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The Effectiveness of Group Guidance Services with Self-Management Techniques to Improve Learning Discipline of Class XI Science Students of SMA Negeri 6 Palu

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A B S T R A C T

Learning discipline is an important factor in supporting students' academic success. However, many high school students still experience disciplinary problems, such as coming late to school, studying irregularly, and showing low responsibility in completing assignments. To address these issues, guidance and counseling teachers can provide group guidance services using self-management techniques to help students develop better self-regulation and learning habits. This study aimed to determine the effectiveness of group guidance services with self-management techniques in improving the learning discipline of Grade XI science students at SMA Negeri 6 Palu. The study employed a quantitative approach with a quasi-experimental method using a Non-Equivalent Control Group Design. The sample consisted of 12 students who were divided into an experimental group and a control group, with six students in each group. Data were collected using a learning discipline questionnaire administered before and after the intervention. The data were analyzed using the Mann Whitney U test. The findings revealed a significance value of 0.004 ($p < 0.05$), indicating a significant difference between the experimental and control groups. Students in the experimental group showed a greater improvement in learning discipline than those in the control group.

1. Introduction

Study discipline is a crucial factor in supporting students' academic success. Disciplined students tend to be better at managing their time, adhering to school rules, and completing academic assignments consistently, thus making their learning process more focused. In fact, the level of learning discipline has been proven to be closely related to students' academic achievement. However, conditions in the field show that learning discipline issues are still frequently

encountered in high schools, ranging from late arrivals to late completion of assignments, to low levels of regularity in participating in the learning process If this condition is allowed to persist, it has the potential to hinder students' academic achievement and develop less productive study habits throughout their education (Adeoye et al., 2024).

This problem requires an active role from guidance and counseling services in schools in supporting students to get to know themselves, develop positive attitudes, and overcome obstacles faced during the learning process (Díez-Palomar et al., 2020). One form of relevant service used is group guidance, group guidance is a service provided to a number of students to discuss certain topics in groups to support their understanding and application in their daily lives.Through the dynamics of the group formed, students have the opportunity to learn from the experiences of their peers, hone their social skills, and support each other in overcoming discipline issues. The implementation itself follows four stages: formation, transition, activities, and termination, each of which has a different function in directing the group process towards the set goals this stage structure serves as a reference for guidance and counseling (BK) teachers in developing a structured and directed service program (Muhammad Misbahul Afandi et al., 2025).

A number of previous studies reinforce the urgency of this service Found that the problem of learning discipline, especially in submitting assignments, is still a common phenomenon among students, This study proved that group guidance services were effective in improving student learning discipline (Khafidhoh, 2021). Similar findings were also reported for behavioral-based group counseling interventions, which were able to improve student discipline. As well as in group counseling services with self-management techniques (Fardiamsyah & Farid, 2024). The strategic role of guidance and counseling teachers in handling various student behavioral problems, including through a group approach, was also emphasized by Mutia Azzahra et al., (2025) while positive group dynamics in BK services are reported to contribute to students' social emotional development. These findings confirm that guidance and counseling services have a real contribution to addressing learning discipline issues in schools (Osuoha, 2024).

One technique that can be integrated into group guidance services to address learning discipline issues is self-management. Theoretically, self-management is the process by which individuals direct their own behavior toward established goals through four interconnected strategies: self-monitoring, goal setting, self-evaluation, and self-reinforcement (Tressler, 1980). These four strategies enable students to recognize their behavioral patterns, determine specific directions for change, assess the appropriateness of their behavior to established targets, and maintain established positive behaviors explain that this technique can be applied in various forms of counseling services, both individual and group, to help clients manage their thoughts, feelings, and actions independently. The effectiveness of self-management in improving learning discipline is also supported by various empirical findings, both in behavioral counseling services and in counseling services (Aria Monica & Gani, 2015).

The incorporation of self-management techniques into group guidance services is seen as a relevant alternative intervention, because the combination of the two allows students to obtain dual benefits, namely social support from group dynamics as well as independent self-management skills. However, most research on the application of this technique is still focused on junior high school level, while studies at the high school level, particularly those that consider different student characteristics and school contexts, are still limited. In fact, the success of an intervention is determined not only by the techniques used, but also by the social and cultural conditions of the school where the intervention is implemented. SMA Negeri 6 Palu, as a school with diverse student characteristics, still faces learning discipline issues that have not been widely studied empirically through a self-management-based group guidance approach (Gunawan & Wangid, 2025). Based on the description, this study aims to test the effectiveness of group guidance services with self-management techniques in improving the learning discipline of XI IPA students at SMA Negeri 6 Palu. The results of this study are expected to enrich empirical evidence regarding the application of self-management techniques at the senior high school level, while also providing alternative intervention strategies for guidance and counseling teachers in addressing student learning discipline problems (Onyango et al., 2015).

2. Methodology

This study used a quantitative approach with a quasi-experimental method through a Non-Equivalent Control Group Design, consisting of an experimental group and a control group without random assignment. The experimental group received group guidance services with self-management techniques, while the control group received group guidance services without special techniques.The population in this study were all students of class XI IPA of SMA Negeri 6 Palu. The number of samples in this study was 12 students selected through purposive sampling technique based on the criteria of low learning discipline level, then divided evenly into an experimental group and a control group, each consisting of 6 students.

The research instrument was a learning discipline questionnaire administered before (pre-test) and after (post-test) the treatment was administered. The questionnaire was designed based on learning discipline indicators, namely time discipline in completing and submitting assignments, regularity in participating in learning activities, discipline towards school rules, and being responsible for academic obligations (Rino & Setiawan, 2025). The research instrument used a Likert scale with four alternative answers, was tested for content validity through expert review, and its reliability was tested before being used for data collection. The experimental group received group guidance services with self-management techniques that included self-monitoring, goal setting, self-evaluation, and self-reinforcement activities, while the control group received group guidance services without these techniques. Prior to the study, the researcher provided information regarding the research objectives and procedures to prospective participants and obtained informed consent from the students and the school. The confidentiality of the students' identities was fully maintained and the data obtained was used solely

for research purposes, in accordance with ethical research principles in the field of guidance and counseling.

The data were analyzed using descriptive statistics to describe the discipline categories of student learning outcomes before and after treatment, as well as inferential statistics to analyze the differences between the experimental and control groups. A normality test was first conducted using the Shapiro-Wilk test. Although the results of the normality test indicated that the data were normally distributed, a consistent group difference analysis was conducted using the nonparametric Mann-Whitney U test at a significance level of 0.05, given the relatively small sample size of the study (n = 12), the nonparametric approach was considered more robust. The use of a non-equivalent control group design without randomization has limitations in fully controlling for extraneous variables, but this design was chosen because it is more feasible to be applied in school contexts that do not allow for pure random group formation. To minimize threats to internal validity, both groups were selected from students with relatively equivalent learning discipline characteristics based on pre-test results, so that differences in post-test results can be more confidently attributed to the impact of the treatment and not solely due to differences in the initial characteristics of the two groups.

3. Results and Discussion

Before presenting the research results, it is necessary to first explain the process of implementing group guidance services with self-management techniques applied to the experimental group. This study involved 12 students of grade XI IPA at SMA Negeri 6 Palu who were divided into an experimental group and a control group, each consisting of 6 students. The experimental group received group guidance services with self-management techniques, while the control group received group guidance services without special techniques.

The group guidance service, using self-management techniques, was implemented in three 45-minute sessions. The activities were structured through the stages of formation, transition, core activities, and closure, in accordance with group guidance service procedures. During the session, students were encouraged to actively participate through discussions, sharing experiences, providing feedback, and self-reflecting on the disciplined learning behaviors they had demonstrated. In the first meeting, the service focused on self-monitoring. Students identified various behaviors that indicated low learning discipline, such as late completion of assignments, lack of study regularity, and low responsibility for academic obligations. Through discussion and self-reflection, students began to recognize behaviors that needed to be corrected. In the second meeting, activities focused on goal setting and self-control.

Students were guided to set specific and realistic behavioral change targets, such as completing assignments within the specified time, adhering to a regular study schedule, and increasing consistency in independent learning. In addition, students developed strategies to achieve the set targets. In the third meeting, activities

focused on self-evaluation and self-reinforcement. Students evaluated the behavioral developments achieved during the intervention process. Furthermore, students learned to reward themselves for their successes as a form of reinforcement for the disciplined behaviors that had developed. Throughout the service process, group dynamics developed positively, characterized by increased openness, active participation, and students' willingness to provide support and feedback to one another. Implementation documentation group guidance services with self-management techniques can be seen in Figure 1 and Figure 2. After the entire series of services were completed, students were given a post-test to determine the transformation level. Discipline to study after receive treatment.

Figure 1. Implementation Group Guidance Services with Self-Management Techniques (Meeting 1 and 2)

Figure 2. Implementation Group Guidance Services with Self-Management Techniques (Meeting 3)

To determine the extent to which group guidance services with self-management techniques have an impact on improving student learning discipline, pre-test and post-test measurements were conducted on the experimental and control groups. A comparison of the pre-test results for both groups is presented in Table 1.

Table1. Pre-test Results of the Experimental Group and Control Group

No.	Group	Number of Students	Average
1.	Experiment	6	102.33
2.	Control	6	117.83
Total		12	220.16

The distribution of student learning discipline categories at the pre-test stage is presented in Table 2.

Table 2. Classification of Disciplines Student Learning at the Pre-test Stage

Experimental Group				Control Group			
N0.	Classification	F	%	No.	Classification	F	%
1.	Very good	0	0%	1.	Very good	0	0%
2.	Good	0	0%	2.	Good	0	0%
3.	Enough	3	50%	3.	Enough	5	83.33%
4.	Low	3	50%	4.	Low	1	16.67%
Amount		6	100%	Amount		6	100%

After the experimental group received group guidance services withself-management techniques and control groupsreceiving group guidance services without special techniques, re-measurements were carried out using a post-test. The post-test results for both groups are presented in Table 3.

Table 3. Post-Test Results of the Experimental Group and the Control Group

No.	Class	Number of Students	Average
1.	Experiment	6	86.25%
2.	Control	6	67.5%
Total		12	153.75%

Changes in the learning discipline category after treatment was given can be seen in Table 4.

Table 4. Classification of Student Learning Discipline at the Post-Test Stage

Experimental Group				Control Group			
No.	Classification	F	%	No.	Classification	F	%
1.	Very good	6	100	1.	Very good	1	16.7%
2.	Good	-	-	2.	Good	4	66.7%
3.	Enough	-	-	3.	Enough	1	16.7%
4.	Low	-	-	4.	Low	-	-
Amount		6	100%	Amount		6	100%

To test the differences between the experimental group and the control group, a Mann-Whitney U test was conducted. The results of the Mann-Whitney U test showed a significance value of 0.004 ($p < 0.05$), which means that the research hypothesis is accepted: group guidance services with self-management techniques are effective in improving the learning discipline of class XI IPA students at SMA Negeri 6 Palu. A significant difference between the experimental group and the experimental group was found.and control groupThis is not mere coincidence, but

rather a real impact of the treatment given. The results of the analysis are presented in Table 5.

Table 5. Mann-Whitney U Test Results

Statistics	Mark
Mann–Whitney University	0.000
Wilcoxon W	21,000
Z	-2,887
Asymp. Sig. (2-tailed)	0.004

This is reinforced by the category changes in Table 4, where all members of the experimental group (100%) are included in the very good category after treatment. Meanwhile, in the control group, members are still found in the adequate category. The consistency between the results of the statistical test and the descriptive data strengthens the belief that the improvements that occurred are a substantial contribution of self-management techniques, not just temporary changes due to involvement in group activities.

The improvement in learning discipline in the experimental group indicates that group guidance services serve not only as a means of conveying information but also as a space for students to share experiences, discuss challenges, and develop problem-solving strategies collectively. The supportive atmosphere created during this process encourages students to be more motivated to apply disciplined behavior in their daily lives.

These findings align with self-regulation theory, which emphasizes the importance of an individual's ability to control their behavior, thoughts, and emotions to achieve specific goals. Self-management techniques allow students to actively participate in their own behavioral change process, so the results achieved tend to be more lasting than changes that rely solely on external supervision. Within this framework, the role of the guidance counselor shifts from one that fully controls student behavior to one that facilitates students' development of self-management skills (Novi Lolita Br Damanik et al., 2025). This shift in role is important because the ultimate goal of guidance and counseling services is not simply short-term compliance, but rather the growth of student independence and responsibility, which are expected to persist even after formal services have ended.

In more detail, this success is achieved through four components of self-management that work sequentially. Through self-monitoring, students learn to observe and record their own learning behavior, thereby identifying habits that hinder discipline. This awareness forms the basis for setting specific and realistic goals. Furthermore, through self-evaluation, students assess their behavioral progress compared to established targets, while self-reinforcement reinforces established positive behaviors through self-esteem (Watson & Tharp, 1993). These four components complement each other and explain why behavioral changes in the experimental group were more comprehensive and consistent than in the control group.

Which concluded that self-management techniques are effective in increasing learning discipline through independent behavior management, and are in line with research as well as which proves that integrating this technique into group guidance services can improve student discipline strengthening self-awareness and self-control (Darmawan et al., 2025). In addition to the influence of the technique itself, the group dynamics formed during the service also play a significant role. Increased trust among members, openness to expressing opinions, and a willingness to provide mutual support and feedback create social reinforcement that accelerates the development of disciplined learning behavior.

The learning discipline issues found at SMA Negeri 6 Palu align with common phenomena reported among other high school students. Before the intervention, students exhibited a number of undisciplined behaviors, such as late completion of assignments, poor study time management, and low consistency in independent study outside of school hours, conditions that generally stem from weak self-regulation skills. After the intervention, observed changes, such as increased adherence to study schedules and reduced procrastination, indicate that the impact of self-management techniques do not only stops at increasing questionnaire scores, but is also reflected in students' daily learning habits.

These changes were also confirmed by the accompanying guidance counselor, who reported that several students in the experimental group began to independently record their study schedules and voluntarily report their progress to their classmates. This indicates that the self-monitoring skills developed during the service are beginning to become internalized and become habits, rather than simply a fleeting response to instructions. In contrast to the control group, which only received group guidance without the application of special techniques, the observed behavioral changes were relatively limited and more dependent on reminders from teachers and classmates, resulting in less consistent implementation of learning discipline compared to the experimental group.

These findings have both academic and practical implications. Academically, this research contributes to enriching the study of the application of self-management techniques, given that most previous research has been conducted at the junior high school level. By demonstrating similar effectiveness in high school students, this study extends the empirical evidence regarding the technique's generalizability across educational levels, while also confirming that the developmental characteristics of late adolescence do not diminish its benefits when applied in a structured manner. Practically, these findings provide empirical evidence for guidance and counseling teachers to utilize self-management techniques in group guidance services as a structured and sustainable service program to address student discipline issues (Haryani & Conceicao, 2024).

For school administrators, these findings can serve as a basis for developing guidance and counseling policies that are more preventative and developmental, rather than solely curative, for disciplinary violations that have already occurred. Schools can facilitate the implementation of these services periodically, for example, at the beginning of the semester or during the transition period for students

to the next grade level, supported by adequate time allocation for guidance and counseling services and ongoing training for guidance and counseling teachers on self-regulation-based counseling techniques.

4. Conclusion

The research results prove that the servicegroup guidance with self-management techniqueseffective inincreasedisciplinestudent learningclass XI scienceState Senior High School 6 PaluThis effectiveness is reflected in the increase in the experimental group's learning discipline scores, which consistently exceeded those of the control group, and the significant differences between the two groups after treatment. The success of this intervention demonstrates that a self-regulation-based approach implemented through group guidance can foster better disciplined behavior in students.

The application of this technique not only has an impact on improving learning discipline questionnaire scores but also produces tangible changes in students' daily learning habits, such as increased regularity in completing assignments, the formation of an independent study schedule, and reduced procrastination. Therefore, group guidance services with self-management technique is recommended to be implemented programmatically and continuously as part of the guidance and counseling services in schools.

This study was limited by its relatively small sample size and its single-school approach, making the results difficult to generalize. Therefore, future research should involve a larger sample size, encompass more diverse school characteristics, and utilize a research design that allows for the long-term sustainability of student behavior changes. Furthermore, it is recommended that future research utilize a fully randomized experimental design, where possible, include follow-up measurements several weeks or months after treatment to assess the durability of changes in learning discipline behavior, and explore moderating variables such as learning motivation, family support, or school climate that may influence the effectiveness of self-management techniques. A combination of quantitative methods and qualitative approaches, for example through in-depth interviews with students and guidance counselors, could also be used in future research to gain a more comprehensive understanding of the behavior change process that occurs during group guidance services.

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