

The Effectiveness of Modeling Technique to Improve Learning Discipline in Grade VIII MTs of 9 Sleman

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ABSTRACT

The objectives to be achieved in this study were to determine the effectiveness of group counseling through modeling techniques to improve the learning discipline of VIII grade students of MTs Negeri 9 Sleman. The type of research in this study is experimental research. The research design used in this study is quasi experiment. The form of design used is Non-equivalent Control Group Design. The study population was VIII grade students of MTs Negeri 9 Sleman consisting of 4 classes, totaling 125 students. The sampling technique in this study used purposive sampling. The criteria for determining the sample in this study were eighth grade students of MTs Negeri 9 Sleman, which indicated a low learning discipline problem. The method of data collection uses a learning discipline scale that has gone through an expert validation process. Data analysis using non-parametric statistics with Man Withney (U) and Wilcoxon tests. The results showed that the counseling of the modeling technique with a combination of live models and symbolic models proved effective against learning discipline (sign = 0.027 < 0.05). These results can be concluded that group counseling through effective modeling techniques to improve learning discipline in class VIII MTs Negeri 9 Sleman.

Keywords: *Group Counseling; Modeling Techniques; Learning Disciplin*

1. INTRODUCTION

In general, students can have learning discipline in every learning activity. This means that when the learning process takes place students have awareness, responsibility, and planning to achieve learning goals with a disciplined attitude within students. Therefore, it is clear that learning discipline is important for students because with learning discipline students will try to study regularly, consistently, and regularly so that a learning achievement will be achieved.

Learning discipline is a way to train oneself to act according to the rules [1]. Discipline in learning is also shown by obedience and provisions based on the reference of individual moral values to get changes in thinking, attitudes, and actions by the rules set by a person in learning to gain scientific intelligence [2]. Learning discipline individuals can understand their behavior, take initiative, take responsibility for their choices, and respect themselves and others [3]. In other words, individuals can internalize the process of thinking positively and behaving throughout their lives.

Individuals with high learning discipline are seen when individuals leave and enter school, student compliance at participant's school activities, and accuracy in completing assignments [4]. However, this learning discipline is not easy owned by students because many students show a lack of discipline in learning. Students who lack the discipline of learning can be seen by leaving the class before the lesson ends, using cellphones or other electronic devices when lessons are in progress, and cheating when tests are in progress [5].

Moreover, based on the reality on the ground, there are still individuals who have been low learning discipline. This condition occurs in students at MTs Negeri 9 Sleman, based on the Problem Check List (DCM) data in class VIII, as many as 32% if there is repetition, 43% in the statement that my study time is irregular, 38% in the statements studying only at night. The results of the DCM of course a describe the problems felt by students related to low learning discipline. A person's high and low learning disciplined are influenced by various factors. The determining factors in learning discipline include the influence of school and class,

the influence of the family, and the influence of teaching materials [6].

One of the ways to improve student learning discipline at MTs 9 Sleman is group counseling services. Group counseling is a service where group members come because they have problems they are experiencing. In helping to overcome student problems, it is necessary to use techniques in counseling [7]. One of the counseling techniques that can overcome student problems is modeling techniques. The modeling technique is the process of how individuals learn to observe other people [8]. Learning through observed modeling makes individual behavior increase or decrease and involves cognitive processes because the results of the representation of the information provided will produce symbols and storage for future use [9]. There are several types of models in modeling, such as live models, symbolic models, and multiple models [10]. In this study, the model given is a live model and a symbolic model to improve learning discipline. Through observing the characters or models, students are motivated to study behavior, especially learning discipline. Through the modeling above, it will produce several responses, namely, individuals get new behavior patterns by observing others, can strengthen or weaken barriers to behavior that have been learned by individuals, and serve as cues that signal for individuals to respond [8].

So far, the effectiveness of the modeling technique group counseling on improving learning discipline in class VIII students of MTs Negeri 9 Sleman is unknown. This research aims to find out how effective the modeling technique of group counseling is to improve the learning discipline of eighth-grade students of MTs Negeri 9 Sleman.

1.1. Modeling Techniques in Group Counseling

Modeling technique is one of the appropriate methods to be applied in groups, given that students tend to be in groups with peers, so it can allow them to interact to adopt positive values that occur in group dynamics, students can also learn and imitate the behavior that is exemplified. Modeling techniques can also optimize potential and prevent problems related to self-efficacy and learning discipline through group counseling by applying several models to the stages of group counseling activities.

In this study, the model provided is a live model and a symbolic model for increasing self-efficacy and learning discipline. Through the live model, observers can interact directly with the model to dig deeper into the behavior to be imitated. Live models are given by presenting peer models

who have high self-efficacy and learning discipline. While the symbolic model can teach individuals appropriate behavior, influence attitudes and values, and teach social skills through symbols or images of real objects and shown to individuals through recording devices. The use of symbolic models through screenings of films and stories of successful characters is due to the belief in their abilities and influences the student's attitude of learning discipline from low to high. Through observation of the character or model, students are motivated to learn behavior, especially self-efficacy and learning discipline without any obstacles. Through the above modeling will produce several responses, namely individuals get new behavior patterns by observing other people, can strengthen or weaken barriers to behavior that is has been learned by the individual and serves as a signal that signals for the individual to respond [8].

The implementation of group counseling with modeling techniques requires various stages so that the counseling process can run systematically. The following are the stages of modeling techniques in group counseling, namely:

[1]. First Stage is The initial stage refers to the period of time used for introductions and discussion of topics such as group goals, what to expect, group rules, comfort level, and group content. At this stage, members check other members and their own comfort level with sharing in the group. [2] Working Stage is The work stage becomes the stage when members focus on goals. At this stage, members learn new material, thoroughly cover various topics, complete assignments or engage in various personal and therapeutic work. This stage is the core of the group process. This is the time when members benefit in a group. During this stage, many different dynamics can occur, as the members interact in several different ways. Leaders should pay special attention to the interaction patterns and attitudes of members towards each other and the leader. After the group leader explores the problems of each group member, the group leader presents a live and symbolic model. [3] closing Stage is During this stage, members share what they have learned, how they have changed and how they plan to put what they have learned into practice. For some groups, the ending will be an emotional experience, while for others, closure will only mean that the group has done what it was supposed to do.

1.2. Learning Discipline

Students in carrying out their duties as students must understand well the rules that exist in the school, have self-awareness and compliance with the rules that exist in the school, including in the learning process. Learning discipline is one of the most effective factors in the learning process [11]. Learning discipline is obedience from students to rules, regulations or norms in schools related to teaching and learning activities[4]. Learning discipline is a way to respond to behavioral problems so that they do not occur in the future, training to act according to the rules, as well as exercises designed to train proper behavior or action; behave according to the rules; group or in a system of regulatory rules[12]. Explains that learning discipline is obedience and obedience to learning rules [13]. If the learning discipline is embedded in students, students will try to study regularly and consistently in accordance with existing regulations, so that achievement in learning will be achieved. Learning discipline is an attitude that is formed through a process of a series of behaviors that show the values of obedience and provisions based on individual moral values reference to obtain behavioral changes that include changes in thinking, attitudes, and actions in accordance with the rules and regulations. provisions that have been set by a person in learning consistently and consequently in an effort to gain scientific intelligence [2]. Learning discipline is a process to enable students to realize where their behavior violates or affects the rights of others; involve self-control and make informed choices about their own behavior[14]. Learning discipline will not be created if you do not have awareness [17]. Therefore, learning discipline means a form of self-control awareness not to violate the rules related to learning. In this case, learning discipline functions as self-control in a person so that learning will be full of awareness, without coercion and full of joy.

Learning discipline is defined as the facility of action in the development of self-control, responsibility, and character[16]. The main purpose of discipline is learning is for individuals to understand their own behavior, take initiative, take responsibility for their choices, and respect themselves and others[3]. In other words, individuals are able to internalize positive thinking processes and behave throughout their lives.

2. METHODS

The type of research in this research is experimental research. The research design used in this study was quasi-

experimental. The design form used is Non-Equivalent Control Group Design. The experimental group and the control group are two different groups that are equally given pre-test and post-test[17]. The reason the researcher uses this research design is because of this design there is a comparison group, the existence of a comparison group will make it easier for researchers to see the effectiveness of group counseling through modeling techniques.

The population of the study was class VIII MTs Negeri 9 Sleman which are consisted of 4 classes, totaling 125 students. The sampling technique in this study used purposive sampling. The criteria for determining the sample in this study were class VIII students at MTs Negeri 9 Sleman, which indicated that had low learning discipline problems. Based on measurements using a learning discipline scale, 12 students have a low average. Then the researcher divided the 12 students into two groups randomly, so that 6 students were in the experimental group who treated with group counseling services with modeling techniques and 6 students were in the control group.

The instrument used in this study that learning discipline consists of aspects of student persistence, punctuality, goal setting and planning for achieving goals, and completing unsatisfactory tasks[18]. The student learning discipline instrument is 35 items and has gone through an expert validation process. The process of testing the hypothesis was carried out to prove the effectiveness of the modeling technique group counseling on improving learning discipline. Hypothesis testing in this study was calculated using non-parametric statistics. Therefore, the hypothesis test in this study will be analyzed using non-parametric statistics with the Man Withney (U) test and the Wilcoxon test.

3. RESULT AND DISCUSSION

3.1. Result

Pretest data is the result of giving a learning discipline scale to the experimental group before being given treatment. In this study, the treatment given was in the form of group counseling services using modeling techniques. The intervention in the experimental group was carried out for eight meetings. After the intervention was given, then a posttest was given. Based on the results of the posttest given through the learning discipline scale, it showed a significant increase. This means that there is an increase after the intervention is given.

The changes observed were persistence in doing tasks, completing tasks on time, having a plan to achieve a goal,

and being able to complete tasks that were not satisfactory. The results of the pretest and posttest of learning discipline in the experimental group are presented in Figure 1.

Control Group Research Results

The results of giving the pretest to the group before being given treatment. The treatment given is in the form of group discussion. The intervention in the control group was carried out in two meetings by the counseling guidance teacher. After being treated, then given a posttest. Based on the results of the posttest given through the learning discipline scale, it showed that the control group did not experience a significant increase in learning discipline before and after being given treatment. The results of the pretest and posttest of the control group learning discipline are presented in Figure 2. Control Group Research Results

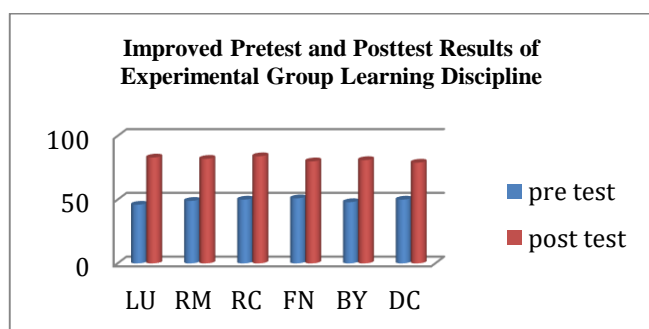


Figure 1 Graph of Pretest and Posttest Learning Discipline Experimental Groups

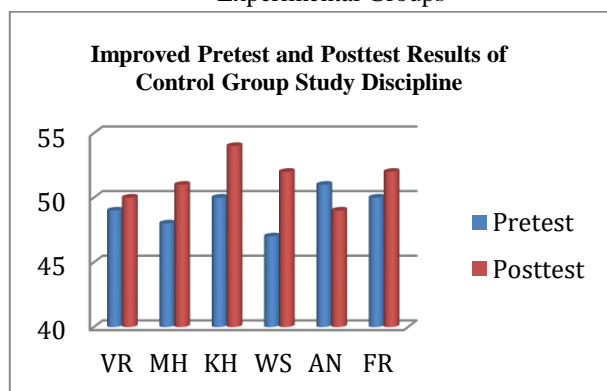


Figure 2 Graph of Development of Pretest and Posttest Learning Discipline Control Group

Description of Hypothesis Testing Results

Testing research hypotheses to prove the truth of the proposed hypothesis. Testing the hypothesis is to find out the effectiveness of the modeling technique group counseling on improving student learning discipline in class VIII MTs Negeri 9 Sleman. Hypothesis testing was carried out using

the Wilcoxon test and the Maan Whitney test. In this study the Wilcoxon test was used to compare and see the difference between pretest and posttest data. The criteria for changes are if the value of sig is from 0.05, while if the sig is from 0.05 then there is no change after being given treatment. The Wilcoxon test on the learning discipline variable was carried out to determine the differences in the results of the pretest and posttest data. The results of the Wilcoxon test of learning discipline in the experimental group can be seen in table 1.

Table 1 Wilcoxon Test Results of Experimental Group Learning Discipline

Test Statistics	
Z	-2,214 ^b
Asymp. Sig. (2-tailed)	.027
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The results of the Wilcoxon learning discipline test in the experimental group showed that Z count was -2.214 and sig was 0.027. This shows that sig 0.027 is less than 0.05 (error level 5%), it can be concluded that there are differences in the results of learning discipline in the experimental group before and after the treatment is given. While the results of the Wilcoxon test for learning discipline in the control group can be seen in table 2.

Table 2 Wilcoxon Test Results of Control Group Learning Discipline

Test Statistics ^a	
Post - Pre	
Z	-1,682 ^b
Asymp. Sig. (2-tailed)	.093
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The results of the Wilcoxon learning discipline test in the control group showed a Z count of -1.682 and sig of 0.093. This shows that the sig value of 0.093 is greater than 0.05 (error level 5%), it can be concluded that there is no difference in the results of the control group's learning discipline before and after the treatment.

The second test was conducted, namely the Mann-Whitney test to reveal the effectiveness of the modeling technique group counseling on improving the learning discipline of

eighth-grade students of MTs Negeri 9 Sleman. The results of the calculations can be seen in table 3:

Table 3 Hypothesis Test Results of Learning Discipline Pretest Data

	Learning Discipline
Mann-Whitney U	17.500
Wilcoxon W	38.500
Z	-.082
Asymp. Sig. (2-tailed)	.935
Exact Sig. [2*(1-tailed Sig.)]	.937 ^b

a. Grouping Variable: Kelas

b. Not corrected for ties.

Table 3 shows a significance value of 0.935 which is greater than 0.05 so it can be concluded that there is no difference between the learning discipline of the experimental group and the control group before being given treatment. While the posttest results of the effectiveness of modeling technique group counseling on learning discipline in class VIII MTs Negeri 9 Sleman can be seen in table 4:

Table 4 Hypothesis Test Results of Learning Discipline Posttest Data

	Test Statistics ^a
Discipline	Learning
Mann-Whitney U	0.000
Wilcoxon W	21.000
Z	-2.887
Asymp. Sig. (2-tailed)	.004
Exact Sig. [2*(1-tailed Sig.)]	.002 ^b

a. Grouping Variable: Kelas

b. Not corrected for ties.

Table 4 shows a significance value of 0.004 which is smaller than 0.05 so it can be concluded that there are differences in the results of the posttest of learning discipline between the experimental group and the control group after being given treatment. The treatment using group counseling treatment with modeling technique shows that it can improve student learning discipline.

3.2. Discussion

Based on the data obtained, group counseling services through modeling techniques have been proven to be effective in increasing the learning discipline of eighth-grade

students of MTs Negeri 9 Sleman. The research says that the modeling technique is a technique for changing behavior through the process of observing a model and keeping it in mind[19]. Through this thinking, individuals will be encouraged to change new behaviors. This is reinforced by the research that the behavior group counseling service model with modeling techniques has been proven to be effective in improving the discipline of high school students in Lamongan Regency[20].

This research begins by conducting a pretest to determine the level of learning discipline of class VIII MTs Negeri 9 Sleman students. After getting the results from the pretest, then students who have a low level of learning discipline will be divided into 2 groups, namely the experimental group and the control group. Based on the results of the posttest, it can be seen that there was an increase after being given treatment, indicating that the modeling technique group counseling was proven to be effective in increasing learning discipline in class VIII MTs Negeri 9 Sleman. These findings have proven the hypothesis set by the researcher.

In this study, the modeling technique was carried out through group counseling services. Group counseling as one of the strategies used by counselors to reach more counsees and maximize their role in helping their problems[23]. Through group counseling, counsees can develop insight into themselves, and achieve healthy adjustments [22]. Through group counseling with modeling techniques, students are assisted to make changes in behavior through observations of the model characters displayed in the treatment process where the model character plays how he can have high learning discipline.

Modeling techniques can add behavior or decrease a behavior that is directly observed by individuals[23]. Modeling techniques will also produce an innovative and creative behavior [26]. The provision of group counseling services through modeling techniques to improve learning discipline is seen when individuals are aware of being responsible for learning, on time in collecting assignments, on time when they come to school, and can make plans in learning. Learning discipline allows students to realize where their behavior violates or affects the rights of others; involve self-control and make informed choices about their own behavior [14]. Therefore, learning discipline means a form of self-control awareness not to violate the rules related to learning.

The stages of modeling techniques in an effort to improve learning discipline are the emergence of self-control that is learned by determining the goals to be

achieved, focusing attention when showing several videos related to learning discipline and presenting models that have high learning discipline, providing responses to the behavior that has been demonstrated by the model. , make plans to change behavior and realize the goals to be achieved, and provide support or praise to individuals who have achieved the targets that have been made. In group counseling activities, modeling techniques can provide experience in the form of behavioral exercises together to solve each student's problem, namely learning discipline. Therefore, displaying the model in a group setting has a great influence, because there will be a strong interaction between individuals, the environment and behavior, it is very possible in a group setting not only modeling but also social persuasion from group friends.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the modeling technique group counseling is proven to be effective in increasing the learning discipline of eighth-grade students of MTs Negeri 9 Sleman. During the process of providing group counseling services with modeling techniques, students get new learning and experiences. The results of modeling techniques can also provide learning to students for perseverance in learning, accuracy in doing assignments, and being responsible. This is because, in the process of modeling techniques, students are facilitated to observe models that have high learning discipline.

The researcher's suggestion for guidance and counseling teachers is to use group counseling services through modeling techniques when getting problems related to student learning discipline.

AUTHORS' CONTRIBUTIONS

The success of this research is expected that further researchers can continue the behavioral approach with modeling techniques for student learning disciplinary behavior problems.

ACKNOWLEDGMENTS

The researchers would like to thank the people who helped in and contributed to the research. Thank you for the

publication providers who have given the author's opportunity to publish the results of the research that has been done and hope the results of this research will be useful for many people.

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