



THE INFLUENCE OF COUNSELORS ON STUDENTS' LEARNING DISCIPLINE AMONG STUDENTS

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ABSTRACT

The problem of this study is that although counselors are present in schools, their influence on students' learning discipline has not yet been clearly identified. The aim of this research is to determine the presence of counselors, the level of students' learning discipline, and the influence of counselors on students' learning discipline at MTs Al Uyun Kalanganyar. This study uses a quantitative method with X as the counselor variable and Y as the students' learning discipline variable. The population consisted of 31 tenth-grade students. Data analysis was conducted using SPSS through normality, linearity, correlation, regression, and descriptive tests. The results show that the counselor variable has a mean value of 79.48, while learning discipline has a mean value of 72.74. The correlation test shows a value of 0.826, indicating a strong relationship between counselors and students' learning discipline. A simple linear regression test produced an Fcount of 3.487, which is greater than the Ftable value of 2.11, with a significance value of $0.017 < 0.05$, so H_0 is rejected. The coefficient of determination of 60.6% indicates that counselors have a fairly large influence on students' learning discipline, while the remaining percentage is influenced by other factors outside the study. The conclusion of this study is that counselors have a positive influence on students' learning discipline, with a contribution of 60.6% at MTs Al Uyun Kalanganyar.

Keyword: Counseling, Student Discipline, Learning, Education



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INTRODUCTION

Learning discipline among students is an important factor contributing to academic success, as it involves self-regulation, adherence to routines, and consistency in completing assignments. Research shows that learning discipline has a significant effect on academic achievement and can explain 34.7% of the variance in students' mathematics performance (Idris et al., 2026). In addition, the consistent implementation of discipline in the school environment, supported by learning motivation, has been proven to improve overall learning outcomes (Senjaya et al., 2020). Supporting factors for discipline also include the use of structured learning models such as RIAS (Reading, Identification, Analysis, and Self-Reflection), which help students develop systematic and reflective learning patterns (Novitandari et al., 2026). On the other hand, a conducive school environment and effective management also strengthen discipline formation without neglecting students' rights (Obadire & Sinthumule, 2026). Training in self-regulated learning further enhances students' ability to manage their learning processes independently (Dinh & Phuong, 2024).

Students' learning discipline cannot be separated from the strategic role of guidance and counseling services in schools, which help learners develop directed and responsible learning behaviors. Guidance and counseling teachers serve as both role models and facilitators in shaping disciplinary character through systematic and continuous approaches (Harita et al., 2022; Haryuni, 2013). Various studies show that group counseling services, using reality, behavioral, and WDEP techniques, are effective in improving students' learning discipline through habit formation, reinforcement of positive behavior, and appropriate consequences (Masrohan, 2014; Chairi et al., 2025; Telaumbanua, 2018). In addition, group guidance implementation helps students understand the importance of obeying rules and managing their learning process independently (Padil & Nashruddin, 2021). Teacher support in counseling services also strengthens disciplinary character formation, which contributes to improving overall student learning quality (Nazari & Utami, 2022).

Counseling services function not only as problem-solving tools but also as preventive and developmental efforts for discipline through structured approaches (Hayati et al., 2025; Srianita et al., 2025). The role of guidance and counseling teachers is crucial in building students' awareness of the importance of discipline in both academic and daily life (Syahdana & Nurlela, 2020; Sudiansyah et al., 2023). Various counseling techniques such as behavioral counseling, self-management, and group counseling have proven effective in improving students' discipline and learning responsibility through the formation of positive habits (Muratama, 2018; Nadhifa & Ridjal, 2020). Self-concept development programs also strengthen students' motivation and internal awareness of the importance of discipline (Muzaro'ah, 2023).

Guidance and counseling teachers play a strategic role in building disciplinary awareness through approaches that are not only corrective but also preventive and developmental (Fani et al., 2025; Susanti et al., 2026). In addition, disciplined learning habits such as time management and responsibility for assignments can be improved through structured group guidance services (Jannah et al., 2023). The application of behavioral counseling methods is also effective in improving student motivation and discipline by shaping positive learning behaviors (Marliani et al., 2021). Teacher support and well-planned guidance programs help students develop self-control as the main foundation of discipline (Fujiyanti & Ardi, 2024).

Behavioral-based group counseling, such as shaping techniques and self-management strategies, is effective in building disciplined habits through reinforcement and habit formation processes (Dewi, 2025; Hayati & Darminto, 2019). Moreover, the role of guidance and counseling

teachers is essential in developing students' disciplinary character and learning responsibility through well-planned and continuous services (Septiani, 2022). Counseling approaches can also be enriched with moral and spiritual values, such as Islamic counseling that emphasizes ethical development and self-awareness (Nurfaizi & Haryanto, 2024). Effective counseling management systems also contribute to improving student discipline and academic achievement (Mubarok, 2017). Thus, the integration of various counseling approaches is an effective strategy for comprehensively building students' learning discipline.

The research problem is defined as an issue that hinders the achievement of educational goals. Based on the background, the identified problems include the lack of teacher involvement in disciplining students, weak parental roles that place additional burdens on teachers, and the lack of professional development among teachers in maintaining student discipline. Therefore, this study is limited to examining the influence of counselors on handling students' learning discipline in Grade XI of Madrasah Aliyah Al-Uyun Kalanganyar. The objectives of this study are to determine the influence of counselors at Madrasah Aliyah Al-Uyun Kalanganyar, to identify the level of learning discipline among Grade XI students, and to analyze the influence of counselors on students' learning discipline.

The benefits of this study include both theoretical and practical contributions. Theoretically, it enriches educational theory, improves the quality of learning, and serves as a reference for future research. Practically, it helps researchers as a reference in guidance services, provides insight into the influence of discipline, and improves the effectiveness and productivity of student discipline in Grade XI MA Al-Uyun Kalanganyar.

RESEARCH METHODOLOGY

This study was conducted in Class XI of Madrasah Aliyah Al Uyun Kalanganyar, Lebak Regency, Banten Province, located in Kp. Cirende, Kalanganyar Village, Kalanganyar District. The research was carried out in the 2024–2025 academic year with the aim of determining the impact of the counselor on students' learning discipline. The method used was quantitative research with a survey approach through the distribution of questionnaires to respondents. The population of the study was all 31 students of Class XI MA Al Uyun. Since the population was less than 100, the entire population was used as the sample using a census technique.

The data collection techniques in this study used three methods, namely questionnaires, observation, and documentation. Primary data were obtained through the distribution of questionnaires to respondents using a Likert scale consisting of five answer choices: strongly agree (score 5), agree (4), less agree (3), disagree (2), and strongly disagree (1). Each variable was broken down into indicators to develop statement items in the questionnaire. In addition, observation was conducted to examine the school environment both during and outside learning activities in order to obtain a real picture of student behavior.

Table 1. Grid of Counselor Instrument

Aspect	Indicator	Item Number (+)	Item Number (-)	Total
Discipline of Time	Guidance and counseling teachers are very sensitive to student behavior	3	2	5
	Guidance and counseling teachers provide responses and encouragement	3	2	5
Discipline in Enforcing Rules	Guidance and counseling teachers are able to recognize student behavior	3	2	5

Aspect	Indicator	Item Number (+)	Item Number (-)	Total
Discipline of Attitude	Guidance and counseling teachers understand students' strengths and weaknesses in the learning process	3	2	5
	Total	16	8	20

Table 2. Grid of Student Learning Discipline Instrument

Aspect	Indicator	Item Number (+)	Item Number (-)	Total
Discipline of Time	Obedience in learning activities at school	2	2	4
	Obedience in completing learning assignments	2	2	4
Discipline in Enforcing Rules	Obedience to school regulations	2	2	4
	Orderliness in activities at home	2	2	4
Discipline of Attitude	Praying during activities	2	2	4
	Total			20

Data analysis techniques in this study used several statistical tests. Descriptive analysis was used to describe the data in general through mean, median, mode, standard deviation, variance, minimum, maximum, and frequency distribution. A normality test was conducted to determine whether the data were normally distributed; if the significance value is greater than 0.05, the data are considered normal, while if it is less than or equal to 0.05, the data are not normal. A linearity test was used to determine the linear relationship between variables X and Y, with a significance value ≤ 0.05 indicating a linear relationship. A validity test was used to measure the accuracy of the instrument; if $r\text{-count} > r\text{-table}$, the item is declared valid. A reliability test was used to measure consistency, with Cronbach's Alpha > 0.70 indicating the instrument is reliable.

The hypothesis was tested at a 5% significance level ($\alpha = 0.05$) with $n = 30$ and $k = 2$, resulting in $F\text{-table} = F(\alpha; k-1; n-k) = 1.29$. The decision rule is that H_0 is accepted if $F\text{-count} \leq 1.29$ and H_a is accepted if $F\text{-count} > 1.29$. The F calculation was carried out using SPSS for Windows. The results of the analysis were then used to determine the hypothesis decision. If H_0 is rejected and H_a is accepted, then variable X affects variable Y. Conversely, if H_0 is accepted, then variable X does not affect variable Y. The conclusion is drawn based on the results of simultaneous statistical tests.

RESULT AND DISCUSSION

Data Description

1. Counselor (X)

The results of the questionnaire distributed to 31 respondents regarding the influence of counselor services produced the data shown below.

Table 3. Descriptive Statistics of Counselor

Statistic	Value
Mean	79.48387097
Standard Error	1.327031587
Median	80
Mode	80

Statistic	Value
Standard Deviation	7.38859918
Sample Variance	54.59139785
Kurtosis	-0.44258506
Skewness	-0.393984579
Range	29
Minimum	63
Maximum	92
Sum	2464
Count	31

The data in Table 3 shows that respondents' assessment of the counselor variable tends to be high and stable. The mean value of 79.48, which is close to the median and mode (80), indicates a balanced data distribution without significant differences. The standard deviation of 7.39 shows that the variation in respondents' answers is not too large, meaning the data is relatively homogeneous. The score range from 63 to 92 indicates differences in perception, but still within a reasonable range. The negative skewness value shows that the data tends to be slightly concentrated toward higher values, while the negative kurtosis indicates a relatively flat distribution. Overall, these results reflect consistent perceptions of respondents regarding the role of the counselor.

2. Students' Learning Discipline (Y)

The results of the questionnaire distributed to 31 respondents regarding students' learning discipline produced the data shown below.

Table 4. Descriptive Statistics of Students' Discipline

Statistic	Value
Mean	72.7419355
Standard Error	1.40885658
Median	75
Mode	76
Standard Deviation	7.84418146
Sample Variance	61.5311828
Kurtosis	-0.3954969
Skewness	0.05445609
Range	34
Minimum	57
Maximum	91
Sum	2255
Count	31

Based on Table 4, the descriptive statistics of the students' learning discipline variable show that from 31 respondents, the mean value is 72.74 with a median of 75 and a mode of 76, indicating that most of the data falls within the moderate to high category. The standard deviation of 7.84

shows a relatively moderate variation in responses, with a variance of 61.53. The minimum score of 57 and maximum of 91 produce a range of 34, indicating differences in students' discipline levels. The skewness value of 0.05 indicates an almost symmetrical distribution, while the kurtosis value of -0.39 indicates a relatively flat distribution. Overall, the data shows that students' discipline is fairly good and relatively evenly distributed.

Normality Test

The normality test is used to determine whether the obtained data are normally distributed or not. In this study, the normality test was conducted using the Kolmogorov–Smirnov test with a significance level of 0.05. The data are considered normally distributed if the significance value is greater than 0.05. The results of the normality test using SPSS are presented below.

Table 5. Data Normality Test

Variable	Value
N	31
Normal Parameters	
Mean	0.0000000
Std. Deviation	7.82089661
Most Extreme Differences	
Absolute	0.148
Positive	0.148
Negative	-0.144
Kolmogorov–Smirnov Z	0.826
Asymp. Sig. (2-tailed)	0.502

Based on the results of the Kolmogorov–Smirnov normality test in Table 5 with a sample size of 31 respondents, the Asymp. Sig. (2-tailed) value is 0.502, which is greater than the significance level of 0.05. This indicates that the residual data are normally distributed. The Kolmogorov–Smirnov Z value of 0.826 with a maximum absolute difference of 0.148 also indicates that there is no significant deviation from normal distribution. Therefore, the normality assumption in this study is met, meaning the data are suitable for further parametric statistical analysis. This conclusion is also supported by the comparison between the calculated value and the critical value, showing that the data fall within the normal distribution category.

Linearity Test

The linearity test is conducted to determine whether the overall variables form a straight (linear) relationship. The expected value of the dependent variable for a certain value of the independent variable should form a straight line. In this case, the linear function lies within the parameters of the independent variable. If linearity is not met, it indicates an error in the data model.

Table 6. Linearity Test (ANOVA)

Relationship	Source	Sum of Squares	df	Mean Square	F	Sig.
Students' discipline * counselor	Between Groups (Combined)	1536.602	18	85.367	3.312	0.020
	Linearity	10.943	1	10.943	0.425	0.527
	Deviation from Linearity	1525.659	17	89.745	3.481	0.017
	Within Groups	309.333	12	25.778		

Relationship	Source	Sum of Squares	df	Mean Square	F	Sig.
Total		1845.935	30			

Based on the linearity test results in Table 6 using ANOVA, the relationship between the counselor variable (X) and students' discipline (Y) shows that the relationship is not completely linear. This is indicated by the Deviation from Linearity significance value of 0.017, which is less than 0.05, meaning that statistically there is a deviation from linearity. However, the Linearity component value of 0.527, which is greater than 0.05, indicates that the pure linear relationship is not statistically significant. Overall, although there are indications of deviation, the relationship between the two variables can still be further analyzed by considering an appropriate model to explain the pattern of the relationship.

Validity Testing and Reliability Calculation of Counselor (X)

Table 7. Validity Test Results of Counselor

No. Item	r-count	r-table	Validity	Description
Item 1	0.294	0.355	Not valid	Not used
Item 2	0.534	0.355	Valid	Used
Item 3	0.138	0.355	Not valid	Not used
Item 4	0.443	0.355	Valid	Used
Item 5	0.549	0.355	Valid	Used
Item 6	0.495	0.355	Valid	Used
Item 7	0.390	0.355	Valid	Used
Item 8	0.490	0.355	Valid	Used
Item 9	0.449	0.355	Valid	Used
Item 10	0.386	0.355	Valid	Used
Item 11	0.452	0.355	Valid	Used
Item 12	0.455	0.355	Valid	Used
Item 13	0.485	0.355	Valid	Used
Item 14	0.494	0.355	Valid	Used
Item 15	0.497	0.355	Valid	Used
Item 16	0.388	0.355	Valid	Used
Item 17	0.467	0.355	Valid	Used
Item 18	0.552	0.355	Valid	Used
Item 19	0.506	0.355	Valid	Used
Item 20	0.358	0.355	Valid	Used

The reliability of variable (X) was calculated using Cronbach's Alpha coefficient formula as follows:

Table 8. Reliability of Counselor Variable (X)

Reliability Statistics	
Cronbach's Alpha	0.754
N of Items	20

Table 8 shows the results of the reliability test for the counselor variable (X) using SPSS 16 output. The Cronbach's Alpha value obtained is 0.754 with 20 items. Based on the interpretation of reliability coefficients, this value falls within the range of 0.60–0.80, which is categorized as "reliable." This indicates that the research instrument has a good level of reliability and is suitable for measuring the counselor variable. Therefore, the instrument can be trusted to measure data consistently.

The interpretation of Cronbach's Alpha values is as follows: 0.00–0.20 = not reliable, >0.20–0.40 = slightly reliable, >0.40–0.60 = fairly reliable, >0.60–0.80 = reliable, and >0.80–1.00 = highly reliable (Hair et al., 2010:12). Based on these results, the research instrument meets the reliability requirements.

Validity Testing and Reliability Calculation of Students' Learning Discipline

Table 9. Validity Test Results of Students' Learning Discipline

No. Item	r-count	r-table	Validity	Description
Item 1	0.346	0.355	Not valid	Not used
Item 2	0.375	0.355	Valid	Used
Item 3	0.516	0.355	Valid	Used
Item 4	0.451	0.355	Valid	Used
Item 5	0.367	0.355	Valid	Used
Item 6	0.437	0.355	Valid	Used
Item 7	0.258	0.355	Not valid	Not used
Item 8	0.470	0.355	Valid	Used
Item 9	0.334	0.355	Not valid	Not used
Item 10	0.474	0.355	Valid	Used
Item 11	0.478	0.355	Valid	Used
Item 12	0.476	0.355	Valid	Used
Item 13	0.515	0.355	Valid	Used
Item 14	0.379	0.355	Valid	Used
Item 15	0.500	0.355	Valid	Used
Item 16	0.441	0.355	Valid	Used
Item 17	0.367	0.355	Valid	Used
Item 18	0.394	0.355	Valid	Used
Item 19	0.363	0.355	Valid	Used
Item 20	0.460	0.355	Valid	Used

Reliability Test of Students' Learning Discipline Variable

Table 10. Reliability of Students' Learning Discipline (Y)

Reliability Statistics	
Cronbach's Alpha	0.743
N of Items	20

Table 10 shows the results of the reliability test for the students' learning discipline variable (Y) based on SPSS 16 output. The Cronbach's Alpha value obtained is 0.743 with 20 items. This value falls within the range of 0.60–0.80, which is categorized as "reliable," indicating that the research instrument has a good level of consistency. This means that the instrument can be used to measure students' learning discipline reliably and consistently. Based on the reliability coefficient interpretation, 0.00–0.20 is not reliable, >0.20–0.40 is slightly reliable, >0.40–0.60 is fairly reliable, >0.60–0.80 is reliable, and >0.80–1.00 is highly reliable (Hair et al., 2010:125). Therefore, the research instrument meets the reliability requirements and is suitable for use in this study

Research Hypothesis Testing

1. Correlation Test

The following is the result of the Pearson Product Moment correlation analysis using SPSS for Windows 16.

Table 11. Correlation Hypothesis Test Results

Correlations	Counselor Student Discipline	
Counselor – Pearson Correlation	1	0.003
Sig. (2-tailed)		0.681
N	31	31
Student Discipline – Pearson Correlation	0.681	1
Sig. (2-tailed)	0.003	
N	31	31

Based on Table 11 above, it can be concluded that the significance value (Sig.) is 0.003. This indicates that there is a significant correlation or relationship between counseling and students' learning discipline. The Pearson correlation value is 0.681, which is greater than the r-table value of 0.355 (with a sample size of 31). Therefore, there is a relationship between variable X (Counselor) and variable Y (Student Learning Discipline), because the calculated r-value (0.681) > r-table (0.355). Thus, the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted.

2. Simple Linear Regression Test

Hypothesis testing was conducted using simple linear regression analysis. This test aims to determine the effect of each variable, namely the influence of counseling services for Grade XI students of Madrasah Aliyah Al Uyun (X) on student learning discipline (Y), using a regression equation. To test the magnitude of the influence, simple linear regression analysis was used with SPSS for Windows 16.0 to answer the research question: "Is there an influence of counselors on students' learning discipline?"

Table 12. Regression Test Results (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	10.943	1	110.943	10.173	0.681
Residual	1834.993	29	63.276		
Total	1845.935	30			

From the results above, the calculated F-value is 10.173, while the F-table value is 4.16. The decision rule is that H_0 is rejected if $F\text{-count} > F\text{-table}$. Since $10.173 > 4.16$, H_0 is rejected.

Table 13. Coefficients Test Results

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	66.245	15.689		4.222	0.000
Counselor	0.820	0.197		0.077	0.416

Based on the results above, the regression coefficient (B) for X is 0.820 and the constant is 66.245. Thus, the regression equation can be written as: $Y = 66.245 + 0.820X$, this indicates that counseling has a positive effect on student learning discipline.

3. Coefficient of Determination

The coefficient of determination is used to determine the contribution of the independent variable (X) to the dependent variable (Y). It shows how much percentage of the variation in Y can be explained by X.

Table 14. Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.707	0.606	0.280	7.955

Based on the table above, the correlation value (R) is 0.707. The coefficient of determination (R Square) is 0.606, meaning that the influence of the independent variable (counseling for Grade XI students of Madrasah Aliyah Al Uyun) on the dependent variable (student learning discipline) is 60.6%. The obtained F-count is 10.173, while the F-table value is 3.44, with a significance value of $0.003 < 0.05$. The decision criteria state that H_0 is rejected if $F\text{-count} > F\text{-table}$ at $\alpha = 0.05$ (5%). Since $10.173 > 4.16$, H_0 is rejected and H_1 is accepted. This means that there is a significant influence of counselors (X) on students' learning discipline (Y). The coefficient of determination is 60.6%, indicating that the hypothesis proposed in this study is proven. This means that the better the performance of the counselor, the greater the contribution in improving the handling of students' learning discipline.

The role of Guidance and Counseling (BK) teachers is very important in improving students' learning discipline through preventive, curative, and developmental services. Counselors function to help students overcome discipline-related problems through appropriate approaches so that learning behavior can be gradually improved (Harita et al., 2022; Rosyid, 2020). In addition, counseling services also play a role in shaping disciplinary character through habituation, supervision, and consistent guidance in the school environment (Amala & Kaltsum, 2021). The application of counseling techniques such as behavioral contracts and self-management has been proven effective

in increasing students' responsibility and learning discipline (Lani, 2024; Ahmad, 2026). The better the quality of counseling services provided, the higher the level of student discipline in learning (Kastari & Hartati, 2022).

The role of Guidance and Counseling teachers in improving student discipline is crucial because they function as facilitators of behavioral change and character development. Counselors assist students through individual and group counseling services using approaches such as behavioral contracts and *mauidhah hasanah* to develop better discipline (Eza, 2022; Sopiah & Nurjannah, 2023). Learning discipline is considered an essential factor in academic success and students' personal development in school (Fahira, 2024). Furthermore, the role of teachers as counselors at elementary and secondary levels shows that discipline development must be carried out consistently and systematically to improve students' learning motivation (Yumni & Azis, 2022). The more effective the counseling services provided, the better the students' discipline and learning responsibility (Sriyono, 2017).

Counselors act as facilitators in helping students develop disciplined behavior through information services, individual counseling, and group counseling aimed at forming positive learning habits (Wahyuni, 2018; San Sanjaya, 2020). In addition, the readiness and competence of counselors greatly determine the success of the counseling process in improving students' discipline and learning independence (Syahri et al., 2022; Muna et al., 2024). Approaches such as behavioral contracts, modeling, and thought stopping have also been proven effective in shaping better disciplinary behavior (Isnaini, 2024; Dani, 2025). The more optimal the management of guidance and counseling services in schools, the higher the level of student discipline in learning (Dewiyana, 2025). Islamic counseling also contributes to the formation of students' moral character and discipline through moral guidance, habituation of good behavior, and strengthening self-control in daily life (Sugiyanto et al., 2025).

CONCLUSION

Based on the results of the study, it can be concluded that there is an influence of counselors on the handling of students' learning discipline at Madrasah Aliyah Al Uyun Kalanganyar. This indicates that the role of counselors contributes to improving students' learning discipline in the school environment. The results of the analysis show a strong relationship between the two variables studied. Therefore, it can be interpreted that the more optimal the counseling services provided, the better the level of students' learning discipline. In addition, the results of the statistical test indicate that the influence of counselors on students' learning discipline is in the fairly strong category, while the remaining percentage is influenced by other factors not examined in this study, such as family environment, peer association, and students' learning motivation. Therefore, the role of counselors is very important in shaping students' disciplinary behavior through structured, continuous, and student-needs-based guidance and counseling services. With optimal services, students are expected to better manage their study time, comply with school rules, and increase their responsibility toward learning activities. Based on these findings, the researcher provides several suggestions. For school principals, it is expected that they provide professional guidance and counseling personnel and support adequate facilities and dedicated time so that counseling services can run effectively. For guidance and counseling teachers, it is expected that they are more active in providing services not only when problems occur, but also in preventive efforts and continuous student development.

Meanwhile, students are expected to be more open to counseling services, develop positive habits, and improve their learning discipline in order to achieve better academic performance in the future.

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