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Research Based Article

## Behavioural Cognitive Counseling to Improve Student Discipline

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### ABSTRACT

This study aims to determine the increase in student discipline through cognitive behavioural counselling in SMP Negeri 1 Dawarblandong, Mojokerto Regency students. The research population was all students in class IX, and the research sample consisted of seven students with low levels of discipline. Test and post-test. Data analysis techniques using SPSS using experimental methods. In this research design, the researcher used an experimental model, namely a research design that contained a pre-test before being given treatment and a post-test after being given treatment. The results showed that the level of discipline of students of SMP Negeri 1 Dawarblandong with cognitive-behavioural counselling was practical. This is following the results of a score of 0.000, where  $0.000 < 0.05$ , then there is a significant difference between the pre-test and post-test data, meaning that there is a change after cognitive-behavioural counselling was carried out in improving student discipline SMP Negeri 1 Dawarblandong Mojokerto.

KEYWORDS: Cognitive Behavior, Counseling, Junior High School, Student Discipline.

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### INTRODUCTION

SMP Negeri 1 Dawarblandong, Mojokerto district, for the 2021/2022 academic year, based on interviews with the teachers, it was found that the level of discipline was low. 75% of teachers complained about student discipline, including truancy, not doing assignments, and coming late. Guidance and Counseling teachers at SMP Negeri 1 Dawarblandong have provided traditional services but have not been successful in these services. This study tried to use cognitive-behavioural counselling.

Busari (Pradiani, 2017) shows that the cognitive-behavioural approach can reduce problematic behaviour in adolescents, mainly student discipline behaviour. Andari Muchtar (Tira Karuniasih et al., 2019) shows that the use of cognitive-behavioural counselling services is very effective in improving student discipline, which has an impact on increasing student attendance levels, student discipline levels at the beginning of

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lessons or entering class, during the learning process or at the end of home learning. On schedule. Diswantika (Diswantika, 2015) states that to improve disciplined behaviour by using positive counselling and reinforcement. In the cognitive-behavioural counselling approach to improve students' self-discipline. The indicator of student discipline in schools, according to Daryanto (2015), is obedience to school rules, both in learning at school, carrying out the tasks that are their responsibility, and learning discipline. According to Daryanto (Ningsih, 2019), discipline functions to balance the independence of confident actions and positive relationships with others so that they can develop and adapt optimally.

Ahmad Susanto stated that discipline positively influences student life and behaviour, but students ignore penalties. In the opinion of Edicio & Torre (Ariana, 2018), being disciplined involves people who understand the rules to help teacher-student interactions. Establishing a good relationship is expected to shape behaviour so that happiness and tranquillity can be realized in carrying out the teaching and learning process in the school environment. Tarmizi Fiana (Rahmawati & Hasanah, 2021) suggests that student discipline is needed to learn about school progress. An orderly school is expected to be able to realize better learning activities. But if it is not snug, then learning activities will not run optimally. The world of education is expected to be able to create schools that foster the younger generation to be more ethical, more responsible, and able to teach good character. With discipline, it is expected to be able to create school development. The school is considered a place for the formation of students' character. It forms a personality and a place to gain knowledge so that students with a noble culture can be realized. The construction of a character requires a very long process. In this process, it is expected to be able to create changes in students. Personal problems or forms of deviant juvenile delinquency such as discipline. Discipline problems at all levels of education are identical to students with issues. However, the prevention and implementation of follow-up are different in each institution at the level of education.

Nurul fahmatus Shofi (Shofi, 2019) states that cognitive-behavioural counselling is to improve the discipline of Tanwirul Afkar Middle School students. In line with this opinion, Bakhrudin All Habsy noted that cognitive-behavioural counselling effectively improves student discipline in SMK. Phenomena like this show that disciplinary behaviour is a critical and urgent variable in education. Compliance and obedience of students to the rules that apply in schools is one that students must do in schools to lead students to be successful in learning. In the case of low student discipline in SMPN 1 Dawarblandong, Mojokerto Regency, researchers will use cognitive-behavioural counselling.

Siti Rahmi (Rahmi, 2015) states that the behavioural, cognitive-behavioural approach can affect the adjustment of students in class VII SMP Negeri 29 Makassar. Diswantika (Diswantika & Yustiana, 2022) suggests that the cognitive-behavioural counselling approach effectively improves students' self-discipline. Discipline is critical in human life. With cognitive counselling services, it is hoped that students will be able to experience changes to become more disciplined in achieving improvements in a positive direction after participating in activities.

## METHOD

This research is a quantitative method with an experimental approach. A quantitative method can be defined as a research method based on the philosophy of positivism, used to examine specific populations or samples, data collection using research instruments, and quantitative/statistical data analysis to describe and test predetermined hypotheses (Sugiyono, 2015). The research location is in SMP Negeri 1 Dawarblandong, Mojokerto Regency. The data collection methods used are tests, observations, and documentation.

Analysis of the data used is quantitative. Quantitative analysis by conducting a series of tests used to conclude from research. The analysis technique uses the Pre-Experimental design type. There were no control variables in this study, and the samples were randomly selected, so the design form used was one group pretest-posttest. Furthermore, the results of this quantitative analysis can be used as the basis for making conclusions and suggestions on the effectiveness of cognitive-behavioural counselling in improving student discipline at SMP Negeri 1 Dawarblandong Mojokerto.

## RESULT AND DISCUSSION

The research data were taken from a sample of class IX of SMP Negeri 1 Dawarblandong, Mojokerto Regency. From a population of 96 students. The research design related to data collection that became the research sample was seven counsees. The following is a table for the number of research samples.

Table 1. *Pre-test result data*

No	Console	Result pre-test
1	DEP	79
2	ADB	74
3	AR	75
4	MH	78
5	SB	79
6	CZA	77
7	DLJ	79

The following is a description of the problems that the counselee is experiencing:

- 1) DEP is a class IX student. Be a role model in school. Rules about how to dress are ignored. Often play online games, Come home from school not on time, Do not pray on time,
- 2) ADB is a class IX student. Active, sometimes does not listen to the teacher's explanation,
- 3) AR is a class IX student. 8. He has problems regarding prayers not being on time, often doesn't come to school on time, and is often truant. He doesn't collect assignments on time. Sometimes he doesn't listen to the teacher's explanation and often doesn't use school attributes. Dress is often not neat terms of dressing is usually not neat.
- 4) MH is a class IX student. 3. He has problems with frequent truancy, often doesn't come to school on time, often doesn't do assignments from teachers, assignments, often

comes home late at night because he goes to a coffee shop, is often late in praying, sometimes does not listen to the teacher's explanation.

- 5) SB is a class IX student. to school not on time, often truant,
- 6) CZA is a class IX student. Active in participating in teaching and learning activities, constantly disobeying parents' orders, and often not doing the teacher's tasks.
- 7) DLJ is a class IX.1 student. He has problems regarding often disobeying parental rules, frequently not being on time in carrying out prayers, often not doing assignments from the teachers, often coming home late at night, often playing online games, and often not taking notes on projects given by the teacher, constantly disobeying people's orders. Older people usually do not use school attributes completely and often do not do the work of the teachers.

After knowing the score obtained by the counselee, it is continued with the next stage, namely treatment. Treatment is carried out for two weeks with two meetings. Treatment is carried out to apply cognitive-behavioural counselling to counsees with low discipline levels.

After the treatment was carried out, a post-test was carried out on seven counsees to determine the treatment results. In table 2, the post-test results data can show that the treatment affects the counselee's level of discipline.

Table 2. *Post-test result data*

No	Console	Result post-test
1	DEP	131
2	ADB	100
3	AR	101
4	MH	139
5	SB	125
6	CZA	127
7	DLJ	121

Following are the problems experienced by the counselee after treatment:

- 1) DEP is a grade IX student. 1. He tells about problems during treatment. Time, the importance of dress code, the importance of reducing playing online games, not coming home from school on time, praying on time,
- 2) ADB is a class IX student. On-time, actively following the lessons from the teachers, listening to the teacher's explanations,
- 3) AR is a class IX student. 8. He tells about problems during treatment and That he understands the importance of praying on time, often comes to school on time, and does not usually play truant. Collects assignments on time. Listens to explanations from teachers, often uses school attributes, and is neat in the dress.
- 4) MH is a class IX student. 3. He told about the problems during the treatment, that he understood the importance of not playing truancy often, coming to school on time,

doing assignments from the teachers, not often coming home late at night, on time perform the prayer, the willingness to listen to the teacher's explanation.

- 5) SB is a class IX student. come to school on time, don't play truant,
- 6) CZA is a grade IX student. Late for school, active in teaching and learning activities, obeying parental orders, diligent in doing assignments from the teacher.
- 7) DLJ is a class IX.1 student. He told the problem during treatment that he already understood the importance of obeying parental orders, being on time for praying, being on time for doing assignments from the teachers, not coming home at night, not often playing online games, wanting to take notes on assignments given by the teacher, obeying orders. People use school attributes ultimately and are willing to do the work of the teachers.

Table 3. Significant data of pre-test and post-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretes - Posttes	-47,143	13,837	5,230	-59,940	-34,345	-9,014	6	,000

The table above shows a score of 0.00, which is  $0.000 < 0.05$ . Then there is a significant difference between the pre-test and post-test data, meaning that there is a change after cognitive-behavioural counselling was carried out to improve student discipline at SMP Negeri 1 Dawarblandong Mojokerto.

The following is a description of the changes experienced by the counselee:

After knowing the number of students who have a low level of discipline, then these students are given guidance in the form of cognitive counselling, namely a change in better behaviour as follows:

DEP counselees are students of class IX.1. DEP is netted as research subjects because they have a low level of discipline, namely 79. From cognitive counselling, it is clear that the level of punishment they experience powerfully interferes with daily learning activities. He is less active in teaching and learning activities at school and sometimes also likes to play truant. Sometimes he does not listen to the teacher's explanation, does not submit assignments on time, and is not a student who is a role model in school. The rules on how to dress are ignored. Often play online games, Come home from school is not on time, and Perform prayers is not on time.

DEP following cognitive counselling at the end of the counselee's session showed a change in her thinking pattern and could improve attitudes and change realistic attitudes, perceptions, and beliefs. Improve their shortcomings to behave and behave better and obey the rules that apply both at school, at home, and in the community.

ADB counselee is a student of class IX.2. She is identified as having a low level of discipline, with a score of 74 on the student discipline scale. Often come to school, not on time, often play truant, often use incomplete attributes, usually do not do assignments from the teachers, are often late for school, are less active in participating in teaching and learning activities, and sometimes do not listen to explanations from teachers,

ADB conducts cognitive counselling. Others come to school on time, do not play truant, have complete attributes, are diligent in doing assignments from the teachers, actively participate in-class learning, and listen to explanations from the teacher. Learn from past mistakes and can overcome all weaknesses with a more positive mind. Positive.

The counselee AR is a class IX student. 8. He is the eldest of 2 siblings, and his economic condition is classified as not. The counselee has a problem regarding not praying on time, often coming to school, not on time, and is often truant. Does not collect assignments on time. Sometimes they don't listen to the teacher's explanation, don't use school attributes, and often don't dress neatly.

When counselling, the counselee expresses his perception of bad habits. After being given counselling, it was cognitively disciplined by the counselee. Therefore the counselee wants to change into a better person in attitude and behaviour, as seen in the post-test results with a score of 101. Changes in the score results that initially entered the low category level. Changes that appeared in the counselee were able to change from bad habits that had been done to be better behaved, better understand their situation, and introspect all mistakes and the drawbacks.

Counselor MH is a class IX student. 3. He is a child classified as economically disadvantaged. His parents do not have a permanent jobs. Work as a farm labourer. He has problems with frequent truancy, often doesn't come to school on time, usually doesn't do the teachers' assignments, often comes home late at night because of the coffee shop, is often late in praying, and sometimes doesn't listen to the teacher's explanation.

When carrying out counselling, the counselee stated and hoped there would be a change. In the final session, the counsellor gave a post-test in the form of a student discipline questionnaire and got a score of 139 which means that the counselee improved his self-discipline.

Counselee SB is a class IX student. Not coming to school on time, often truant, CZA is a student of class IX.1. She is the second child of three siblings. Since elementary school, his parents have been divorced. His father has remarried. He lives with his mother. His economic condition includes being underprivileged. He has problems with not being on time for prayers, often playing truancy, often not doing assignments from the teachers, often coming home late at night, often coming home from school, not on time, usually late for school, and continually not active in participating in teaching and learning activities, constantly disobeying parental orders, often not doing the assignments from the teacher.

After carrying out counselling, the counselee can build his self-awareness to accept reality, try to change a better attitude without blaming others, and introspect positively. He does not consider that problems destroy his life, but problems make him learn more about life. Problems are the sweetener of life. At the end of the session, the counsellor gave a post-test in a discipline questionnaire. The counselee got a score of 127 which means that the counselee could improve student discipline.

DLJ's counselee is a class IX.1 student. He is the third child of three families. He has problems often regarding not obeying parental rules, frequently not being on time in praying, often not doing assignments from teachers, often coming home at night, often playing online games, often not taking notes on terms given by the teacher, and usually do not obey their parents' orders, often do not use school attributes completely, often do not do the assignments from the teachers. DLJ has a score of 79, which is included in the low category. In cognitive counselling, DLJ revealed that he wanted to show his mother to change his attitudes. At the end of the session, the counselee is given a post-test to determine the changes in the counselee. The result is that the counselee gets a score of 121, which is in the high category, meaning that the counselee can improve her discipline that is in him.

## CONCLUSION

The results showed that the level of discipline of SMP Negeri 1 Dawarblandong students with cognitive-behavioural counselling was practical. This follows the results of a score of 0.000, which is  $0.000 < 0.05$ . Then there is a significant difference between the pre-test and post-test data, meaning that there is a change after cognitive-behavioural counselling was carried out to improve student discipline at SMP Negeri 1 Dawarblandong Mojokerto. With the counselling activities, several changes were experienced by the students of SMP Negeri 1 Dawarblandong, namely 1) The counselee corrected his shortcomings to have a better attitude and behaviour and obey the rules that apply both at school, at home, and in the community. 2) Learn from past mistakes and overcome all weaknesses with a more positive mind. 3) Change from bad habits that have been done to be better behaved, better understand their situation, and introspect all their mistakes and shortcomings. 4) Able to build self-awareness to accept the existing reality, try to change a better attitude without blaming others, and be able to introspect positively.

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