

Improving Learning Discipline through Self-Management Techniques for Students at SMA Negeri 1 Kedamean

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Abstract

Discipline is a crucial issue in the teaching and learning process in schools. Efforts to increase students' discipline involve creating an atmosphere that can motivate them to change their behavior positively. With discipline, students are willing to adhere to regulations and avoid prohibited actions. To address discipline problems, this study employs a behavioral approach and self-management techniques. These techniques guide students in their efforts to improve their discipline and foster a desire to change their behavior independently. The self-management technique includes three stages: assessment, intervention, and follow-up. In this research, the researcher worked with nine students from three classes who had low discipline scores. The program was implemented over six sessions. Based on the results, the study found an improvement in the students' discipline at SMA Negeri 1 Kedamean.

Keywords: Discipline Learning, Self-Management, High school student

1. Introduction

In human life in this world, there are several routine implementation of habits and repetition of activities from day to day. In habit and activities performed in a way routine the Also there is values and existing norms something reject measuring about Correct or or not And effective as well as or not implementation that has been carried out by individual. Norms are rules that must be obeyed by individuals because any violation will cause ugliness, anxiety and ineffectiveness. With this, individuals are required to be able to comply with regulations or must be disciplined in accordance with applicable values.

Students as the nation's next generation must be introduced to the values that govern their lives, so that they are useful for themselves. Efforts to increase student discipline in building an atmosphere that can motivate students in terms of changes in behavior or behavioral changes that lead to positive things, especially in changing student discipline in accordance with existing regulations or rules.

"Discipline" comes from the English language discipline which contains several meanings. Among them are self-control, forming a moral character, correcting with sanctions, as well as a collection of several rules to regulate behavior." Discipline is a teaching and learning process that leads to order and self-control. According to Wyckoff quoted by Suryadi in (2007:75). According to Djamarah, discipline is "a code of conduct that can regulate the order of personal and group life". Discipline is a condition that is created and formed through the process of a series of behaviors that show the values of obedience, obedience, loyalty, regularity and/or order (Ernawati, 2016).

Learning discipline according to Wahyono (in Faiqotul Isnaini, et al, 2015) is a learning condition that is created and formed through the process of a series of personal or group attitudes and behavior that demonstrate the values of obedience, compliance, loyalty, regularity and order. Forms of learning discipline are student discipline in determining and using learning methods or strategies, discipline regarding the use of time, discipline regarding rules and regulations (Yasin: 2010). According to Akmaluddin & Haqqi (2019) Learning discipline is an effort made by individuals to change behavior through training and experience related to knowledge, attitudes and behavior.

Discipline is an important issue in the teaching and learning process at school. Without discipline, students cannot follow lessons well so violations are discovered that disrupt teaching and learning activities. Students often experience problems

in implementing learning discipline. This is what prevents students from implementing learning discipline. According to Sarbaini (2005), student behavior that is visible regarding learning discipline includes not following several subjects for certain reasons, being lazy to take notes, being late for class, not paying attention to the teacher's explanations, and making noise in class.

According to Rahayu (2017), the first indicator of learning discipline is discipline in dressing in terms of dress code, it seems that students no longer pay attention to dressing. Even though schools usually have determined what the uniform model will be. , secondly, time discipline, in this case there are still many students who often come late. For various reasons they switch to taking lessons. This shows that students' discipline in respecting time is very low. The third is place discipline, where learning is closely related to learning. The effectiveness of learning with measurable methodology is determined by the quality of a good learning place. Factors that influence learning discipline include the attitude of peers, one of the factors that can influence student learning discipline. Good relationships and the attitude of friends who provide direction, support and motivation in school activities will demonstrate a disciplined learning attitude for the student. Second, parental attitudes, parental attention is one of the components needed in educating children. Children will feel encouraged to learn because their parents always encourage or motivate them to learn and supervise their learning activities. With parental attention and supervision, students will show a disciplined attitude towards learning. Thirdly, the teacher's attitude, the relationship that occurs between the teacher and students, will influence student learning discipline. Students will feel happy if the teacher is kind to them. Students who feel well cared for will behave well with teachers. In this way, students will show their condition according to the teacher's orders and carry out learning discipline so that they can achieve good performance. The four values are due to the values that indicate success or failure students in various activity academic can influence attitude students in learning . Bad academic grades can encourage students to study with discipline in order to get good grades.

In an effort to create awareness, students can foster a harmonious atmosphere, because it is based on mutual trust, thereby creating a healthy climate, a close sense of brotherhood and a sense of peace in carrying out their duties. To overcome the problem of learning discipline, it is necessary to provide a technique to guide students in an effort to improve learning discipline by consciously wanting to change their own behavior. Student's personal learning discipline will have an impact on an effective learning process, increasing learning achievement, and showing good developmental tasks.

To overcome the problem of learning discipline, it is necessary to provide a technique to guide students in efforts to improve learning discipline and consciously desire to change their own behavior, especially low learning discipline. It is hoped that behavior change techniques can change correct student behavior in order to improve learning discipline. The technique or strategy that functions to change behavior is the behavioral approach. One of them is *self-management* . The *self-management* strategy was chosen because it is a behavior change strategy with regulation and monitoring carried out by the students themselves in the form of self-monitoring exercises, controlling stimuli and giving rewards to themselves (Komalasari, et al, 2011). As the results of research conducted by Sholihah (2013), show that there is significant improvement in scores _ discipline studied five students Class IV School Base after given technique *self-management* in a guidance format group . Research conducted Fajriani , et al (2016) show that there is enhancement score discipline learn from students before And after following technical treatment *self-management*.

Self-management is a procedure where individuals regulate their own behavior (Mahmud and Sunarty, 2012). According to Komalasari, et al (2011), self-management strategies are procedures for regulating behavior by individuals themselves. In this strategy, individuals are involved in several or all of the basic components, namely: determining target behavior, monitoring this behavior, selecting procedures to be implemented, carrying out these procedures, and evaluating the effectiveness of these procedures. The goal of self-management can be to reduce inappropriate behavior and disruptive (disruptive behavior, not completing schoolwork and assignments independently and efficiently, etc.) and improving social, adaptive and language/communication skills (Neitzel, 2009).

According to Cormier (2009), the advantages of the " *self-management* " strategy are that the use of self-management strategies can increase a person's observation in controlling their environment and can reduce a person's dependence on counselors or other people, the approach is cheap and practical, easy to use, and adds to the learning process in general in dealing with the environment whether in problematic situations or not. *Self-management techniques* are one of the applications of behavior modification theory and are a combination of behavioristic theory and cognitive theory. In this technique, the client is responsible for self-direction to achieve previously determined behavior. According to Gantina (2011), there are 3 stages of *self-management* :

a. Self-monitoring or self-observation stage

At this stage, students deliberately observe their own behavior and record it carefully. These notes can use checklists or observation notes. Things that students need to pay attention to when recording their behavior are the frequency, intensity and duration of the behavior.

b. Self evaluation Stage

At this stage, students compare the results of their behavior notes with the behavior targets that have been created. This comparison was carried out to evaluate the effectiveness and efficiency of the program. If the program is not successful, the program needs to be reviewed to see whether the target behavior set has expectations that are too high, the targeted behavior is not suitable, or the reinforcement provided is not appropriate.

c. Giving reinforcement , deletion And punishment (*self-reinforcement*) Stage

At this stage students regulate themselves, giving themselves reinforcement. This stage is the most difficult stage because it requires a strong will from students to carry out the program that has been created continuously.

Based on the explanation above, the researcher is interested in conducting research entitled "Improving Learning Discipline Using *Self-management Techniques* in Students at SMA Negeri 1 Kedamean".

2. Method

Location and Time

The location for this research was SMA Negeri 1 Kedamean. This research starts from February 13, 2023 to March 29, 2023.

Research Population and Sample

The population of this research were 3 classes from class XI, namely, XI IPA 1, XI IPS 1 and Furthermore, the 84 students were given a 1-4 scale learning discipline questionnaire as a pre-test. So that students who have low learning discipline scores are collected. This research was carried out in a group format in each class, so the number of samples taken was 9 students.

Approach

This study uses a quantitative approach. The dependent variable that will be measured is student learning discipline. This research uses a *Pre-Experimental* model with *one group pre-test and post-test design*, where an initial test (*Pre-test*) is carried out on a subject by looking at the results of a scaled questionnaire, then providing treatment *with self-management* techniques to students who have low learning discipline, and provide a post-test to re-measure the level of student learning discipline.

3. Results and Discussion

Implementation of Assessment

Pre-Test (Before Intervention is given)

This stage is the stage before providing intervention using *self-management techniques* to the student. This stage is carried out with the initial activity of filling questionnaire about discipline studied in 3 classes Certain class XI IPS 3, XI IPS 4 and class XI Science 2 class . Objective do a pre-test , namely to find out students who have level discipline low learning . _ This pre-test questionnaire was filled in by 85 students.

To find out the categories of student learning discipline at SMAN 1 Kedamean, you can find out by categorizing the respondents' scores. The intervals for assessing student learning discipline at SMAN 1 Kedamean are classified into 3 categories.

Table 1. Student Learning Discipline Score Category at SMAN 1 Kedamean

Category Limits	Intervals	Frequency	Category	Percentage
$X \geq (\mu + 1.0\sigma)$	$X \geq 131$	13	Tall	15%
$(\mu - 1.0\sigma) \leq$	$131 \leq 100$	63	Currently	74%
$X < (\mu - 1.0\sigma)$	≤ 100	9	Low	11%
Amount		85		100%

Information :

μ = mean (average)

σ = standard deviation

Based on the discipline score categories in the table above, it is known that out of 85 students there are 9 students who have a low level of discipline. By considering 85 students as subjects, 13 or 15% of students were in the high category, 63 or 74% were in the medium category and 9 or 11% were in the low category.

A. Implementation of Intervention

- Self-monitoring or self-observation stage

The target in this stage is to find out what behavior you want to change and that behavior must also be achieved. At this stage the researcher gives a piece of paper to the subject and asks the subject to write down what current behavior is related to the subject's learning discipline. Then the researcher asks the subject to write down again what behavior or behavior the subject wants to change. And the researchers asked the subjects to make behavioral dairy daily activities for a period of one week and do it at home.

From this first stage, 9 students who had low discipline scores were able to write down what behavior they wanted to change. And you can also write down Behavioral dairy made at home.

- Self-evaluation stage

The targets in this stage are used to evaluate the efficiency of the *self-management technique* . And if this evaluation shows that the program is not successful then there needs to be a review. The researcher asked the students (subjects) to write behavior or Act previous behavior _ like What And write Also desired behavior _ changed like What as well as make behavioral dairy. Researchers asked what the success rate of this technique was. or still violates the behavioral dairy

From this second stage, 9 students were also able to carry out the behavioral dairy stages they created well.

- Reinforcement, elimination and punishment stages (*self-reinforcement*)

This stage becomes a reinforcement or encouragement for the behavior you want to change. At this stage, the researcher asks what reward they want if the technique is successfully carried out. And the researcher also asked about the punishment that would be carried out if he did not carry out this behavior.

At this stage 9 students asked for rewards if the students could do the activity well. And get punishment if students violate or do not carry out *self-monitoring* that has been created by students.

- Follow Up or not follow up

This stage aims to find out the extent of the results of interventions that have been carried out to students (subjects) to improve learning discipline. This way the researcher looks at and asks at each meeting whether the implementation was successful or not. If not, the researcher will help why the technique cannot be carried out by the students (subjects). This stage is carried out for 2 weeks. At this stage 9 students were able to carry out the intervention provided by the researcher properly and correctly.

Table 2. Results of the pre-test and psot-test scores for subjects who have low learning discipline scores

Subject	Pre- Test Score	Post- Test Score
MHF	69	102
AH	89	101
WCK	73	108
RGZA	73	101
EDMR	72	105
WW	70	102
AIU	97	101
FDA	98	104
AP	94	102

In research This there is a number of hypothesis that is as following :

H0= There is no average difference between pre-test and post-test learning discipline, which means there is no effect of treatment on the results of the learning discipline questionnaire on the subject

Ha = There is an average difference between pre-test and post-test learning discipline, which means there is an influence of treatment on the results of the learning discipline questionnaire on the subject,

Besides it's in research This use analysis test *N-Gain Score* is carried out via SPSS. Following category *N-Gain Score* according to Melzer in Syahfitri , 2008:33.

Table 3. Categories Distribution *N-Gain Score*

N-Gain Value	Category
$g > 0.7$	Tall
$0.3 \leq g \leq 0.7$	Currently
$g < 0.3$	Low

Table 4. Categories Interpretation Effectiveness *N-Gain Score*

Percentage (%)	Interpretation
<40	No Effective
40-55	Not enough Effective
56-75	Enough Effective
>76	Effective

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	9	1.04	3.00	1.3779	.62000
Ngain_Percent	9	103.70	300.00	137.7851	61.99999
Valid N (listwise)	9				

Based on test output results *N-Gain Score* analysis above can concluded that H_0 is rejected and H_a accepted. That matter Can be seen from mean *N gain score* _ amounting to $1.3779 > 0.7$ in category tal . For value *Ngain Percent* concluded that the mean value is $137.7851 > 76$, then It means *self-management* effective to improve discipline Study. That matter seen exists difference results discipline learn from students from before and after given treatment.

4. Conclusion

The internship activity carried out for 30 days at SMAN 1 Kedamean went well. The school also provides opportunities for apprentices. This work program aims to improve student learning discipline using *self-management techniques* . So that students who have a low level of discipline can increase their level of learning discipline. So that students will also be able to apply more discipline in their daily lives.

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