



**Implementation of Information Services in Forming Discipline of Students in Class XI Phase F at Senior High School 4 West Sumatra (Sports Talent)**

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**ABSTRACT**

This research was motivated by the fact that there were students who were still attending class not according to the specified hours, there were students who were not dressed in uniforms according to the specified rules. The aim of this research is to describe: 1) An overview of discipline before information services are provided. 2) Description of discipline after being provided with information services. 3) Implementation of information services in forming discipline. The type of research used is an experimental method with a one group pretest and posttest research design. The population in this study was 72 and the sample used was 40 students taken using random sampling techniques. The instruments used in this research were questionnaires and documentation studies, while pretest & posttest percentage data analysis used interval scores and normality tests and t tests. The results of this research show: 1) Student discipline before being provided with information services is in the quite good category. 2) Student discipline after being provided with information services is in the good category. 3) There is a significant difference in student discipline before and after being provided with information services. There is an increase in the form of discipline in students in class XI Phase F SMA N 4 West Sumatra (Sports Talent) by providing information services. This research is recommended for guidance and counseling teachers. With the implementation of information services that have been carried out by researchers, guidance and counseling teachers are expected to be able to understand and improve the implementation of these services, then they can also apply them to students, especially in improving forms of discipline in order to improve their learning performance.

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**INTRODUCTION**

Participant educate is subject learning Which expected can involved active in series activity Study so that can develop their potential through the education process formal and also non-education formal. In education participant educate sued For own attitude And character Which aiming For

own good personality and become a responsible person. Where must be implemented in the learning process so that students can to form discipline.

According to Usman (2018:37) discipline is something related with self - control over forms and rules. Related to activity education character discipline school, participant educate expected to obey the rules and behave in accordance with the rules applies. Planting mark character discipline is not quite enough answer all educators in the school including BK teachers. Teachers BK is obliged to facilitate the development and growth of disciplined character students.

According to Wantah (Sugiarto et al., 2019:2) Discipline Study is Wrong One method For help child so that can develop control self they during process Study teaching. Children can get a limit to correct their wrong behavior with discipline. Discipline also helps children get a sense of satisfaction. Because faithfulness And his compliance And Also teach him to child How think in a way regular. Discipline in the character values of the nation is an action that shows behavior orderly and comply with various provisions and regulations.

According to Mustard (Akmaluddin & Haqqi, 2019:3) discipline is an action that shows orderly and obedient behavior towards various applicable provisions, and human actions or behavior that always obey regulation or rule Which has applicable in environment public. Discipline is action or behavior Which represent And demonstrate an attitude of orderly behavior and comply with all provisions And good rules that written or not written. According to Prihatin (Usman and Ridwan, 2020:23) discipline refers to a person's obedience in following regulations or rules because they are driven by the awareness in their hearts.

According to Rudiyanto (Inta et al., 2018:111) put forward the following aspects of learning discipline:

1. The existence of a mental attitude of students towards the lessons taught by the teacher, this mental attitude includes, among other things: students have self-confidence and tenacity in every lesson they learn.
2. There are learning methods used by students to achieve good learning achievement. In this case, it must lead to general guidelines for good learning which include: regularity in learning, concentration in learning, use of library facilities.
3. The existence of an independent attitude possessed by students includes, among others: not liking to depend on other people unless they really need it, everything is thought through carefully, creative individuals in doing things, always looking for the easiest, most effective and efficient

way out, in every effort they do not give up easily and are able to control their emotions and have high self-confidence, not easily influenced from outside.

Based on the description above, it can be concluded that the aspects of learning discipline are: physiological, psychological, cognitive, the existence of students' mental attitudes towards the lessons taught by the teacher, the existence of learning methods used by students in order to achieve good learning achievements, the existence of an independent attitude possessed by students.

According to Prayitno (Robert & Brown, 2004:5) information services are activities to provide understanding to individuals Which concerned with various things that are needed to carry out a tasks or activities, or to determine the direction of a goal or plan. desired. Thus, the information service is first of all is embodiment from function understanding in guidance And counseling.

In his presentation, he explained again that there are three the main reasons why information provision needs to be organized. First, equip individual with various knowledge about environment necessary to solve the problem at hand with respect to environment around, education, position, and also social culture. Second, allow individual can determine direction his life. Condition For determining the direction of life is if he knows what (information) is must done as well as How act in a way creative And dynamic based on the information available. Third, each individual is unique. That uniqueness will bring about decision-making patterns. And act Which different customized with aspects personality each individual.

According to Wahyuni ( Wulandari et al., 2018:3) information services in guidance and Counseling aims to equip individuals with various knowledge And understanding about guidance And counseling Which useful For recognize yourself, plan and develop a life pattern as students, family members and the community. The understanding gained through service information used as material reference in increase activity, performance Study, develop ideals, to organize life daily including behavior social And take decision.

Based on several definitions of information services above can it was concluded that service information is activity give understanding to individuals Which concerned about various matter Which required For undergo a task on plan Which desired. With thus, service information That is embodiment from function understanding in guidance And counseling. Service information discipline is For anticipate violation what students do, the school makes rules order orderly, participant educate sued comply And behave in accordance withorder orderly applies.

Based on the results of observations conducted by researchers on April 22 to April 23, 2024 at SMA N 4 West Sumatra (Sports Talent), it was found that there were students who came in and out during class hours, there were students who did not wear uniforms according to the specified rules, there were students who gave reasons for competing for not coming to school, there were students who did not listen to the teacher during class.

In addition to the observation results, the researcher conducted an interview on April 22, 2024 with the BK teacher at SMA N 4 West Sumatra (Sports Talent) that there were students who still entered the class not according to the specified time, there were students who did not wear uniforms according to the specified rules, there were students who were not active in the learning process, there were students who were still delaying study time when the teacher was giving lessons, there were students who were not involved in the group learning process, Based on phenomena the researcher interested For conduct research with further title "Implementation of Services Information on Forming Discipline of Phase F Students of SMA N 4 West Sumatra (Sports Talent)".

## **RESEARCH METHODS**

The type of research used in this study is the experimental method. The use of this experimental method is because the researcher aims to determine the implementation of information services in shaping the discipline of class XI Phase F students at SMA N 4 West Sumatra (Sports Talent). This research method is classified as a type of *quasi-experimental design research method* or pseudo-research design because this design does not use randomization at the beginning of group formation and groups are also often influenced by other variables and not solely by treatment. The population of this study were all participants educate class XI Which There is in SENIOR HIGH SCHOOL N 4 Sumatra West (Talent) Sports), then the population in this study were students in class XI who amount to 72 people. Number sample as much as 40 respondents. Technique taking The sample in this study used a random sampling technique with a purposive sampling technique (sampling was taken randomly based on certain objectives or considerations). The instrument used for data collection in this study was a questionnaire. The analysis of *pretest* & *posttest* percentage data used interval scores and used normality tests and t-tests.

## **RESULTS AND DISCUSSION**

On part This will put forward discussion based on analysis, interpretation, research findings about *pretest* to *posttest* :

### **Analysis Participant Discipline Educate Before Given Service Information**

Based on the results of the study of student discipline before being given information services , it shows that there are 6 students with a percentage of 15.00 % who have very good discipline, 6 students with a percentage of 15.00 % who have good discipline, 22 students with a percentage of 55.00 % who have fairly good discipline, 6 students with a percentage of 15.00 % who have poor discipline and no students have very poor discipline . So , student discipline is in the fairly good category with a percentage of 55.00 %. This means that most students have fairly good discipline.

Judging from the results of the research that has been conducted, it is clear that students are still at the stage of forming discipline, where the results are still not good and there are still services that will be provided so that this discipline can be formed through learning materials.

According to Hambali (2021:89) discipline is a condition created and is formed through a process of a series of behaviors that demonstrate values obedience on Lord, regularity, And order in to obtain knowledge. Whereas According to Hambali (Kadir, 2021:89) define "discipline" is compliance to regulation or bow down on supervision or control. Second discipline Which aims to develop the character to be able to control yourself, so that behave orderly and efficient.

The results of the study based on discipline indicators before being provided with information services are as follows:

- a) Discipline seen from the mental attitude of students shows that discipline seen from the mental attitude there are 10 students with a percentage of 25.00 % who have a very good mental attitude, as many as 6 students with a percentage of 15.00 % who have a good mental attitude, as many as 14 students with a percentage of 35.00 % who have a fairly good mental attitude, as many as 8 students with a percentage of 20.00 % who have a less good mental attitude and as many as 2 students with a percentage of 5.00 % . who has a very bad mental attitude. This means that most students have discipline as seen from their fairly good mental attitude, a fairly good discipline attitude is included in the mental attitude consisting of students who have self-confidence and tenacity in every learning, in students' self-confidence in learning behavior they have dared or are open in the learning process, in tenacity in learning students can also be disciplined in the learning process. Rahman ( Wulandari, Zikra, & Yusri, 2017 ) stated that discipline is an effort to control oneself and the mental attitude of individuals or society in developing compliance with applicable regulations and rules, so that they consciously want to

implement these rules. In these results, students are still in the period of forming a disciplined attitude before being given information services, the value of the mental attitude of several students still shows a lack of discipline, this is influenced by the way subject teachers are not good at providing lesson materials that will be delivered to students.

- b) Discipline seen from the way students learn shows that discipline seen from the way they learn there are 2 students with a percentage of 5.00 % who have a very good way of learning, as many as 8 students with a percentage of 20.00 % who have a good way of learning, as many as 29 students with a percentage of 72.50 % who have a fairly good way of learning, as many as 1 student with a percentage of 2.50 % who has a less good way of learning and no students have a very less good way of learning. This means that most students have discipline as seen from their fairly good learning methods, in this case students have regularity in learning, concentration in learning and use of library facilities, regularity in learning itself is that individuals can organize all learning schedules from responsibility in the tasks given and concentration in learning is quite good. Suryabrata ( Ernita, & Fatimah, R2016 ) stated that "learning methods are ways or paths that must be taken to achieve certain goals in learning and these methods will become a habit". In these results, it is clear that the formation of students has not been fulfilled, because some of the students are still seen from the percentage of researchers who have poor learning methods, because students have not received the information services that must be learned, this must be fulfilled with learning materials that are in accordance with the form of discipline of the students.
- c) Discipline seen from the independent attitude of students shows that discipline seen from the independent attitude there are 4 students with a percentage of 10.00 % who have a very good independent attitude, as many as 9 students with a percentage of 22.50 % who have a good independent attitude, as many as 22 students with a percentage of 55.00 % who have a fairly good independent attitude, as many as 5 students with a percentage of 12.50 % who have a less good independent attitude and no students have a very less good independent attitude. This means that most students have discipline seen from a fairly good independent attitude, in the independent attitude of students it can be said to be quite good, because students do not like to depend on others unless they really need it, everything is thought out carefully in doing something. According to Oishi (2020) independent learning is basically explained in two perspectives, namely independent learning as a learning process that

makes learners fully responsible for planning, implementing, having full freedom to control important learning materials and evaluating them .

Based on the opinion above, it can be concluded that the process of training a person's behavior in accordance with the applicable rules or regulations, whether arising from self-awareness or because of the punishment or sanctions that apply with a full sense of responsibility, so that if he commits a violation, a feeling of guilt will arise and he will not want to do the action again.

### **Student Discipline After Being Given Information Services**

Meanwhile, the discipline of students after being given information services shows that there are 11 students with a percentage of 27.50 % who have very good discipline, 22 students with a percentage of 55.00 % who have good discipline, 7 students with a percentage of 17.50 % who have fairly good discipline, and no students have poor and very poor discipline . So , student discipline is in the good category with a percentage of 55.00 %. This means that most students have good discipline.

According to Sugiarto (Andini et al. 2023:769) learning discipline is behavior. Learning discipline refers to the level of student compliance with the established rules, both written and unwritten, in the context of the process of changing learning behavior. By having learning discipline, students are able to adapt effective and beneficial learning patterns. According to Usman, (2020:24) explains the types as follows: 1) Discipline in Schools: a) dress discipline b) time discipline, 2) Discipline in Society: a) traffic discipline b) time discipline, 3) discipline in worship 4) queuing culture is a reflection of discipline.

Manshur (2019:20) stated that discipline is a change in behavior that is manifested in carrying out tasks while still complying with the regulations that have been mutually agreed upon. Therefore, a disciplined attitude must be carried out with commitment and sincerity.

The results of the study based on discipline indicators after being provided with information services are as follows:

- a) Discipline seen from the mental attitude of students shows that discipline seen from the mental attitude there are 17 students with a percentage of 42.50% who have a very good mental attitude, as many as 20 students with a percentage of 50.00% who have a good mental attitude, as many as 3 students with a percentage of 7.50% who have a fairly good mental attitude, no students have a poor or very poor mental attitude. This means that most students have discipline seen from a good mental attitude, from a fairly good mental attitude of students to good, this has shown that students themselves are more able to improve their mental attitude where

previously it was still low in the field of mental discipline, self-confidence and tenacity have also increased in the students themselves. according to Yasin ( Agustina, Daharnis & Hariko 2019). discipline can be defined as a mental attitude that describes obedience, voluntariness and awareness of individuals and groups in carrying out tasks and obligations based on established rules.

- b) Discipline seen from the way students learn shows that discipline seen from the way they learn, there are 4 students with a percentage of 10.00% who have a very good way of learning, as many as 25 students with a percentage of 62.50% who have a good way of learning, as many as 10 students with a percentage of 25.00% who have a fairly good way of learning, as many as 1 student with a percentage of 2.50% who has a less good way of learning and no students have a very poor way of learning. This means that most students have discipline seen from the good way of learning, in the way students learn is already in a good category where students can change their way of learning according to their own circumstances, this must lead to general guidelines for learning well. According to Porter and Hernacki ( Indrawati, 2015 ), the way of learning is a combination of modality and brain dominance. Modality is the easiest way for someone to absorb information, while brain dominance is the way a person organizes and manages information. In other words, it can be interpreted that the way of learning is how someone or students (in this study) carry out learning activities, for example how students prepare to learn, how students follow lessons, how students carry out independent learning activities, how students' learning patterns and how students take exams.
- c) Discipline seen from the independent attitude of the participants shows that discipline seen from the independent attitude, there are 15 students with a percentage of 37.50% who have a very good independent attitude, as many as 18 students with a percentage of 45.00% who have a good independent attitude, as many as 7 students with a percentage of 17.50% who have a fairly good independent attitude, there are no students who have a poor and very poor independent attitude. This means that most students have discipline seen from their good independent attitude, students always look for their own way out which is considered easy to change their own behavior, in every effort they do not give up easily and are able to control their emotions and have high self-confidence, not easily influenced from outside. Mulyadi & Syahid (2020) independent learning students are required to be active both before the teaching and learning



process takes place and after the learning process. Students who learn independently will prepare the material being taught. After the teaching and learning process ends, students will repeat the material that has been presented previously, either by reading or discussing with friends. Thus, students who apply independent learning will have better achievements when compared to students who do not apply the principle of independent learning.

According to Hambali, (2021:89) that discipline is attitude or action Which show behavior orderly And obedient on various rules and regulations. Discipline comes from the Latin word Discere which means means learning. From this word arises disciplina which means teaching or training. Discipline comes from the English word "disciple" which means follower or students.

According to Noviana & Rahman (2021:2) discipline is an action somebody Which show behavior orderly And obedient on various regulation. Discipline participants educate is attitude or behavior Which to appear that participant educate the orderly And regular in school, and not committing violations of the regulations applicable

Based on the explanation above, it can be concluded that discipline habits will bring many positive impacts in the lives of students. When students have good discipline, students are more organized and focused, students know better what to do, so students can anticipate various possibilities through discipline. Discipline cannot just appear. It takes effort and regular practice so that students can become more disciplined individuals .

From the research results above, we can explain that the mental attitude of learning attitudes and independent attitudes of students have been formed and have also increased with the provision of information services to students through the materials provided during the learning process.

### **Differences in the Implementation of Information Services in Forming Student Discipline in Class XI Phase F at SMA N 4 West Sumatra (Sports Talent)**

Data processing using the SPSS 22.00 program shows that there is a change in discipline between before and after information services are provided. This means that there is a difference in student discipline before and after being given information services at SMAN 4 West Sumatra . In order to prove the difference, a hypothesis test is carried out, if the calculated t is greater than the t table (  $5.915 > 2.024$  ) then  $H_a$  is accepted  $H_o$  is rejected. The research findings are that there is a significant change in the experiment. So, there is a change before and after the information service is given. This means that the information service provided has succeeded in increasing student discipline.

The results of this study are also supported by research conducted by Sudirman , Mudjiran & Rusdinal, (2015:39) with the research results obtained and analyzed statistically and the hypothesis tested, it can be concluded in general that information services that combine lecture, sociodrama and discussion methods are effective in changing students' perceptions about learning discipline .

Stevenson ( Sari , 2021 :3) explains that discipline is an action that shows orderly behavior and complies with various applicable provisions and regulations. In addition, discipline is self-control to encourage and mobilize all efforts in producing something without anyone telling them to do it. So that through discipline, students can learn to behave in a way that is approved by the family, school and community environment.

According to Adiningtias (2017:56) Schools have the responsibility to shape student discipline. In order for students to have disciplined behavior as expected, schools must have rules or norms that can shape it. School discipline is an effort to shape student disciplined behavior. School discipline is defined as the school's effort to maintain student behavior so that it does not deviate and can encourage students to behave in accordance with the norms, regulations, and rules that apply in the school .

Therefore, the role of BK teachers is very important in shaping student discipline in schools, namely by providing guidance and counseling services, one of which is information services in solving and resolving problems that occur in schools, especially student discipline, and finding solutions if students have poor discipline. These solutions are expected to be able to solve the problems that occur and not interfere with the learning process of students at school.

## **CONCLUSION**

Based on the results of research on the implementation of information services in forming the discipline of class XI phase F students at SMA N 4 West Sumatra (Sports Talent), the following conclusions can be drawn:

1. The discipline of students before being given information services was in the fairly good category.
2. Student discipline after being given information services is in the good category.
3. There is a significant difference in the discipline of students before and after being given information services . There is an increase in the form of discipline in students in class XI Phase F of SMA N 4 West Sumatra (Sports Blessing) with the implementation of services that t count is

greater than t table ( $5.915 > 2.024$ ) then  $H_a$  is accepted  $H_o$  is rejected. The findings of the study are that there is a significant change in the experiment. So, there is a change before and after being given information services. This means that the information services provided have succeeded in increasing student discipline.

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