

Behavioral Change through Reinforcement: Learning Discipline Improvement via Individual Counseling

Fajar Rifki Fauzan^{1*}, Farida Agus Setiawati²

^{1,2,3} Universitas Negeri Yogyakarta, Indonesia

*E-mail: fajarrifkifauzan002@gmail.com

ABSTRACT

The purpose of this research is to improve the learning discipline of SMPN 1 Salawu Tasikmalaya students through individual counseling using reinforcement techniques. This research uses an action research method that lasts two cycles, with the Kemmis and Tanggart research models. The subjects in this study were 6 students in grade 7B of SMPN 1 Salawu Tasikmalaya. Data collection techniques use observation and interviews. The analysis used was qualitative descriptive and quantitative descriptive. The results showed that there was an improvement in learning discipline behavior in 6 students in class 7B after being given action with individual counseling using reinforcement techniques. In the first cycle, the percentage of student learning discipline that was the subject of the study was initially 9.7% to 33%, there was an increase of 23.3%. It was concluded that Cycle I did not meet the expected criteria because the average percentage was below 75%. In cycle II, the average learning discipline of students learning students became the subject of research in cycle I from 33% to 80.6%, there was an increase of 50%. It was concluded that the second cycle had met the expected criteria because the percentage exceeded 75%. Thus, it can be concluded that individual counseling using reinforcement techniques has succeeded in improving the learning discipline of SMPN 1 Salawu Tasikmalaya students..

Keywords: learning discipline; individual counseling; reinforcement techniques



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

School is a social organizational mechanism composed of interpersonal relationships formed through organic interaction (Atmodiwiro, 2000:37). Daryanto (1997:544) describes school as a place or institution where knowledge is obtained and shared. It also serves as a secondary environment where students can shape and enhance their personalities (Made Pidarta, 1997:171). As dynamic and multifaceted institutions, schools present complex environments involving diverse student experiences and internal system dynamics. For school counselors, these complexities represent significant challenges that demand the use of various strategies to achieve optimal outcomes (Lemberger-Truelove et al., 2020:1). In accordance with Government Regulation No. 19 of 2017, teachers are not only responsible for transmitting knowledge but also for guiding, educating, directing, and training students.

The role of school counselors is further highlighted by the American School Counselor Association (2017:8), which states that counselors must assist students in resolving problems and ensuring growth in personal, social, academic, and career domains. School discipline becomes an essential component in this context, especially in motivating adolescents to reach their goals, given that many lack sufficient self-control (Ning, 2020:5). Instilling discipline helps students understand acceptable and unacceptable behaviors, thereby increasing their chances of academic success (Angguni, 2021:3). Good learning discipline improves the quality

of learning and aligns with Haryono's (2016) perspective that student achievement is influenced by their learning styles (Sugiarto et al., 2019:233). Moenir (2010:131) identifies time management and behavioral compliance as key indicators of student learning discipline. Moreover, Covaleskie (2000) emphasizes that learning discipline significantly contributes to students' motivation and performance. At SMPN 1 Salawu Tasikmalaya, interviews with the principal and vice principal for student affairs revealed that one of the main challenges in the transition from online to offline learning was the lack of time allocated to socialize school rules, particularly for seventh-grade students. This led to insufficient understanding of rules and a decline in discipline. Additional analysis found that classes 9H and 7B experienced frequent discipline issues, such as failure to submit assignments, tardiness, and dress code violations.

Data from the student assignment collection records between January 6 and January 24, 2022, indicated that six students—initials MA, MD, NA, NR, S, and T—faced learning discipline issues, particularly in Mathematics. Observation results showed that the average discipline compliance rate was only 9.7%, with behaviors assessed across dimensions such as task submission, dress code adherence, and punctual attendance. The prevalence of discipline issues at SMPN 1 Salawu indicates the urgent need for interventions to help students improve their behavior, with counseling being one of the recommended approaches. Counseling enables guidance counselors to explore the underlying causes of students' problems and support them through structured problem-solving processes. As noted by Gibson and Mitchell (2011), counseling is a professional relationship focused on personal growth and adjustment, oriented toward addressing issues and making informed decisions. Willis (2010:18) adds that counseling is an act of support conducted by professionals to help individuals develop their potential, overcome problems, and adapt to changes in their environment. In addition to problem-solving, counseling also contributes to students' social-emotional, academic, and career development (Bardhoshi et al., 2019:7).

Individual counseling has been shown to be effective in changing student behavior. A study by Zultoni and Astuti (2016:65), titled "The Influence of Individual Counseling Services on the Self-Adjustment of Grade XI Students at SMAN 2 Pringgarata", found that individual counseling positively influences students' self-adjustment. These findings support the relevance of individual counseling in addressing behavioral issues such as those related to learning discipline, as is the focus of this study. However, the previous study did not specify the counseling technique used, and the participant profile differed from the present research. Among the counseling theories applicable to behavioral change, behavioral theory is especially relevant. This theory emphasizes modifying maladaptive behaviors into more constructive ones. Prabowo and Cahyawulan (2016:15) state that the goal of behavioral approaches is to instill adaptive behaviors through habit formation. In this study, behavioral theory is appropriate, as the problem involves undesirable learning discipline that needs modification.

Behavioral theory offers various techniques that can be employed, including positive and negative reinforcement, token economy, behavioral contracts, extinction, time-out, flooding, overcorrection, punishment, and systematic desensitization (Sari et al., 2014:4). This study applies the reinforcement technique, as it aims to increase the frequency of positive behaviors.

According to Miltenberger (2001:13), reinforcement is used to strengthen targeted behaviors, which aligns with the goal of improving students' learning discipline.

The effectiveness of reinforcement techniques in enhancing discipline is supported by the study conducted by Fitria Ayu Pratiwi in her article titled "The Application of Group Counseling with Positive Reinforcement Techniques to Improve the Learning Discipline of Class VIII A Students at Wiyata Karya Natar Junior High School, South Lampung (2018/2019)". The study demonstrated that group counseling using reinforcement strategies effectively improved learning discipline. While the previous study utilized group counseling, the present study focuses on individual counseling, with differing research subjects. Based on the aforementioned background, the purpose of this study is to improve the learning discipline of students at SMPN 1 Salawu Tasikmalaya through the implementation of individual counseling using reinforcement techniques.

METHOD

The method used in this is action research, with the research design using the spiral model proposed by Kemmis and Taggart. There are 4 stages that are carried out, namely planning, action, observation and reflection (Sugiyono, 2005:96). The time in this study is January 19, 2022 - April 7, 2022. The place of research was conducted at SMP Negeri 1 Salawu Tasikmalaya. The place of research was conducted at SMP Negeri 1 Salawu Tasikmalaya. Action research uses 2 cycles. The data collection techniques in this study used interviews, observations and documentation. The data collection instruments in this study were interview sheets and observation sheets. The success criterion in this study is that the average percentage of learning discipline exceeds 75%. The data analysis technique in this researcher uses quantitative descriptive and qualitative descriptive techniques.

RESULTS AND DISCUSSION

Cycle I

In cycle I lasts for 2 weeks and student behavior observation is carried out 1 time each week in mathematics subjects. The actions carried out in individual counseling which lasted 4 sessions for each were still the subject of research. The stages of individual counseling consist of 3 stages with the following details: (1) the initial stage for problem exploration which is carried out for 1 session, (2) the core stage for problem solving which is carried out for 2 sessions, and (2) the final stage of counseling which is carried out to evaluate student development which is carried out during 1 session. The technique used is a reinforcement technique with one stimulus, namely by giving praise to expected behavior and giving a reprimand for unexpected behavior. The table of the results of observation of the behavior of collecting tasks in cycle I is as follows:

Table 1. Observation of learning discipline behavior in cycle I

Student Inisial	Sunday.1			Sunday.2			%
	M	B	H	M	B	H	
MA			V				17%
MD		V			V	V	50%

NA		V		V			33%
NR				V	V		33%
S		V					17%
T		V			V	V	50%
Average Percentage							33%

From the table above, it is obtained that in the first cycle the average percentage of student learning discipline is 33%. It can be concluded that there is an increase of 23.3% from the pre-action which is only 9.7%. It's just that in the first cycle it has not met the expected criteria, because the average is still below 75%. This is because the stimulus given to *the reinforcement technique* is only one that causes less effective in encouraging students to improve discipline behavior, besides that counseling sessions are not enough because they still need several sessions to solve students' problems. Therefore, in cycle I, it is necessary to use reinforcement techniques with several stimuli and additional sessions for counseling are needed so that counseling results can be maximized.

Cycle II

In cycle II it lasts for 2 weeks and student behavior observation is carried out 1 time per week in mathematics subjects, it is still the same as cycle I. However, in cycle II there is a change in the implementation of the action, namely in the provision of stimulus in the *reinforcement technique* which was initially only one stimulus to several stimulus and the number of sessions which was initially only 4 counseling sessions for each research subject to 6 sessions for each research subject. The details of the change in actions are as follows: (1) The provision of several stimuli is to give praise accompanied by the giving of points for students who perform actions as expected and for students who have the highest points will be given an award plan. In addition, the researcher provided a reprimand accompanied by punishment for students who did not behave as expected. Meanwhile, the update for the counseling session which was initially only 4 sessions to 6 for each subject with details: (1) The problem exploration stage consists of 1 session, (2) the problem-solving stage consists of 4 sessions, and (3) the final stage consists of 1 session. The details of the observation data on learning discipline behavior in cycle II are as follows:

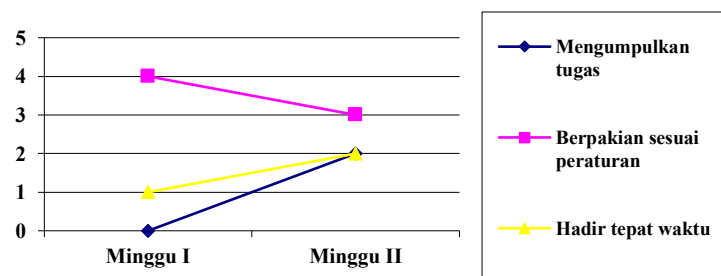
Table 2. Observation of learning discipline behavior cycle II

Student Inisial	Sunday.1			Sunday.2			%
	M	B	H	M	B	H	
MA	V	V		V	V	V	83%
MD			V	V	V	V	67%
NA	V	V	V	V	V	V	100%
NR		V		V	V	V	67%
S		V	V	V	V	V	83%
T	V	V	V	V	V	V	100%
Average Percentage							83%

From the table above, it is obtained that the average percentage of student learning discipline is 83%. It can be concluded that there is an increase of 50% from cycle I which is

33%. Based on the results of the above research, it can be concluded that in cycle II it has met the outcome criteria because the average percentage of discipline exceeds 75%. Therefore, it can be concluded that using individual counseling with reinforcement techniques that use several stimuli to students is more effective to improve student learning discipline, this can be seen from a significant increase in cycle II. Based on the reflection and analysis obtained, it was concluded that at the end of the cycle there was an increase in learning discipline behavior that occurred in students. The data can be seen from the results of observations on student behavior which can be seen in table 2. As a result of cycle I in the first week, it can be concluded that there is an increase in learning discipline because students begin to attend on time and there are students who are starting to be enthusiastic about dressing neatly. It's just that the improvement of learning discipline behavior still needs to be improved because there are still far from the expected criteria. The results of the first cycle in the second week, it was concluded that there was an increase in discipline behavior from the first week, it can be seen that there were already several students who were consistent to attend on time, there began to be students who were neatly prepared, and students also began to be enthusiastic about doing and completing their assignments. However, disciplinary behavior still needs to be improved because the behavior of some students is not consistent and still not in accordance with the expected criteria. In the first cycle as a whole, the percentage of learning discipline was 33%, which is still far from the expected criteria. In addition, there was an increase in the number of students from the first week to the second week, namely in the behavior of collecting assignments and attending on time, but the increase was not significant. But there is a decline in on-time attendance behavior. This can be seen more clearly in the graph below:

Figure 1. Graph of student learning discipline behavior in cycle I

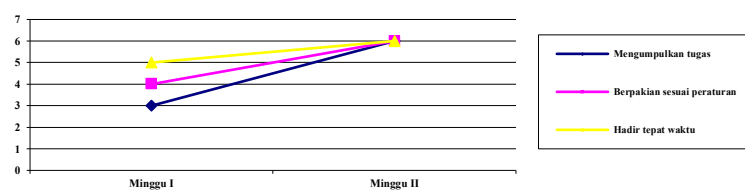


This is due to the stimulus in the counseling technique using only one stimulus and has not given encouragement to students to behave in a disciplined learning manner so that the results obtained are still far from the expected criteria and the individual counseling sessions are not enough. Therefore, additional stimulus and additional counseling sessions are needed so that the condensed results will be better. In the second cycle there was a change in the action plan, this refers to the results of reflection in the first cycle, because the increase was still not in line with expectations. The changes in actions are as follows: (1) Positive reinforcement which initially gave only light praise was changed to more detailed praise by explaining the behavior that has been done such as "you have now collected assignments well, there is an improvement from the previous week" and a dissertation with a point award where an award certificate will be given to the student who has the highest points. (2) Negative reinforcement which was previously only a reprimand, is changed to a reprimand that is equivalent to a punishment such as writing the sentence "I will collect my duties" as many as 10 lines. (3) The number of

counseling sessions which was initially only 4 sessions became 6 sessions for each student, while what was added was a session for problem solving.

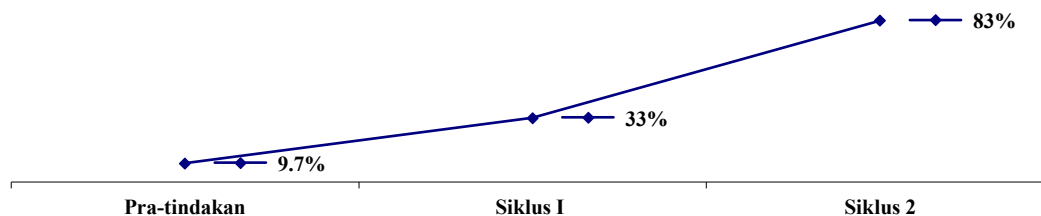
With the renewal of actions in cycle II, there have been significant changes. In the first week the students have started collecting assignments, there are 3 students who collect their assignments, there are only 2 students who are late, and the students have also started to organize neatly, there is only 1 person who is not neatly dressed. And in the second week, all students who were the subjects of the study had behaved as expected. The percentage of task-gathering behavior in cycle II was 83%. In addition to the criteria for results that have been achieved, there is an improvement in each discipline behavior. This can be seen from the graph below:

Figure 2. Graph of student learning discipline behavior cycle II



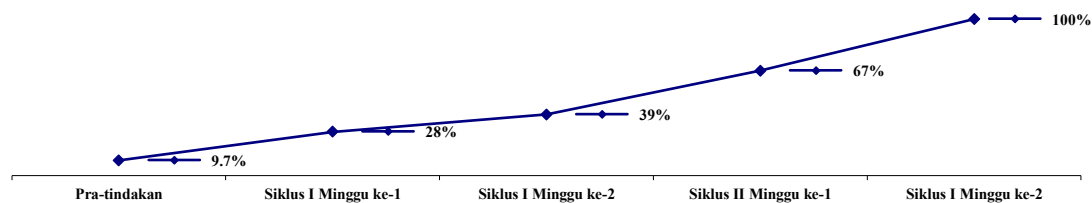
Based on the results above, the overall percentage of learning discipline behavior per cycle in this study is as follows:

Figure 3. Graph of the percentage of learning discipline behavior per cycle



Based on the graph above, it was obtained that in the first cycle the behavior of collecting tasks was 33% and in the initial study was 9.7% there was an increase of 23.3%. As for the second cycle of collecting tasks, the percentage was 83%, there was an increase from the first cycle which was 50%. So it can be concluded that in the study this action has met the criteria, namely the percentage exceeds 75%. Therefore, it can be concluded that there is an increase in learning discipline behavior at SMPN 1 Salawu Tasikmalaya by using individual counseling with reinforcement techniques. The graph of the percentage of learning discipline behavior each week is shown in the graph here:

Figure 4. Weekly Discipline Behavior Percentage Graph



Based on the graph above, it was found that the percentage of learning discipline in the first cycle of week 1 was 28%, there was an increase from pre-action of 18.3%. In the first cycle of the 2nd week, the percentage of teaching discipline was 39%, an increase from the first cycle of the 1st week of 11%. In the second cycle of week 1, the percentage of learning discipline was 67%, there was an increase of 28%. Meanwhile, in the second cycle of the 2nd week, the percentage of learning discipline was 100%, there was an increase of 33%. It can be concluded that in each week there is an increase in discipline and an increase in discipline which is significant in the second cycle of the 2nd week.

CONCLUSION

After conducting action research using 2 cycles, it can be concluded that student learning discipline at SMPN 1 Salawu Tasikmalaya has been successfully improved using individual counseling with reinforcement techniques applied by researchers and reinforcement techniques carried out by teachers in the classroom. In the initial study, the learning discipline on task gathering behavior in the initial study was 9.7%, after being given individual counseling with reinforcement techniques for 2 cycles, the result was 83%, an increase of 70.3%. With learning discipline, it can help the continuity of learning, and it is hoped that learning outcomes can be better than before. From the results of interviews, observations and counseling in this study, there are several things that researchers found. The details are as follows: (1) Time management, self-management and procrastination are the causes of students not being able to collect assignments properly. (2) Students' understanding of discipline greatly affects the attitude of learning discipline. And (3) Parental involvement is an important factor in influencing student behavior.

REFERENCES

- A.S. Moenir. (2010). General management of education in Indonesia. The Earth of Scripts.
- ABKIN. (2016). Operational guidelines for the implementation of guidance and counseling for junior high schools (SMP). Ministry of Education and Culture.
- Abu Ahmadi. (2002). Introduction to didactic methodology for and prospective teachers. Armiko.
- Akhmad, S. (2012). Individualized Counseling Services Process. Penebit Semarang Press.
- Amti, E. P. (2013). Basics of Guidance and Counseling. Rineka Cipta.
- Angguni, R. (2021). Shaping techniques to improve online learning discipline in a child in wonoayu sidoarjo. Sunan Ampel State Islamic University.
- Arcuri, N. M. (2018). Counseling Relationship Experiences for K-12 School Counselors Who Also Fulfill the Role of Anti-Bullying Specialist. *Journal of School Counseling*, 16(5).
- Atmodiwiro, S. (2000). Indonesian education management. PT Ardadizya Jaya.

- Language Development and Development Agency. (2016). Discipline. KBBI Online. <https://kbbi.kemdikbud.go.id/entri/diisiplin>
- Bardhoshi, G., Swanston, J., & Kivlighan, D. M. (2019). Social–Behavioral Stories in the Kindergarten Classroom: An App-Based Counseling Intervention for Increasing Social Skills. *Professional School Counseling*, 23(1), 2156759X 2091937. <https://doi.org/10.1177/2156759x20919374>
- Binning, K. R., Cook, J. E., Purdie-Greenaway, V., Garcia, J., Chen, S., Apfel, N., Sherman, D. K., & Cohen, G. L. (2019). Bolstering trust and reducing discipline incidents at a diverse middle school: how self-affirmation affects behavioral behavior during the transition to adolescence. *Journal of School Psychology*, 75(October 2018), 74–88. <https://doi.org/10.1016/j.jsp.2019.07.007>
- Borgstede, M. (2020). An evolutionary model of reinforcer value. *Behavioural Processes*, 175(July 2019), 104109. <https://doi.org/10.1016/j.beproc.2020.104109>
- Bungin, B. (2015). Quantitative research methodology: communication, economics, and public policy as well as other social sciences. Kencana prenada media group.
- Colvin, G., Kameenui, E. J., Sugai, G., Colvin, G., & Kameenui, E. J. (2016). Reconceptualizing behavior management and school-wide discipline in general education stable. 16(4), 361–381.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*. Pearson Education.
- Covaleskie, J. F. (2000). Discipline and morality: beyond rules and consequences. *Educational Forum*, 56(2), 173–183. <https://doi.org/10.1080/00131729209335193>
- Goddess. (2017). The effectiveness of behavioral counseling with token economy techniques and shaping techniques to improve the learning discipline of grade x students at SMA Negeri 1 Singaraja for the 2016/2017 school year. *Journal of the Department of Counseling Guidance*, 8(1), 1–18.
- Edward P, S. (2012). *Applied behavior analysis: principles and procedures in behavior modification*. Jhon While & Sons, Inc.
- Eggleton, T. (2001). Discipline in the Schools. *Education, Elementary Secondary Styles, Disciplinary*, 5(1).
- Erford, B. T. (2017). 40 techniques that every counselor should know. Student Library.
- Everly, J. B., Holtyn, A. F., & Perone, M. (2014). Behavioral functions of stimuli signaling transitions across rich and lean schedules of reinforcement. *Journal of the Experimental Analysis of Behavior*, 101(2), 201–214. <https://doi.org/10.1002/jeab.74>
- Fitria Ayu Pratiwi. (2019). The application of group counseling with positive reinforcement techniques to improve the learning discipline of grade VII A students at Wiyata Karya Natar Junior High School, South Lampung, Academic Year 2018/2019. UIN Raden Intan Lampung.
- Katherine Komalasari. (2011). *Counseling theory and techniques*. PT Indeks.
- Gazda. (2013). *Group counseling*. Tali Writing & Publishing House.
- Gerald Corey. (2009). *Theory and practice of counseling and psychotherapy*. Aditama Review.
- Giles-Sims. (2005). Culturally shaped patterns of disciplining children. *Journal of Family Issues*, 26(2), 196–218. <https://doi.org/10.1177/0192513X04270414>

- Gullo, G. L., & Beachum, F. D. (2020). Principals navigating discipline decisions for social justice: An informed grounded theory study. *Heliyon*, 6(12), e05736. <https://doi.org/10.1016/j.heliyon.2020.e05736>
- Gunarso, S. D. (2000). *Psychology to guide*. PT. Mount Mulia.
- Hasbiah. (2017). The effectiveness of shaping techniques in group counseling to improve student learning discipline in SMP Negeri 1 Segeri. State University of Makassar.
- Holipah. (2011). The use of individual counseling service to improve student's learning titude and habit at the second grade student of smp PGRI 6 bandar lampung. *Journal Counseling*.
- Carton, K. (1992). *Introduction to theoretical education*. Mandar Advanced.
- Kurnanto, E. (2013). *Group counseling*. Rineka Cipta.
- Kusmawati, A. (2019). *Counseling module*.
- Lemberger-Truelove, M. E., Ceballos, P. L., Molina, C. E., & Dehner, J. M. (2020). Inclusion of Theory for Evidence-Based School Counseling Practice and Scholarship. *Professional School Counseling*, 23 (1 part 3), 2156759X 2090357. <https://doi.org/10.1177/2156759x20903576>
- Lestari, D. (2019). The effect of group counseling with positive reinforcement techniques to improve learning discipline in the classroom in grade VII students of Al-Azhar 3 Dwi Lestari Junior High School State Islamic University.
- Levy, I. P., & Lemberger-Truelove, M. E. (2021). Educator–Counselor: A Nondual Identity for School Counselors. *Professional School Counseling*, 24 (1part 3), 2156759X2110076. <https://doi.org/10.1177/2156759x211007630>
- Luiselli, J. K. (2005). Whole-school positive behaviour support: effects on student discipline problems and academic performance. *Educational Psychology*, 25(2–3), 183–198. <https://doi.org/10.1080/0144341042000301265>
- Lumongga, N. (2011). *Understand the basics of counseling*. Gold.
- Made Pidarta. (1997). *The foundation of education*. Rineka Cipta.
- Martin, G., & Pear, J. J. (2015). *Behavior modification: what it is and how to do it*, tenth edition.
- McComas, J., Hoch, H., Paone, D., & El-Roy, D. (2000). Escape behavior during academic tasks: a preliminary analysis of idiosyncratic establishing operations. *Journal of Applied Behavior Analysis*, 22, 479–493. [https://doi.org/https://doi.org/10.1901/jaba.2000.33-479](https://doi.org/10.1901/jaba.2000.33-479).
- Miltenberger, R. G. (2001). *Behavior modification: principles and procedures* (2nd ed.). In *Behavior modification: Principles and procedures* (2nd ed.). Nelson Education, Ltd. <https://doi.org/10.1080/01431161.2016.1204478>
- Mudjiono., D. and. (2015). *Learning and learning*. Rineka Cipta.
- Namora, L. L. (2011). *Understand the basics of counseling in theory and practice*. Kencana Prenada Media Group.
- Ning, B. (2020). Discipline, motivation, and achievement in mathematics learning: An exploration in Shanghai. *School Psychology International*, 41(6), 595–611. <https://doi.org/10.1177/0143034320961465>
- Nishioka, V., Shigeoka, S., & Lolich, E. (2017). School discipline data indicators: a guide for districts and schools. April, 1–22.
- Novi. (2015). When children are given gifts or punished. Wow.
- Nurihsan, A. J. (2012). *Guidance and Counseling Service Strategy* (Revi Edition). PT. Aditama Review.

- Parker, M., M., & Ray, C. D. (2017). School Counseling Needs of Latino Students. *Journal of School Counseling*, 15, 30. http://scholar.google.com/scholar_url?url=http://jsc.montana.edu/articles/v15n16.pdf&hl=en&sa=X&scisig=AAGBfm1JgfFfZ6D6215_hsnGxCbxvS24yQ&nossl=1&oi=scholaralt
- Government of the Republic of Indonesia. (2017). Government Regulation of the Republic of Indonesia no. 19, 2017 concerning teachers. Government Regulation of the Republic of Indonesia Number 19 of 2017, Volume 09 (Number 03), Page 270.
- Prabowo, A. S., & Cahyawulan, W. (2016). Behavioral approach: two sides of the blade. *Insight: Journal of Counseling Guidance*, 5(1), 15. <https://doi.org/10.21009/insight.051.03>
- Prayitno. (2005). Individual counseling. in Padang State University.
- Purwanto, M. N. (2000). Theoretical and practical education. Remaja Rosda Karya.
- Putra, D. A. P. (2021). The application of group tutoring services with self-contracting and reinforcement techniques to increase student learning independence during the covid-19 pandemic. *Proceedings of Teacher Professional Education*, Ahmad Dahlan University, 307–317.
- S, Hibana R. (2003). Pattern guidance and counseling. Rineka Cipta.
- Safran, S. P., & Oswald, K. (2003). Positive behavior supports: can schools reshape disciplinary practices? *Exceptional Children*, 69(3), 361–373. <https://doi.org/10.1177/001440290306900307>
- Sanyata, S. (2012). Theory and application of behavioristic approaches in counseling. *Journal of Paradigm*, 7(14), 119–135. <https://doi.org/10.47435/al-qalam.v8i2.239>
- Sari, A., Suranata, K., & Dharsana, K. (2014). The application of behavioral counseling with shaping techniques to improve learning discipline in grade x mia 4 students at SMA Negeri 2 Singaraja. *Scientific Journal of Counseling Guidance Undiksha*, 2(1), 1–9. <https://ejournal.undiksha.ac.id/index.php/JJBK/article/view/3710>
- Schaefer, C. (2000). Effective ways to educate and discipline children. Main Partner.
- Sharry, J. (2016). Psychological counseling with a solution focused group. *Perspectives in Psychiatric Care*, I(VI).
- Sholihat, R. I. (2016). The effect of the effectiveness of school regulations and learning facilities on motivation and learning discipline and its implications on student learning outcomes in social studies subjects (survey on state junior high schools of ssn classification in west bandung regency). *Journal of Education* ISSN, X, 1412–1565.
- Sugai, G., & Simonsen, B. (2020). Reinforcement contingency learning in children with adhd: back to the basics of behavior therapy. *Beyond Behavior*, 29(2), 78–85. <https://doi.org/10.1177/1074295620902444>
- Sugiarto, A. P., Suyati, T., & Yulianti, P. D. (2019). Learning discipline factors in grade x students of SMK Larendra Brebes. *Pulpit of Knowledge*, 24(2), 140. <https://doi.org/10.23887/mi.v24i2.21279>
- Sugiyono. (2005). Combination research method. Alfabet.
- Suharsimi Arikunto. (2012). Basics of educational evaluation. Rineka Cipta.
- Sumantri, B. (2010). The Influence of Learning Discipline on the Learning Achievement of Grade XI Students of SMK PGRI 4 Ngawi for the 2009/2010 Academic Year. *Scientific Journal of Media Achievement*, VI(3), 117 – 131.
- Sundah, A. J. A. (2022). Improved Ability to Reduce Academic Procrastination Through Counseling Cognitive Behavior. 6(1), 3872–3880.

- Voice. (2000). General introduction to education. New Script.
- Syaiful Bahri Djamarah. (2019). Teachers and students in educational interactions: a theoretical psychological approach. Main Partner.
- Tan, E., & Cheng, Y. (2000). Discipline problems in schools : teachers' perception. *Teaching and Learning*, 19(2), 1–12. <http://repository.nie.edu.sg/jspui/handle/10497/378>
- Thorndike, E. . (2010). Animal intelligence; Experimental Studies. *Transaction*, 3(1). <https://doi.org/https://doi.org/10.5962/bhl.title.55072>.
- Usman, U. (2003). Become a professional teacher. Publisher PT Remaja Rosdakarya.
- Way, S. M. (2011). School discipline and disruptive classroom behavior: the moderating effects of student perceptions. *Sociological Quarterly*, 52(3), 346–375. <https://doi.org/10.1111/j.1533-8525.2011.01210.x>
- Willis, S. (2010). Individual counseling of school theory and practice and learning facilities on motivation and learning discipline and its implications on student learning outcomes in social studies subjects (survey on state junior high schools with SSN classification in West Bandung Regency). Alphabet.
- Yildirim, H., & Aylaz, R. (2022). The effects of group counseling based on the solution-focused approach on anxiety and healthy lifestyle behaviors in individuals with eating disorders. *Perspectives in Psychiatric Care*, 58(1), 180–188. <https://doi.org/10.1111/ppc.12784>
- Yusuf, S. (2009). Guidance and counseling programs in schools. Rizqi Press.
- Zultoni, J., & Astuti, F. H. (2016). The effect of individual counseling services on the self-adjustment of grade IX students at SMAN 2 Pringgarata. *Journal of Pediatrics*, 3(1), 45–51.