

Group Counseling with Positive Reinforcement Techniques to Improve Learning Discipline

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Abstract: The main problem in this study is the low discipline of student learning related to attendance at school, doing assignments, participating in lessons, and disobedience to the rules. The purpose of this research is to improve student learning discipline. Hypothesis testing was carried out by statistical analysis using the Mann Whitney formula at a significant level (0.05). The results of the descriptive analysis showed that the level of student learning discipline before and after participating in positive reinforcement technique group counseling activities included 4 students having a low level of learning discipline and 4 students having moderate learning discipline. The level of student learning discipline after participating in group counseling services with positive reinforcement techniques increased more than before attending services. The results showed that group counseling services with positive reinforcement techniques were effective in increasing student learning discipline.

Keywords: Learning Discipline, positive reinforcement, Guidance and Counseling

Abstrak. Permasalahan utama dalam penelitian ini adalah rendahnya kedisiplinan belajar siswa terkait dengan kehadiran di sekolah, mengerjakan tugas, mengikuti pelajaran, dan tidak menaati peraturan. Tujuan dari penelitian ini adalah untuk meningkatkan disiplin belajar siswa. Pengujian hipotesis dilakukan dengan analisis statistik menggunakan rumus Mann Whitney pada taraf signifikan (0,05). Hasil analisis deskriptif menunjukkan bahwa tingkat disiplin belajar siswa sebelum dan sesudah mengikuti kegiatan konseling kelompok teknik penguatan positif terdapat 4 siswa yang memiliki tingkat disiplin belajar rendah dan 4 siswa yang memiliki disiplin belajar sedang. Tingkat kedisiplinan belajar siswa setelah mengikuti layanan bimbingan kelompok dengan teknik penguatan positif lebih meningkat dibandingkan sebelum mengikuti layanan. Hasil penelitian menunjukkan bahwa layanan bimbingan kelompok dengan teknik penguatan positif efektif dalam meningkatkan disiplin belajar siswa.

Kata Kunci : Disiplin Belajar, Penguatan Positif, Bimbingan dan Konseling

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Introduction

Stated in Undang-undang no. 20 concerning the national education system that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength,

self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state (Raharjo, 2013). Study discipline is an important point, because it aims to protect students from deviant behavior and things that can interfere with the learning process. Rusyan (Sukmanasa, 2016) stated that the discipline of learning is supporting the success of student learning. Through discipline, activities will become orderly, orderly, and neat because regularity also determines success in achieving learning goals. According to Priodarminto (Setiawati et al., 2020) learning discipline is a condition that is created and formed through the student learning process from a series of behaviors that show the values of obedience, obedience, loyalty, order, and order. Such attitudes and behaviors are created through the process of family development, education and experience. Besides that Gunarsa (Yuliantika, 2017) added that learning discipline is obedience and obedience to written and unwritten rules in the process of changing behavior that persists as a result of the practice of observing, reading, imitating, trying something, listening, and following directions. Sumantri (Handayani & Subakti, 2020) explained that learning discipline is the obedience of all students to carry out learning obligations consciously so that changes are obtained in themselves, whether in the form of knowledge, good deeds or attitudes.

Tu'u (Fiara et al., 2019) argues that students who have high learning discipline will show their readiness to take class lessons, do homework assignments and have complete learning examples of books and in other learning. On the other hand, students who are less disciplined do not show readiness to follow lessons, do not do assignments, like skipping classes, do not do homework, and do not have complete learning (Masrohan & Pratiwi, 2017), where these indicators were also found in students who experienced high procrastination (G. H. Durrotunnisa, 2022). The problem of low student learning discipline in schools is quite worrying and if this is allowed to continue, it will have an impact that is not good or bad for students and is less beneficial to learning achievement and the mental attitude of students.

Several previous studies have shown a variety of types, some of which examined the relationship between disciplinary variables and learning outcome variables (Handayani & Subakti, 2020), While action research is carried out using simulation treatments (Andani et al., 2019), reality counseling WDEP (Masrohan & Pratiwi, 2017), modelling (Marwanto, 2016) dan positive reinforcement (Telaumbanua, 2018; & Radhiah, 2017). These researches initiated researchers to decide on positive reinforcement techniques as an effort to overcome disciplinary problems, where the difference with previous researchers was in the subject criteria and research location.

The results of interviews with guidance and counseling teachers at SMP Negri 2 Palu show that students' lack of discipline can be seen from the behavior of being often slow during class hours, not obeying school rules, chatting when the teacher explains, and not submitting assignments. Lack of learning discipline in students will interfere with learning so that it affects the lack of development of student learning achievement, and also students cannot attend lessons so that violations are found that can interfere with student learning activities at school.

According to Sukardi (Simbolon, 2020), the factors that influence student learning discipline are as follows: a. Intrinsic Factors: are the factors contained in the students themselves, namely psychological factors, such as interests, talents, motivation, concentration and cognitive abilities. b. Extrinsic Factors: (1) Non-social factors, such as the condition of the air, time, place and the equipment and media used for learning. (2)

Social Factors, consisting of the family environment, school environment and community environment. (3) Community Social Environment. The environmental conditions of the community where students live will affect student learning. (4) Family Social Environment. This environment greatly influences learning activities. Family tensions, parental characteristics, family demographics (location of the house), family management, all of which can have an impact on student learning activities. These factors can affect the discipline of learning, for this reason the problem of low learning discipline in students must be done because it can affect learning activities and results.

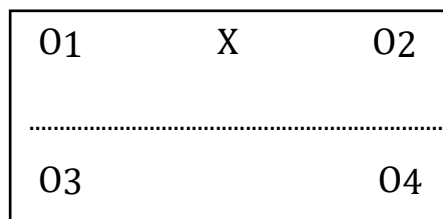
Solving these problems requires assistance from counselors by utilizing services in guidance and counseling, one of which is group counseling services using Positive Reinforcement techniques. Group counseling services according to Sukardi (Telaumbanua, 2018) is a guidance and counseling service that allows students to have the opportunity to discuss and resolve the problems they experience through group dynamics. Group counseling services provide space for group members to make decisions not because of coercion but self-awareness supported by a willingness to change behavior. Besides that Juntika Nurihsan (Marwanto, 2016) is a guidance and counseling service that allows students to have the opportunity to discuss and resolve the problems they experience through group dynamics. Group counseling services provide space for group members to make decisions not because of coercion but self-awareness supported by a willingness to change behavior. Besides that (Mardilla et al., 2021) Positive reinforcement is any stimulus that can increase a behavior. Positive reinforcement is a positive teacher's action in both verbal and nonverbal forms given to students who have a good attitude and are good-looking in learning, so that by giving this reinforcement it can be self-motivated for students to maintain or increase these good things. According to Sobry Sutikno (Fitriani et al., 2014) Reinforcement aims to provide reinforcement in the learning process (1) increase students' attention to lessons, (2) stimulate and increase learning motivation, (3) improve learning activities and foster productive student behavior.

Furthermore, group counseling services in their implementation are assisted by using certain techniques so that their use is more optimal, namely in the form of giving positive reinforcement. The use of group counseling services using the Positive Reinforcement technique can help solve the problem of lack of learning discipline in students at school because this technique provides reinforcement which can lead to a sense of enthusiasm for learning in students. Based on the explanation above, the researcher is interested in examining whether there is influence and effectiveness of implementing group counseling with positive reinforcement techniques to improve student learning discipline.

Method

This study examines the effect of positive reinforcement technique group counseling to improve student learning discipline. The research subjects were 16 students who were divided into 2 groups, 8 students entered the experimental group and the other 8 were the control group. Data collection was carried out using a study discipline questionnaire. Data is processed and analyzed descriptively and inferentially. The data is tested for normality first, the results show that with the Shapiro-Wilk a significance value of $0.032 > 0.05$ so the data is declared normal. Furthermore, hypothesis testing was carried out using the Mann Whitney formula at the significance level ($p = 0.005$).

This quantitative study used a quasi-experimental design where the first group was given group counseling services with positive reinforcement techniques while the second group was only given group counseling services without special techniques. According to Sugiyono (2013) quasi-experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions. X (Group counseling treatment with positive reinforcement techniques), O₁ (Pre-test Experimental Group/EG), O₂ (Post-test EG), O₃ (Pre-test Control Group/CG), and O₄ (Post-test CG). The research design used was nonequivalent control group design as follow:



Picture 1. Research Design

Results and Discussion

The description of the results of the pre-test and post-test of student learning disciplines in the experimental group (KE) and the control group (KK) can be explained in table 1. KE shows that in the pre-test 50% of the subjects were in the medium category, and 50% were in the low category, while the post test conditions showed an increase, 100% of the subjects were in the high category. Whereas in the KK, the pre-test condition of 67.5% of the subjects was in the low category and 37.5% in the medium category, and the post-test results showed 75% were in the high category and 25% were in the medium category.

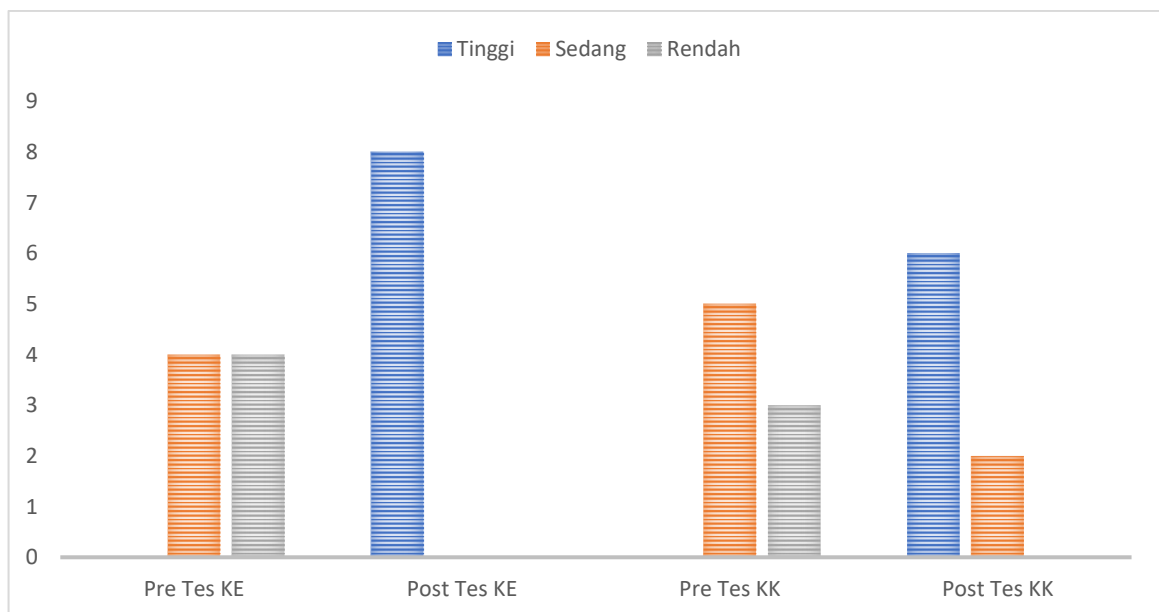


Figure 2. Differences in Discipline Categories in the Experimental Group and the Control Group

The results of the Mann Whitney test on the post-test results of the experimental group and the control group are as follows:

| | |
|--------------------------------|-------------------|
| Mann-Whitney U | 3.000 |
| Asymp. Sig. (2-tailed) | .002 |
| Exact Sig. [2*(1-tailed Sig.)] | .001 ^b |

Picture 3. The Result of The Mann Whitney

Based on the Mann Whitney test table in the post-test of the experimental group and the control group, a significance value of $0.002 < 0.05$ was obtained, meaning that group counseling services using positive reinforcement techniques were effective in increasing student learning discipline at SMP Negeri 2 Palu. It can be concluded that H_0 which reads the learning discipline of class VII students of SMP Negeri 2 Palu after taking part in group counseling services with positive reinforcement techniques does not increase when compared to before attending group counseling services with positive reinforcement techniques is rejected and H_a which reads learning discipline of class VII students of SMP Negeri 2 The hammer after attending group counseling services with positive reinforcement techniques was increased compared to before attending group counseling services with positive reinforcement techniques.

The importance of discipline was stated by Mulyasa (Fiara et al., 2019) which emphasizes that the need for discipline in schools is to educate students to achieve the standards set. Study discipline has an important role in increasing the success of students' cognitive learning achievement. Therefore, it is very important that there are efforts to improve the discipline attitude that must be possessed by students, especially by increasing the discipline of learning in students. Efforts that can be made is to provide group counseling services with positive reinforcement techniques. Group counseling with positive reinforcement techniques in its implementation will discuss together the problems or topics that have been determined by the counselor and counselee as group members, giving positive reinforcement can be given in verbal form such as giving praise in the form of sentences or words and in non-verbal form such as giving attention, reinforcement in the form of touches, smiles, applause and nods, objects or goods.

Sukardi (Telaumbanua, 2018), stated that through group counseling services, students had the opportunity to conduct discussions related to topics and alleviation of problems they experienced using group dynamics. Giving positive reinforcement verbally aims to increase student attention, and provide motivation for students, which can be verbalized through words of praise, thumbs up, and applause. (Aini et al., 2019), Meanwhile, non-verbal reinforcement can be done using gestures and touch which aims to make the learning process more effective, communicative and maximal. Feist, J. & Feist, G. J (Rahmah, 2018) states that forms of positive reinforcement can be in various forms, in the form of gifts, such as candy, gifts, food, in the form of behavior, such as smiling, nodding your head in agreement, clapping and giving thumbs up, or it can also be in the form of awards, such as giving grade A and rank first in school.

Researchers and counsees also conduct behavioral contracts. According to Latipun (Anshari, 2017) states that forms of positive reinforcement can be in various forms, in the form of gifts, such as candy, gifts, food, in the form of behavior, such as smiling, nodding

your head in agreement, clapping and giving thumbs up, or it can also be in the form of awards, such as giving grade A and rank first in school.

Researchers and counselees also conduct behavioral contracts. According to Shoimin (Radhiah, 2017) that reward as an educational tool is given when a child does something good, has succeeded in reaching a certain stage of development, or achieved a target. According to Alma (Mardilla et al., 2021) that non-verbal positive reinforcement in the form of signs or objects (gifts, books, stationery, giving praise comments accompanied by stars or thumbs up), and positive reinforcement can foster learning motivation in students (Durrotunnisa, Mardi Lestari, 2023; & R. N. H. Durrotunnisa, 2021).

It can be seen during the observation process in providing services that at every meeting students experience positive changes in attitude, such as students always working on questions given by the teacher, obeying and obeying school regulations, and submitting assignments on time. Accordingly, Slameto (Jaya & Suharso, 2018) it was conveyed that there are several kinds of learning discipline that should be carried out by students in learning activities at school, namely (1) student discipline to enter school; (2) student discipline in doing assignments; (3) student discipline in following lessons at school; and (4) the discipline of students in obeying school rules and adhering to regular study and study schedules.

Discipline also does not necessarily appear by itself, there needs to be the intervention and collaboration of teachers and parents in its formation (Attakhidijah, S., 2022), where in authoritative parenting, parents will form discipline accompanied by firmness, giving warmth and autonomy (Durrotunnisa et al., 2018; & D. Durrotunnisa et al., 2017). Such system support will be very meaningful in fostering the character of student discipline both at home and at school, so that this positive behavior will stick in the child and they will be used to and comfortable with the discipline they have, because comfort will lead to happy conditions (Durrotunnisa et al., 2022). For specific cases, discipline also needs to be followed up with counseling, apart from the approaches and techniques that have been described in the introduction section (Hermanto, 2022).

Conclusion

Based on the results of the data analysis described above, it can be concluded that this study is the level of student learning discipline where the experimental group that received group counseling services with positive reinforcement techniques had better learning discipline than the control group that received group counseling services without special techniques. It can be seen from the results of the increased pre-test and post-test results which have increased. The test results show that H1 which reads the learning discipline of class VII students of SMP Negeri 2 Palu after participating in group counseling services with positive reinforcement techniques has increased more compared to before attending group counseling services with positive reinforcement techniques received.

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