



## Development of An Evaluation Instrument Model for The Counseling Guidance Service Program for Student Discipline

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### Abstract

This research aimed to develop disciplinary instruments and student rules using a questionnaire. To achieve this objective, a Research and Development was employed by using an assessment instrument in the form of a questionnaire (non-test). As the subject of this research, small and large scales with 250 students were used by ten development steps. Validation and reliability were simplified into three stages: preliminary, development, and evaluation. The preliminary stage involved determining instrument specifications, writing the instrument, and determining scoring. The development stage involved counseling guidance, trialing, analysis, and revision. The evaluation stage involved assembling and refining the instrument. Validity analysis and content reliability were performed using Aiken's V formula and Crombach's Alpha. Field tests showed that all items on the student discipline and rules instrument had a value of  $> 0.3$ , indicating validity and reliability. Whereas if the reliability test is  $> 0.7$ , the instrument is valid and reliable, so the instrument is suitable for use. The results were in the valid and reliable category with a Likert scale of 4,3, and 2, indicating good rules and discipline among SMA AZ Semarang City students. However, efforts are needed to improve violations of rules and discipline, even if they are minor.

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## INTRODUCTION

As a site of learning, school not only imparts diverse knowledge but also instructs and guides students toward improved and more ethical conduct (Gao et al., 2021). Ultimately, students will flourish in the realm of education and possess admirable character. Education is a deliberate and purposeful endeavor to establish an environment and procedure conducive to learning (Edenfield & McBrayer, 2021; Edenfield & McBrayer, 2021), in which students actively cultivate their inherent capabilities (Lee et al., 2018), including but not limited to religious and spiritual fortitude, self-discipline, intellect, personality, and virtuous principles, as well as the proficiencies required by the nation, society, and the country. An educational aspect that warrants attention is the familial environment, where the child receives appropriate instruction in the realm of education. This should be regarded as a critical matter, as it serves as a fundamental basis for the development of one's character, mentality, and personality.

The findings from interviews carried out on 12 April 2022 with the guidance counseling teacher (Finda Marsetyana, S.Pd) unveiled that a number of students had contravened school discipline regulations, including the following: 1) Establishing the lines for the flag ceremony presents a considerable challenge; 2) It is inappropriate for males to conceal clothing into their trousers; 3) The student is frequently tardy to class, and fourthly, they frequently don colored footwear that violates school regulations. Subsequently, additional variables impact discipline, including factor, such as internal variables and external variables. Internal factors are present within the individual in question and include the following, such as congenital factors, awareness factors, interest and motivation factors, mindset-influencing factors. Conversely, external factors originate

from sources external to the individual in question and include the following: 1) Illustration, 2) Guidance provided, and 3) In relation to the environment, and 4) Take action. It is evident that some students are preoccupied with their hobbies during class time, entering and exiting without the teacher's permission, and donning untidy garments they have removed. Due to the persistently high incidence of students arriving late, students have developed a cultural apprehension toward such situations; consequently, many students frequently experience this apprehension (Sahrul et al., 2022). An initiative designed to foster and enhance individuals' capabilities through exposure to an environment that transforms their mindset, equipping them with the necessary intellectual, emotional, personality, and skill sets to thrive in that environment. The center of the populace. Learning is one component of enhancing the honor and dignity of a nation and increasing the quality of life for its citizens (Sagha Zadeh et al., 2017), which gives it a tremendous impact on individuals' lives.

As previously stated, the two determinants of academic achievement are external factors (originating from sources external to the student) and internal factors (originating from sources internal to the student). Extraneous elements comprise external factors, which consist of those imposed by the community, school, and family. Conversely, internal factors can be categorized into three discrete stages: fatigue factors (encompassing both physical and spiritual exhaustion) (Balk et al., 2021), psychological factors (including intelligence, attention, interests, talents, motivations, maturity, skills, and readiness to learn) (Kuznetsova & Matytcina, 2018), and physical factors (including disability and health) (Hutzler et al., 2019). The achievement of educational objectives within institutions is predicated on students' compliance with disciplinary regulations. To comprehend and acclimate to the school environment, student development

necessitates disciplined conduct; thus, it is essential to provide group guidance services to aid students in improving their disciplinary behavior. A greater proportion of students who demonstrate a robust adherence to discipline are inclined to attain positive academic results. Each student will be allocated a specific assignment. An individual can cultivate a sense of disciplined conduct in all aspects of their character and direct their future endeavors by adhering to pertinent standards and regulations in their behavior (Hortensi, 2020).

Additionally, each student is expected to demonstrate appropriate behavior in accordance with the numerous rules and regulations that regulate his institution, to which his participation in educational activities at his institution inextricably links him. Generally, student discipline pertains to the strict observance of the myriad policies and guidelines that are implemented within an academic establishment. On the other hand, school discipline encompasses a collection of regulations, policies, and additional provisions that are enforced in an effort to regulate the behavior of students (Fitri & Syawaluddin, 2023). A disposition that demonstrates a willingness to uphold, abide by, and accomplish the relevant provisions, policies, rules, and regulations constitutes discipline. Discipline is thus clearly the result of instructional or educational influences, as opposed to being an intrinsic quality. The observance of disciplinary measures by students is an essential determinant in achieving the highest possible levels of academic achievement and learning results (Ibrahim, 2018).

Counseling and guidance services can assist students in realizing their aspirations for knowledge, attaining academic success, and realizing their full potential in order to instill in them a positive attitude. After that, students are provided with guidance and counseling, which allows them to openly communicate their emotions and a range of challenges they are experiencing to their instructors. Particularly in elementary institutions,

guidance and counseling services are critically required due to their indispensable benefits. It is necessary for elementary school students to develop their potential, surmount learning obstacles, be motivated to learn, and gain moral awareness. In order to instill in students moral values consistent with those outlined in Pancasila.

Regarding education, moral values have diminished in the modern era. Extremely concerning is the decline in the moral principles of adult students. Therefore, character education must be incorporated into teaching and learning activities as well as guidance activities. A holistic endeavor, disciplinary character development ensures that students recognize, respect, and conduct themselves in accordance with essential ethical principles (BP et al., 2021). Therefore, the aim of disciplinary character education is to impart the values necessary for students to undergo positive transformations. Exemplary in speaking and conduct, as well as in appearance and attire (Salouw et al., 2020). Each organization, including government agencies, is obligated to implement a range of regulations that all members must abide by. These regulations are reinforced by standards that each employee is expected to meet. Discipline is considered the most critical operational function of human resource management (HRM), according to some experts, because the greater the employee's discipline, the greater their potential for success (Herman, 2018). The education system encounters a predicament concerning discipline-related issues, specifically a lack of cognizance regarding discipline; the enforcement of discipline within educational institutions is primarily reliant on coercion (Naafiah, 2020). Consequently, numerous students remain oblivious to the fact that adherence to regulations constitutes a personal obligation and yields advantages for the students themselves.

Discipline is a condition established and developed by means of a sequence of actions demonstrating the values of compliance, loyalty, regularity, obedience,

and order. Due to the fact that he has attained self-awareness, his behaviors or attitudes are no longer perceived as onerous. Conversely, if he deviates from his customary conduct, they will impose pressure upon him. Discipline, according to Hasibuan (Naafiah, 2020), is an individual's consciousness or readiness to comply with all organizational policies and relevant societal conventions. In contrast, discipline, as defined by (Siagian, 2020), is a form of instruction that aims to shape and improve an individual's knowledge, behavior, and attitudes so that he or she voluntarily strives to develop a better personality, conduct, and attitude with the expectation that all members will adhere to the established regulations.

Discipline problems are a contemporary challenge confronted by educational institutions. A disposition that demonstrates a readiness to adhere to or conform to relevant regulations, rules, values, and policies is characterized by discipline. The principle of obedience is embodied in discipline: the capacity to act and conduct consistently in accordance with particular values. Discipline can function as a preventive measure within the educational setting to ward off and safeguard against factors that may impede and disrupt the learning process. In order to ensure student discipline, educational institutions implement a range of regulations (Soewarno & Hasmiana, 2016). Students must exercise discipline in various aspects of their lives in order to succeed academically (Soewarno & Hasmiana, 2016). This includes maintaining a consistent study schedule, resisting temptations that would otherwise disrupt study time, exercising self-control, and ensuring optimal physical health.

As stated by Azis et al. (2020), school order constitutes a fundamental principle that directs school residents towards the establishment of a harmonious and structured academic setting, which take the form of regulations that are enforced in order to accustom students to discipline and foster the values of accountability and compliance among students through the implementation

of school policies. By enforcing rules and regulations rather than relying on the prevailing norms of the school environment, the institution can make significant strides forward. Moreover, the establishment of school regulations is expected to foster an environment that is conducive to learning, tranquil, and secure, thereby facilitating students' attainment of their utmost potential. Additionally, the growth and development of students will be aided by a supportive school culture, which will inspire students to fear and increase student compliance (Mardapi, 2016).

Based on the definition of school rules provided above (Azis et al., 2020), it can be inferred that a breach of school rules refers to a circumstance in which students fail to adhere to the established regulations of the institution. Such behavior can be characterized as negative and contrary to the spirit of the rules themselves. Students, who are members of the school community and are expected to abide by its regulations, should not wear values that are enforced on campus.

The regulations governing pupils facilitate the organization of educational processes and activities (Suherman, 2021). Declares that in order to attain ideal educational objectives, the presence of auxiliary facilities is essential. An example of an applicable supporting facility is referred to as norms and regulations. An investigation into the determinants of student discipline in learning revealed that attendance, dress code, permitted and prohibited items carried to school, and student arrival are all governed by school regulations. The following are illustrative instances of the policies and guidelines that are implemented within an educational institution; further policies and guidelines may be modified to align with the specific requirements and circumstances of the school. Additionally, the implementation of rules must be voluntary and based on one's own initiative, not coercion. An additional correlation exists between rules and students' attitudes toward self-control (Widodo et al., 2018). This can be observed in the manner in which students master a task and exercise self-

control. Discipline is an essential component in the implementation of self-control, as it ensures that students bear accountability for each action they undertake.

The contemporary educational landscape is shaped by a multitude of elements—student input, educational infrastructure and facilities, instructional materials, administration, and human resources (educators) who can foster an environment that is conducive to learning (Sahrul et al., 2018). Education is a business-oriented approach to establishing a learning or training environment (Heryadi et al., 2022). With the provision that improvements in teaching can be implemented in a comprehensive, structured, and sustainable manner, it is anticipated that the provisions of the transformation of life in the global era will enhance the quality and efficacy of instruction in order to surmount deficiencies or obstacles. In relation to the evaluation of the content validation outcomes as determined by the four assessment experts through the application of Aiken's V formula, the results indicated that the cumulative coefficient for each item exceeded the predetermined criterion for validity (Sahrul et al., 2022), specifically 0.30. Furthermore, the test results indicate that, on average, all items surpass 0.30, which concludes the validity assessment. Disciplined behavior enables individuals to comply with social advancement requirements (Tengah & Barat, 2023), which is also a crucial element in effective self-persuasion. A practitioner of suitable discipline will be capable of carrying out their responsibilities as required of illustrators. It can assist student members in cultivating a conscience, thereby endowing the illustrator with a sense of purpose and self-awareness. An imperative element of the educational process that necessitates comprehension is the manner in which school policies have the capacity to mold pupils into conscientious members of society capable of equitable self-treatment.

Engaging in discipline and orderly environments can facilitate students' self-awareness regarding their own selves and the

development of their personalities. Character is the primary attribute that is initially cultivated. They must therefore have the ability to participate. Adherence to regulations, provisions, or guidelines can be facilitated through effective communication employing positive language. In order to facilitate student participation, regulations and guidelines pertaining to the general public will be formulated by each student in an equitable manner. The aforementioned guidelines, rules, and protocols are collectively referred to as "school rules and regulations" (BP et al., 2021).

The findings of a study conducted by (Sahrul et al., 2018) at Nurul Khalifah Bima Sape School indicate that students are present in the school premises prior to the designated start time. Students are transported to and from class via minibus, are required to attend ceremonies every Monday before lessons begin, consistently pray, maintain a quiet classroom environment, engage in active discussion during learning periods, refrain from disturbing peers while studying, and comply with school regulations. Students are expected to observe the school environment by refraining from interrupting their peers when it is time to depart, maintaining a consistent line-up, and organizing themselves prior to their departure. The results of the data analysis indicated that the level of student discipline was 89%. When compared to the overall student discipline rate of 90%, the pupils of Nurul Khalifah Bima Sape demonstrated an exceptional level of discipline and adherence to rules.

Education is an indispensable factor in determining the standard of a country. In order for the national education system to ensure enhancements in the caliber and efficacy of education administration in response to the challenges posed by the evolving requirements of existence in the global age, education must be systematically, purposefully, and sustainably reformed. Character education is an intentional endeavor that seeks to enhance the moral integrity of pupils. Character education is a



concept that is not limited to the home environment; educational institutions also possess the authority to impart such knowledge to pupils. Character education in institutions will aid in the development of positive student personalities. While formal education is essential, character development primarily occurs within the household (Tengah & Barat, 2023). Numerous students at SMA AZ Semarang City engage in disciplinary infractions, including truancy, failure to attend the flag ceremony every Monday, frequent tardiness, and battling in the classroom, among others. Observations conducted in April of the 2021/2022 academic year at SMA AZ Semarang City revealed that students had committed a number of infractions of pertinent policies and regulations, including the prohibition of male students from sporting hairstyles that did not correspond with those of schoolchildren. In addition to the shirt collar, if a lesson instructor is absent or tardy, depart the classroom during lesson transition time, and excuse yourself from more than one student per class. The objective of this study is to ascertain the progression of disciplinary measures and student regulations.

**METHODS**

This study was conducted at SMA AZ Semarang City for the academic year 2021/2022 using 250 respondents who were enrolled in the 2013 curriculum. The methodology employed involved the validation of questionnaire instruments by four experts. This research on instrument development analyzing field instrument test data employed SPSS to calculate the validity and reliability of an instrument's contents based on expert judgment (Expert Judgment) utilizing the Aiken's V formula. The outcomes of the analysis were determined by the expert review, which determined whether an item is accepted, accepted with corrections, or rejected. The Aiken's V formula is expressed as follows:

$$V = \frac{\sum s}{n(c - 1)}$$

Information:

S = r - lo

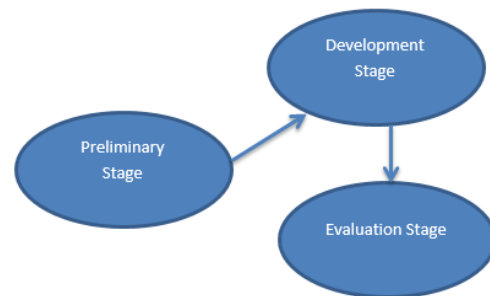
Lo = lowest validity assessment number (in this case = 1)

C = validity assessment number the highest (in this case = 4)

R = number given by an appraiser

N = number of assessors

Subsequent to Azwar (2014:143), an item is regarded inadequate or invalid if the validity coefficient is below 0.30. However, in the event that the validity coefficient reaches 0.3, one might deem the item satisfactory or valid. The investigation for this study followed the ten-step stage outlined by Mardapi (2016:132). Nevertheless, after ten laborious stages of development, this instrument was finally completed in manual form as a valid and dependable instrument. The subsequent three stages comprise the ten that comprise the development of this instrument: 1) preliminary stage; 2) development stage; 3) evaluation stage.



**Figure 1.** Scheme of instrument development steps

The preliminary stage consisted of determining instrument specifications, writing the instrument, and determining scoring. The development stage consisted of expert instrument review, testing, analysis, and revision. The evaluation stage consisted of assembling and refining the instrument.

Methods (± ½ - 1 page, 1.5 spacing).

Methods Include:

Explanation of how / step of research in a systematic way and detailed step by step written in the section.

The method does not contain any theory but rather emphasizes what has been done in research to obtain results in line with the objectives.

## RESULTS AND DISCUSSION

The rules for SMA AZ Semarang City students are implemented: students enter class on time, attend the flag ceremony every Monday, do Imtaq and read Surah Yasin together every Friday, and students wear uniforms according to the rules that apply at school. Students do not neglect the rules that apply (Larsen-Freeman, 2018). Students apply discipline by attending school on time (Anyon et al., 2018), greeting the teacher before entering the room (López-Pernas et al., 2019), praying according to their respective religions and beliefs, and not disturbing or fighting in class. Students do not violate rules according to agreements, such as leaving school without permission, being absent during school hours, and doing and collecting assignments or training given by the teacher.

The results of research on instrument development: Development of an Evaluation Instrument Model for the Counseling Guidance Service Program for Student Discipline and Code of Conduct in the form of a student self-assessment questionnaire consisting of 12 indicators and 12 question items Based on the analysis of the results of the content validation by the four assessment experts analyzed using Aiken's V formula, it shows that the overall coefficient for each item is greater than the valid criterion, namely 0.30. Based on the results of the data analysis, reliability of disciplinary instruments, and student rules based on field tests The reliability of the field test instrument using the Cronbach's alpha formula of the 15 items of the student discipline instrument has a value of 0.811, so the instrument is said to be reliable and suitable for use. The reliability of

the field test instrument using the Cronbach's Alpha formula of the 15 items of the student discipline instrument has a value of 0.811, so the instrument is said to be reliable and suitable for use. This research is in line with research conducted by (Sahrul, et al., 2023), Nurul Khalifah Bima Sape School found that before starting time, students are already in the school area, the school implements student pick-up by minibus, students attend ceremonies every Monday before lessons start students always pray, students are not noisy in class, students actively discuss when learning is taking place, do not disturb friends while studying, students obey the rules issued by the school. This research is in line with research conducted by Shahrul et al., (2023), Nurul Khalifah Bima Sape School found that before starting time, students are already in the school area, the school implements student pick-up by minibus, students attend ceremonies every Monday before lessons start, students always pray, students are not noisy in class, students actively discuss when learning is taking place, students do not disturb friends while studying, and students obey the rules issued by the school. The rules for students in the school environment are not to disturb their friends when it is time to go home, always line up, and arrange themselves when they want to go home. Based on the data analysis results, the student discipline level was 89%. In comparison, the level of student discipline was 90%, so the level of discipline of Nurul Khalifah Bima Sape students was excellent.

**Table 2.** Reliability of Student Discipline Instruments

Case Processing Summary			
		N	%
Cases	Valid	130	100.0
	Excludeda	0	.0
	Total	130	100.0
Reliability Statistics			
Cronbach's Alpha		N of Items	
.811		15	

Based on the expert assessment analysis results using the Ebel formula, the student discipline instrument is 0.848. Meanwhile, the student discipline and discipline instrument has a value of 0.832. From the reliability test results, it can be reliable, as seen from the criteria determined, where all the items are valid and reliable, so we can conclude that the student discipline and discipline instrument are valid and reliable from the field test results. It shows that the disciplinary instruments and student rules are suitable for use.

## CONCLUSION

Based on the results of the expert assessment of the form of the student discipline and code of conduct instrument developed in the self-assessment instrument by students, the results from items 1 to 12 on the instrument can be interpreted as a reasonably high coefficient because it has a value of 0.848 on discipline (reliable), while on the instrument, student discipline has a value of 0.832 (reliable). It shows that the results of these items are in the valid and reliable category. b Fill out the instrument in the form of a check mark or checklist with a Likert scale using strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). With a scale of 4, 3, and 2, the rules and discipline of SMA AZ Semarang City students are good. However, there is still a need for further improvement as minor violations of student rules and discipline persist. The violations committed by the students can be considered reasonable because high school students are in their teenage growth period. Therefore, it is important to provide them with proper guidance and direction in a positive manner.

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