



Perceptions of Group Counseling Services in Fostering Discipline at Batanghari State

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Abstrak

Menumbuhkan kedisiplinan siswa merupakan salah satu tujuan utama pendidikan di sekolah. Salah satu pendekatan yang dapat dilakukan untuk mendukung pengembangan disiplin adalah melalui layanan konseling kelompok. Persepsi siswa terhadap layanan tersebut merupakan faktor yang dapat memengaruhi keterlibatan dan penerimaan mereka terhadap konseling kelompok. Oleh karena itu, penelitian mengenai persepsi siswa terhadap layanan konseling kelompok dalam menumbuhkan kedisiplinan perlu dilakukan. Tujuan penelitian ini adalah untuk mengetahui hubungan antara persepsi siswa terhadap layanan konseling kelompok dengan kedisiplinan siswa di SMA Negeri 5 Batanghari. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Sampel penelitian terdiri atas 28 siswa yang dipilih menggunakan teknik purposive sampling. Pengumpulan data dilakukan dengan menyebarkan angket menggunakan skala Likert yang terdiri atas 20 butir pernyataan. Hasil uji validitas menunjukkan bahwa 16 butir dinyatakan valid dan 4 butir dinyatakan tidak valid. Hasil uji reliabilitas memperoleh nilai Cronbach's Alpha sebesar 0,903, sedangkan uji normalitas menggunakan uji Shapiro-Wilk menunjukkan nilai signifikansi sebesar 0,158, yang berarti data berdistribusi normal. Analisis data dilakukan menggunakan uji korelasi Pearson Product-Moment dengan bantuan perangkat lunak IBM SPSS Statistics versi 26. Hasil analisis menunjukkan bahwa persepsi siswa terhadap layanan konseling kelompok berada pada kategori sangat tinggi, yaitu sebanyak 15 responden (53,57%), sedangkan 13 responden (46,43%) berada pada kategori tinggi. Hasil uji hipotesis memperoleh koefisien korelasi (r) sebesar 0,685 dengan tingkat signifikansi 0,000 ($p < 0,05$). Hasil tersebut menunjukkan adanya hubungan yang signifikan, positif, dan kuat antara persepsi siswa terhadap layanan konseling kelompok dengan kedisiplinan mereka di SMA Negeri 5 Batanghari. Semakin positif persepsi siswa terhadap layanan konseling kelompok, maka semakin tinggi pula tingkat kedisiplinan mereka.

Kata kunci: persepsi siswa, layanan konseling kelompok, kedisiplinan siswa.

Abstract

Fostering student discipline is one of the key objectives of school education. One approach that can be taken to support the development of discipline is through group counseling services. Students' perceptions of these services are a factor that can influence their engagement with and acceptance of group counseling. Therefore, a study on students' perceptions of group counseling services in fostering discipline is necessary. The purpose of this study is to determine the relationship between students' perceptions of group counseling services and their discipline at Batanghari State Senior High School 5. A quantitative approach using a correlational method was employed. The study sample consisted of 28 students selected using purposive sampling. Data collection was conducted by distributing a questionnaire using a Likert scale consisting of 20 items. The validity test results showed that 16 items were valid and 4 items were invalid. The reliability test yielded a Cronbach's Alpha value of 0.903, while the normality test using the Shapiro-Wilk test showed a significance value of 0.158, indicating that the data were normally distributed. Data analysis was performed using the Pearson Product-Moment correlation test with the aid of IBM SPSS Statistics version 26. The results of the analysis show that students' perceptions of group counseling services fell into the "very high" category, with 15 respondents (53.57%), while 13 respondents (46.43%) fell into the "high" category. The hypothesis test yielded a correlation coefficient (r) of 0.685 with a significance level of 0.000 ($p < 0.05$). These results indicate a significant, positive, and strong relationship between students' perceptions of group counseling services and their discipline at Batanghari State High School 5. The more positive students' perceptions of group counseling services are, the higher their level of discipline.

Keywords: student perceptions, group counseling services, student discipline

Introduction

Education is not only focused on achieving academic proficiency but also plays a vital role in shaping students' character. One trait that needs to be continuously developed is discipline. Discipline serves as the foundation for students to follow rules, fulfill responsibilities, manage their time, and exhibit behavior consistent with the norms of the school environment. Students with a high level of discipline tend to be more responsible toward their academic tasks, have higher motivation, and are able to participate fully in the learning process. Conversely, a lack of discipline is often manifested through behaviors such as arriving late, violating school rules, failing to complete assignments, and showing a lack of responsibility toward their obligations as students. These conditions can hinder the achievement of educational goals while also affecting students' character development.

In an effort to improve discipline, schools—through their guidance and counseling services—play a strategic role in helping students understand the importance of disciplined behavior. One of the most widely implemented services is group counseling. This service provides students with the opportunity to discuss issues, share experiences, develop social skills, and gain insight into various problems related to their personal, social, academic, and career lives. Through group dynamics, students are expected to develop the awareness to practice disciplined behavior in their daily lives.

The success of group counseling services depends not only on the quality of the services provided but also on how students perceive them. A positive perception will encourage students to actively participate in activities, accept the material presented, and apply what they have learned in their daily lives. Conversely, a negative

perception can lead to low student participation, preventing the service's objectives from being fully achieved.

Based on preliminary observations at Batanghari State High School No. 5, group guidance services have become one of the programs implemented by guidance and counseling teachers. Nevertheless, various forms of disciplinary violations are still observed, such as tardiness, lack of compliance with school rules, and a lack of responsibility in completing assignments. These conditions highlight the need for a study on how students perceive the implementation of group guidance services and its relationship to their level of discipline.

Several previous studies have shown that group counseling services can contribute to improving students' disciplinary behavior. However, most of these studies have focused on the impact of these services on discipline or the effectiveness of specific techniques used in delivering the services. Research examining the relationship between students' perceptions of group counseling services and their disciplinary behavior remains relatively limited, particularly at Batanghari State High School No. 5. Therefore, this study was conducted to analyze the relationship between students' perceptions of group guidance services and their discipline as a basis for evaluating the implementation of guidance and counseling services at the school.

The results of this study are expected to contribute to the development of guidance and counseling science, particularly regarding the importance of fostering positive student perceptions of group guidance services as one of the efforts to improve discipline in the school environment.

Method

This study was conducted at Batanghari State Senior High School No. 5. The research was carried out during the even semester of the 2025/2026 academic year, encompassing the preparation phase, instrument development, data collection, data analysis, and the preparation of the research report. This study employed a quantitative approach with a correlational design. The quantitative approach was used to obtain numerical data through the distribution of questionnaires to respondents, which were then statistically analyzed to determine the relationship between students' perceptions of group counseling services and their discipline. The research method used was a survey, with questionnaires serving as the primary data collection instrument.

The population in this study consisted of all students at Batanghari State High School 5 who were the target of group counseling services. The study sample comprised 28 students who completed the research questionnaire via Google Forms. The sampling technique used was saturation sampling, in which all respondents who met the study criteria were included in the sample.

The sampling technique used was saturation sampling, which is a method of determining the sample in which all members of the population who meet the criteria are included as the research sample. This technique was chosen because the number of available respondents was relatively limited, so all respondents were included in the research sample.

The study utilized two types of data sources: primary data and secondary data. Primary data were obtained by distributing questionnaires to students, while secondary data were obtained from school documents related to the school's profile and the implementation of guidance and counseling services. Data were collected using a questionnaire with a four-point Likert scale: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The questionnaires were distributed directly to respondents after obtaining permission from the school administration.

The research instrument was a questionnaire consisting of 20 statements based on indicators of students' perceptions of group counseling services in fostering discipline.

Table 1. Instrument Rating Scale

Answer	score
Strongly Agree (SS)	4
Agree (S)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Table 2. Instrument Rubric

Indicator	Item Number
Punctuality	1, 7
Compliance with Rules	2, 4
Responsibility	5, 8, 9, 10
Respect for Teachers	11, 12, 13, 14

Neatness and Cleanliness	15, 16
Discipline and Manners	17, 18, 19, 20

Data analysis was conducted using IBM SPSS Statistics version 26. The analysis steps included descriptive statistical analysis to determine the minimum, maximum, mean, frequency, and percentage, followed by a normality test using the Shapiro–Wilk test. Next, the relationship between students' perceptions of group counseling services and their discipline was analyzed using the Pearson Product-Moment correlation test at a significance level of 0.05.

Results and Discussion

This study involved 28 students from Batanghari State High School 5 as respondents. Data were collected through a questionnaire consisting of 20 statements regarding students' perceptions of group

counseling services and student discipline. The collected data were analyzed using IBM SPSS Statistics version 26 to obtain an overview of the research data before hypothesis testing was conducted.

Based on the questionnaire results, most students responded positively to the implementation of group counseling services. The majority of respondents selected the “Agree” (A) and “Strongly Agree” (SA) categories for most of the statements. This indicates that the group counseling services provided were well-received by the students and were considered beneficial in fostering disciplined behavior within the school environment. The results of the descriptive statistical analysis of the research data are presented in Table 1.

Table 1. Descriptive Statistics of Research Variables

Description	Results
Number of Respondents	28
Minimum Score	57
Maximum Score	79
Mean	65,04

Based on Table 1, the mean score was 65.04, indicating that students' perceptions of group counseling services fell into the high

category. The distribution of students' perceptions of group counseling services by category is presented in Table 2.

Table 2. Distribution of Respondent

Categories	Score Interval	Frequency	Percentage (%)
Very High	65–80	15	53,57
High	49–64	13	46,43
Low	33–48	0	0,00

Very Low	20–32	0	0,00
Jumlah		28	100

The results indicate that the majority of respondents fell into the “very high” and “high” categories, suggesting that, in general, students’ perceptions of group counseling services at Batanghari State High School No. 5 are positive.

Validity testing was conducted using Pearson’s product-moment correlation to determine the instrument’s accuracy in measuring the research variables. The test results showed that out of 20 items, 16 were deemed valid because their calculated r-value was greater than the table r-value (0.374), while the remaining 4 items were deemed invalid.

Table 3. Summary of Validity Test Results

Number of Items	Valid	Invalid
20	16	4

A reliability test was conducted using Cronbach’s Alpha.

The results of the analysis showed a Cronbach’s Alpha value of 0.903, indicating that the instrument has a very high level of reliability.

Table 4. Reliability Test Results

Cronbach's Alpha	Keterangan
0,903	Highly Reliable

A normality test was conducted using the Shapiro–Wilk test. The results of the analysis showed a p-value of 0.158, which is greater than 0.05. Therefore, the research data are normally distributed and meet the criteria for parametric statistical analysis.

Table 5. Results of the Normality Test

Method	Sig.	Notes
Shapiro–Wilk	0,158	Normal

Hypothesis testing was conducted using Pearson’s product-moment correlation test to determine the relationship between students’ perceptions of group counseling services and their discipline.

Table 6. Results of the Pearson Product-Moment Correlation Test

Variable	Pearson Correlation	Sig.	Keterangan
Students' Perceptions of Group Counseling Services and Student Discipline	0,685	0,000	H ₀ rejected, H ₁ accepted

Based on the analysis results, a correlation coefficient of 0.685 was obtained with a significance level of 0.000 (<0.05). These results indicate a positive and significant relationship between students' perceptions of group counseling services and their level of discipline. The correlation coefficient falls into the "strong" category, indicating that the more positive students' perceptions of group counseling services are, the higher their level of discipline.

Discussion

The research results show that students' perceptions of group counseling services at Batanghari State High School 5 fall into the high category. This indicates that the services provided by guidance and counseling teachers have been well-received by the students. Through group counseling services, students have the opportunity to discuss, exchange experiences, and develop an understanding of the importance of discipline in school life.

The results of the correlation test showed a positive and significant relationship between students' perceptions of group counseling services and their discipline ($r = 0.685$; $p < 0.05$). These findings indicate that positive perceptions of group counseling services are associated with improved disciplinary behavior among students. Students who view group counseling services positively tend to demonstrate better compliance with school rules, take responsibility for completing assignments, and exhibit disciplined behavior during learning activities.

These findings align with previous research stating that group counseling services

play a role in improving student discipline through group dynamics, peer interactions, and the provision of meaningful learning experiences. Therefore, group guidance services can be utilized as an effective strategy to support the development of disciplined character within the school environment.

In practical terms, the results of this study imply that guidance and counseling teachers need to maintain and further develop the implementation of group guidance services using more innovative methods tailored to students' needs. In this way, the benefits of these services can be fully realized and effectively support improvements in student discipline.

Conclusion

Based on the research findings, it can be concluded that students' perceptions of group counseling services at Batanghari State Senior High School 5 fall into the "high" category. The results of the descriptive analysis show that 15 respondents (53.57%) fell into the "very high" category and 13 respondents (46.43%) fell into the "high" category, with an average score of 65.04. This indicates that students have a positive perception of the implementation of group counseling services.

The results of the instrument validation test indicate that the research instrument is suitable for use. Of the 20 items, 16 were deemed valid and 4 were invalid. The reliability test yielded a Cronbach's Alpha value of 0.903, indicating a very high level of reliability, while the Shapiro-Wilk normality test produced a significance value of 0.158 (>0.05), confirming that the data are normally distributed.

The results of the Pearson Product-Moment correlation test showed a correlation coefficient (r) of 0.685 with a significance value of 0.000 (<0.05). These findings indicate a positive and significant relationship between students' perceptions of group counseling services and their discipline levels at Batanghari State High School 5. Thus, the more positive students' perceptions of group counseling services are, the higher their level of discipline.

Recommendations

Based on the research findings, schools are encouraged to continue supporting the implementation of group counseling services as one of the efforts to improve student discipline. Guidance and counseling teachers are advised to develop more creative and varied service strategies to further increase student participation. Furthermore, future research should involve a larger number of respondents, cover a broader geographical area, and examine other variables related to student discipline to yield more comprehensive research results.

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