



## Survey of Student Learning Discipline of Guidance and Counseling Department at Tarakan Borneo University

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### ABSTRACT

Learning discipline is one of the essential factors influencing students' academic achievement and personal development in higher education. This study aimed to describe the level of learning discipline among Guidance and Counseling students of the 2023 cohort at the Faculty of Teacher Training and Education, Universitas Borneo Tarakan. A descriptive survey design with a quantitative approach was employed. The population consisted of 100 students, and total sampling was used, allowing all members of the population to participate as research respondents. Data were collected using a learning discipline questionnaire consisting of 40 items based on indicators of self-control and mental attitude, compliance with academic regulations, and adherence to rules based on internal awareness. The collected data were analyzed using descriptive statistics in the form of frequencies and percentages. The findings revealed that the overall level of learning discipline was predominantly in the high category (58%), followed by the moderate category (39%) and the very high category (3%). Analysis of each indicator showed that self-control and mental attitude were mostly categorized as high (50%), compliance with academic regulations was predominantly moderate (51%), and adherence to rules based on internal awareness was largely classified as high (72%). These findings indicate that students generally possess favorable learning discipline characterized by responsibility, compliance with academic regulations, and intrinsic awareness. Nevertheless, several students still experience difficulties related to procrastination and consistency in managing academic responsibilities. Therefore, strengthening guidance and counseling services, enhancing self-regulation skills, and fostering supportive academic environments are necessary to further improve students' learning discipline and academic success.

**Keywords:** academics; counseling; discipline; selfregulation; students

### INTRODUCTION

Education is fundamentally aimed not only at developing intellectual competence but also at shaping individual character and responsible behavior. In higher education, the learning process requires students to demonstrate independence, responsibility, and adherence to academic norms in order to achieve optimal academic outcomes. Among the various factors influencing students' success, learning discipline has been recognized as one of the most important determinants of academic achievement and personal development. Learning discipline refers to an individual's ability to regulate learning activities, comply with academic rules, manage time effectively, and consistently complete academic responsibilities without external coercion (Akmaluddin & Haqiqi, 2019). The development of discipline is therefore considered an essential component in fostering self-regulated learners who are capable of adapting to the increasingly complex demands of higher education and professional life.

From a broader perspective, education plays a strategic role in cultivating values of responsibility, consistency, and commitment that are essential for social and professional functioning. Universities are expected not only to transfer knowledge but also to develop students' attitudes and behaviors through academic regulations and institutional cultures that encourage discipline and accountability (Rahmi, 2021). Discipline serves as a mechanism that guides students to behave according to established norms and promotes positive habits that contribute to both academic and personal success (McCallum, 2012). Eadie et al. (2016) emphasized that discipline is closely related to the development of self-control and moral responsibility, which enable students to regulate their actions and maintain productive learning behaviors. Consequently, learning discipline has become a critical issue in higher education because it directly affects academic performance, persistence, and psychological well-being.

Numerous studies have demonstrated that disciplined students are more likely to exhibit effective study habits, higher academic motivation, and better academic achievement. Self-discipline enables individuals to manage distractions, prioritize academic tasks, and maintain persistence in achieving educational goals (Duckworth & Seligman, 2005). Furthermore, Zimmerman (2008) argued that self-regulated learning behaviors, including discipline and time management, are significant predictors of academic success. Students who possess strong learning discipline tend to have higher levels of intrinsic motivation, improved cognitive engagement, and stronger commitment toward educational objectives (Schunk & Greene, 2018). Conversely, a lack of discipline often leads to procrastination, absenteeism, poor academic performance, and increased vulnerability to psychological stress and social maladjustment (Fathoni & Indrawati, 2022).



The issue of learning discipline has become increasingly important in contemporary higher education due to rapid changes in learning environments, technological advancements, and evolving student lifestyles. The widespread use of digital devices and social media has introduced new challenges in maintaining concentration and managing academic responsibilities. Research has shown that excessive engagement with digital media and poor time management negatively affect students' learning discipline and academic outcomes (Broadbent & Poon, 2015). Moreover, inadequate self-control and weak academic commitment often contribute to delayed assignment completion, irregular attendance, and reduced classroom participation (Yuliantika, 2017). These conditions highlight the necessity of strengthening disciplinary behaviors among university students.

Within counseling and guidance programs, learning discipline holds particular importance because future counselors are expected to demonstrate professional attitudes, responsibility, and exemplary behaviors. Students enrolled in guidance and counseling programs are required to develop not only theoretical knowledge but also personal qualities that support their future professional roles. Professional counselors are expected to possess high levels of self-discipline, ethical awareness, and interpersonal competence (Corey, 2017). Therefore, understanding the learning discipline of guidance and counseling students becomes essential in ensuring the quality of counselor education and preparing competent graduates.

Preliminary observations and interviews conducted with several students in the Department of Guidance and Counseling, Faculty of Teacher Training and Education, Universitas Borneo Tarakan, indicated the presence of disciplinary problems among some students. Several students were found to demonstrate low participation during lectures, delayed submission of assignments, absenteeism, and a lack of seriousness toward academic activities. Reports from academic advisors and counseling lecturers also revealed that certain students frequently displayed behaviors inconsistent with expected academic standards. These findings suggest that learning discipline remains a significant issue that deserves systematic investigation.

Previous studies have reported similar findings regarding factors influencing students' discipline. Sari and Muis (2018) found that boredom, low motivation, inappropriate learning methods, and interpersonal conflicts contributed to students' disciplinary problems. Mahiza and Nurhidayanti (2025) further reported that inadequate self-control significantly affected students' ability to manage academic responsibilities effectively. Students with good intellectual abilities were still found to procrastinate, avoid active participation, and even engage in academic dishonesty due to weak self-regulation. Such behaviors not only influence academic performance but also affect students' psychological conditions, including anxiety and diminished self-confidence.

Research conducted by Reski et al. (2017), as cited in Lubis et al. (2022), emphasized the importance of collaboration among lecturers, counselors, and academic advisors in addressing students' disciplinary problems. Effective guidance and counseling interventions have been shown to improve students' self-awareness, responsibility, and learning habits. Similarly, Sonia et al. (2025) reported that although most students of the Guidance and Counseling Program at Universitas Islam Negeri Ar-Raniry Banda Aceh demonstrated attendance rates above 80%, several students still exhibited attendance below 60%. Their study revealed that physical fatigue, sleep pattern changes, internal motivation, institutional support, and time management significantly influenced students' learning discipline.

International studies also support the importance of discipline in academic settings. Credé and Kuncel (2008) demonstrated that study habits and self-discipline are stronger predictors of academic performance than intelligence measures. Likewise, Nonis and Hudson (2010) highlighted that students' time management and disciplined behaviors significantly influence academic success and satisfaction. More recently, Mega et al. (2014) showed that emotional regulation and motivational factors play a substantial role in fostering learning discipline and academic achievement. These findings collectively indicate that learning discipline is a multidimensional construct involving behavioral, cognitive, emotional, and environmental factors.

Despite extensive research concerning discipline and academic achievement, studies specifically focusing on the learning discipline of university students in guidance and counseling departments remain relatively limited, particularly within the Indonesian context. Most previous studies have concentrated on general student populations or have examined discipline in relation to motivation, attendance, or academic performance. Empirical investigations that specifically describe the learning discipline characteristics of guidance and counseling students are still scarce. Furthermore, limited evidence is available regarding the disciplinary profile of students at Universitas Borneo Tarakan, especially among the 2023 cohort. This situation indicates a research gap that necessitates further exploration.

Therefore, the present study aims to investigate and describe the learning discipline of students in the Department of Guidance and Counseling, Faculty of Teacher Training and Education, Universitas Borneo Tarakan, particularly those enrolled in the 2023 cohort. By providing empirical information regarding students' disciplinary behaviors, the findings of this study are expected to contribute to the development of guidance and counseling services, support academic policy formulation, and serve as a reference for future research concerning student discipline and educational quality improvement.

## METHODS

This study employed a quantitative approach using a descriptive survey design to describe the level of learning discipline among students of the Guidance and Counseling Department, Faculty of Teacher Training and Education, Universitas Borneo Tarakan. Survey research is widely used to obtain systematic information regarding attitudes,



behaviors, and characteristics of a population through the use of standardized instruments (Sugiyono, 2019; Creswell & Creswell, 2018). The study was conducted from September to October 2025 at Universitas Borneo Tarakan. The target population consisted of all 2023 cohort students enrolled in the Guidance and Counseling Department, totaling 150 students. A total sampling technique was employed because the population size was relatively limited and allowed all members to be included as research participants (Sugiyono, 2013). Therefore, the sample comprised 100 students who met the criteria for participation. The operational variable investigated in this study was learning discipline, defined as students' ability to regulate themselves, demonstrate mental attitudes that encourage obedience to academic regulations, and perform learning activities based on self-awareness and internal motivation (Rahmi, 2021).

Data were collected using a closed-ended questionnaire developed based on indicators of learning discipline proposed by Rahmi (2021) and adapted from previous studies conducted by Madeputra, Suarni, and Dharsana (2017). The instrument consisted of 40 items measured on a five-point Likert scale ranging from strongly disagree to strongly agree. Prior to administration, the questionnaire underwent validity and reliability testing to ensure the accuracy and consistency of measurement. Internal consistency was examined using Cronbach's Alpha coefficient, with a value above 0.70 considered acceptable (Ghozali, 2011; Hair et al., 2019). External validity was assessed through expert judgment and item correlation analysis (Sugiyono, 2013). The collected data were analyzed using descriptive statistics, including frequency distributions and percentages, to provide an overview of students' learning discipline levels. Percentage analysis followed the formula proposed by Sugiyono (2019), allowing the findings to be categorized and interpreted systematically according to predetermined score intervals.

## RESULT AND DISCUSSION

### Overall Level of Learning Discipline among Guidance and Counseling Students

The overall level of learning discipline among Guidance and Counseling students of the 2023 cohort at Universitas Borneo Tarakan was analyzed using descriptive statistics. The results are presented in Table 1.

**Table 1.** Overall Distribution of Students' Learning Discipline

| Category     | Interval | Frequency  | Percentage (%) |
|--------------|----------|------------|----------------|
| Very High    | 135–160  | 3          | 3              |
| High         | 109–134  | 58         | 58             |
| Moderate     | 83–108   | 39         | 39             |
| Low          | 57–82    | 0          | 0              |
| Very Low     | 31–56    | 0          | 0              |
| <b>Total</b> |          | <b>100</b> | <b>100</b>     |

*Source: Processed research data (2025)*

Table 1 shows that most respondents (58%) were categorized as having a high level of learning discipline, while 39% were classified in the moderate category and only 3% were included in the very high category. No respondents were found in either the low or very low categories. These findings indicate that the majority of students have developed positive learning behaviors and possess a relatively good awareness of academic responsibilities.

Learning discipline is considered an important factor in academic success because disciplined students tend to regulate their learning activities effectively and consistently (Zimmerman, 2008). According to Rahmi (2021), discipline reflects an individual's ability to manage time, comply with academic rules, and fulfill responsibilities independently. Similarly, Schunk and Greene (2018) argued that self-regulated learners exhibit better academic engagement and learning outcomes. Therefore, the predominance of students in the high category suggests that Guidance and Counseling students have generally developed favorable academic habits.

These findings are in line with those reported by Sonia et al. (2025), who found that internal motivation and effective time management significantly contribute to students' academic discipline. Likewise, Credé and Kuncel (2008) emphasized that study habits and self-discipline are among the strongest predictors of academic achievement.

### Self-Control and Mental Attitude

The first indicator examined students' ability to control themselves and maintain positive mental attitudes during learning activities. The results are presented in Table 2.

**Table 2.** Distribution of Self-Control and Mental Attitude

| Category  | Interval | Frequency | Percentage (%) |
|-----------|----------|-----------|----------------|
| Very High | 48–56    | 7         | 7              |
| High      | 39–47    | 50        | 50             |
| Moderate  | 30–38    | 30        | 30             |
| Low       | 21–29    | 13        | 13             |



| Category     | Interval | Frequency  | Percentage (%) |
|--------------|----------|------------|----------------|
| Very Low     | 12–20    | 0          | 0              |
| <b>Total</b> |          | <b>100</b> | <b>100</b>     |

Source: Processed research data (2025)

As shown in Table 2, half of the respondents (50%) were categorized as having high self-control and positive mental attitudes, whereas 30% belonged to the moderate category. However, 13% of respondents still demonstrated low levels of self-control. These findings indicate that most students are capable of regulating their learning behavior and maintaining academic commitment. Self-control has been recognized as a key determinant of academic success because it enables students to resist distractions and maintain focus on long-term goals (Duckworth & Seligman, 2005). Students with high self-control are generally more persistent, responsible, and capable of delaying gratification. The existence of students with low self-control suggests that procrastination and lack of concentration remain prevalent among some students. Mahiza and Nurhidayanti (2025) reported that weak self-regulation contributes to delayed assignment completion and reduced academic performance. Furthermore, Fathoni and Indrawati (2022) found that inadequate self-control may lead to anxiety and decreased self-confidence among university students.

### Compliance with Academic Rules and Regulations

The second indicator examined students' obedience and adherence to academic regulations. The results are summarized in Table 3.

**Table 3.** Distribution of Compliance with Academic Regulations

| Category     | Interval | Frequency  | Percentage (%) |
|--------------|----------|------------|----------------|
| Very High    | 48–56    | 5          | 5              |
| High         | 39–47    | 44         | 44             |
| Moderate     | 30–38    | 51         | 51             |
| Low          | 21–29    | 0          | 0              |
| Very Low     | 12–20    | 0          | 0              |
| <b>Total</b> |          | <b>100</b> | <b>100</b>     |

Source: Processed research data (2025)

Table 3 indicates that the majority of students (51%) were classified in the moderate category, followed by 44% in the high category. These findings suggest that students generally comply with academic regulations, although consistency remains an issue. Academic discipline requires students to develop awareness and responsibility toward institutional rules (Akmaluddin & Haqiqi, 2019). Students who consistently attend lectures, submit assignments punctually, and participate actively in classroom activities are more likely to achieve academic success (Syah, 2017). However, moderate levels of compliance imply that some students still experience difficulties in maintaining regular study schedules and fulfilling academic obligations. The findings support those of Sari and Muis (2018), who reported that boredom, low motivation, and ineffective learning strategies often contribute to poor academic discipline. Environmental factors, peer influence, and family support have also been shown to affect students' compliance with academic norms (Bandura, 1986).

### Compliance Based on Internal Awareness

The third indicator focused on students' compliance with academic rules based on internal awareness and self-motivation. The results are presented in Table 4.

**Table 4.** Distribution of Compliance Based on Internal Awareness

| Category     | Interval | Frequency  | Percentage (%) |
|--------------|----------|------------|----------------|
| Very High    | 39–48    | 12         | 12             |
| High         | 29–38    | 72         | 72             |
| Moderate     | 19–28    | 16         | 16             |
| Low          | 9–18     | 0          | 0              |
| Very Low     | 0–8      | 0          | 0              |
| <b>Total</b> |          | <b>100</b> | <b>100</b>     |

Source: Processed research data (2025)

Based on Table 4, the majority of respondents (72%) demonstrated high levels of discipline arising from internal awareness, while 12% were classified in the very high category. This finding suggests that most students carry out academic responsibilities voluntarily rather than because of external pressure.

Internal motivation constitutes the essence of authentic discipline and is closely associated with self-determination and academic engagement (Ryan & Deci, 2020). Students who possess intrinsic motivation tend to exhibit greater persistence and stronger commitment to their learning activities. According to Deci and Ryan (2000),



intrinsically motivated individuals engage in tasks because they perceive them as meaningful and personally important. The present findings support the study conducted by Mega et al. (2014), which demonstrated that emotional competence and motivation positively influence academic discipline and achievement. Similarly, Nonis and Hudson (2010) found that self-discipline significantly predicts academic performance among university students.

Overall, the findings demonstrate that the learning discipline of Guidance and Counseling students at Universitas Borneo Tarakan is generally high. Students have shown relatively strong self-control, moderate compliance with academic regulations, and high levels of discipline based on internal awareness. These results indicate that students possess favorable learning habits and are capable of regulating their academic activities independently.

Nevertheless, several students still experience difficulties related to procrastination, time management, and maintaining consistency in academic responsibilities. Such conditions suggest that academic discipline should continue to be strengthened through guidance and counseling services. According to Corey (2017), counseling interventions focusing on self-management, goal setting, and motivation enhancement are effective strategies for improving students' discipline and academic performance.

Since Guidance and Counseling students are future professional counselors, developing strong discipline is essential not only for academic success but also for the formation of professional identity and ethical responsibility. Therefore, collaborative efforts among lecturers, academic advisors, parents, and peers are necessary to create supportive environments that facilitate the development of disciplined, responsible, and competent graduates (Lubis et al., 2022).

## CONCLUSION

The results of this study indicate that the learning discipline of Guidance and Counseling students of the 2023 cohort at Universitas Borneo Tarakan is generally categorized as high. Most students have demonstrated positive academic behaviors characterized by self-control, compliance with academic regulations, and the ability to carry out learning responsibilities based on internal awareness. Among the three indicators examined, adherence to academic rules driven by personal awareness showed the highest proportion, suggesting that students tend to perform their academic obligations voluntarily rather than solely because of external supervision. These findings imply that the majority of students have developed favorable learning habits and possess a relatively strong sense of responsibility toward their academic activities.

Despite these positive findings, several students still exhibit moderate levels of discipline, particularly regarding self-control and compliance with academic regulations. Issues such as procrastination, ineffective time management, and inconsistency in completing academic tasks remain evident among some respondents. Therefore, continuous efforts are needed to strengthen students' learning discipline through academic guidance, counseling services, and supportive learning environments. Enhancing students' self-regulation, motivation, and awareness is expected to contribute not only to improved academic performance but also to the development of professional competence and responsible behavior among future Guidance and Counseling practitioners.

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