



Effectiveness of Group Counseling through Behavior Contract Techniques to Improve Student Discipline in Class X1 MAN 1 Buton

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ABSTRACT

This research helps implement group guidance through behavior contract techniques to improve discipline which can make it easier for students to better understand their physical and social environment. The aim of this research is to determine the initial condition of discipline of class XI students at MAN 1 Buton for the 2022-2023 academic year. Based on the research results and data analysis, it can be concluded: in general, the pretest of class Post-test data in the low category consisted of 0 students, in the medium category consisted of 3 students (25%), and 9 students (75%) in the high category. The results of the Wilcoxon test analysis using the SPSS for Windows 21 computer program showed an asymp.sig (2-tailed) value of $0.002 < 0.05$, a Z value of $(-2.527b)$ was obtained so that the hypothesis was accepted. This means that it can be concluded that providing treatment with group counseling using the Behavior Contract technique can effectively improve student discipline.

Keywords: Group Counseling, Behavior Contract, Student Discipline

1. Introduction

Students' cooperation in obeying school regulations is directly reflected in how disciplined they are at school. To get the best results, it is possible to create a friendly, efficient and practical teaching and learning environment with the help of student compliance with all relevant legislation. Dewi Puspitaningrum, (2014) because discipline is an attitude that influences student progress, it is very important for students to develop discipline.

According to Rintyastini & Charlotte (Dewi Puspitaningrum, 2014), discipline is emphasized more in children at school through their compliance with school rules and directions. Winataputra, (Dewi Puspitaningrum, 2014) explains that discipline is defined as follows: (1) Discipline is defined as the level of order that exists in a group, (2) Discipline is defined as the method used by the teacher to establish or maintain order in the group, and (3) Discipline is carried out through punishment.

Rules are very important for schools to maintain and uphold, because they can shape students' attitudes and personalities, especially in the classroom context, by fostering and even forming strong character qualities. According to Desti Ulani, et al, (2018) school discipline is a punishment that must be obeyed by every student and staff member so that the teaching and learning process can take place. Therefore, it is important to teach students about school rules so that they are aware of their responsibilities, rights, and obligations as well as the consequences of breaking them. This will help students to follow the rules and ensure the smooth running of school-related activities.

Enforcing discipline in schools is very important. This is because enforcing rules at school can reduce undesirable student behavior, such as coming late to

class or developing the habit of skipping lessons. Violations at school can be reduced by implementing strong discipline through implementing rules and getting children used to being reprimanded. To improve the quality of student behavior, schools must enforce rules consistently from both instructors and students.

Based on the results of observations in class XI IPA IMAN 1 Buton, it turns out that there are still many students who do not heed school rules. Students continue to frequently break the law by coming late to class, not dressing appropriately at school, turning in assignments late, frequently leaving class, and other violations. Sanctions are applied for each violation committed, different penalties are applied. Based on the results of an interview with one of the subject teachers at MAN 1 Buton, it was stated that there were several students who were indicated to experience a lack of discipline, being late for class, always playing truant, always being noisy during the teaching and learning process, not paying attention to the teacher teaching, being late in submitting assignments, not doing any work. assignments given by teachers disturb their friends who are studying, and many do not wear school attributes such as hats, ties and belts, in the school environment.

Based on the results of interviews with BK MAN 1 Buton teachers, there were several students in class tests, going in and out of class without reason and students often skipping class. This results in decreased student learning achievement. Regarding the problems experienced by students in class Group counseling services, as defined by Dewa Ketut Sukardi, (2012) are counseling services that enable a number of students to collectively obtain different materials from certain sources from mentors or counselors that are useful to support their daily lives as individuals, and as students, family and community members as well as material for consideration in making decisions. According to Gazda in Prayitno & Erman Amti, (2013) group guidance at school is a way for a group of students to gain the knowledge they need to make the best choices and decisions for themselves. To provide information about social, professional, and personal areas, group therapy is organized.

Further research by, Nursiwan Pratama Surya (2018) The influence of Behavior Contract Counseling in counseling on the behavior of Class X students at SMK PGRI 4 Bandar Lampung in reducing social media addiction. This type of research is quantitative and carried out using a quasi experimental design which is a quasi experimental method. By giving both groups an instrument in the form of a social media addiction questionnaire, a pretest and posttest were carried out on both groups. In terms of results, it can be seen that the experimental calculated z value < control z ($2.521 < 2.524$). Therefore, it can be said that behavior contract counseling can help students who are addicted to social media. This research also discusses the effectiveness of Behavioral counseling based on the results of previous research on behaviorcontract counseling which can be used as a solution in resolving disciplinary problems.

Almost the same as previous research, Nadiya Selawati (2019) Effectiveness of Token Economy Engineering Group Counseling Services in Improving Student Discipline in Class XISMK Negeri 1 Bandar Lampung 2019/2020 Academic Year. According to the results, H_0 was rejected and H_a was accepted because the experimental calculated z value > control z ($-2.041 > -2.032$). Apart from that, the average posttest score for the experimental class was higher than the control class ($122.40 > 111.40$). The growth in the experimental class was greater than the increase in the control class, according to the data that has been collected. Thus, it can be said that group counseling using a token economy approach at SMK

Negeri 1 Bandar Lampung for the 2019/2020 academic year was successful in improving the discipline of class XI students. Then it is strengthened by the results of previous research. Based on the explanation above, researchers are interested in conducting research on "Effectiveness of Group Counseling Using Behavior Contract Techniques to Improve Discipline of Class XI Students at MAN 1 Buton".

2. Methods

The research methodology used is quantitative, which relies heavily on statistics during data collection, analysis, and presentation of results. Similar to how study findings are still used, they should be supported with tables, graphs, charts, images, or other visual representations. Arikunto, (2012). To compare the effects of therapy before and after, researchers used a quantitative method in this research called Pre-Experimental using a One-Group Pretest-Posttest Design, (Muri Yusuf, 2014).

According to Sugiyono, the population consists of items or topics that have certain attributes and characteristics chosen by the author to be researched before making conclusions. According to what can be concluded from the facts in question, the study population can be considered as subjects. Class X1 students at MAN 1 Buton have three subjects and a total of 65 students constitute the research population. The instrument trial was carried out in 2 classes, namely class X1 IPS1 and IPS2 at MAN 1 Babau with a total of 44 students. The sample in this research used class In implementing group counseling so that the dynamics run effectively, the number of members should not be too large. Based on the results of the student discipline scale test, there were 12 students who had low discipline. The results of this research were used as a sample to find out the general picture of student discipline in the Science class IMan 1 Buton, so that it is known that students have low levels of discipline as will be explained in the results and discussion chapter.

The Data Collection Methods are 1) Instrument Development: Scales are unique data collection instruments that require subjects to answer a series of questions, which often reflect personal conditions. They are designed to provide accurate and trustworthy responses, ensuring alignment between the subject's interpretation and the researcher's findings. The Likert model scale was applied in this research. The Likert scale is used to measure the attitudes, views and perceptions of a person or group towards social problems. These have been chosen deliberately by researchers and will hereinafter be called research variables in the study of this social phenomenon. As a starting point for creating instrument items, which can be in the form of statements, the variables to be measured are converted into indicator variables, 2) Instrument Test: a) Validity used in this research is content validity, which measures how accurately the content of the test corresponds to characteristics evaluated (Azwar, 2012). The contents of the test will be evaluated for validity using professional judgment, namely by asking experts for advice on how well the items reflect the variables being assessed, b) Disciplinary Scale Reliability Test: Reliability is the quality of an instrument that allows it to be trusted enough to be used as a data collection tool (Arikunto, 2012). The precision of measurement findings is connected to reliability. An instrument has a sufficient level of reliability if the findings are the same or almost the same when used to measure aspects that are measured several times. Cronbach's alpha (α) formula is used in the dependency test. However, the product and service solution (SPSS) 21.0 for Windows statistical computer application is used to carry out operational reliability testing procedures.

Table 1. Reliability of the Discipline Scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.935	.936	37

The anxiety reliability index is 936, with a total of 37 items, according to the results of reliability testing using the Cronbach's alpha technique. This means that the scale score is able to reflect 935% of the variations that occur in the pure score of the group of subjects concerned, or that 6.5% of the difference in scores arises due to variations in error or measurement error. The discipline scale can be used as a data collection instrument in research because it has a fairly good level of reliability for the analysis results obtained on the reliability scale described above (Reliable). After data collection is complete, the next stage is Wilcoxon test analysis. Students who received therapy to improve student discipline had their pretest and posttest scores compared using the Wilcoxon test. These claims and hypothesis strategies are accepted if the significance value or Asymp. Sig (2-tailed) < 0.05, while rejected if the value is significant or Asymp. Sig(2-tailed) > 0.05 SPSS 16.00 for windows was used to analyze the data for this research.

3. Findings and Discussions

3.1 Findings

A broad description of the distribution of data collected in the field will be provided in the data description that will be provided in the data description that will be provided as a result of this research. 12 students who were included in the high category according to the general discipline profile of class X MAN 1 Buton students for the 2021/2022 academic year were used as research subjects. In this research, the pretest categorization is as follows:

Table 2. Pretest Student Discipline Behavior

Category	Criteria	F	Percentage (%)
Low	$X < 27$	12	100
Currently	$27 \leq X < 111$	-	-
Tall	$111 \leq X$	-	-
Jumlah		12	100

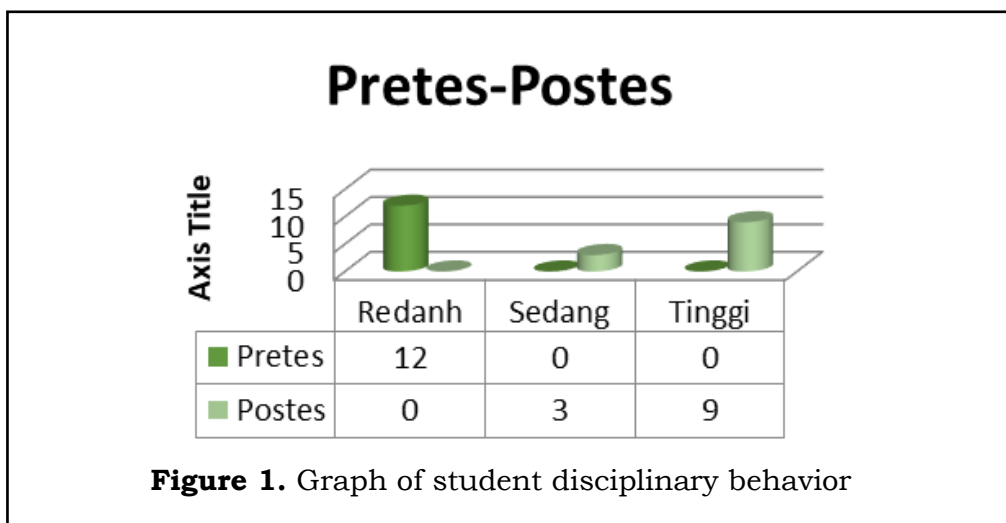
The pretest results in this study were based on three categories, as shown in table 2 above: the high category included 12 students at 100%, the medium category included 0%, and the low category included 0%. This research uses pretest data as the subject, meaning that students receive treatment. The research conducted a posttest after providing the intervention to determine the extent of student discipline. The post test classification for 3.7 is shown in the following table:

Table 3. Posttest of Student Disciplinary Behavior

Category	Criteria	F	Percentage (%)
Low	$X < 27$	0	0
Currently	$27 \leq X < 111$	3	25
Tall	$111 \leq X$	9	75
Jumlah		12	100

Based on table 3 above, the post test results in the high category contained 0 students, in the medium category there were 3 students, and in the low category there were 9 students representing 75% of the total number. Therefore, it can be

said that using a behavior contract approach while providing therapy in the form of group counseling can improve student behavior. The graph of the pre-test and post-test results on the student discipline scale is as follows:



Based on graph 1, it is clear that after 12 respondents participated in group counseling using a behavioral contract approach, there was a decrease in student discipline.

The Assumption Test was carried out in research to determine the success of the treatment carried out, so the Wilcoxon test analysis technique was used. To test the difference between 2 observations before and after (pre-test and post-test) and find out the effectiveness of the treatment. The hypothesis testing in this research uses the Wilcoxon test. This analysis was carried out using the SPSS 21.00 for Windows program. The researcher carried out the assumption test to determine the success of the treatment carried out, so the Wilcoxon test analysis technique was used. To test the difference between 2 observations before and after (pre-test and post-test) and determine the effectiveness of the treatment.

Table 4. Wilcoxon Test Rank Results

		Ranks		
		N	Mean Rank	Sum of Ranks
Post Test-Pre Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	12 ^b	6.50	78.00
	Ties	0 ^c		
	Total	12		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

The Wilcoxon test ranking above can be used to understand the following things: 1) In terms of N, the average ranking, and the sum ranking, negative ranking, or the difference (negative) between the discipline scores for the pre-test and post-test, each is 0. This number 0 indicates that there is no change in positive ranking from pre-test to post-test or between discipline findings from pre-test and post-test, 2) There are 12 positive data points (N) in this case, which shows that the 12 students' discipline level increased between the time of pre-test and posttest time. The average rating increase or improvement was 6.50. Meanwhile, the

number of favorable ratings is 78.00, 3) Ties is the similarity of the pretest and posttest scores, here the tie is 0, so it can be said that there is no similarity in the scores between the pretest and posttest.

Table 5. Wilcoxon Test Statistics

Group	Z	Asymp. Sig. (2-tailed)
<i>Pre-test- Post-test</i>	-2,527 ^b	.002

Based on table 4.10 above, it can be seen that the pre-test and post-test results show the Asymp value. Sig. (2-tailed) of $0.002 < 0.05$ or ($p < 0.05$), with these results showing a difference between the pre-test and post-test. The basis for making Wilcoxon test decisions is based on the Asymptotic Significance value, namely:

1. If the value of Asymp. Sig. < 0.002 then the hypothesis is accepted
2. If the value of Asymp. Sig. > 0.05 then the hypothesis is rejected.

Based on the results of the Wilcoxon test, an Asymp sing value of 0.002 was obtained, concluding that the hypothesis of this research was accepted, so it could be concluded that Group Counseling with the behavioral contract technique was effective in increasing student discipline.

3.2 Discussions

The research aims to determine and describe student discipline and the effectiveness of group counseling using behavioral contract techniques to reduce discipline in class X MAN 1 Buton students. The description of student discipline and the effectiveness of group counseling using behavioral contract techniques to reduce student discipline is explained as follows:

Description of student discipline in class XI IPA1 MAN 1 Buton

Before administering the treatment, a description of the discipline of Class IX MAN 1 Buton students was categorized, the Low category was 12 students 100%, the medium category was 0 students (0%), and the High category was 0 students (0%), This pre-test data was used as the subject in this research, which means before giving treatment to students.

Explanation of sentences before counseling is given based on disciplinary aspects. After giving treatment to students, data from post-test researchers showed that student discipline increased, namely in several processes in the Low category 0 students (0%), in the medium category 3 students (25%) and in the High category 9 students (75%). This means that there is a significant difference in increase, namely the High criteria has increased by 100%.

According to Rintyastini & Charlotte (Dewi Puspitaningrum, 2014) punishment in schools places more emphasis on students' compliance with school regulations and directions. Winataputra, (Dewi Puspitaningrum, 2014) explains that discipline is defined as follows: (1) Discipline is defined as the degree of order that exists in a group, (2) Discipline is defined as the method used by the teacher to establish or maintain order in the group, (3) discipline through punishment (phanismen). Based on the research results, the discipline of class XI MAN 1 Buton students was discussed before participating in behavioral contract technique group counseling. It can be seen from the table in the descriptive analysis of the research results above that after being given treatment, students' discipline attitudes experienced a significant increase.

The effectiveness of behavior contract technique group counseling increases the discipline of class XI IPA1 MAN 1 Buton students

According to Komalasari (2011), Behavioral contract is a contract to regulate conditions so that the counselee displays the desired behavior based on the contract between the counselee and counselor. Another opinion expressed by (Eford, 2017) revealed that Behavioral contract can be used to teach new behavior, reduce undesirable behavior or increase expected behavior. So the Behavioral contract technique will help students increase student learning activities. So that the achievement of student learning activities after being given treatment using group counseling services with behavioral contract techniques is based on indicators of student learning activities, namely as follows:

1. Before receiving group therapy services using a behavioral contract approach, research participant observations revealed that students complied with and did not oppose the prohibitions in force at school. Students who receive group counseling services using the behavioral contract approach at least comply and do not violate the school regulations, both at school and at home. Students gradually start following the norms in school and stop challenging them.
2. The results of the researcher's observation findings show that students who are not lazy about studying do not dare to ask the teacher before receiving group guidance services using behavioral contract techniques when asked questions that they are unable to answer. However, after receiving the service, students were brave enough to do so about unclear material.
3. According to the researcher's observations, there were those who ordered other people to work and lacked enthusiasm during the learning process before receiving group guidance services using behavioral contract techniques, but after receiving these services, students began to be actively involved in class discussions and learning.
4. Do not make noise, and do not disturb others who are studying, the results of the researcher's observations before being given group counseling services using behavioral contract techniques, students when conducting group discussions do not listen to the presentation of learning materials presented by their classmates, and after being given group counseling services using behavioral contract techniques, students do not listen to the presentation of learning materials presented by their classmates, and after being given group counseling services using behavioral contract techniques, students little by little starting.

Class X students at MAN 1 Buton received treatment in the form of group counseling with a behavioral contract approach for 7 meetings. Each meeting, researchers provide content related to the discipline and students are encouraged to engage in group counseling and discussion activities to strengthen their discipline. This shows a fairly large increase from the low category to the medium category after receiving therapy in the form of group counseling services with a behavioral contract approach for 7 meetings. Apart from that, it was seen that the children were able to develop discipline and experienced an increase in positive attitudes at each meeting while receiving assistance.

Wilcoxon analysis of pretest-posttest data revealed Asymp. Sig. (2-tailed) of $0.002 < 0.05$ or $(p > 0.05)$, or $(p > 0.05)$, with these findings indicating that there is a difference between the pre-test and post-test ($Z=2.527b$). From the description above it can be concluded that the Asmp value is $0.002 < 0.05$. Because this research hypothesis is accepted, it can be concluded that group guidance services using behavioral contract techniques are effective in improving student discipline

4. Conclusion

The conclusions from this research are: 1). The description of student discipline at the pretest stage shows that the general profile of student discipline in class, and the Medium category is 0%. The pre-test data is used for this research, which means students who are given treatment, 2). Before providing treatment in class And in the high category 0. After giving the treatment, there was an increase in the post-test, resulting in low 0 medium 3 students 25% high 9 students 75%. With this, group counseling service activities using the behavior contrast technique are feasible, and 3). Based on the results of the Wilcoxon test where the Asymp value. Sig. (2-tailed) (Z=-2,527b) difference between pre-test and post-test. So it can increase with an Asmp value of $0.002 < 0.05$. The hypothesis in this research is accepted, so it is concluded that group counseling services using the behavioral contract approach are effective in increasing student discipline.

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