

## Improving The Students Learning Diciplines through Problem Solving Techniques of Group Guidance Service

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### ***Abstract***

*This article discusses efforts to improve students' learning discipline using group guidance services with problem solving techniques. This study aims to determine the implementation, evaluation, and follow-up in overcoming and solving problems using group guidance services. The method in writing is using descriptive qualitative method, because the author makes observations and analyzes through problem solving techniques. The results of the research that have been done there are various obstacles in doing to improve children's learning discipline, but counselors try to make efforts to overcome the problems of children who are less disciplined in learning by using group guidance services, so that counselors are able to solve problems and the child can change.*

**Keywords:** *Guidance and counseling; Children's Learning Discipline; Group Guidance Services.*

### **Abstrak**

Artikel ini membahas tentang upaya meningkatkan kedisiplinan belajar anak didik menggunakan layanan bimbingan kelompok dengan teknik problem solving. Penelitian ini bertujuan untuk mengetahui pelaksanaan, evaluasi, dan tindak lanjut dalam mengatasi dan memecahkan masalah dengan menggunakan layanan bimbingan kelompok. Metode dalam penulisan yaitu menggunakan metode kualitatif deskriptif, karena penulis melakukan observasi dan menganalisis melalui teknik problem solving. Hasil penelitian yang telah dilakukan terdapat berbagai hambatan dalam melakukan untuk meningkatkan kedisiplinan belajar anak, tetapi konselor berusaha melakukan upaya untuk menanggulangi permasalahan anak yang kurang disiplin dalam belajar dengan menggunakan layanan bimbingan kelompok sehingga konselor mampu memecahkan permasalahan dan anak tersebut bisa berubah.

**Kata kunci:** Bimbingan dan Konseling; Kedisiplinan Belajar; Layanan Bimbingan Kelompok.

#### **A. Introduction**

One of the important factors in education is to shape the character of students because through this education students can learn about norms, have good morals, character, morals and values in society. With this education, students can learn about discipline, the rules that have been applied by education in their schools, so that students can appreciate the time available, and can adapt well in the school environment and in the community (Andriati, 2019).. Through education, children can achieve a better future and can earn a decent living to raise their degree (Buhani, 2017). While the school is a place of formal education and aims to prepare children for the future. so that the potential can develop in children. With the effort to achieve the goals of education in schools, it can be done by carrying out discipline (Azmi, 2021).

Students who take part in learning activities at school cannot be separated from the various rules and regulations that exist at school, students must also be required to obey the rules and regulations that exist in schools. school and community. So that the obedience and obedience of students to various rules and regulations that apply in schools is a discipline of students in learning. Learning is a way to be able to achieve insight, skills, and actions that result in behavioral changes (Azhar, 2017).

The research found that there are still some students who find obstacles in carrying out learning for these children, because their discipline in managing their study time is still difficult.

Discipline can be seen from children's learning activities that are combined and matched with their daily activities, such as playing and playing with gadgets so that it is difficult for them to manage their learning time. Seeing this phenomenon, the inhibition of the teaching and learning process can be reduced (Akmaluddin, 2019). That way, in order to improve discipline by using various more effective ways, for example conducting group guidance services.

Counseling services from this learning can help and provide assistance to children who are experiencing problems and develop their potential so that students are able to be independent and develop optimally (David, 2020). There are various kinds of services that are used for this disciplinary problem using group guidance services. This group guidance service is given to children in groups so that they can solve problems together. Guidance and counseling is a process to foster and guide students who have problems both internal and external problems, guidance and counseling also includes several things related to personal, community, learning and children's careers (Refni, 2017). Counseling guidance is a relationship or relationship with the counselor with the counselee. Guidance and counseling are very important in order to be able to uphold and improve the behavior and personal attitudes of children who violate the rules and regulations at school (Kurino, 2018).

Group guidance is the provision of assistance to someone who has problems in groups who can dare to express opinions, provide feedback, suggestions and solve and prevent problems from each member of the group. Function this group guidance service as development and understanding. Group guidance services can be carried out for all counselees or students, so it is different from the individual counseling service process which is only given to counselees who have individual problems. Because the counselor or BK teacher has an important role as a group leader (Haryono, 2016). Another way to streamline the guidance and counseling process is group guidance. Group guidance is intended to prevent the development of problems or difficulties for the counselee. The activities of group guidance are conveying information that has to do with problems that exist in the environment of education, work, and social problems that are not given in the form of research (Juntika, 2005).

The implementation of this group guidance requires various "readiness and adequate implementation practices, the stages are also from beginning to end" so that the group guidance runs smoothly. So that it will result in changes in the child's behavior, attitudes and overcoming unfavorable attitudes in the child.

According to (Hurlock, 1978: 83), "discipline is to teach children to accept the necessary restraints and help direct the child's energy into useful and socially acceptable pathways". Teachers or counselors can instill good discipline in students, among others, must

apply good behavior in children, so that children can carry out the rules at school, behave and behave well. Discipline is important so that it grows in children, so that children become more aware that being disciplined will make optimal learning outcomes.

Discipline is not only obedience and obedience but also rules and regulations in school discipline, so that by directing, applying, forcing to enforce regulations by force from the outside, but the ability to control oneself based on the desire to create provisions and order in life. Self-control in children who are weak can have an impact on forms of deviant behavior, which can be referred to as undisciplined problems in the form of violations of rules and regulations. Problem solving technique is a technique for solving individual problems in order to achieve a desired desire or goal. Problem solving is not only able to solve problems individually but can solve problems in groups or together, so students can improve children's understanding and be able to make very appropriate decisions.(Khilman, 2021). Problem solving techniques are an encouragement for children to find and solve these problems, as for several ways to apply problem solving techniques, namely: 1) there is a clear problem, 2) look for data to solve the problem, 3) determine a temporary answer to the problem, 4) justify temporary answers, 5) provide conclusions.

This study aims to understand the preparation of services in group guidance to improve children's learning discipline in Ngeemplak Village using problem solving techniques to be able to solve problems faced by these children. Some of the problem formulations include evaluating group guidance services, fostering a disciplined attitude in children's learning, and understanding the continuation of group guidance services in fostering discipline, obedience, and obedience in children's learning in Ngeemplak Village.

#### Research methods

This research uses descriptive qualitative methods, because this data collection is to find actual, accurate information, identify problems, and also use references from several other sources so that they can be taken and combined with the results of the research. In this study, the authors observed and analyzed children through program solving techniques.

#### Results

The results of the observations that the author made to class VIII children in Ngeemplak Village RT 04 RW 01 explained the behavior of children who violated school rules such as not doing assignments, and also not submitting assignments in a timely manner. One of the characteristics of children's development is that most of them are ambivalent (obedient but

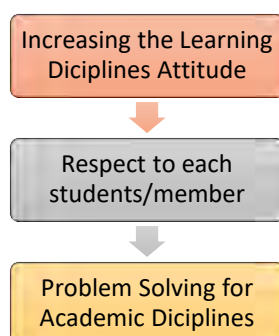
often violated) in order to deal with future developments. In one corner they want to be given freedom, but in the other corner they are worried if they make a mistake and are afraid if they are asked to take responsibility. So that the learning discipline is notified by the child, namely how the acquisition from learning is not perfect and includes the learning assessment limit criteria. Because some children tend to procrastinate the tasks given by the teacher because they are lazy and prefer to play, and late in submitting assignments on time so that undisciplined behavior appears. And the conclusion from the results of the research conducted by the author is that the undisciplined integrity of children seen in daily activities is the behavior of children who do not obey school rules and regulations. So that it can be said to be the same as the understanding of discipline, namely to be obedient in following the rules and regulations, because there is an encouragement of understanding about what is in his heart (Rosidah, 2016)

Cases of undisciplined behavior in learning that occurred in Ngeplak Village RT 04 RW 01, here the data mining was obtained after carrying out a series of activities that had been planned in these activities. Researchers took 4 objects that showed undisciplined behavior at school, namely SF, SA, DA and MO, because the names of these 4 people should not be mentioned in order to maintain the confidentiality of the child's identity. SF, SA, DA and MO are grade VIII students at a school in Kudus (the four of them agreed not to mention their school origin) the problem that occurs in SF, SA, DA and MO is that they often don't collect assignments and also don't do the assignments given by his teacher. SF, SA, DA and MO are very lazy when asked to do assignments, because they prefer to play with their friends and often play with gadgets, so they forget the tasks given by their teacher (Fadilah, 2019). The reason they are lazy is because there is no enthusiasm and motivates them to study and do assignments, they also feel bored and tired if they are given threes every week from the teacher. So they often do not collect and do their work. It affects the discipline of students.

Table 1. Schedule of Guidance Materials

Time	Guidance Material		
	Day	Theory	Advisor
30 minutes	Monday	Tutoring	Counselor
30 minutes	Wednes day	Tutoring	Counselor
30 minutes	Friday	Tutoring	Counselor

Table 2. Results of Group Guidance Activities



The results obtained by the researcher's role of counselors in improving children's learning discipline using group guidance services with problem solving techniques showed that there was a slight change in children in improving learning discipline with the meeting several days. After providing group guidance services with problem solving techniques, counselors are able to solve their undisciplined problems.

## B. Discussion

### **Preparations made in group guidance services to find out efforts to improve student discipline**

This preparation is the first stage of the activity implementation process. Preparation is carried out with several preparatory processes, including physical preparation, thorough preparation, and material preparation. From some of these preparations, the preparation stage for group guidance in Ngemplak Undaan Kudus Village, the first step taken by the Counselor was thorough preparation starting from physical preparation, the place that would be used to conduct group guidance was airtight and transparent so that the principles of confidentiality could be maintained. Preparation of the necessary equipment in carrying out the table and chair group guidance process in accordance with group dynamics. For the place in the group guidance process, it is expected to be able to choose a place as comfortable as possible so that the counseling process can be carried out smoothly. The next stage is to prepare the materials needed, for example a voice recorder as a tool to record activities during the process. After some preparations have been passed, the counselor can start group guidance activities to improve student discipline.

Improving student learning discipline in Ngemplak Undaan Kudus Village describes the behavior of children who are less disciplined in doing assignments and being late in submitting assignments. Discipline is one of the mental attitudes or self-control of every child or society that reflects his obedience, obedience which can be driven by awareness to carry out duties and obligations to achieve goals (Ramlah, 2018). Children can get limits to correct their behavior that is not in accordance with the discipline in learning.

According to (Najmuddin, 2019), there are three aspects of discipline, among others: 1) mental attitude, order and order, 2) understanding attitude to cultivate a deep attitude, 3) behavior can be seen from sincerity. With discipline they will know what to do and run so as not to violate a rule indirectly. With the guidance of this group they can be disciplined in learning and have good learning outcomes.

SF and SA are children who are classified as smart and diligent among their friends, but since a pandemic like this SF and SA have been lazy in doing assignments let alone collecting assignments on time, SF and SA prefer to play with their friends and play gadgets in their own time. their daily life so that SF and SA forget the assignments given by their teachers and do not submit the assignments on time. DA is a child who is super active in capturing various materials presented by his teacher, but DA is very lazy when asked to do assignments from his teacher, DA is more concerned with playing with his friends than doing the assignments given by his teacher. While MO is a child who is classified as often lazy and likes to ignore the assignments given by his teacher, what MO has in mind is just playing with his friends and playing games on his gadget, so MO forgets the assignments given and does not collect the assignments given by his teacher. It can be concluded that the indiscipline of SF, SA, DA and MO is due to lack of motivation to learn so that they neglect their assignments and do not submit their assignments on time.

**The implementation carried out in group guidance services is to find out efforts to improve student discipline.**

In this ongoing group guidance, there are various stages, including the formation stage, the transition stage, the activity stage, and the termination stage. (Prayitno, 2004). From the stages can be described as follows:

The stage of introduction and involvement of group members is intended so that students can understand what is meant by group guidance. In this way, the counselor gathers students who have the same problem regarding indiscipline in children's learning. This group guidance consists of 4-10 members of the group Counselors also convey the purpose and

benefits of holding group guidance services. Next, the counselor explores the problems experienced by SF, SA, DA, and MO by building trust so that they can express their problems. In conducting this group guidance the counselor uses the lecture method, the counselor gives tips to improve students' learning discipline, so that students can understand the tips given by the counselor. At this stage, the counselor conveys information about the child's learning discipline material in life. Counselors only communicate in one direction, meaning that group members only listen to the information conveyed by the counselor.

In the transition phase, the counselor provides an opportunity for group members to choose a group leader. With the presence of a group leader, students do not feel ashamed in expressing their problems to the counselor, so that this group guidance service can be carried out properly and has a safe atmosphere, close empathy, and can increase children's interest by participating in group guidance activities (Nisa, 2018). At this stage the counselor does not play his role, only provides in the group guidance process and is handed over to the previously selected group leader. And the group leader describes several processes that will be carried out next, offers and sees group members who are ready to carry out activities at the next stage.

It can be seen that the group leaders use the lecture and discussion method. To prepare group members for the next stage. Then the group leader explained the topic to be discussed in the group, namely improving discipline in learning. Then there was a question and answer session between the members and the leader of the group who was not clear about the topic given by the leader of the group. After that, group members discuss the topic thoroughly and in depth. This stage has two types of activities, namely assessment (evaluation) and follow-up (follow-up). This stage is the closing stage by a series of activities in the guidance of the group. The group leader also provides information because this activity will end soon. Next, the counselor gives an evaluation sheet that is filled out by group members to summarize the discussion of the topics that have been discussed (K.R Azmi, 2021). And it can be concluded that this stage is part of the closing stages of all activities in the group guidance.

### **This evaluation is carried out in group guidance services in order to find out efforts to improve student discipline**

Evaluation in group guidance is to find out the complete picture in conducting group guidance, this evaluation is not notified of the results of subjecting the knowledge or skills obtained by group members, only oriented to develop the child's personality and participate in feeling and being useful for all of them. It is not easy for counselors to play a role in efforts to improve children's learning discipline, so that they have various obstacles that hinder



counselors, obstacles that prevent counselors from playing their role in efforts to improve students' learning discipline through group guidance services, there are two, namely from within the counselor (internal) and from outside the counselor (external). After students get group guidance services, of course there will be changes that occur in these students. Undisciplined behavior in children can certainly be updated with the existence of the group guidance service, but the process does not take a moment to change their behavior.

The evaluation in this assessment of group guidance can be done in written form. The counselor provides a checklist for group members to fill out, a checklist, and an essay. So that members can express their hopes, decisions, and attitudes towards various things, whether they have been done during the group guidance process.

### **Follow-up of group guidance services in an effort to improve student discipline**

This service aims to monitor and change the behavior of children who have been assisted by group guidance services with this problem solving technique, and are also given an assistance to be seen so that it is necessary to improve and develop the learning potential of students. The results of what the authors did in this research, group guidance needs to be elaborated in order to find out more about what makes progress from within them and various things related to the group guidance process. So to get maximum results it must be done deeply and thoroughly.

The study that must be carried out is a study to continue the topic or problem that was studied first. This follow-up follows the direction and results of the study, because the follow-up can be done using the next group guidance service or the activity may be considered complete if it is adequate and completely completed (Hanan, 2017). Group guidance service is the process of a service that can prevent or improve both in various fields such as personal, social, study or career fields. This service is formed in groups, in order to discuss and resolve problems experienced by using group dynamics. Dynamics itself is the interaction between fellow group members (Jannah, 2015). This group guidance service can be felt to overcome students' discipline problems, because utilizing group dynamics makes students more optimal in discussing and solving problems.

Based on research in an effort to handle cases of child discipline, MO and DA are good children, but after hanging out with friends who often play games on gadgets so MO and DA are affected by their friends, MO and DA have had the same case, namely being caught playing games in the classroom and their gadgets were confiscated by the BK teacher and then MO and DA, after doing the group guidance they promised and would change their lazy attitude

and would not play the game again. After doing this research, SF and SA are smart and diligent children, but after playing with gadgets and often playing with their friends they both forget their assignments, but after doing this group guidance they promise to be more diligent in doing the assignments.

### **C. Conclusion**

It can be concluded that the problem faced is the undisciplined learning of students by using problem solving techniques, so that the counselor intends to help the problems they face, but there are obstacles in solving this problem but the counselor helps students to solve the problem of undisciplined actions together by using group guidance services with problem solving techniques, so that they can solve the problems of these students. In carrying out the group guidance process in improving children's learning discipline using this solving technique, it has various stages, namely the preparation stage for group guidance services, the implementation stage for group guidance services, the evaluation stage for group guidance services, and the follow-up stage for group guidance services.

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