



Behavior of Discipline Violation And Efforts to Handle It By Guidance And Counseling Teacher

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ABSTRACT

This study aims to examine the behavior of disciplinary violations at SMP N 2 Pulau Punjung and the efforts to handle it by guidance and counseling teachers. Guidance and counseling teachers at SMP N 2 Pulau Punjung made various efforts to deal with this disciplinary violation behavior. These efforts include fostering student attitudes and behavior, outreach to students and parents, developing reward and sanction programs, and collaboration with related parties. The research was conducted using a qualitative approach and case study method. Data obtained through observation, interviews, and document analysis. 1 Research shows that there are various kinds of disciplinary violations committed by students at SMP N 2 Pulau Punjung, such as arriving late to school, not bringing school equipment, dressing untidy, and being disruptive in class. Factors that influence the behavior of disciplinary violations include the family environment, school environment, and individual student factors.

Keywords: Discipline, Students and Guidance Counseling Teachers

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INTRODUCTION

The application of discipline at school will help students to learn to behave responsibly, have a consistent personality and behave according to the rules at school so as to create conditions for conducive learning activities. Besides that, the educational process will run smoothly and produce students who are proficient, skilled and responsible if the school applies strong discipline and students can apply discipline well too (Lijanporn & Khlaisang, 2015). But in reality, even though schools have implemented discipline rules, there are still students who violate them (Hidayat, 2018). In line with that, problems regarding discipline are not new to students. Discipline is

considered trivial for many students who do not know the benefits of discipline itself (Oliver & Higgins, 2023). Not only in big cities students underestimate school discipline, even in areas such as rural areas where the character of students is different from students in cities also underestimate school discipline itself (Moss et al., 2022). Discipline has an important role for students at school, discipline will be realized if students are willing to obey school rules and regulations. In carrying out the learning process, the rules that apply in schools are in the form of applying student discipline, namely discipline in dress, attendance, setting time for learning and maintaining the cleanliness of the school environment (Fiana & Ridha, 2013).

In an effort to facilitate the implementation of existing school programs, schools make rules and regulations, with school rules and regulations functioning as guidelines for behavior for students as long as students attend school (Winkler et al., 2017). In an orderly school environment it is necessary to create an orderly, safe, peaceful, conducive and full of discipline school life (Azzet, 2011). In line with that, according to Gagne, violation of the rules is an attitude of inattentiveness, for example, often leaving class, conversing during the lesson does not answer the teacher's questions, does not do assignments, is slow to do assignments (Santiago-Rosario et al., 2021), (Johnson et al., 2022). By enforcing school rules and regulations, it is hoped that disciplined and responsible students will be formed, so that problems with moral violations that often occur such as arriving late, in crowded classes, often leaving school during lessons without permission, smoking, and so on can be reduced to a minimum (Stark & Bettini, 2021).

States that counseling helps individuals to become useful human beings in life who have various insights, views, interpretations, adjustment choices, skills, that are appropriate regarding themselves and their environment (Shepherd et al., 2023). Education is something that cannot be separated from human life, because it is through education that humans can increase knowledge, develop skills and improve their attitudes and behavior (Droubi et al., 2023). As explained in the Law on the national education system Number 20 of 2003 article 1 paragraph 1 it is stated that: Education is a conscious and planned effort to create learning facilities and learning processes so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, the community, the nation and the State.

Based on the above, it can be understood that education is not only able to lead students to achieve academic standards, but according to (Jones & Brazdau, 2015) is also able to develop healthy and productive personal, social, intellectual maturity, and morals. Education is a conscious effort so that humans can develop their potential, and through education can also shape dignified national character and civilization in order to educate and maintain positive values and have self-control in accordance with existing educational goals (MacKenzie et al., 2023)

Discipline according to (Clayback & Hemmeter, 2021) based on its nature can be divided into 2, namely, the first positive discipline is an attitude and organizational

climate in which each member obeys the rules of the organization on his own accord. Students obey these rules because students understand, believe and support it (Christensen & Ball, 2019). In addition, students do so because students really want it, not because they are afraid of the consequences of disobedience. In an organization that has implemented positive discipline, some students sometimes make mistakes that violate the rules (Sziklai, 2021). Then the consequence is the obligation to determine a punishment. However, the punishment given is not intended to injure, but in accordance with the principles of positive discipline, the punishment is given to correct and correct (Elbla, 2012).

The two negative disciplines that are meant by negative discipline here are a state of discipline that uses punishment or threats to make people obey orders and follow the rules of punishment (Snidal, 2021). This approach to negative discipline is to use punishment for breaking rules to agitate and frighten people or other students so that students will not make the same mistake (Guse et al., 2023). Even though this negative discipline has many drawbacks, at certain times it still requires an attitude of strength and power if indeed this is the only way to answer that needs to be done so that goals can be achieved and run smoothly (David et al., 2020) (Tri Putri; Amelia S & Silvianetri, 2018).

Guidance and counseling services in schools must of course be carried out based on applicable rules or norms (Ako et al., 2020). Carrying out guidance and counseling services requires understanding the techniques used based on the problems faced by the counselee (Yuksel-Sahina, 2012). Counseling is an assistance provided by a trained counselor to individuals (can be 1 person or even more) who are experiencing problems (counselee), face to face, which aims to enable these individuals to make decisions independently on the problems they face both psychological problems, in the hope of being able to solve their problems, be able to understand themselves and be able to direct themselves according to their abilities and potential so as to achieve adjustment to the environment (Li et al., 2023), (Hirata & Ozawa, 2023). Guidance and counseling teachers have an important role in this regard, because the problems experienced by students will interfere with students in the learning process they are going through, therefore the counselor is very necessary in the handling process (Chinyelu, 2009) (Tri Putri Amelia S et al., 2022). Efforts that have been made by guidance and counseling teachers are to provide services related to the handling of students who violate school discipline (Johnson et al., 2022).

This study tries to clarify from previous studies that it aims to determine the extent to which disciplinary violations at SMPN 2 Pulau Punjung serve as reinforcement, namely the Effectiveness of Group Guidance Services in Improving Student Discipline at SMPN 1 Unaaha which was examined by Juli Ermayanti, et al in the journal in 2019. And in the 2019 Hayyu Suci Lestari thesis entitled Student Learning Discipline at MTS Azzahrah Dolok Masihul. And also Muhammad Juris' research in his 2018 thesis entitled Sanctions Against Indiscipline in Class V SDN

Tempel District. Thus this study will explain how Guidance and Counseling teachers at SMPN 2 Pulau Punjung how to handle discipline.

Indiscipline basically greatly affects the school rules of conduct that are well adhered to, if not, of course the student does not comply with the rules properly. Based on the results of the author's interview with the guidance and counseling teacher at SMPN 2 Pulau Punjung on September 14 2022, it can be seen that students at SMPN 2 Pulau Punjung have lower discipline than the average overall student at SMPN 2 Pulau Punjung violates the rules or is indisciplined. Apart from having disciplined students, there were also many students at SMPN 2 Pulau Punjung who violated the rules or discipline. with the results of the author's initial observations which observed that some students at the school violated the rules or discipline. Discipline violations committed by some students such as unplugging, smoking, being late for class hours, neatness in dressing so that these students violate the rules of conduct determined by the school. The author also observes that students who have low disciplinary violations are found.

Based on the description above, the sub focus is how the behavior of disciplinary violations. And the efforts of guidance and counseling teachers in dealing with those who violate school discipline. And also regarding the collaboration of guidance and counseling teachers with other school personnel in handling disciplinary violations of SMPN 2 Pulau Punjung students.

RESEARCH METHODOLOGY

The research conducted is qualitative descriptive qualitative research, which is a way of research that seeks to reveal phenomena by collecting data in the field and describing what is true through interviews and observations. According to (Gray et al., 2023) descriptive research(*descriptive research*) is "research that seeks to describe or describe a symptom or event that occurs". In line with that, according to (Brodeur et al., 2023) "qualitative researchers are research that aims to seek contextual meaning as a whole based on facts (actions, speech, attitudes, thoughts and settings). From research subjects in an emic-experienced setting, that is, seeking the truth according to the views studied.

In this case, the place where the author will conduct research is SMPN 2 Pulau Punjung School and the research will be carried out from November to December 2022. The research instrument that the author uses in this study is the researcher himself. The primary data source in this study was the counseling teachers at SMPN 2 Pulau Punjung.

RESULT AND DISCUSSION

Based on data analysis from the research findings that have been obtained, it can be analyzed as follows:

1. Forms of Discipline Violation Behavior in Class by Students of SMPN 2 Pulau Punjung.

The form of disciplinary violation behavior in class by SMPN 2 Pulau Punjung students is students arriving late to class without a valid reason or without permission from the teacher. Students disrupt order in class by talking loudly, chatting, or behaving inappropriately. Students do not follow the rules set by the teacher, such as using cell phones during class or not adhering to the set dress code. There are several factors behind student disciplinary violations in class, including lack of supervision or attention, personal or emotional problems, lack of understanding or interest in subject matter and environmental factors. In addition, previous forms of student disciplinary violations at SMPN 2 Pulau Punjung included not completing assignments or not preparing lesson material properly. Absent from class without a valid reason or without permission from a parent/guardian. Distractions such as talking loudly or chatting with friends excessively, which interferes with other students' learning and concentration. Not obeying instructions or orders from the teacher, including not following the special rules set in class. Lateness to class without a valid reason or permission from the teacher. Unauthorized use of cell phones or other electronic devices during class time, which can interfere with focus and learning.

The results of this study explain that violations of behavioral discipline are actions or behavior of a person that leads to non-compliance with applicable rules or norms. This violation is usually committed by a person who feels free and has no purpose in himself. This explanation is in line with the opinion of (Cicek, 2012) which explains that disciplinary violations are a series of someone's behavior that shows disobedience and disobedience to the rules, regulations, and norms of life that apply because there is no awareness from within him to achieve a goal.

Furthermore, the findings can be analyzed regarding violations of student discipline in the class that have been obtained, so this is in line with the opinion of (Oskouei & Abdi, 2013) that there are several types of indicators that can be used as a reference for measuring student discipline behavior, one of which is undisciplined behavior in the class in which the indicator is divided as follows:

a) Making a fuss or commotion in class

This behavior can disrupt a conducive learning atmosphere for other students. When there is noise or commotion in the classroom, it is difficult for other students to focus and follow learning. This can hinder understanding of the material and create an environment that is not conducive to learning. In addition, this action also disrupts the balance and order of the class and affects the relationship between students and teachers (Ugurlu et al., 2015).

b) Eat and drink during the learning process takes place

When students eat or drink during the learning process, this can be considered as impolite behavior. In addition, eating and drinking in class can also distract other students' attention and reduce students' focus on the material being studied (Shahmohammadi, 2014). Students should be better off waiting for breaks or designated times to eat and drink.

c) Not participating in learning activities in class:

If a student does not participate in learning activities in class, he will miss the opportunity to acquire the knowledge and skills taught by the teacher. Not participating in learning activities can hamper a student's academic progress and make him fall behind his peers (Tong et al., 2022). In addition, this attitude also shows a lack of interest or motivation towards learning.

d) Not doing assignments given by the teacher and not submitting them on time:

This is a behavior that can hinder a student's progress and negatively impact a student's academic results. Not doing the assignments given by the teacher reduces the opportunity to practice skills and understand the concepts being taught (Liu et al., 2023). In addition, if students do not turn in assignments on time, students may miss feedback from the teacher which is important for student development.

e) Cheating on tests:

Cheating is dishonest behavior and violates academic ethics. This reflects students' lack of understanding and preparation of the material being tested. Cheating not only harms the student who commits the act, but also reduces the integrity and value of the student's self-evaluation process and education as a whole (Ababneh et al., 2022).

In dealing with these behaviors, it is important for schools and teachers to have clear and consistent rules regarding classroom discipline. Implement positive discipline and provide a good understanding of the importance of good behavior and ethics.

2. Forms of disciplinary violation behavior outside the classroom by SMPN 2 Pulau Punjung students

The form of disciplinary violation behavior outside the classroom by students of SMPN 2 Pulau Punjung is supervision by the teacher or school staff which is not as strict as in the classroom. The environment around students outside the classroom can also influence student behavior. Students tend to break the rules or ignore the established rules. Students commit acts of intimidation, humiliation, or violence against other students outside the classroom, either directly or through social media. Students violate school policies regarding tobacco use, smoking in prohibited school areas, or even using narcotics or illegal drugs outside of class. Students violate school rules in the school environment which includes the canteen area, library, field, toilets, or other public areas. Students are involved in acts of theft or fraud against fellow students or even school staff outside the classroom. Students damage school facilities or property outside the classroom, such as damaging benches, walls, doors or other public facilities.

Students violate social order or ethical rules in the school environment, for example by speaking harshly, showing inappropriate behavior, or taking actions that disturb public order. Students violate the rules for using school transportation, such as not using the specified school uniform or taking actions that violate safety

regulations while traveling. Students violate traffic rules around the school, such as running a red light, not using the sidewalk, or behaving unsafely while crossing the street. Students are involved in actions that disturb public order around the school, such as riots, fights, or damage to public property.

There are forms of violations such as bullying, smoking or using narcotics, violations of discipline in the school environment, theft or fraud, damage to school property, violations of decency or ethics, violations of school transportation, violations of traffic around the school and violations of public order.

These findings are in line with Fiara's opinion (2019: 4) that there are several types of indicators that can be used as a reference for measuring student discipline behavior, one of which is undisciplined behavior outside the classroom where the indicators are as follows:

a) Does not use school attributes completely

This violation occurs when students do not wear school attributes such as uniforms, shoes, and other attributes in accordance with applicable regulations. This shows the lack of obedience of students to the rules set by the school.

b) Come and go home not on time

Students who do not come or go home according to the schedule set by the school violate discipline. Timely attendance is very important to keep the learning process smooth and build good habits in carrying out school routines.

c) Bring your own vehicle to school

If students bring private vehicles to school without permission or violate the rules set by the school, this is a disciplinary violation. Students should follow existing policies and procedures regarding the use of vehicles at school.

d) Smoking

Smoking on the school grounds is a serious offence. Students who engage in smoking activities violate school rules and also violate laws governing tobacco use at an underage age.

e) Bringing cell phones to school

If students bring cellphones or other electronic devices to school without permission or violate applicable policies, this is also a disciplinary violation. The use of cellphones that are not according to the rules can interfere with student concentration and the learning process.

Not only that, this disciplinary violation behavior also exists in the form of violating decency. Where politeness is violated according to (Aydinoğlu, 2013) is not respecting teachers and school staff, not respecting friends, not asking permission when entering and leaving class. These behaviors need to get attention and handling from the BK teacher and the school. BK teachers can involve students in coaching and education activities regarding the values of courtesy, ethics, and the importance of respecting others. In addition, BK teachers can also carry out individual or group counseling approaches to help students understand the consequences of decency violation behavior and develop good social skills.

In addition to the intervention of the guidance counselor, it is also important to involve the role of parents/guardians of students in supporting efforts to foster students' polite behavior at school. Collaboration between schools, guidance counselors, and parents/guardians is very important in establishing a conducive environment and maintaining student decency and discipline at school (Torunoğlu & Gençtanırım, 2015), (Juklová, 2014). In dealing with this disciplinary violation behavior, the Guidance Teacher of SMPN 2 Pulau Punjung can take various actions such as providing guidance, providing appropriate sanctions, and conducting educational programs that emphasize the importance of discipline and adherence to school rules. It is important for schools and parents/guardians to work together to address and prevent this misbehavior so that students can learn in a disciplined and conducive environment.

3. Handling of disciplinary violations in class by BK SMPN 2 Pulau Punjung teacher

The handling of disciplinary violations in class by the guidance counselor at SMPN 2 Pulau Punjung found that the guidance and counseling (guidance and counseling) teacher has an important role in handling disciplinary violations in the classroom. Counseling teachers at SMPN 2 Pulau Punjung carried out with several handling efforts to help students improve behavior and build discipline. Based on the research conducted, efforts were obtained in the form of identification and evaluation of disciplinary violations committed by students. Provide regular guidance and monitoring of students who commit disciplinary violations. Guidance teachers at SMPN 2 Pulau Punjung can also work with parents/guardians of students to discuss disciplinary problems that occur in class. Developing effective discipline programs in schools. Carry out continuous monitoring and evaluation of students who have committed disciplinary violations. Collect information related to violations committed by students where this information can be obtained through observation, reports from other teachers, conversations with related students, or information provided by parents/guardians of students. Identify the causes of violation behavior committed by students. As well as providing individual counseling and group counseling services to students who violate discipline, they also provide education and training to students about the importance of discipline, ethics, and good behavior.

Furthermore, some students may understand and appreciate the services provided by the guidance counselor, while others may have difficulty understanding them. Factors such as the student's age, level of emotional maturity, previous experience, and the student's relationship with the counseling teacher at SMPN 2 Pulau Punjung can influence the level of understanding and acceptance of the service. Furthermore, after providing services and making efforts to deal with students who violate discipline, the BK teacher can provide several follow-ups, namely enforcing consequences, providing special coaching programs, collaborating with parents/guardians, making referrals and monitoring and evaluation. The follow-up

provided by the guidance counselor at SMPN 2 Pulau Tunjung will be adjusted to the existing policies and procedures at the school as well as the individual needs of students who violate discipline.

BK teachers at SMPN 2 Pulau Punjung have an important role in ensuring discipline and order in the school environment. Through various handling efforts, the Guidance Teacher of SMPN 2 Pulau Punjung tries to help students who violate discipline understand the consequences of student behavior and encourage positive behavior improvement.

An analysis of the handling of disciplinary violations in the classroom by the Guidance Teacher at SMPN 2 Pulau Punjung shows that the Counseling Teacher has an important role in creating a disciplined and orderly school environment. Some of the handling efforts carried out by the BK teacher are:

a) Identification and evaluation of disciplinary violations

The BK teacher identifies and evaluates the behavior of violations committed by students. This helps in understanding the types of violations that occurred and the factors that contributed to them.

b) Construction and routine monitoring

BK teachers provide coaching and regular monitoring to students who commit disciplinary violations. Through this coaching, students are given direction and guidance to improve their behavior.

c) Collaboration with parents/guardians of students

The guidance counselor works with parents/guardians of students to discuss disciplinary problems that occur in class. This collaboration strengthens a comprehensive approach in handling disciplinary violations.

d) Discipline program development

The counseling teacher plays a role in developing an effective disciplinary program in schools. This program may include activities or policies aimed at increasing student awareness of the importance of discipline, ethics, and good behavior.

e) Individual and group counseling services

BK teachers provide individual and group counseling services to students who violate discipline. Through this counseling, students are given the opportunity to talk about the problems that underlie their behavior and get guidance to change negative behavior into positive behavior.

After providing services and making efforts to deal with students who violate discipline, the BK teacher also provides follow-up in accordance with the policies and procedures that exist in the school. This follow-up includes enforcing consequences, special coaching programs, collaboration with parents/guardians, referrals if needed, as well as monitoring and evaluating changes in student behavior.

The role of the BK teacher in ensuring discipline and order in the school environment is very important. Through the handling efforts made, the counseling teacher seeks to help students understand the consequences of their behavior and

encourage positive behavior improvement. Collaboration with parents/guardians of students is also a factor that supports the successful handling of disciplinary violations (Rufaedah, 2021).

4. Handling of disciplinary violations outside the classroom by BK teachers at SMPN 2 Pulau Punjung

From the results obtained, it can be analyzed that the communication approach is empathetic and open. Conduct individual counseling sessions with students to understand the causes and background of disciplinary violations that occur outside the classroom with the aim of helping students improve behavior, identify factors that cause violations, and provide the necessary support. Each treatment step will be adjusted to the needs and individual situation of students as well as applicable school policies.

Services provided for students who commit disciplinary violations outside the classroom are counseling and group guidance services. Students who have difficulty understanding the services provided. The follow-up that I will provide regarding student disciplinary violations may vary depending on school policy and the level of the violation committed. Furthermore, verbal warnings given as sanctions to students who violate discipline also depend on what decisions are given by student representatives such as written warnings, additional lesson hours, temporary suspension of extracurricular activities and calling parents/guardians.

Based on the findings obtained, it can be concluded that the efforts to deal with the counseling teacher at SMPN 2 Pulau Punjung against students who commit disciplinary violations outside the classroom involve several steps. For example, the counseling teacher at SMPN 2 Pulau Punjung uses an empathetic and open communication approach to build trusting relationships with students and identify factors that cause violating behavior. Counseling teachers at SMPN 2 Pulau Punjung also provide support, guidance, and advice to students and design special coaching programs to develop social skills and emotional management. Collaboration with parents/guardians of students is important to create consistency between the school and home environment. Monitoring and evaluation is carried out to ensure improvement in student behavior.

Furthermore, it can be concluded that the implementation by the guidance counselor at SMPN 2 Pulau Punjung includes identification of violations, communication with students, analysis of causative factors, skills development, collaboration with parents/guardians, and monitoring and evaluation. Counseling teachers at SMPN 2 Pulau Punjung take an approach that focuses on identifying problems, developing skills, and collaborating with various related parties to correct student behavior that violates discipline outside the classroom. The services provided by the guidance counselor at SMPN 2 Pulau Punjung include individual and group counseling, special coaching programs, supervision and escort, collaboration with

parents/guardians, and referrals to related parties if needed. This service aims to help students improve behavior, address issues underlying violations, and create an environment that is conducive to student growth and development.

The role of the counseling teacher in the education unit is to prevent children or even teachers from prejudice. Prejudice will hinder effective communication between teachers and students or between teachers and colleagues. Negative prejudice will turn defensive and closed, other people are dangerous enemies (Purwaningsih, 2021).

The ability of students to understand the services provided by the counseling teacher at SMPN 2 Pulau Punjung varies, but it is important for the counseling teacher at SMPN 2 Pulau Punjung to use an effective communication approach and involve parents/guardians in the treatment process. The follow-up to be carried out by the guidance counselor at SMPN 2 Pulau Punjung depends on the school's policy and the level of violations, including discussions and explanations, development of improvement plans, supervision and monitoring, counseling and assistance, involving parents/guardians, and referrals to related parties if necessary. needed. Overall, the purpose of the handling efforts by the counseling teacher at SMPN 2 Pulau Punjung is to help students improve behavior, identify factors that cause violations, and provide the necessary support. The steps taken will be tailored to the individual needs of students and applicable school policies.

An analysis of violations of school rules by students can be grouped into several categories based on the type of violation that occurred at SMPN 2 Pulau Punjung in line with the opinion of D. Soemarno (in Syifa Aulia, 2016): violations in terms of time, included in this category are students who does not follow school hours, leaves the school yard during school hours, or does not comply with recess unless there is special permission. These violations can disrupt the learning process and hinder discipline in the school environment. Violations in ethics (politeness) include student behavior that does not respect Indonesian cultural values, such as dressing contrary to cultural norms or using excessive make-up. In addition, receiving guests without permission and engaging in acts of violence such as fighting are also included in this category. This violation can damage manners and create disharmony in the school environment. Violations in terms of using school facilities, violations in terms of maintaining the cleanliness and beauty of the school environment, violations in criminal matters and violations in terms of dress.

Prayitno (Permana, 2020) revealed that the implementation of counseling activities in schools requires coordination between all school personnel and outside of school. The school principal, teacher, homeroom teacher, picket, BK teacher, administration staff, and parents/guardians of students must have an atmosphere of cooperation, for this to uphold student discipline it is also necessary to cooperate with school personnel. By classifying these violations, schools and teachers can have a better understanding of the types of violations that often occur and can take appropriate actions to deal with and prevent these violations. In addition, this

categorization also helps in designing appropriate educational programs and interventions to shape good behavior and student discipline.

CONCLUSION

The BK teacher identifies disciplinary violations, communicates with students, and analyzes the causative factors to understand the problems that underlie student behavior that violates discipline outside the classroom. BK teachers involve parents/guardians of students in the handling process and collaborate with various related parties to help students improve behavior. The services provided by the BK teacher include individual and group counseling, special coaching programs, supervision and escort, collaboration with parents/guardians, and referrals to related parties if needed. The follow-up carried out by the guidance counselor is adjusted to school policies and the level of violations, including discussions, development of improvement plans, supervision and monitoring, counseling and assistance, involving parents/guardians, and referrals to relevant parties if necessary.

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