

EFFORTS TO IMPROVE DISCIPLINE THROUGH GROUP GUIDANCE SERVICES FOR CLASS XI IPS STUDENTS OF SMA NEGERI 39 JAKARTA

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ABSTRACT

The research addresses disciplinary issues among students, focusing on rule violations such as incomplete attributes, tardiness, and late return after breaks. The objective is to enhance discipline through group guidance. Employing a classroom action research method with Counseling Guidance (PTBK), the study involves a population of 32 students, with a purposive sampling technique selecting 12 participants. Data collection utilizes questionnaires and observation sheets. Qualitative analysis involves comparing discipline observations from cycle I to cycle II, while numerical data undergoes comparative descriptive analysis across initial conditions, cycle I, and cycle II. The findings reveal that group guidance significantly improves the discipline of Class XI.IPS students at SMA NEGERI 39 JAKARTA. Prior to intervention, 12 students lacked discipline, with a target improvement of 40% (6 students). In cycle II, the average score rose to 82.91 (74.03%), surpassing the target with a notable increase in discipline among 6 students: SSP (22.32%), RTA (25.00%), MFI (29.46%), MNF (30.36%), SH (23.18%), and DAP (26.79%). The research achieves success as 6 students exhibit discipline improvements exceeding 20% between cycles I and II, surpassing the initial goal of 2 students. In conclusion, efforts to enhance discipline through group tutoring for Class XI.IPS students at SMA NEGERI 39 JAKARTA have proven successful, exceeding set targets and contributing to a more disciplined student body.

Keywords: *discipline, group guidance, students*

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INTRODUCTION

School is a place for providing education for students to study academically and non-academicly. In the learning process, students will learn many things, such as socializing, good manners, and discipline in rules. In schools, there are many rules and regulations, that must be carried out and obeyed by all the school community, including principals, teachers, staff, employees, and students. If the rules are violated, there will be sanctions or punishments given.

To be able to achieve educational goals as stated in Law no. 20 of 2003 which reads as follows: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and the skills they need, national society and state (Nata, 2012).

Violations of school rules are often seen and committed by students. The phenomenon seen in the field is that many students still violate school rules and regulations, including not wearing complete school attributes, not doing assignments on time, and often coming to school late. Coming late to school is not a serious violation, but if left unchecked it will hurt student learning achievement, such as decreasing student achievement (Prayitno, Afdal, Ifdil, 2013). The behavior of arriving late was often found at SMA NEGERI 39 JAKARTA where the author conducted research. This situation is food for thought for writers, teachers and school leaders to deter them and not come late again. Based on the results of the principal's

communication with the teaching staff, regarding the existence of punishments for students who are late coming to school, namely punishment for cleaning the yard or garden, reading letters and verses in the Koran for Muslim students, reading the Al-Book for non-Muslims. before finally being allowed to enter their respective classes (E.B. Hurlock, 1999).

Students who are late coming to school will of course affect teaching and learning activities in class in the first hour, because in classical learning, a teacher provides lesson material to all students in one class together, so that students arrive late to the class. In the middle of teaching and learning activities, it will inevitably disrupt the learning process, either disrupting the teacher's concentration or disrupting the concentration of students in the classroom. Thus, action is needed to better discipline students for coming to school on time as stated in the student regulations for SMA NEGERI 39 JAKARTA. In the process of disciplining children who are late with the punishment of reading letters and verses in the Koran for Muslim students, reading the Bible for non-Muslims followed by walking around the field does not seem to produce any significant results. This is shown by the large number of students who come to school not on time or late. In class XI.IPS from January 2019 to March 2019 there were 32 students, with a total of 108 students majoring in Social Sciences in the 2018/2019 academic year. The author took a sample of class XI IPS because this class is a target class and is my responsibility as a guidance and counseling teacher. This figure is high, which means that the level of discipline in coming to school on time for class XI IPS students at SMA NEGERI 39 JAKARTA is still low and needs improvement. This indicates that there is no awareness among students to obey the rules or regulations that apply at school. Even though they have been given sanctions or punishment, without understanding and self-awareness it is difficult to change students' attitudes and habits to increase their discipline in coming to school on time (Latifah, 2019).

As a guidance and counseling teacher at SMA NEGERI 39 JAKARTA, the author records and summarizes students who are late coming to school and then provides individual counseling services for students who are classified as frequently coming to school late. Considering the importance of discipline in arriving on time during the first hour of learning activities, it is necessary to have activities or actions that are able to touch students' awareness of obeying the rules or regulations that apply to school, especially the discipline of arriving on time at school. By increasing the discipline of arriving on time to school for students, it is hoped that this will be accompanied by an increase in academic achievement which will uphold the good name of SMA NEGERI 39 JAKARTA. The success of improving the academic achievement of a school is very dependent on the noble desires and togetherness of all school elements related to the support of adequate facilities and infrastructure. Students as input or targets in the world of education have unique potential and personalities (Nugroho & Fathoni, 2022).

According to Muhaimin, humans have great and unique potential, both physically and mentally, even in every member of the body, where some experts state that humans have potentials in the form of IQ (Intelligent Quotient), EQ (Emotional Quotient), and SQ (Spiritual Quotient) (Sari & Hanafiah, 2022). These three intelligences need to be developed simultaneously, because students have roles as personal creatures, social creatures and God's creatures (religious creatures). Based on the phenomena found. The author wants to participate in efforts to educate and achieve optimal student development. By applying knowledge in

guidance services counseling, namely group guidance services. Group guidance services are guidance directed at groups so that they can provide benefits or services to a group of people. Group guidance services are able to reach more counselees appropriately and quickly. The author will use the service to understand and change attitudes towards participants. students who arrive late. Based on this, the author wants a change in attitudes or behavior of discipline to arrive on time for class Group Tutoring Services for Class XI.IPS Students at SMA NEGERI 39 JAKARTA.

METHOD

Data collection in this research PTBK was carried out using observation techniques and questionnaires as well as other assessments required during the research. The research was conducted at SMA NEGERI 39 JAKARTA, Kopassus Complex Jl. The sample for this research consisted of 10 students. The group guidance activities carried out, the number of group members was 12 students consisting of 10 students who had problems with time discipline plus 2 students who had a high level of discipline. The target achievement in this research is 2 students who can make changes in behavior to increase discipline, so that the aim of this research is achieved well (Arikunto, 2019).

Data analysis is a very important part of the scientific method. With data analysis, it can be given meaning or significance for solving research problems. With this analysis, results will be obtained from disclosing data that has been revealed through school entry discipline scale instruments, interviews, and observations that produce evidence of the existence of the thing being researched (Ghozali, 2016; Kurniawan, 2009).

Based on the disciplinary scale data that has been collected, it is then classified into two groups of data, namely quantitative data expressed in numbers and qualitative data expressed in words or symbols. Qualitative analysis is used to analyze data related to increasing discipline in entering school and then in Guidance and Counseling Action Research. Qualitative data is very useful to accompany and complete the picture obtained from quantitative data analysis. Data obtained from disciplinary scales or checklists are added up or grouped according to the form of the instrument used.

RESULTS AND DISCUSSION

Table 1. Improving the Discipline of Class XI Students. Social Sciences SMA NEGERI 39 JAKARTA

No	Name	Before		Cycle I		Cycle II		Difference	
		Score	%	Score	%	Score	%	Score	%
1.	MSP	62	55,36	68	60,71	84	75,00	16	19,64
2.	SSP	64	57,14	81	72,32	89	79,46	8	22,3
3.	NA	61	54,46	67	59,82	79	70,54	12	16,07
4.	RTA	57	50,89	71	63,39	85	75,89	14	25,00
5.	MFI	57	50,89	74	66,07	90	80,36	16	29,46
6.	FRA	60	53,57	68	60,71	79	70,54	11	16,96
7.	MNF	59	52,68	77	68,75	93	83,04	16	30,36
8.	SH	57	50,89	72	64,29	83	74,11	11	23,21
9.	ED	58	51,79	72	64,29	75	66,96	3	15,18

No	Name	Before		Cycle I		Cycle II		Difference	
		Action							
		Score	%	Score	%	Score	%	Score	%
10.	DAP	58	51,79	69	61,61	88	78,57	19	26,79
11	MIG	61	54,46	66	58,93	69	61,61	3	7,14
12	SD	70	62,50	77	68,75	81	72,32	4	9,82
Average		60,3	54	71,8	64,14	82,9	74,03	11,0	20,16

This research was carried out from March 2019 to May 2019 at SMA NEGERI 39 JAKARTA. The research begins with a needs analysis in the form of an analysis of observations of students: (a) Students are late coming to school, (b) Students do not wear complete school uniform attributes, and (c) those who generally often alpha or do not enter school without explanation. (d) Students chat during the ceremony, and (e) try smoking in the school environment. This can be seen from the results of the questionnaire and observations that have been carried out. In cycle 1, students are given the guidance topic "The concept or meaning of discipline" and activities in cycle 2. Students are given the topic "Discipline strategies by demonstrating the attributes of completeness by disciplined students" and their activities so that students can be responsible for God and themselves, family, community, nation, and state (Prayitno, Afdal, Ifdil, 2013).

Based on the Counseling Guidance Action Research research results described previously, it can be seen that group guidance steps have been implemented optimally. The results of the data analysis show that the implementation of group guidance can improve discipline in class XI students. SMA NEGERI 39 JAKARTA 2018/2019 academic year. This increase in discipline can be seen from the results of observations during the group guidance process. Counseling Guidance Action Research (PTBK) was carried out in 2 cycles and each cycle there were 2 meetings. So, in this study, there were 4 group guidance services. Each cycle is given a questionnaire so that each change can be seen quantitatively from each individual. However, each member is still monitored in their daily life by the subject teacher. In cycle 1 the implementation of group guidance services was attended by 12 group members and the researcher as group leader. The group members consisted of 10 students who had low discipline and 2 students who had high discipline. After being provided with group guidance services in cycle 1 for 2 meetings and ending with filling out a discipline questionnaire to determine the level of discipline at that time, it is known from the results of the analysis that there was an increase in school entry discipline, there were 6 students who had low school entry discipline with a moderate percentage of 50% 3 with a percentage of 25%, high 3 students with a percentage of 25%. Then after being provided with cycle 1 group guidance services, student discipline increased by 50% (6 students experienced an increase) but were still in the medium category or had not reached the target (Romlah, 2006).

The target had not been achieved because during the activity the group members were still embarrassed and felt awkward in giving their opinions. This can be seen from the lack of activity of group members in expressing opinions and only giving short answers when answering or asking questions. Discipline problems among students at SMA NEGERI 39 JAKARTA are gradually disappearing because violations of student discipline often occur due to families lacking harmony and students doing strange things to attract attention so that

students violate the rules. According to Tu'u, "Discipline violations are a negative reaction due to lack of fulfilling needs. For example: lack of attention and affection, lack of appreciation, poor social relationships, physical needs that have not been met."

Based on the opinion above, it is by the results of this research, that disciplinary violations can be reduced. After all, group members can express and explain the reasons for violating discipline. From the explanation, group members can become a reference for teachers and peers to help each other and pay attention to fellow students to create a harmonious school environment (Barida & Widyastuti, 2020).

To overcome these obstacles, researchers continue to use lecture and discussion methods, but what is different is the group dynamics using games, examples of discipline, and models of students who are disciplined among group members. Regarding tips for improving discipline in going to school on time, the influence of discipline on academic and non-academic achievement

Cycle 2 was carried out over 2 meetings, the second meeting ended with refilling the discipline scale for entering school to determine the level of discipline of students after being given group guidance services in cycle 2. The results of the analysis after being given group guidance services again in cycle 2 showed an increase, 12 students have high discipline with a percentage of 100%.

The results of the observations can be seen as an increase in student discipline from each cycle. Children have started to show discipline and there is an increase in data every cycle. These results show that there has been an increase in discipline for each student. Based on the results of the questionnaire and observations achieved by children in each action, it can be seen that there has been an increase in student discipline with group guidance services, so the 40% research target for school entry discipline can be achieved (Bashori, 2017).

In the second cycle, the target was achieved because the implementation of group guidance went well at each stage. All members have expressed their own opinions without having to be encouraged by the group leader. Group members also understand that communication with parents is very necessary, with this communication the students' shortcomings will always be controlled. Good cooperation between group members and the extended school family is also very much needed. The understanding of group members has increased, they have been able to express their opinions and ideas well, and researchers have also become better at delivering material using varied methods so that they can motivate group members (Hurlock, 1996).

According to Elizabeth B. Hurlock, increasing discipline is influenced by the following characteristics: a) rules, b) punishment, c) rewards or rewards, and d) consistency (E.B. Hurlock, 1999). Judging from the results of the research instrument processing, it shows that group guidance services can improve discipline, and from the results of increasing each indicator, namely regulatory indicators, each group member dares to ask questions and express their opinions well. In the punishment indicator, each member of the group has begun to gradually reduce violating discipline because they are aware of the effects that their potential has on them. In terms of rewards or rewards, members (Laili Sulistyowati, 2015).

The group has been able to accept the awards received well, even if it is only in the form of praise, in terms of consistency indicators, each member of the group has carried out the rules well without having to be forced by others and can take lessons and benefits from disciplined behavior.

It can be concluded that the success of providing group guidance services in cycles I and II has achieved the target, 6 respondents experienced an increase in discipline with a percentage increase of 50%. This is evidenced by changes in the discipline and attitudes of group members during group guidance activities and outside of activities.

The research results are by the theory put forward by Ibid, dividing them into 4 characteristics of discipline, namely: a) rules, b) punishment, c) rewards or rewards, and d) consistency (Nurhayati & Imron Rosadi, 2022). These four characteristics of discipline can influence the improvement of student discipline. When group members can understand the characteristics of discipline and can apply them in everyday life, the discipline of group members will indirectly increase.

CONCLUSION

Group guidance can improve discipline. Increasing students' disciplined attitudes by presenting interesting discussion topics and group leaders can create dynamism among group members. So that group guidance activities can provide benefits for group members, on average there is an increase. Before the group guidance activities at SMA NEGERI 39 JAKARTA, student discipline at SMA NEGERI 39 JAKARTA was low. However, after group guidance activities were carried out, students' discipline experienced a dynamic increase. Especially the six students who took part in group guidance, namely SSP (22.32%), RTA (25.00%), MFI (29.46%), MNF (30.36%), SH (23.18%), and DAP (26.79%)

From data analysis, it can be proven by "Students Violation Data", that there are no more names in the Student Violations data after group guidance is carried out. Class teachers and homeroom teachers felt a change in disciplinary attitudes after group guidance was carried out. Group guidance can change the attitudes of group members. Indirectly, the group dynamics that occur and are created in each AK help them to respect, appreciate, protect, and protect each other as the goal of BKp. Apart from that, conveying ideas by asking questions can train them to be disciplined and patient in planning their activities. The principles placed in BKp activities also play a role in changing their disciplinary attitude (AK), especially openness, volunteerism, contemporary independence, and harmony. In an attempt

Improving discipline among students at SMA NEGERI 39 JAKARTA requires examples so that group members can reflect on themselves. This is effective for use with students, especially in the teenage phase. Because in the teenage phase, there needs to be an example to emulate.

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