

Guidance and Counseling Strategies on Handling Student Discipline at a Religious-Based Junior High School in Gowa District, Indonesia

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ABSTRACT

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This study aims to identify the guidance and counseling strategies used to address student discipline issues at MTs Muhammadiyah Lempangang, Gowa Regency; and the effectiveness of these strategies in managing student discipline. This research employed a qualitative approach supported by descriptive data. Data collection techniques included observation, interviews, and document analysis. Data analysis was carried out using the qualitative interactive research model, which includes data reduction, data display, and conclusion drawing. The preparatory phase of the guidance and counseling strategy includes identifying problems, developing instruments, scheduling, and direct observation. These activities were implemented through routine programs and classroom management efforts. The implementation of guidance and counseling strategies was assessed through observation and interviews, supported by a decline in disciplinary violations, positive student responses, and the involvement of parents and teachers in the mentoring process. Based on research findings, it can be concluded that the guidance and counseling strategies for managing student discipline have been executed effectively and yielded positive results.

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Introduction

Facing technological and policy changes related to the Merdeka Belajar curriculum program, counselors need to embrace innovation, especially in providing counseling services [1]. Research shows that the majority of students, from secondary school to university, face challenges in online learning. This is due to constraints in several aspects, including technology access, education, personal well-being, family dynamics, and various other psychological issues [2]. At MTs Muhammadiyah Lempangang, an Islamic educational institution, there is a significant responsibility to foster student discipline. However, in practice, various issues related to inadequate discipline are still encountered, such as absenteeism, tardiness, rule violations, and behavior inconsistent with religious values and social norms. This situation indicates that efforts to instill discipline in students still require more optimal and efficient attention and strategies [3].

The character development approach to education can be carried out through general, group, or individual services. Both in-person and long-distance support are a primary concern for guidance and counseling teachers, who focus on supporting the emotional, social, and moral aspects of students [4]. In management activities within the guidance and counseling unit at school, the guidance and counseling coordinator serves as a manager who must carry out management functions [5]. Management functions encompass all planning, organizing, staffing, coordinating, and controlling [6]. In accordance with institutional guidelines and the guidance and counseling service procedures at school, the guidance and counseling coordinator's position as a manager only encompasses coordination tasks [7].

State that the guidance and counseling coordinator's duties, directly related to coordinating guidance teachers, include coordinating program development, program implementation, evaluating/results, analyzing program implementation results, and following up on program development [8]. Good coordination among guidance teachers fosters mutual respect, familiarity, communication, creativity, and mutual support in implementing guidance and counseling programs [9]. This ensures that guidance and counseling activities do not overlap, are not wasted, or are not duplicated, and can avoid anxiety in implementing existing guidance and counseling programs [10]. Initial observations conducted by researchers gathered information regarding the establishment of counseling services at MTs Muhammadiyah Lempangang Gowa to address learning obstacles for students who are difficult to handle, where this school provides counseling services carried out by Guidance and Counseling teachers [11]. Based on findings from observations (previous research) of students at MTs Muhammadiyah Lempangang, Gowa (a religious-based junior high school), researchers

found that several problems still emerged during the direct learning process, namely, students showing indiscipline in the learning process.

Four problems often occur, including students who do not participate or are not active during face-to-face learning, do not complete assignments, and are late in submitting assignments [12]. The aspects of discipline indicators according to Maman Rachman regarding student indiscipline are: first, being absent without explanation at school or permission [13]. Second, being late to school is not on time at the time determined by school regulations. Third, ineffective in participating in the entire learning process actively and well. Fourth, ineffective in participating in the entire learning process actively and well. Fifth, being rude at school towards teachers and peers. Sixth, not doing the assignments given by the teacher. Seventh, poor planning and implementation of discipline [14].

Initial interviews with the guidance counselor at MTs Muhammadiyah Lempangang revealed that several students were experiencing low discipline during the learning process [15]. The guidance counselor's explanation emphasized that students were not yet accustomed to participating in learning activities [16]. Based on the conversation with the guidance counselor at MTs Muhammadiyah Lempangang, it was discovered that some students still displayed a lack of compliance during learning activities, which was suspected to be caused by a lack of attention from some teachers [17].

Several previous studies are related to and can strengthen this research: the first was conducted by Geandra Ferdiansa and Yeni Karneli, entitled "Individual Counseling with Modeling Techniques to Improve Student Learning Discipline [18]". Student learning at school after receiving individual counseling with modeling techniques. The similarities between the studies conducted by Geandra Ferdiansa and Yeni Karneli and this study are that both discuss individual counseling services to improve discipline [19].

The research question in this study is how guidance and counseling strategies manage student discipline at MTs Muhammadiyah Lempangang in Gowa Regency, and what factors support and hinder guidance and counseling strategies in addressing student discipline. This research is expected to benefit various parties, including teachers, students, schools, and the surrounding community [20]. For teachers, the findings can be used as a guide in designing and implementing effective guidance and counseling methods to address student discipline issues. For students, this research is expected to help them develop discipline, a sense of responsibility, and positive character [21].

Material and Methods

This study employed a qualitative descriptive research design aimed at exploring, describing, and interpreting the implementation of guidance and counseling strategies in addressing student discipline issues. The qualitative approach was selected to allow for an in-

depth understanding of the phenomenon in its natural context, particularly regarding the perceptions, experiences, and practices of school personnel in managing student behavior.

This design is aligned with the perspective of Creswell, who emphasizes that qualitative research is appropriate for studies that seek to understand complex social interactions, explore meanings constructed by individuals, and examine real-life practices. The descriptive nature of this research enabled the researchers to map existing strategies without manipulating any variables.

The research was conducted at MTs Muhammadiyah Lempangang, located in Gowa Regency, South Sulawesi, Indonesia. The institution was selected purposively due to its active guidance and counseling program and its documented challenges in student discipline, which made it a relevant site for in-depth exploration. The study was carried out over a period of two months, from March to April 2024. This timeframe allowed the researchers to conduct multiple data collection sessions, including observations of counseling activities, interviews with key informants, and a review of documentation related to discipline records and counseling logs.

This multi-informant approach ensured the triangulation of perspectives and increased the credibility of the findings. Purposive sampling is especially useful in qualitative research when the goal is to gather insights from individuals who have deep experience with the studied phenomenon. To capture rich and valid data, the researchers employed three primary data collection techniques: in-depth interviews, participant observation, and document analysis. Semi-structured interviews were conducted with each participant using guiding questions developed based on the research objectives. The interviews explored participants' experiences, perceptions, and evaluations of guidance and counseling strategies. Interviews lasted between 30 to 60 minutes and were audio-recorded with participant consent. Observations were carried out during the implementation of guidance sessions and school disciplinary proceedings. The researchers took detailed field notes on counselor-student interactions, student behavior, and the school's disciplinary climate. This method provided contextual insights that complemented the interview data. The researchers reviewed documents such as discipline logs, counseling reports, student attendance records, and school regulations. These documents helped validate interview statements and identify patterns in disciplinary cases and intervention strategies over time. The combination of interviews, observations, and document analysis ensured methodological triangulation, which enhanced the validity and trustworthiness of the findings.

The collected data were analyzed using the interactive model of qualitative data analysis proposed by Miles and Huberman, which consists of three main steps. Data reduction, transcribed interviews, and observation notes were condensed by coding recurring themes

related to guidance strategy, implementation procedures, support factors, and inhibiting constraints. Data display, the coded data were organized into matrices and thematic charts to facilitate cross-comparison between participants and identify patterns and variations in practice. Conclusion drawing and verification, the researchers concluded from the data through iterative interpretation, continuously comparing findings across data sources. Member checking was conducted by sharing preliminary findings with key informants to validate interpretations and ensure accuracy. To ensure the credibility, transferability, dependability, and confirmability of the research, the following validation strategies were used: triangulation. Multiple data sources and methods were used to cross-validate findings (interviews, observation, documents). Member Checking: Key findings were returned to participants for confirmation and clarification.

Results

First, preventive guidance strategies were carried out through structured activities designed to preempt behavioral problems before they emerged. This included classroom guidance sessions, the socialization of school rules at the beginning of each semester, and weekly reinforcement through religious character education. The guidance counselor played a central role in embedding discipline values into routine school life. Preventive efforts were aligned with the belief that internalizing norms and expectations from an early stage would reduce the need for reactive interventions. This proactive approach aimed to enhance students' self-awareness, regulate emotional responses, and build intrinsic motivation to comply with school norms. The result of the interview with the guidance and counseling teacher is as follows:

"We usually first record students who frequently violate discipline, such as arriving late or not wearing their uniforms. After that, we schedule a special meeting to call them and provide individual counseling (W/PDTP/A1/14-4-2025)."

Second, individual counseling services were provided for students who had engaged in repeated disciplinary violations or demonstrated significant behavioral challenges. The counseling sessions allowed students to express concerns confidentially while enabling the counselor to identify the underlying causes of indiscipline—such as low motivation, emotional problems, lack of parental support, or negative peer influence. Individual interventions were customized to suit each student's socio-emotional condition, to foster personal responsibility. Based on the interviews, several students who had difficulty attending class on time or completing assignments were able to improve after engaging in individual counseling sessions. The results of interviews conducted with guidance and counseling teachers are as follows:

“Some students here are often late to school, and some are lazy about doing their homework. We have tried personal approaches, called their parents, and even provided group counseling services (W/PDTP/A1/14-4-2025).”

Third, group counseling strategies were conducted for students with similar behavioral tendencies. These group sessions encouraged students to share their experiences, reflect on peer feedback, and learn from one another. Group counseling facilitated a safe environment where students practiced empathy, learned about social consequences, and developed cooperative problem-solving skills. Group dynamics were deliberately structured by the counselor to promote accountability and mutual support among members. This approach was particularly effective in cases where students struggled with teamwork, behavioral adjustment, or classroom participation.

“If we see that some students are frequently late, we sometimes gather them and have a discussion. It turns out that fosters collective awareness (W/PDTP/A1/14-4-2025).”

Fourth, collaborative interventions involving homeroom teachers and parents were key to ensuring sustainable improvements in student behavior. Regular coordination meetings were held between the counselor, teachers, and parents, where student progress was monitored, and behavior improvement plans were jointly developed. In some cases, students were given daily report cards or reflection journals that were reviewed both at home and school. This two-way communication reinforced consistency in expectations and increased parental awareness and involvement in student development.

“If it’s repeated and serious, we coordinate with the homeroom teacher and parents. This is usually more effective because the child feels supervised from both sides, home and school (W/PDTP/A1/14-4-2025).”

The implementation of these four strategies was observed to result in a decline in rule violations, improved classroom participation, and better student-teacher relationships. The success of this multi-tiered approach demonstrated that a combination of direct services and systemic collaboration can lead to meaningful improvements in student discipline.

The effectiveness of the counseling program at MTs Muhammadiyah Lempangang was supported by several interrelated factors. Most notably, the support and commitment of the school principal proved instrumental. The principal not only allocated time and space for counseling activities but also actively promoted a culture of discipline and character development. This leadership created a strong institutional foundation for the counseling program and signaled its importance to staff, students, and parents alike.

Additionally, the professional competence of the guidance counselor was a key success factor. The counselor demonstrated skill in relationship-building, program design, and

therapeutic communication. With training in both pedagogical and psychological frameworks, the counselor was able to identify problems, formulate strategies, and evaluate progress systematically. This capacity was critical in ensuring that counseling services were not only reactive but developmental in nature. The guidance counselor stated:

“I always try to approach students with care and non-blaming. We also provide individual counseling in private, and we allow them the freedom to share their problems without feeling pressured (W/PDTP/A1/14-4-2025).”

Parental involvement also served as a significant enabler of success. Many parents responded positively to invitations for school meetings, participated in decision-making processes regarding student behavior, and provided reinforcement of school values at home. This bridging of school and home created a shared responsibility for discipline and helped students internalize behavior standards in multiple settings. Lastly, although facilities remained limited, the existence of a dedicated counseling room provided an essential space for confidential and focused interaction. The room, though modest, offered a comfortable setting that increased student willingness to speak openly, thereby enhancing the effectiveness of both individual and group sessions. The guidance counselor stated:

“We will summon parents if the problem is serious enough and they are cooperative. Sometimes we also make home visits (W/PDTP/A1/14-4-2025).”

Despite the aforementioned strengths, several challenges were identified that inhibited the full optimization of the counseling strategies. The first major barrier was the limited human resources. With only one counselor available to serve the entire student population, the range and depth of services were necessarily constrained. The counselor had to balance time between individual, group, and administrative tasks, resulting in some students receiving delayed or infrequent services. This workload problem was particularly acute during peak periods such as exams or disciplinary crackdowns.

A second issue was the passivity or lack of awareness among students regarding the function and benefits of guidance and counseling. Some students viewed counseling as punitive rather than supportive, leading to hesitancy or avoidance. This misperception hindered early intervention efforts and reduced the effectiveness of preventive programs. Efforts to reframe the image of counseling as a positive and empowering service are still ongoing.

“Some of our students still seem to be indifferent. Even when given advice, they remain silent. If they aren’t continuously coached, they will revert to the same behavior as before (W/PDTP/A1/14-4-2025).”

The third inhibiting factor involved insufficient collaboration among subject teachers. While homeroom teachers were generally supportive, some classroom teachers did not view student discipline as a shared responsibility. This lack of cooperation limited the counselor’s

ability to gather comprehensive behavioral data and delayed referrals for necessary interventions. The guidance counselor stated:

“There are still some teachers who aren’t used to providing regular information about student behavior. Sometimes only learn about the problem when it’s already quite serious. If we had reported it early, we would have been able to address it promptly with the available counseling services (W/PDTP/A1/14-4-2025).”

Additionally, the lack of access to updated references and structured program guidelines hampered the development of targeted and evidence-based interventions. The counselor relied heavily on personal experience and general training, rather than specialized resources tailored to the specific cultural, psychological, and academic contexts of the students. Without a robust library of guidance materials or support from professional networks, innovation and professional development remained limited.

“Furthermore, a lack of access to up-to-date references and structured program guidelines hinders the development of targeted, evidence-based interventions. Counselors rely heavily on personal experiences and general training, rather than specialized resources tailored to students’ specific cultural, psychological, and academic contexts. Without a comprehensive library of guidance materials or support from a professional network, innovation and professional development remain limited (W/PDTP/A1/14-4-2025).”

Discussions

The results of this study reinforce existing literature indicating that a comprehensive guidance and counseling strategy, when well-supported institutionally, can significantly enhance student discipline [22]. Preventive efforts not only reduced behavioral problems but also improved school climate by fostering mutual respect between students and staff [23]. Preventive counseling strategies, especially with self-management or modeling techniques, have proven effective in changing student behavior [24]. As stated by the journal tape, "the cognitive preventive counseling model with self-management techniques is effective in improving learning discipline attitudes" [25]. This is in line with the results of local research at MTs Lempangang, where students experienced a decrease in the number of disciplinary violations after participating in preventive individual counseling [26].

Group counseling strategies have also been shown to bring about positive change. Behavior contract and modeling techniques, conducted in group sessions, can foster social awareness and responsibility among students [27]. A study at SMP Negeri 1 Tepus demonstrated the effectiveness of this model in improving learning discipline [28]. Found that peer discussion and behavioral modeling in group settings significantly enhance students’ empathy, perspective-taking, and decision-making skills [29]. These outcomes were also observed at MTs Muhammadiyah Lempangang, where students began to hold each other accountable and developed stronger bonds within their learning communities [30].

A preventative and flexible approach that emphasizes regular socialization of disciplinary rules has also proven to be an effective strategy in preventing violations. This is supported by research [31], which states that systematic guidance and counseling management fosters individual discipline through regular planning, implementation, and evaluation of services [32]. At MTs Lempangang, socialization at the beginning of the semester and weekly refresher sessions help instill discipline values from an early age.

Trilateral collaboration between the school, guidance and counseling teachers, and parents has also emerged as a key to the success of guidance and counseling strategies [33]. Malik & Nugraha demonstrated that synergy between the three resulted in more comprehensive and sustainable disciplinary interventions [34]. In the field, regular invitations to parents and intensive coordination with homeroom teachers accelerated student responses to behavioral correction, as they were simultaneously monitored by two environments [35], trilateral cooperation creates a holistic framework for student development, where the school and family function as aligned units of support. The present study supports this view and suggests that sustained communication and coordinated action among stakeholders lead to more consistent and lasting behavioral change [36].

As a result, students internalize discipline, not just through fear of punishment, but through a growing awareness of the need to obey rules. According to Surtiyoni, Islamic counseling and preventive modeling are effective in internalizing the value of discipline [37]. This is reflected in interviews with students from MTs Lempangang, who stated that after counseling, they understood the impact of lateness on assignments and their peers, leading them to consciously improve themselves.

This study also identified structural constraints, such as limited guidance and counseling staff, counseling rooms, and service hours. This situation is not new; several studies, including Raisman and other journals, have shown that the effectiveness of guidance and counseling services is often hampered by a lack of facilities and human resources [38]. Therefore, recommendations are needed, such as adding counselors, intensive training, and regular evaluations, to ensure this effective strategy is more optimal and sustainable.

The principal provides comprehensive support for the implementation of the guidance and counseling service program, both in policy and operational terms. This support is demonstrated by allocating dedicated time for counseling services, providing moral support to guidance counselors, and involving other teachers in addressing student discipline issues [39]. The guidance and counseling teachers at MTs Muhammadiyah Lempangang play an active role in guiding students, both individually and in groups. The counselors' ability to understand students' personalities, manage counseling sessions, and build empathetic relationships is

crucial in addressing disciplinary issues. Setaiaji et al. emphasize the importance of training to equip counselors with skills tailored to students' needs [40].

Collaboration between guidance counselors and other teachers is crucial in conveying information and monitoring student behavior. This collaboration allows guidance counselors to obtain input on student conditions in the classroom, enabling more targeted counseling strategies [41]. Research conducted at integrated vocational schools (SMK) indicates that active participation by all teachers and the student information system is highly supportive [42].

Although not yet perfect, the participation of some parents in the discipline development program has shown positive results. Parents who actively respond to school invitations and are willing to collaborate with guidance counselors play a crucial role in shaping children's behavior. Family support provides a strong foundation for developing students' disciplined character [43]. The school has prepared a dedicated counseling room, although facilities are still limited. However, this step is considered a step forward, supporting the effective counseling process. With a dedicated counseling room, students can feel comfortable disclosing the issues they are facing [44]. Providing a dedicated space and time for counseling services can improve the quality of the counseling relationship and the effectiveness of the services provided [45].

Counseling has been proven effective in significantly reducing the number of disciplinary violations. With its approach, counseling helps identify the underlying causes of misbehavior, provides appropriate solutions for each individual, and increases students' awareness of the impact of their actions [46].

Principals often view guidance and counseling teachers solely as administrative tasks or for handling problem students, rather than as a crucial part of student development. Meanwhile, teachers sometimes perceive guidance and counseling as not their responsibility, making them reluctant to collaborate in identifying student problems. Therefore, efforts to socialize and involve all parties are needed to change this view [47].

Lack of understanding among counselors regarding guidance and counseling programs, limited access to up-to-date reference sources, and a lack of clear guidelines are barriers to service implementation. Many counselors face challenges in designing appropriate programs due to limited access to literature tailored to student needs [48]. As a result, guidance and counseling programs are general, unmeasured, and lack consistency in addressing specific issues such as mental health, careers, or students' social and emotional challenges. Without clear guidance and adequate resources, counselors encounter obstacles or difficulties in ensuring the success of the service program [49].

The success of guidance and counseling services is often hampered by several key factors. First, guidance and counseling teachers are sometimes assigned additional tasks beyond their responsibilities, such as school administration or teaching other subjects, thus reducing their dedicated attention to student guidance [50].

Second, students sometimes exhibit passivity and are reluctant to actively participate in guidance and counseling programs due to a lack of understanding of the benefits of these services. Cooperation between parents and institutions is still lacking, resulting in incomplete handling of student problems [51]. Consequently, facilities in the counseling room are limited and inadequate. Therefore, a planned approach is needed to ensure optimal guidance and counseling operation [52]. Lastly, the lack of structured program models and up-to-date references points to a broader systemic issue within many educational institutions. Without access to current literature, best practices, and specialized tools, even the most committed counselors operate with limited capacity to innovate or evaluate [53].

Being on time to school is one of the disciplines carried out by students of MTs Muhammadiyah Lempangan because time discipline in going to school is a valuable exercise that forms good habits for the future. See Fig. 1.



Fig. 1. Picking up students

Strong discipline and neatness in action (Fig. 2) are the foundation for achieving personal success and creating a harmonious environment or a disciplined attitude in life is very important, just like maintaining neatness at home to create an orderly and comfortable atmosphere.



Fig. 2. Student Neatness

Conclusion

This study shows that MTs Muhammadiyah Lempangang uses several guidance and counseling strategies to improve student discipline. These strategies include preventive actions, individual counseling, group counseling, and collaboration with teachers and parents. Each method has helped students become more responsible, follow school rules, and improve their behavior. The success of these programs is supported by the school principal's support, the counselor's professionalism, and the involvement of parents. However, there are still challenges, such as a lack of counseling staff, limited student interest, weak cooperation from some teachers, and not enough resources for the counselor to use. In short, guidance and counseling strategies can work well when the school, teachers, and parents all support each other. These programs help students not only follow rules but also grow in character.

Conflict of Interest

The authors declare that there is no conflict of interest.

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