



THE RELATIONSHIP BETWEEN THE IMPLEMENTATION OF COUNSELING GUIDANCE AND THE DISCIPLINE OF MOTORCYCLE ENGINEERING & BUSINESS STUDENTS AT SMK MUHAMMADIYAH 1 PATUK GUNUNGKIDUL

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ABSTRACT

This research is a type of correlational research. This research was conducted at SMK Muhammadiyah 1 Patuk Gunungkidul. The purpose was used to see what the implementation of BK/BP was like in the TBSM department, as well as to see how high the relationship between guidance & counseling, and discipline in the TBSM department. Only 120 students majoring in motorcycle engineering and business were the research subjects. Data on the implementation of BK/BP on student discipline was collected through questionnaires, data collection on the implementation of BK/BP programs using documents and pictures of students who do not obey school rules. Research hypothesis questions were answered using product moment correlation analysis. The results of the study explained that guidance and counseling are well implemented at SMK Muhammadiyah 1 Patuk, and showed that there is a positive and significant relationship between guidance & counseling services and student behavior discipline. An r value of 0.351 ($p = 0.05$) was found through correlation calculations, indicating a weak positive relationship. A positive relationship means student discipline will increase as guidance and counseling services increase, and vice versa. It can be concluded that guidance and counseling services can improve student discipline. To make the research findings more generalizable, it is suggested that future studies with similar titles do so by testing a larger sample.

Keywords: *Guidance and Counseling, Discipline, Relationship*

INTRODUCTION

School education has a lot to do with the development of traits, self-development or talents that need to be developed and refined (for example from not understanding to understanding). Education is not only a process of delivering knowledge to students, but also has the ability to transform this knowledge so that it can be applied in real life



(Pratiwi, et. al. 2020). An element that includes this matter is guidance and advice. Guidance and advice means guidance and advice which means directing, directing, directing, giving guidance, adjusting, directing and giving advice (Winkel and Sri Hastuti, 2012). Consultation is a support process that is conducted through interviews with people who are facing problems and leads to solving the problems faced. While coaching is a process of support provided by professional experts for one or more people, whether children, adolescents or adults, whether it is people who are given direction to improve their own and independent abilities, using their personal strengths and infrastructure to develop according to the norms that exist in society (Noer Laela, 2017). Guidance and counseling services must be able to provide guidance for students in such a way as to foster a sense of discipline.

Every student must have high discipline because with high discipline, the reluctance, laziness and desire to play around will be overcome. Mulyasa (2013) asserts that student discipline must be implemented with the principles that exist with the objectives of national education, for example, democratic attitudes, so that disciplinary rules must be motivated by that, especially by and for students. Similarly, Khalsa (2008) argues that the word discipline arises from the word "murid" which can be interpreted as "teaching and training". One definition is "training by teaching or training".

Students are expected to be able to progress towards maturity or independence. Students in the process of developing towards adulthood need guidance because there is still a lack of in-depth knowledge about their personality and environment as well as the experiences needed to realize their life path towards the growth wall. The process towards maturity or adulthood is full of problems and difficulties or in accordance with the abilities, desires and norms that a person follows because of the many obstacles that face him.

Many TBSM students do not comply with school rules such as often coming late to school, smoking in the school canteen, always leaving the room without permission, disturbing other students and not paying attention during lessons. Nurlianti and Rohana (2018) among the factors that affect discipline is the behavior or behavior of students who do not obey the teacher's directions during the teaching and learning process. The lack of guidance and consultation services such as the absence of reports on student problems, student information books, and other facilities makes solving student problems not optimal.

The timing of guidance and counseling classes is not optimal because there is only one class hour per week and the empty general class hours are filled by guidance and counseling classes. Not only that, the teaching and consultation time in class is also close to break time, so students tend to think about resting rather than paying attention



to class. The above problems led the researcher to try to help improve student discipline. Therefore, the researcher wishes to conduct research with the title "The Relationship between the Implementation of Counseling Guidance and the Discipline of Motorcycle Engineering & Business Students at SMK Muhammadiyah 1 Patuk Gunungkidul".

RESEARCH METHOD

This study aims to measure symptoms without investigating their causes in the population, so it uses questionnaires as the main information collection tool. Correlational research is a type of research that is seen from the level of explanation. The actual purpose of this research is to understand how two or more variables interact with each other. All students majoring in Motorcycle and Business Engineering at SMK Muhammadiyah 1 Patuk in the 2014/2015 academic year will be the subject of this study. This includes grade 10 students, which is 31 people, grade 11, which is 45 people, and grade 12, which is 44 people.

Table 1. TSBM Students of SMK Muhammadiyah 1 Patuk

No	Class	Sum
1	10 TBSM	31
2	11 TBSM 1	21
3	11 TBSM 2	24
4	12 TBSM 1	20
5	12 TBSM 2	24
Total Student		120

This research tool is a questionnaire, which contains specific questions and statements that are intended to be answered by the research subject. A questionnaire is a method of obtaining information used in submitting a number of questions or written statements to the surveyed subjects for answers (Sugiono, 2021). The list of statements or questions consists of a number of statements or questions that have various options for answers. This study uses two indicator tools, namely the guidance and counseling program, and the discipline of TBSM students.



Table 2. Lattice of Student Discipline Instrument

Variables Research	Indicator	Sub. Indicator	Item No.	Total
Discipline Students	<ul style="list-style-type: none"> Understand 	<ul style="list-style-type: none"> Understand the rules and sanctions and penalties 	1,2,3,4,	5
		<ul style="list-style-type: none"> Demonstration of Readiness to Follow the Rules 	5,6,7	3
	<ul style="list-style-type: none"> Perspectives on behavior and conduct 	<ul style="list-style-type: none"> Follow the Rules 	8,9,10,11,12,13	6
		<ul style="list-style-type: none"> Not bullying friends and acting negatively 	14,15,16,17,18	5

Table 3. Guidance and Counseling Program Instrument Grid

Variables Research	Indicator	Sub. Indicator	Item No.	Total
Guidance and counseling program	<ul style="list-style-type: none"> Introduction 	<ul style="list-style-type: none"> School scope 	1,2	2
		<ul style="list-style-type: none"> Student adjustment to school rules 	3,4	2
		<ul style="list-style-type: none"> Means of guidance Activities 	5,6	2
		<ul style="list-style-type: none"> Selection of guidance activities that suit the needs of students. 	7,8	2
	<ul style="list-style-type: none"> Information 	<ul style="list-style-type: none"> Comprehensive education information 	9,10	2
		<ul style="list-style-type: none"> Detailed information about work 	11,12	2
		<ul style="list-style-type: none"> Personal social problem information 	13,14,15	3



Variables Research	Indicator	Sub. Indicator	Item No.	Total
	<ul style="list-style-type: none"> Career/ Employment Placement and Channeling 	<ul style="list-style-type: none"> Fair placement of students in classes 	16,17	2
		<ul style="list-style-type: none"> Field of work and major placement 	18,19	2
		<ul style="list-style-type: none"> Fair distribution of study groups 	20,21	2
		<ul style="list-style-type: none"> Equal distribution of extracurricular activities 	22,23	2
	<ul style="list-style-type: none"> Learning 	<ul style="list-style-type: none"> Education and good behavior 	24,25	2
		<ul style="list-style-type: none"> Appropriate learning model for students 	26,27	2
	<ul style="list-style-type: none"> Individual counseling 	<ul style="list-style-type: none"> Assistance to students with problems directly and individually 	28,29,30	3
		<ul style="list-style-type: none"> Ability to prioritize, interact and understand the client's (student's) world 	31,32	2
		<ul style="list-style-type: none"> Positive change for the client (student) 	33,34	2
	<ul style="list-style-type: none"> Group guidance 	<ul style="list-style-type: none"> Instruction on how to study effectively 	35,36	2
		<ul style="list-style-type: none"> Group tutoring 	37,38	2
		<ul style="list-style-type: none"> Complete and realistic career guidance 	39,40	2
		<ul style="list-style-type: none"> Complete guidance on continuing studies 	41,42	2
		<ul style="list-style-type: none"> Guidance on how to spend leisure time 	43,44	2



Variables Research	Indicator	Sub. Indicator	Item No.	Total
		<ul style="list-style-type: none"> Guidance on how to socialize well 	45,46	2

Furthermore, the research instrument can be structured based on the previously mentioned instrument grids. This study uses a Likert scale questionnaire. Sugiyono (2021) states that the Likert scale is used to assess the attitudes, opinions, and perceptions of a person or group of people about social phenomena. Always (SL), Often (SR), Sometimes (KD), and Never (TP) are the four answer options available on this Likert scale, which was changed to use only scores between 4 and 1. This was done to prevent respondents from choosing neutral results. Each answer received a positive score of 4,3,2,1, and a negative score of 1,2,3,4.

Table 4. Scoring of each answer

Positive question		Negative question	
Alternative	Scor	Alternative answer	Score
Always	4	Always	1
Often	3	Often	2
Sometimes	2	Sometimes	3
Never	1	Never	4

In this study, the data analysis techniques used were product moment correlation analysis and descriptive analysis.

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x^2)][n(\sum y^2) - (\sum y^2)]}}$$

Keterangan :

r_{xy} = Correlation coefficient

n = Total respondents

x = Total item score

y = Total score

(Arikunto, 2010)

To categorize the calculation results, the interpretation is made on the correlation coefficient obtained or the r value (Arikunto, 2010). A negative number indicates that the



correlation is negative. This indicates that there is an opposite order. Never is the correlation index more than 1.00.

Table 5. Interpretation of r values

The magnitude of the r	Interpreta
0,800 - 1,00	High
0,600 - 0,800	Simply
0,400 - 0,600	Somewhat low
0,200 - 0,400	Low
0,000 - 0,200	Very low (No correlation)

RESULTS AND DISCUSSION

The results and processing of research data included statistical and descriptive analysis to answer the research questions and discuss the research findings. TBSM students of SMK Muhammadiyah 1 Patuk, Gunungkidul, were the research respondents. They received a questionnaire.

Elaboration of Guidance and Counseling Program for Students of TBSM Department at SMK Muhammadiyah 1 Patuk Gunungkidul

1. Existing guidance and counseling program at SMK Muhammadiyah 1 Patuk

Research Results SMK Muhammadiyah 1 Patuk provides nine types of guidance and counseling, namely introduction, information, class selection and deployment, content mastery, individual counseling, group guidance, group counseling, consultation, and mediation. Counseling and guidance are expected to help students become more self-aware, better understand their environment, and better able to make decisions. They should also inform students about their progress, especially those who are experiencing problems.

Guided discipline in the learning process encourages more organized and purposeful learning patterns. Ultimately, this results in the most favorable learning outcomes (Kurniasari, Yarmi & Kartono 2023). The guidance and counseling program is always equated to the situation of the learners (Prayitno & Amti, 2004). Guidance and counseling is carried out by school principals, teachers, counseling teachers, counselors, and parents (Yusuf et al., 2021).

2. Program Implementation Activities by BK/BP Teachers

BK/BP teachers use written and unwritten methods to determine the circumstances and problems experienced by students when implementing guidance and counseling lessons. Some examples of written and unwritten methods include sociometry, aptitude, learning outcomes, and creativity inventories. After guidance and counseling is provided, children are solved.

Remembering that counseling and guidance are ways to meet the needs of students.

If guidance and counseling is carried out in a structured manner, it will definitely greatly help the student's learning process. If the problems experienced can be resolved, students can take good actions that are beneficial to themselves and others (Muhlisin et al., 2020). Overall, the vision and mission of guidance and counseling is to direct individuals to understand their strengths, desires, and what they are good at, so that they can equalize their self-perception of their environment and achieve the most appropriate level of development.



Figure 1. Operation of School Uniforms and Attributes that are not in accordance with the regulations



Figure 2. TBSM student whose colored hair is cut by Teacher



Figure 3. Students who are late are told to do push-ups

Students should be familiar with school rules as they spend a lot of time there. Students are expected to be familiar with rules outside of school, such as community and workplace rules, if they are familiar with school rules (Dwiwinardo, et al., 2022). With the help of BK/BP teachers, ineligible students will eventually try to follow the school rules. The principal also gives certificates, speeches, and gifts to students who follow the rules.

The Relationship between Guidance and Counseling Program and Student Discipline at SMK Muhammadiyah 1 Patuk Gunungkidul

Correlation analysis was conducted to see if there is a relationship between the guidance and counseling program and student discipline. Correlation analysis is calculated using the product moment method and a tool in the form of a Laptop. This was done using the SPSS 16 application.

Tabel 6. Correlations

	X	Y
X Pearson Correlation	1	,351 **
Sig. (1-tailed)		,000
N	119	119



	X	Y
Y Pearson	,351**	1
Correlation	,000	
Sig. (1-tailed)	119	
N		119

If it is considered to be between 0.200 and 0.400 or in the low category, then a calculated r price of 0.351 will be generated, according to the interpretation table. At SMK Muhammadiyah 1 Patuk Gunungkidul, there is no significant relationship between student discipline and guidance and counseling services. This is in accordance with previous research by Reni Purwaningsih (2007), who found that effective counseling guidance and rules in schools have a positive effect and significant role on student discipline.

The results of data analysis show a significant positive relationship between guidance and counseling and student discipline of SMK Muhammadiyah 1 Patuk Gunungkidul, but only slightly. Which means student behavior is influenced by a small number of elements, including guidance and counseling. According to Kurniawan & Agustang (2021), there are a number of factors that can cause students to be undisciplined. Internal factors consist of matters within students, such as their personality and their inability to understand the rules. External factors consist of things that are outside of students, such as friendships, technological advances such as online games, fashion, and the atmosphere where they live.

In addition, the results elaborate that guidance and counseling services as part of teaching and guidance are very important. This is based on the idea that providing discipline to students in school can have a positive impact on their lives outside of school. Discipline can help you lead an organized life as it will eliminate reluctance, laziness, and the desire to skip class. If guidance and counseling is well implemented and structured, it can be a reference for teachers and schools in preparing for education and planned learning activities.

CONCLUSION

Based on the results of research and discussion regarding the Relationship between the Implementation of Counseling Guidance and Discipline of Motorcycle Engineering & Business Students at SMK Muhammadiyah 1 Patuk Gunungkidul, the conclusions that can be drawn are as follows:



First, students majoring in TBSM at SMK Muhammadiyah 1 Patuk Gunungkidul have carried out discipline in accordance with the 2013 BK / BP curriculum. SMK Muhammadiyah 1 Patuk has received 9 types of guidance and counseling, including individual counseling and group guidance. To discipline students, BK/BP teachers use test and non-test instruments to determine students' personal circumstances and problems related to discipline. Four types of development or guidance are provided to students by BK/BP teachers: personal development, social development, learning development, and career development.

Second, at SMK Muhammadiyah 1 Patuk Gunungkidul, there is a positive correlation between students' discipline and their desire to learn. The price of r is 0.351 ($p < 0.05$), which indicates a low positive relationship. The positive relationship means that students' discipline will increase and their motivation to learn will also increase. Conversely, when students' discipline decreases, their motivation to learn will also decrease.

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