

Enhancing Learning Discipline Through Self-Management and Modelling Techniques: A Study of Students at Cipasung Tasikmalaya Islamic Middle School

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ABSTRACT

Learning discipline is a critical factor influencing academic success, particularly in socio-economically diverse rural settings. At Cipasung Islamic Middle School in Tasikmalaya, West Java, many students come from low-income families, and local socio-cultural conditions may hinder the development of effective learning behaviors. This study investigates the effectiveness of self-management and modeling techniques in improving students' learning discipline. A quasi-experimental design with nonequivalent control groups was employed. The experimental group received counseling using self-management techniques, while the control group received counseling through modeling techniques. Both groups completed a pretest, underwent their respective interventions, and took a posttest to measure changes in discipline. Analysis revealed that the self-management group demonstrated a significantly higher increase in learning discipline compared to the modeling group. Statistical tests confirmed a notable difference in the effectiveness of the two techniques. Self-management techniques, which emphasize goal-setting, self-monitoring, and self-evaluation, proved more effective in fostering consistent learning discipline. These techniques appear to enhance students' independence and responsibility for their academic behavior. Self-management-based counseling interventions show strong potential in improving student discipline, particularly in under-resourced educational settings. Schools without structured discipline programs are encouraged to adopt such methods to support student development.

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1. INTRODUCTION

Discipline and moral character are foundational elements in shaping an individual's behavior and contributing to societal progress. Morals, encompassing the values and behaviors that define character, play a significant role in helping individuals achieve focus and personal growth (Oktariani, 2023). When individuals possess virtues like cooperation, honesty, tolerance, and mutual respect, they are better prepared to contribute positively to their communities. In an academic context, discipline serves as a crucial component for student success. It aligns students with social norms and school regulations,

which are instrumental in academic achievement and character development (Dukalang & Sudirman, 2024). Studies suggest that self-discipline enhances focus and helps students adhere to academic goals, thereby improving their overall educational outcomes (O'Neil et al., 2021).

Despite the importance of discipline, issues related to indiscipline persist in many educational institutions. At Cipasung Tasikmalaya Islamic Middle School, for instance, indiscipline remains a significant barrier to academic success and school cohesion. Initial investigations revealed that numerous students struggle with behaviors such as tardiness, unexcused absences, incomplete assignments, and leaving class without permission. Such behavior disrupts not only individual learning but also the overall learning environment. Observations and discussions with guidance and counseling teachers at the school on September 25, 2023, revealed that indiscipline affects student performance, limiting their ability to reach academic milestones. According to attendance and disciplinary records, approximately 5-6 students are late each day, 1-2 students per class often have unexplained absences, and instances of students leaving class prematurely or returning late after breaks are frequent. This ongoing issue has created a pressing need for effective solutions to improve student discipline and academic engagement.

The school has attempted to address these discipline issues by implementing various sanctions. These measures include assigning additional tasks to undisciplined students and prohibiting late students from entering class. However, these efforts have not yielded the desired results. According to feedback from teachers, students often fail to complete additional assignments, and the sanctions have not deterred recurrent tardiness or absences. The apparent ineffectiveness of traditional sanctions suggests that a new approach may be necessary to address student behavior and cultivate a disciplined school environment. Teachers hope that by helping students recognize and reflect on the consequences of their actions, students might develop a sense of responsibility and an understanding of how their behavior impacts their education. However, the current methods appear insufficient in promoting sustained behavioral change (Dilanov & Adri, 2024).

Given these challenges, alternative interventions that focus on behavioral counseling may offer a viable solution. Specifically, self-management and modeling techniques represent promising approaches to fostering discipline within a school setting. Self-management, in this context, involves teaching students strategies to regulate their own behavior, set personal goals, and monitor their progress. This approach encourages students to take accountability for their actions, fostering independence and self-discipline. Modeling, on the other hand, leverages observational learning, where students are encouraged to emulate positive behaviors demonstrated by peers or instructors. This technique allows students to see the practical benefits of disciplined behavior, such as academic success and positive peer relationships, thereby motivating them to adopt similar practices (Nasution & Abdillah, 2019).

Behavioral counseling approaches like self-management and modeling have shown efficacy in various educational contexts. Studies have highlighted that students who actively engage in self-regulation and emulate positive behavioral models demonstrate improved focus, responsibility, and adherence to academic and social norms. Research conducted by Fadhilah and Mukhlis (2023) at SMA Muhammadiyah 1 Unismuh Makassar found that students with high levels of self-discipline consistently achieved better academic results than those with lower discipline levels, suggesting a strong correlation between disciplined behavior and academic performance. This correlation underscores the importance of behavioral interventions in cultivating discipline among students, particularly in environments where traditional punitive measures have proven inadequate.

Incorporating behavioral techniques into group counseling sessions may enhance the impact of guidance and counseling programs, providing students with tools to manage their behavior effectively. Guidance and counseling services play an essential role in helping students navigate personal and academic challenges. The four main types of services provided in a school setting—classical guidance, individual counseling, group guidance, and group counseling—address different aspects of student development (Nasution & Abdillah, 2019). Among these, group counseling with a behavioral approach

is especially relevant in tackling discipline issues. By utilizing group counseling, educators can create a supportive environment where students learn from each other's experiences, receive peer encouragement, and practice self-management strategies in a structured setting.

Despite the general evidence supporting the effectiveness of self-management and modeling in promoting discipline, there remains a notable gap in the application of these approaches at Cipasung Tasikmalaya Islamic Middle School. The limited scope of previous studies and the lack of specific research addressing discipline within this school context indicate a need for targeted investigation. This study, therefore, seeks to address this gap by examining the effectiveness of self-management and modeling techniques within a group counseling framework to improve learning discipline among students at Cipasung Tasikmalaya Islamic Middle School.

2. METHODS

This study employs experimental research to explore the impact of self-management and modeling techniques on student learning discipline at Cipasung Islamic Middle School, located in Singaparna District, Tasikmalaya Regency, West Java. The school, situated in a rural area, serves a socio-economically diverse community, with most students coming from families with limited financial resources. The socio-cultural environment and economic conditions of this region may influence students' behavior and learning habits, which in turn could affect their level of discipline in academic settings. In this context, improving student discipline is crucial to enhancing both individual and overall school performance, as issues like lateness, incomplete assignments, and inattentiveness are commonly observed.

In line with experimental research, which involves testing cause-and-effect relationships between variables through manipulation, control, and observation (Musfiqon, 2012), this study uses a quasi-experimental approach. Specifically, a nonequivalent control group design was chosen because the experimental and control groups are not randomly selected (Sugiyono, 2009). The purpose is to evaluate the effectiveness of self-management techniques and modeling techniques on students' learning discipline by comparing an experimental group with a control group.

The experimental group is provided with counseling services that employ self-management techniques, while the control group receives counseling using modeling techniques. The design involves two groups, the experimental group and the control group, each receiving a pretest, a treatment, and a posttest. The table below illustrates the design setup:

Table 1. Non-Equivalent Control Group Pretest-Posttest Research Design

Group	Pre-test	Treatment	Post-test
Experiment	O1	X1	O2
Control	O3	X2	O4

Information:

O1: Pre-test results of the experimental group before being given treatment

O2: Post-test results of the experimental group after being given treatment

O3: Pre-test results of the control group before being given treatment

O4: Post-test results of the control group after being given treatment

X1: Providing counseling services using self-management techniques.

X2: Providing counseling services using modeling techniques

In this setup, the experimental group receives self-management technique services, aiming to foster self-regulation in learning and behavioral improvement. The control group, on the other hand, is offered modeling techniques to encourage students to emulate positive behaviors observed during counseling sessions. The study population consists of all eighth-grade students at Cipasung Islamic Middle School during the 2023–2024 academic year. There are 128 students divided into four classes (VIII A, VIII B, VIII C, and VIII D), with each class comprising 32 students. Given the research's specific

focus on students with low study discipline, purposive sampling was employed. This non-random sampling method ensures that selected students meet particular criteria directly related to the study's objectives.

For the experiment, a subset of 16 students was chosen, with 8 students forming the experimental group and 8 students forming the control group. The selection criteria included:

1. Eighth-grade students with low study discipline, as indicated by behaviors like frequent tardiness, incomplete assignments, and skipping classes.
2. Students who showed a willingness to participate in group activities and a readiness to make positive changes in their behavior.

Quantitative analysis was employed to assess the study's hypotheses. Two non-parametric tests were selected due to the design and nature of the data:

- a. The Mann-Whitney U test was used to determine the difference between the groups and assess the effectiveness of the counseling techniques in improving student discipline.
- b. The Wilcoxon test was applied to analyze the pretest and posttest scores within each group to examine the impact of the specific interventions.

Both tests were conducted using SPSS 20.0 for Windows, with the Mann-Whitney U test comparing the posttest results of the experimental and control groups and the Wilcoxon test measuring pretest-posttest differences within each group.

3. FINDINGS AND DISCUSSION

In quantitative research, reliability and validity tests are essential to assess the measurement instruments' consistency and accuracy before proceeding to hypothesis testing. These tests ensure that the data reliably measures the targeted aspects in this study. The reliability test yielded a Cronbach's alpha value of 0.963, indicating a high level of consistency across the items. Most items in the validity test were valid, showing that the indicators effectively measured the intended constructs. However, items 11, 18, 19, 25, 26, 40, 41, and 42 did not meet the validity threshold and were thus removed. In more detail, the results of the instrument reliability analysis can be seen in the following table:

Table 2. Reliability Test

Cronbach's Alpha	N of Items
.963	42

Following the instrument validation, a descriptive analysis was conducted. In the experimental group, the average learning discipline score rose from 78 (pretest) to 106.5 (posttest), reflecting a significant increase after implementing self-management and modeling techniques. The control group, without these interventions, showed only a slight increase, from 80.38 to 81.25, suggesting that student discipline remained mostly unchanged without specific intervention.

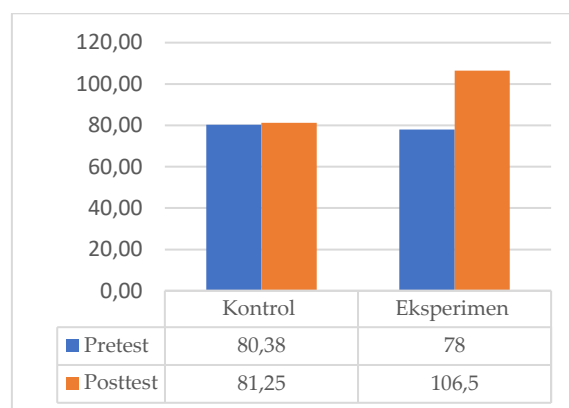


Figure 1. The result of Pretest and Posttest

A classical assumption test revealed that while the data was normally distributed (Kolmogorov-Smirnov test: Sig. 0.074 for the experimental group, 0.200 for the control group), But did not meet the homogeneity of variance assumption (Levene's test: Sig. 0.016). This was justified using the non-parametric Mann-Whitney U test.

Table 2. Test Statistics

Test Statistics	
	Learning discipline
Mann-Whitney U	8.500
Wilcoxon W	44.500
Z	-2.470
Asymp. Sig. (2-tailed)	.014
Exact Sig. [2*(1-tailed Sig.)]	.010b

With p-values of 0.014 and 0.010, both below the 0.05 threshold, the findings demonstrate a statistically significant difference in learning discipline between the experimental and control groups, with a 95% confidence level. The higher mean rank in the experimental group (11.44) compared to the control group (5.56) suggests a strong positive impact of the intervention on students' learning discipline. These findings highlight potential applications for educators and counselors working with middle school students. Implementing structured self-management techniques, such as goal-setting, self-monitoring, and self-reflection exercises, in school counseling programs may foster greater discipline and independence in students. Practical examples could include integrating weekly goal-setting sessions or self-monitoring journals as part of school routines to reinforce these techniques.

Discussion

This research found that the self-management techniques applied in the experimental group had a significant influence on increasing student learning discipline. On the other hand, students who learned through modelling techniques applied in the control group showed a lower increase in learning discipline. Self-management techniques allow students to develop important self-management skills, such as goal setting, self-control, and self-evaluation, which ultimately support the improvement of their learning discipline. The findings of this research are in line with research by Takwin Singgih and Panggabean (2012), which explains self-management as a series of activities to maintain, improve, and promote oneself by using resources within oneself and the environment. The self-management actions carried out refer to the syntax proposed by Anjani, Arumsari, and Imaddudin (2020), namely, building reports and goal-setting, self-monitoring, self-analysis, self-change, self-maintenance, and closing and crystallization. With self-management, students learn to identify triggers for negative behaviour and replace them with positive behaviour. Research by Bollore, Anisimova, and Vrontis (2023) states that

with self-management, students can increase their self-control, which in turn can reduce dependence on other people or external models. With self-management techniques, students are given the tools and strategies to take control of their learning and personal development. This can increase self-confidence and self-efficacy because they see themselves as able to overcome challenges on their own.

On the other hand, students who learned through modelling techniques applied to the control group showed a lower increase in learning discipline. Although modelling techniques have the potential to influence student behaviour through positive observation and imitation of models, the results of this study indicate that these techniques may be less effective than self-management techniques in the context of learning disciplines. Students who rely solely on examples from the model without having an active involvement in self-regulation and management may not achieve the same level of discipline as those who use self-management techniques.

In this research, the modelling technique applied to the control group was carried out in 5 stages, namely the implementation of individual counselling services using 5 stages, namely: delivery, exploration, interpretation, coaching, and assessment. Even though individual counselling uses five stages, it does not forget the modelling technique stages, namely: attention, remembering, reproduction, and motivation. The model used in individual counselling using this modelling technique is symbolic modelling (video). According to Bandura (Alwisol, 2007), a person can learn new responses by observing other people's responses. Through observation, one can elicit many responses that may not be accompanied by direct reinforcement. The essence of learning through observation is modelling, where observed behaviour becomes a model that can be imitated.

Modelling techniques rely on observing other people (models) to learn desired behaviors. Thus, it can create dependency, where individuals rely more on external models than develop internal capabilities to manage their own behaviour. Wijaya & Yuhenita (2022) stated that counsellors would be more active in applying modelling techniques. In modelling techniques, students see examples of desired behaviour and try to imitate them. However, students' ability to internalise and transfer these behaviours to a variety of situations can be limited. Students may be able to imitate model behaviour in certain situations but have difficulty applying it in different contexts without direct guidance.

It can be concluded that modelling techniques focus more on observation and imitation, while self-management requires students to develop internal skills such as planning, self-monitoring, and self-evaluation. This skill is important for ongoing self-discipline, as it allows students to identify and overcome challenges without needing to constantly rely on external guidance. Self-management demands more active involvement from students because they must set goals, make plans, and evaluate their own progress. This often increases intrinsic motivation, as students feel they have control over their own change process. Sustained discipline requires strong self-regulation skills. Self-management directly involves developing these skills, such as time management, emotional control, and the ability to identify and overcome distractions.

4. CONCLUSION

The results indicate that self-management techniques are more effective, as they help students develop key skills like planning, self-monitoring, and self-evaluation, leading to greater autonomy and confidence in their learning. In contrast, modeling techniques, while helpful, tend to foster reliance on external examples rather than independent application. Schools could benefit from integrating both techniques in counseling programs, perhaps beginning with modeling to introduce positive behaviors, followed by self-management training for personalized goal-setting. Limitations, such as the small sample size and quasi-experimental design, suggest that future research could further validate these findings in broader contexts. This study supports the value of self-management in developing sustainable learning habits while acknowledging modeling as a useful starting point for building discipline.

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