practice of consistent habits through the repeated performance of activities on a daily basis. In the activities and habits that are carried out regularly, there are values and norms that are a benchmark for whether or not a person is correct or effective in implementing them. These norms are gathered into rules and obligations that must be followed, as any violation may lead to disorder, negative consequences, and an ineffective life. Therefore, individuals are expected to comply with these rules and live with discipline aligned with prevailing norms and values. As the future generation of the nation, students should be introduced to these life-governing values from an early age, enabling them to lead lives that are orderly, effective, and efficient. These norms as a provision of life order must be obeyed. In other words, every student must be helped to live a disciplined life, in the sense of wanting to comply or obey the provisions that apply in the family, society, nation and country efforts to enhance student discipline focus on creating an environment that fosters motivation for behavioral change, particularly toward positive conduct. These changes are aimed at aligning student behavior with established rules and regulations, such as adherence to dress code discipline, discipline when coming to school.

Discipline is one of the inner exercises in behavior with the aim of making individuals obey the rules (Herpratiwi & Tohir, 2022; Sardjana et al., 2019; Wahid et al., 2024) W. Discipline is a state that is born in an individual from a series of processes or behaviors of obedience, obedience, loyalty, order, and order Marotang (2020). Thus, discipline is an individual

condition for obedience, order, and obedience to all things that are determined in the surrounding environment. In the context of Education. Student discipline is a situation where students who have fully aware and are happy to follow the rules that have been set at school. That way, students who violate existing rules and apply at school are said to have committed actions that deviate from discipline (Annisa et al., 2025; Franzen et al., 2021; Maryani et al., 2021).

Getting used to always being disciplined will certainly provide benefits in life, namely it can make students more orderly and regular in carrying out daily activities. In addition, discipline can also plan for success, can control oneself so that it is not easily influenced by personal and other desires, distance oneself from bad deeds, and provide comfort for others (Maharani & Mustika, 2016). From these benefits, it is clear that discipline can lead a person to success. Discipline is the key to success and also success, so that if someone has undisciplined behavior, it will have a bad impact on themselves and others because it can distance themselves from success (Herpratiwi & Tohir, 2022; Sardjana et al., 2019; Sitopu et al., 2021). Lack of discipline for students will also have an impact on student achievement, besides that it can also interfere with the smooth process of teaching and learning activities in the classroom (Annisa et al., 2025; Franzen et al., 2021; Sutaguna et al., 2023). So it is clear that discipline is very important for every student in school.

Based on the results of observations and interviews held on Wednesday, February 7, 2024 with guidance and counseling teachers at SMA Negeri 2 Tarakan, it was said that there were still students who behaved less than reflecting their disciplined attitude as a student, including students who were always late to school, students who dropped out during learning, students who did not collect assignments on time, Students who are not neat in dressing, students do not obey school rules and students do not understand discipline attitudes. This shows that the level of student discipline is still not good.

In this case, what needs to be developed is disciplined behavior in obeying school regulations. Therefore, one form of coaching on disciplined attitudes and behaviors is through education in schools such as obeying the rules in schools such as rules on dress standards, punctuality, social behavior and ethics in learning.

One of the strategies to address this issue is through the provision of group guidance services. Within group guidance, it is essential to facilitate activities and group dynamics that enable discussions on various topics beneficial for the personal development and problem-solving needs of the participants involved. Group guidance aims to encourage the development of feelings, thoughts, perceptions, feelings and attitudes that encourage the formation of more effective behaviors through group guidance (Limna et al., 2022; Notanubun, 2021).

METHOD

This study employs a quantitative research design with an experimental approach. Quantitative research, rooted in positivist philosophy, is utilized to investigate specific populations or samples, typically selected through random sampling techniques. Data collection is conducted using standardized research instruments, and the analysis involves quantitative or statistical methods aimed at testing predefined hypotheses. (Franklin, 2022; Mcleod, 2023; Sardana et al., 2023). This experimental research involved one group, namely the experimental group without a control group. The treatment provided is group guidance services, (variable X) can affect the level of student discipline (variable Y). As a result of treatment, which is also called treatment, which is the provision of group guidance services, it is hoped that the discipline experienced by students will increase.

This research utilizes a pre-experimental design, specifically employing a one-group pretest-posttest model. In the context of this study, the population consists of all grade XI

students at SMA Negeri 2 Tarakan in the 2024/2025 school year totaling 451 students. This study employed a probability sampling method, specifically simple random sampling. This technique involves selecting sample members from the population entirely at random, without considering any existing strata or subgroup classifications within the population. The sampling procedure was carried out by lottery based on the order of attendance in each class (Brander, 2020; Jasti, 2022). The number of samples in this study amounted to 12 students. Sampling in this study was done using a random method. As stated by Siti Rahmi, group guidance is a form of guidance service provided to small groups of 5 to 12 students.

Data collection techniques are efforts made by researchers to collect relevant data. Among the data collection techniques used in this study is questionnaires. A questionnaire is a data collection method in which respondents are provided with a series of written statements or questions to be answered. (Moore et al., 2021; Sutton & Austin, 2015; Umar & Hassan, 2019). To measure the instrument (questionnaire), the researcher uses a likert scale to divide the variables to be measured into variable indicators.

RESULTS AND DISCUSSION

This research was conducted at SMA Negeri 2 Tarakan on 12 students as a research sample that began with a pretest and ended with a posttest. In this experimental group, treatment was given, namely group guidance, where in these three methods the first one was given to the sample with a pretest to see the comparison before the treatment was given, after that the researcher gave group guidance treatment to the sample to give an effect on the sample, after which a posttest was given to the sample to see the comparison after being given treatment on the sample**.**

This study was conducted 3 meetings to be given treatment and 2 meetings were given for pretest and posttest. Each meeting is allocated a time of (1 X 45) minutes. This research was carried out from October 23, 2024 to November 15, 2024.

1. The level of student discipline before (pretest) is given group guidance.

The aim of this study is to determine the extent to which group guidance exerts an influence on the discipline of grade XI students at SMA Negeri 2 Tarakan. The research began with the collection of preliminary data (*pretest*) using a valid student discipline questionnaire with a total of 41 statements given to 12 grade XI students as a research sample. The pretest was given on Wednesday, October 23, 2024. The results of the pretest showed that as many as 11 students had a level of discipline in the high category, namely EDS, M, IPW, S, OPP, MNS, ANR, FS, AA, BRW and MSS, with scores of 131, 132, 131, 134, 131, 130, 134, 123, 132, 125 and 124. Of the number of students, as many as 1 student has a very high level of discipline in the category, namely NDP with a score of 140. The results *of the pretest* can be concluded that the level of student discipline is in the high category. Therefore, there needs to be an effort in providing treatment in the form of group guidance which is carried out 3 times.

2. The level of student discipline after (posttest) was given group guidance

The posttest was given on Wednesday, November 13, 2024, to 12 students who participated in the group guidance service activity which was held 3 meetings. The purpose of this posttest is to find out the difference in the level of student discipline before and after the provision of group guidance. The results of the student discipline questionnaire after the posttest showed 12 students, namely, EDS, M, IPW, NDP, S, OPP, MNS, ANR, FS, AA, BRW and MSS. A total of 12 students had a very high level of student discipline in the very high category, namely EDS, M, IPW, NDP, S, OPP, MNS, ANR, FS, AA, BRW and MSS with scores of 148, 144, 148, 155, 147, 149, 148, 140, 143, 142 and 137. So it can be concluded that the level of student discipline has changed in the very high category.

Normality Test

The normality test uses Shapiro wilk with the help of SPSS 25 software, Data is considered to be normally distributed if the significance value exceeds 0.05. Conversely, if the significance value is less than 0.05, the data is deemed not normally distributed. The table below presents the results of the normality test using the Shapiro-Wilk method.

Table 1: Tests of Normality

Group		Kolmogorov-Sminov[2]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Student Discipline	Pretest	0.202	12	0.192	0.922	12	0.307
	Posttest	0.155	12	.200*	0.977	12	0.966

*. This is a lover bound of the true significance.
a. Lilliefors Significance Correction

Based on table 1 above, it is stated to be normally distributed because sig. The variables of the pretest group were 0.307 and the posttest 0.966. The pretest and posttest sig is greater than 0.05.

Homogeneity Test

The homogeneity test was carried out to see whether the data on the student learning saturation scale was homogeneous or not, where the homogeneity tester of this research used the analysis was conducted using SPSS version 25 with a significance level set at 5% (0.05). The results of the homogeneity test in this study are presented in the following table:

Table 2: Test of Homogenety of Variances

		Levene Statistic	df1	df2	Sig.
Student Discipline	Based on Mean	0.310	1	22	0,5
	Based on Median	0.235	1	22	0,632
	Based on Median and with adjusted df	0.235	1	22,000	0,632
	Based on trimmed mean	0,282	1	22	0,601

Referring to Table 2, the significance value based on the mean for the student discipline variable is 0.583. Since the Sig. value (0.583) is greater than 0.05, it can be concluded that the variance of student discipline data is homogeneous.

Uji Hypothesis Paired Sample T-Test

The paired sample t-test is a type of parametric statistical analysis used to assess the effect of an independent variable on a dependent variable by comparing the means of two related measurements. In this study, 12 samples were tested that were given treatment, namely group guidance for grade XI students. Before being given a pretest to find out the level of student discipline behavior. After being given group guidance treatment, a test was given, namely a posttest to find out the level of improvement in student discipline. In this test, the researcher used the help of SPSS 25 software.

Table 3: Paired Samples Statistics

		Mean	N	Std. Deviation	Std Error Mean
Pair 1	Pre test	130,58	12	4,757	1,373
	Post test	146,08	12	5,089	1,469

Based on table 3 for the pretest score, the mean (average) result of student discipline was 130.58. As for the posttest score, the mean (average) value of student discipline results was 146.08, Thus, it can be concluded that there was a statistically significant improvement

between the pretest and posttest results following the implementation of group guidance as the treatment.

Tabel 4: Paired Samples Correlation

		N	Correlation	Sig.
Pair 1	Pre test & post tets	12	0,873	0,000

Based on table 4 above, the correlation coefficient was found to be 0.873 with a significance value of 0.000. Since the significance value (0.000) is less than the probability threshold of 0.05, it indicates that there is a statistically significant relationship between the pretest and posttest variables.

Tabel 5: Paired Samples Test

		Paired Differences					t	Df	Sig, (2-tailed)
		Mean	Std. Deviation	Std Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – post-test	-15,500	2,505	0.723	-17,091	-13,909	-21,438	11	0,000

Based on table 5 above, it is known that The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, as the Sig. (2-tailed) The value of 0.000 is less than the significance level of 0.05. This indicates that there is a significant difference in the mean scores between the pretest and posttest results of student discipline, suggesting that group guidance has a measurable effect on improving student discipline at SMA Negeri 2 Tarakan.

The results of the observation showed that when the group guidance service process at the first meeting went smoothly, such as the counsellor could answer the questions given by the counsellor and the counsellor was also actively asking questions, and the counsellor could openly tell the counsellor about the topic of the problem at this meeting. At the second meeting, the counsellor observed that during the group guidance service process, the counsellor looked very enthusiastic during the service activity. at the end of the discussion, the counsellor gave the counsellor the opportunity to conclude from the material that had been discussed. At the third meeting, the counsellors looked very enthusiastic during the service activities and also the counsellors were able to tell the reason why they sometimes became unconcentrated during class. Based on the data from the research results, the researcher concluded that group guidance services have an effect on student discipline at SMA Negeri 2 Tarakan.

CONCLUSION

Based on the findings of the study entitled "The Influence of Group Guidance on Student Discipline at SMA Negeri 2 Tarakan", it can be concluded that prior to the implementation of group guidance, student discipline at SMA Negeri 2 Tarakan was categorized as high to very high, as indicated by the average score of 156.7. After the provision of group guidance, student discipline showed an improvement and remained in the very high category, with an increased average score of 175.3. The effect of group guidance on student discipline was confirmed through hypothesis testing using a paired sample t-test conducted with SPSS version 25, which yielded a Sig. (2-tailed) value of 0.000. Since this value is less than 0.05, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted, indicating a significant effect of group guidance on enhancing student discipline.

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