

THE EFFECTIVENESS OF GROUP COUNSELLING USING
COGNITIVE RESTRUCTURATION TECHNIQUES TO IMPROVE
STUDENTS' LEARNING DISCIPLINE AT
SMP MUHAMMADIYAH 2 SAWANGAN

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Abstract: Based on the results of observations, it was found that there were different levels of discipline and there were still students who had a low level of discipline and were less disciplined in obeying school regulations at SMP Muhammadiyah 2 Sawangan and it was found that several students did not take the exams held by the school. There needs to be treatment that can be carried out by counselors to help alleviate problems faced by students, especially regarding learning discipline. This research aims to determine the effectiveness of cognitive restructuring technique group counseling to improve students' learning discipline at SMP Muhammadiyah 2 Sawangan. The type of research used is a pre-experimental quantitative research design with a one-group *Pretest-Posttest* research design. The sampling technique used in the research was *purposive sampling*. The research subjects were 6 students from class VIII for the 2022/2023 academic year at SMP Muhammadiyah 2 Sawangan. The validity test uses the product moment formula with the help of the SPSS 25 program. Learning discipline is measured using a learning discipline scale which has been tested for validity and reliability. Of the 34 items tested for validity using the product moment formula, 26 items were valid statements. Meanwhile, the reliability test showed a Chronbach alpha score of 0.624. Based on the research conducted, the results of the Wilcoxon table statistical test hypothesis test were obtained, Asymp. Sig. (2-tailed) of 0.028. Because the value $0.028 < 0.05$, H_0 is rejected and H_a is accepted. Based on this research, it can be concluded that cognitive restructuring technique group counseling services are effective in improving learning discipline in students.

Keywords: learning discipline; counseling group; restructuring cognitive

INTRODUCTION

One of the most important elements of the educational process is the existence of discipline that applies both in formal, non-formal and informal educational environments. The problem of student indiscipline often occurs in the home, school or

community environment, which in the end can harm other people and even yourself. The results that need to be achieved to achieve quality education are good student learning outcomes, so there must be good discipline in students (Setiawati et al., 2021).

Problems of indiscipline often arise and are commonplace, such as being late to school, playing truant, dressing poorly and not doing homework (Murjiono et al., 2021). An undisciplined attitude embedded in students will certainly hinder their progress towards success. In the school environment, disciplinary violations often occur, both minor and serious. Of course, this needs special attention because it can be detrimental to students and others. Students' habits that are difficult to handle, if not immediately overcome, can destroy themselves in the future, thereby hampering their success process. For this reason, efforts are needed to improve students' discipline so that students can achieve a comfortable life and achieve success.

Good discipline will influence student learning outcomes, such as learning discipline in terms of school rules, learning activities at school, doing school assignments and learning activities at home. Through information obtained from a preliminary study at SMP Muhammadiyah 2 Sawangan, it was found that there were different levels of discipline and there were still students with low discipline who lacked discipline in obeying school regulations. The problem that is often encountered and occurs is that there are students who are late for school and play truant during class hours.

When conducting further observations and meeting with the guidance and counseling teacher at SMP Muhammadiyah 2 Sawangan to dig up more in-depth information, it was discovered that several students had not taken the exams held by the school. In addition, when students are actively attending school but are found wearing inappropriate uniforms, coming to school late, having sloppy haircuts, skipping school, there are even students who skip class in the middle of class without having clear explanations.

A counselor is of course expected to be able to carry out his duties as a guidance and counseling teacher to alleviate problems related to efforts to improve learning discipline through group counseling services. In group counseling services, students have the opportunity to convey the problems they are experiencing by utilizing group dynamics. One method that can be used is to use *Cognitive Behavioral Counseling* to improve student discipline. Sabikun (2021) explained that the use of *Cognitive Behavior Therapy* techniques is one approach that can be used to solve problems by providing cognitive restructuring techniques. So that deviant behavior in the counselee will be carried over into changes for the better. Furthermore, research conducted by Casmini (2021) shows that the effectiveness of using *Cognitive Behavior Therapy techniques* can increase the sense of discipline in students by using or providing *treatment* which results in an increased sense of discipline in students.

The formulation of the problem in this research is whether cognitive restructuring technique group counseling is effective in improving students' learning discipline at SMP Muhammadiyah 2 Sawangan. The purpose of this research is to determine the

effectiveness of group counseling using cognitive restructuring techniques to improve the learning discipline of students at SMP Muhammadiyah 2 Sawangan.

It is hoped that the benefits of this research can be used as material for consideration or as an addition to insight into thinking to develop research and deepen theoretical research regarding the effectiveness of group counseling with cognitive restructuring techniques to improve student discipline, will enable students to find solutions to improve their sense of discipline, especially in learning discipline so that it is able or able to develop optimally, is used to provide understanding, experience and knowledge as well as information regarding student problems, especially regarding learning discipline and to contribute to the school in handling and solving students' problems related to learning discipline.

METHOD

The type of research used is quantitative research with a pre-experimental design. Where data in quantitative research uses numbers and is analyzed using statistical analysis. In this research, researchers used a one-group Pretest-Posttest research design. The one-group Pretest-Posttest research design was designed to be carried out twice to measure students' level of discipline. Measurement of the level of discipline is carried out before being given treatment or before being given group counseling services, cognitive behavioral counseling, cognitive restructuring techniques (Pretest). Learning discipline was measured using a learning discipline scale which had been tested for validity and reliability from 34 items which were tested for validity using the product moment formula to produce 26 valid statement items. Meanwhile, the reliability test showed a Chronbach alpha score of 0.624. Based on the research carried out, the results of the hypothesis test were obtained from the Wilcoxon table statistical test, Asymp. Sig. (2-tailed) of 0.028.

This research used as subjects 6 students consisting of 2 class VIII SMP Muhammadiyah 2 Sawangan for the 2022/2023 academic year. The sampling technique uses nonprobability purposive sampling technique. Subjects were selected using a learning discipline scale by selecting the 6 lowest categories from the scale results and direct observation at school.

Table 1. *Pretest and Posttest Score Testing Rank*

		Ranks		
		N	Mean Rank	Sum of Ranks
<i>Posttest - Pretest</i>	Negative Ranks	0 a	.00	.00
	Positive Ranks	6 b	3.50	21.00
	Ties	0 c		
	Total	6		

a. *Posttest < Pretest*

b. $Posttest > Pretest$

c. $Posttest = Pretest$

The results of *the statistical test output* to see whether the hypothesis is accepted or rejected are as follows:

Table 2. Statistical Tests

Test Statistics ^a	
	<i>Posttest - Pretest</i>
Z	-2,201 ^b
Asymp. Sig. (2-tailed)	.028

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Basis for decision making Wilcoxon test

a. If the value of *Asymp. Sig.* > 0.05 , then H_a is rejected

b. If the value of *Asymp. Sig.* < 0.05 , then H_a is accepted

Based on the statistical test table above, *Asymp. Sig. (2-tailed)* of 0.028. Because the value is $0.028 < 0.05$, it can be concluded that there is a difference in the learning discipline scores of class VIII students at SMP Muhammadiyah 2 Sawangan before participating in the service and after participating in the service. This research shows the results of the hypothesis that cognitive restructuring technique group counseling services are effective in improving the learning discipline of class VIII students at SMP Muhammadiyah 2 Sawangan. At the beginning of the meeting before the treatment was given, students were in the medium category and there was one low category in learning discipline. After receiving treatment through group counseling services with cognitive restructuring techniques to improve learning discipline, the score from *Pretest* to *Posttest* increased from 366 to 433. From the results of the Wilcoxon *table statistical test hypothesis test*, *Asymp. Sig. (2-tailed)* of 0.028. Because the value $0.028 < 0.05$, so H_0 is rejected and H_a is accepted, indicating an increase in learning discipline after being provided with services. So it can be concluded that the research hypothesis "Cognitive restructuring technique group counseling services are effective in improving learning discipline in class VIII students at SMP Muhammadiyah 2 Sawangan" has been tested.

RESULTS AND DISCUSSION

Before providing services, students will be measured using a learning discipline scale to determine the level of student learning discipline (*Pretest*). The *Pretest* is intended to determine the initial conditions regarding students' learning discipline. Judging from the results of the *Pretest* scale scores, it was found that 6 students had the lowest level of learning discipline. 6 students will be research subjects who will be given group counseling services using cognitive restructuring techniques. Based on the results of data from 61 students who

took the learning discipline *pretest*, 3 students (5%) were in the high category, 57 students (93%) were in the medium category and 1 student was in the low category (2%). From the results of the *pretest* data, the research sample can be determined by taking 6 students with the lowest results.

The first service meeting was held with the aim of fostering good relations between researchers and group members, starting with introductions followed by conveying the goals and objectives of holding group counseling. Create a service contract that will be implemented during the group counseling service and convey the principles that must be adhered to in group counseling and encourage students to be actively involved while participating in the service. The researcher conveys what group members must do while participating in group counseling services from the start to the end of the meeting.

The second meeting providing group counseling services for cognitive restructuring techniques was held on July 22 2023. The aim of the second meeting was to determine the inner beliefs of group members. Group members share their complaints, thoughts and feelings in turn regarding learning discipline on the topics of school rules, learning at school, doing school assignments and learning activities at home.

The third meeting was held on July 25 2023. At the third meeting, the researcher asked group members to write on the worksheet provided regarding learning discipline. Then the group members take turns conveying the contents of the writing they have done on the worksheet. After the group members described their thoughts, the researcher asked further about the negative thoughts that the group members wrote and conveyed in turn.

The fourth meeting was held on July 28 2023. The researcher started by introducing the concept of *coping thinking* to group members. The researcher explained that there is a relationship between thoughts, emotions and behavior in carrying out undisciplined actions in learning discipline. Then the researcher provides examples of actions and countermeasures to create *coping thoughts* in learning discipline. Group members are asked to take turns to reflect on their actions of learning indiscipline. Then each group member was asked to create *coping thoughts* from the actions taken with the help of the researcher.

The fifth meeting was held on Saturday, August 4 2023. The researcher briefly reviewed the previous meeting regarding *coping thoughts* where each group member was asked to make *coping thoughts* from the actions they had taken. The researcher asked to apply *the coping thoughts* that had been created in a position when carrying out acts of learning indiscipline and each group member took turns conveying the situation they were facing and conveying the *coping thoughts* that were carried out.

The sixth meeting was held on Tuesday, August 7 2023. The aim was for group members to recognize their negative thoughts as positive and have the encouragement to always think positively. The researcher directed group members to practice recognizing their thoughts by providing positive encouragement for every success they achieved. Researchers provide introductions and examples by giving awards for every successful effort that has been achieved in achieving learning discipline. Giving rewards to oneself is applied when group members succeed in implementing *the coping thoughts* that have

been created. When each group member succeeds in controlling their thoughts, emotions and behavior so as not to act badly in learning discipline, then give themselves a reward as a result of the success that has been achieved.

The seventh meeting was held on Thursday, August 10 2023. After group members made positive statements at the previous meeting, the researcher asked each group member to repeat the statements they had made and apply the positive statements to their daily lives. Researchers asked group members to maintain positive statements and thoughts in the hope that they would change their habits regarding bad thoughts in learning discipline into better thoughts.

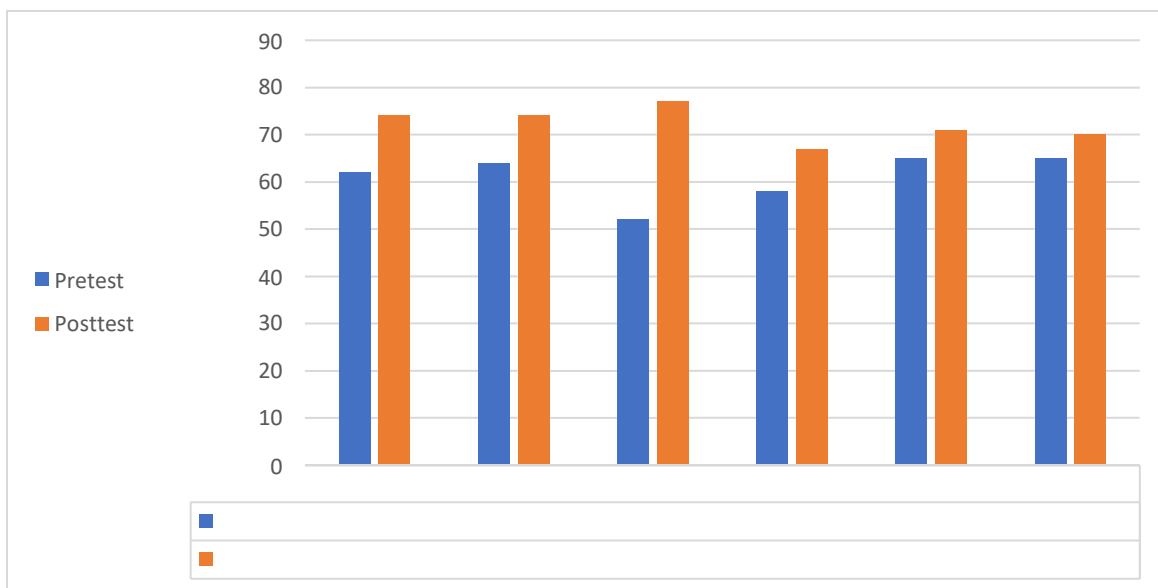
The final meeting was held on Saturday, August 12 2023. The eighth meeting was held to summarize the entire service session from start to finish. Before summarizing the entire service session, the researcher asked group members to convey the results of the habit changes that had been carried out in turn and asked about the obstacles or problems experienced by group members when implementing their positive statements. Before closing the meeting, the researcher asked group members to express their feelings, impressions and messages during the service.

The hypothesis in this research is that cognitive restructuring technique group counseling services are effective in improving learning discipline in students. The results show that the hypothesis is accepted, so it can be concluded that there is an increase in learning discipline in class VIII students at SMP Muhammadiyah 2 Sawangan for the 2022/2023 academic year from before attending the service. and after participating in cognitive restructuring technique group counseling services. This can be seen through the following tables and graphs.

Table 3. Recapitulation of Learning Discipline *Pretest* and *Posttest* Scores

No	Subject	Scores and Categories			
		Pretest		Posttest	
1	ADF	62	Currently	74	Currently
2	DF	64	Currently	74	Currently
3	M.F	52	Low	77	Currently
4	MNF	58	Currently	67	Currently
5	RACK	65	Currently	71	Currently
6	VNA	65	Currently	70	Currently
Total	N=6	366		433	
	Mean	61		73	

Graph 1. Changes in learning discipline scores through *cognitive restructuring* technique group counseling



	A	DF	MF	MN	RA	VNA
Pretest	62	64	52	58	65	65
Posttest	74	74	77	67	71	70

Based on the graph above, it can be seen that there has been an increase in learning discipline after participating in the *cognitive restructuring* technique group counseling service. This can be seen from the change in the *Pretest* graph which is blue and the *Posttest* which is orange. So, from this graph it can be concluded that there was an increase in learning discipline scores after participating in the *cognitive restructuring* technique group counseling service.

In this research, hypothesis testing uses the Wilcoxon test by comparing Z table and Z calculation. The Wilcoxon test is a non-parametric statistical test. The following are the results of the Wilcoxon non-parametric test assisted by the SPSS version 25 program.

Table 4. *Pretest and Posttest Score Testing Rank*

		Ranks		
		N	Mean Rank	Sum of Ranks
<i>Posttest - Pretest</i>	Negative Ranks	0 a	.00	.00
	Positive Ranks	6 b	3.50	21.00
	Ties	0 c		
	Total	6		

a. *Posttest < Pretest*

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The results of the *statistical test output* to see whether the hypothesis is accepted or rejected areas follows:

Table 5. *Statistical Tests***Test Statistics ^a**

	<i>Posttest - Pretest</i>
Z	-2,201 b
Asymp. Sig. (2-tailed)	.028

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Basis for decision making Wilcoxon test

- a. If the value of *A symp. Sig.* > 0.05, then H_a is rejected
- b. If the value of *A symp. Sig.* < 0.05, then H_a is accepted

Based on the statistical test table above, *Asymp. Sig. (2-tailed)* of 0.028. Because the value is $0.028 < 0.05$, it can be concluded that there is a difference in the learning discipline scores of class VIII students at SMP Muhammadiyah 2 Sawangan before participating in the service and after participating in the service. This research shows the results of the hypothesis that cognitive restructuring technique group counseling services are effective in improving the learning discipline of class VIII students at SMP Muhammadiyah 2 Sawangan. At the beginning of the meeting before the treatment was given, students were in the medium category and there was one low category in learning discipline. After receiving treatment through group counseling services with cognitive restructuring techniques to improve learning discipline, the score from *Pretest* to *Posttest* increased from 366 to 433. From the results of the Wilcoxon *table statistical test hypothesis test*, *Asymp. Sig. (2-tailed)* of 0.028. Because the value $0.028 < 0.05$, so H_0 is rejected and H_a is accepted, indicating an increase in learning discipline after being provided with services. So it can be concluded that the research hypothesis "Cognitive restructuring technique

group counseling services are effective in improving learning discipline in class VIII students at SMP Muhammadiyah 2 Sawangan" has been tested.

Research conducted by Mad Sabikun entitled "The Effect of Group Counseling Using Cognitive Behavior Therapy Techniques on Increasing Student Discipline" (Sabikun, 2021). The results of this research concluded that CBT group counseling techniques can be used to reduce the level of student indiscipline. Furthermore, research was conducted by Nur Wahyudi and C Casmini entitled "Effectiveness of Cognitive Behavioral Therapy Using Self-Control Techniques to Improve Student Discipline". From this research, it can be concluded that research shows that cognitive behavioral therapy with self-control techniques is effective in improving student discipline (Casmini, 2021). Ardian Renata Manuardi entitled "Counseling with Cognitive Restructuring Strategies and Its Influence on Academic Performance Self-Efficacy" (Manuardi, 2021). This research shows that cognitive restructuring strategies in the counseling process can significantly increase academic performance self-efficacy and have a positive impact on student learning processes.

CONCLUSION

The results of research and observations carried out by researchers at SMP Muhammadiyah 2 Sawangan showed that there was an increase in learning discipline after being given *treatment*. So it can be concluded that cognitive restructuring technique group counseling services are effectively used to improve learning discipline in class VIII students at SMP Muhammadiyah 2 Sawangan.

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