

How do the Strategy and Constraint of Guidance and Counselling Teacher Improve Students' Disciplinary Behaviour?

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Abstract

Discipline is an attitude and deed or behavior that can be supported by students in the form of students' habit in performing and obeying regulations in an orderly manner in accordance with the existing rules. In addition, discipline is defined as a character that needs to be trained for all students, including teenage students who are in high school. The discipline quite often becomes the responsibility of all schools, both guidance and counseling teachers, assisted by subject teachers, class teachers, staffs and school principals. This study aims to determine the constraint and strategy of Guidance and Counseling teacher in increasing students' discipline in Sleman High School. This study is a qualitative research, a type of phenomenology, data collected by observation, interviews and questionnaires. Participants in this study were 15 guidance and counseling teachers, from high school level in Sleman Regency, Yogyakarta, Indonesia. Data analysis used is quantitative descriptive technique. The data was analyzed by Milles & Huberman with data reduction, data presentation, verification of the conclusion. The result of this paper showed that the strategy of Guidance and Counseling teacher had a positive impact in enhancing the students' disciplinary behavior as well as being able to shape the character of students to be better human being.

Keywords: Discipline, Strategy and Constraint of Guidance and Counselling Teachers, Phenomenology.

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INTRODUCTION

The discipline has been implemented by teachers or educators from elementary to high school level. However, disciplinary behaviour in students still looks lacking even though there is already a discipline education from each school level. Disciplinary education in the today's world education becomes an essential part to be applied by teachers especially the Guidance and Counselling teacher who plays an important role in educating good character for students to see many kinds of events of a moral crisis and lack of courtesy among children and adolescents or parents. It is in line with a research conducted by Jusuf Blegur (2018) revealing that the character of discipline is self-esteem for an individual in education. It is able to make individuals socialize with their surroundings. This is also in line with research David Osher *et al.*, (2014) said that discipline is an individual's need to support positive student behavior and improve social behavior. When an individual has a disciplined attitude, then the individual feels more appreciated. It is additionally emphasized.. by Martin S. Heger (2018) that self-

discipline is related to education in improving better values for individual. Therefore, it is necessary to instill discipline behavior in students, starting from the school environment, family environment, to community environment where students stay.

Discipline behavior is important to be possessed by students in order that it will later bring up the value of good habit in students. The importance of disciplined student behavior is enhanced basically to see deviant behaviors that occur in this globalization era. For example, we can see that many students remain late to come in the school, littering, parking vehicles are not neat, and disobey the rules of order other schools. The existence of deviant behavior shows that the student's disciplinary behavior is still low. This is in line with the results of research by João Lopes and Célia Oliveira (2017) which states that discipline has a significant benefit for someone, both teacher and student. It also plays an important role for cognitive changes in student learning, students' enthusiasm in class in following learning activities, and students are able to obey the rule and the regulation in the school.

Next, it was discussed by Carrie E. Miller & Steven A. Meyers (2015) who revealed that discipline can provide comfort in school and offer the tolerance to protect students, staffs and other school's community. The opinion is then strengthened by Claudia Lau *et al.*, (2018), stating that the importance of discipline makes students have authority, and is able to improve one's health, and behave in a healthy manner in adolescents. Therefore, discipline is a problem that must be considered by the teacher, especially the Guidance and Counseling teachers as it is the one which determines the value of good character or not on student's personality.

The character in students need to be trained to make teaching and learning process be a conducive atmosphere, and comfortable for all school's communities. Each individual in life must encounter changes or developments both tangible and physical change, as well as it is an abstract change associating with the psychological aspect. The change is influenced by two factors, namely internal and external factors existing in human beings. They are flexible where they can be altered or shaped, including the character of discipline in students. Implementing character education towards students is able to affect the student's personality. This is the same as a research conducted by Jusuf Blegur *et al.*, (2018) that a character is self-esteem for students to conduct disciplinary behavior in academic performance. The character of the discipline or disciplinary behavior could make students engage well. In addition, a research by Dwi Anggraeni Siwi (2018) showed that the character of student discipline was impactful to students' learning in the process of teaching and learning and made individual grow as well as develop independently, the character of discipline begins to be formed from the family, the surroundings and community. This was also reinforced by the research of Vitri Yunessa (2018) who said that building the discipline character needed to set rules, and collaboration with students' parents, discipline character is seen from the knowledge and experience of applying rules to students. Therefore, to establish the character such as students' disciplinary behavior requires a strategy of schools' stakeholder including the guidance and counseling teacher, the subject teacher and the principal.

To train the discipline character or behavior might meet strategy which can be used as a media in learning process and/or present such as disciplinary material in the process of teaching and learning. Besides that, the strategy carried out by the Guidance and counseling teacher uses counseling services such as information services, classroom and counseling services. Strategies to improve our disciplinary behavior should be focused on students by establishing positive relationships, recognizing student behavior at school, addressing deviant behavior and planning how to enhance student's disciplinary behavior. A research

conducted by Heri Ratnawati *et al.*, (2018) acknowledged that when learning at school trained most students' abilities and the strategy conducted by the instructor governed the path of good teaching and learning, students will not be complacent with the learning discipline and could solve problems in students. It is then supported by Amoah's research, Samuel Asare (2015) said that to foster good disciplinary behavior was to involve students to make rules, foster a sense of responsibility in students and implement strict disciplinary deed to inspire students. The relevant research was reinforced by Dian Fu Chang's (2014) explained that the strategy to manage student's disciplinary behavior is effective by saying small praise both verbally and by hand gestures as well as giving little appreciation to students' achievement. There are several people who should be responsible in implementing strategies to improve the student's disciplinary behavior.

The question regarding who is responsible for training student's discipline is to be able to build character and disciplinary behavior of students. Formal and non-formal education is a mean of increasing student discipline behavior and it becomes the most strategic way to enhance the quality of an individual's self-personality. The research done by Victor Kipkemboi Salgong *et al.*, (2016) which published that those responsibility for improving or training student discipline are students themselves, principals, teachers and guidance and counseling teachers. In addition, a study conducted by Dian fu Chang (2014) revealed that it is involved in building the disciplinary behavior of all staffs and students in schools, parents, teachers and the extended family of an individual. A study by Lwazi Sibanda & Mabhena Mpofu (2017) acknowledged that those involved in overcoming disciplinary behavior are the school's stakeholders and the community. It is also strengthened by Amoah's paper, Samuel Asare (2015) said that the role of a teacher was crucial in directing disciplinary behavior since a teacher is a role model of students. They are responsible for educating students to practice disciplinary behaviour accepted by community both inside and outside of school.

At school, the ones who are responsible for student's disciplinary behaviour are the school's society including students, teachers, guidance and counselling teachers, and school principals. Advancing the discipline behaviour in schools using procedures in accordance with the appropriate school regulations is necessary for all parties to work together. Basically, each school has distinction in setting how a teacher should play a role to reform student's discipline. The statement is supported by a study done by Amoah, Samuel Asare (2015) stating that discipline was a rule of life for someone to respect and obey the rules set at school. In addition, it is related to a paper done by Norah Saad Sultan Al Qahtani (2015) revealing that disciplinary behavior became a very important in

supporting the success of educational processes in the academic field to avoid undesirable behaviour considered disturbing academic environment. Moreover, a research reinforced by Pamela Awuor Onyango (2018) showed that in the context of education at school, the teacher's role has a greater impact to raise student's disciplinary behavior. The role of the Guidance and Counseling teacher is also significantly needed based on duties and responsibilities of the teacher's guidance and counseling.

The responsibility of Guidance and Counseling teachers is not only looking at learning, personal, social, and career issue but becomes an obligation to look at the whole of both the prevention and resolution of student's problem. Here is a mean of common cases such as student behavior problems which lack of discipline. In Pamela's research Awuor Onyango (2018), it is stated that guidance and counseling teacher's performance has been trained to handle student's behavior into positive habits. It has an influence on emotions, teaching styles, and reactions to students. Counseling influences academic performance in reducing student's behavior impacting negative problems. This was supported by the research of Victor Kipkemboi Salgong (2016), it revealed that the role of the Guidance and counseling teacher was critical to enhance student's disciplinary behavior leading to school's discipline that could establish a bond relationship between the student and counselor. Guidance and Counseling Management is an influential element in the discipline of school's society both small and large group. Here, the school counseling service take a decisive role in student's problems. Conducting the responsibilities in school, the guidance and counseling teacher not only shows success but also is inseparable from obstacles in executing their duties.

Teacher's pressure in performing the duty of Guidance and counseling is such as lack of cooperation between students' parents with the teacher Guidance and counseling. Besides that, the education system applied at school is not the same as the teacher's guidance and counseling work program, and the curriculum at school can also hamper the performance and duty of the teacher's guidance and counseling, as well as the obstacles of the students themselves. In general speaking, students who have repeatedly behavioral problems become obstacles to guidance and counseling teacher. It is line with a research conducted by Norah Saad Sultan Al Qahtani (2015) that the obstacle in implementing disciplinary behavior was limited time in implementation and facilities inadequately. There are also many strategies from existing research that have examined the behavior of students, especially disciplinary behavior. Depended on a research of Victor Kipkemboi Salgong (2016) that obstacles or problems experienced by guidance and counseling teacher are parenting patterns which were different from what was desired by the Guidance and

Counseling teacher, and the lack of training for Guidance and counseling teacher in executing their role. Hence, it is very much needed a strategy that is truly suitable for improving student's disciplinary behavior.

Associated with disciplinary behavior, there is a need for guidance and counseling teacher's strategies to boost positively behavioral students such as discipline. The strategy applied by guidance and counseling teacher in improving discipline is very important in teaching and learning process in school. zurqoni (2018) stated that strategies implemented to develop character values in schools can increase student's confidence. The implementation of strategies for educating students in the disciplinary character is to provide examples and reinforcement for students. A research done by Dian Fu Chang (2014) said that the strategy in improving disciplinary behavior must be the existence of punishments, prizes and small praise for the achievement obtained by students and small group counseling. Those are need to put more attention by Guidance and Counseling teacher in improving student disciplinary behavior.

The study specifically aims to find out how the strategies and constraints of Guidance and counseling teacher in improving student disciplinary behavior in order to make it easier for the intended teachers and students to manage discipline using strategies which are suitable for undesirable student behavior. A research of Norah Saad Sultan Al Qahtani (2015) revealed that the purpose of research on strategies in increasing student discipline was to strengthen the teacher's theory and the strategies used to overcome unwanted behavior. In addition, it supported by the research of Victor Kipkemboi Salgong (2016). He said that the purpose of his research study was to improve student disciplinary behavior in order to determine the approach used by the Guidance and counseling teachers to cope with students' disciplinary problems.

METHOD

The study was a qualitative research with phenomenology approach to find out the strategies and constraints of Guidance and counseling teacher in improving student's disciplinary behavior. Data were collected by using interview and observation. Interviews were executed by making a phone call and direct interview with the Guidance and Counseling teacher. It was done with one by one mechanism and it was approximately 15 Guidance and Counseling teachers engaged. Interview material covered was how the strategies and obstacles faced by the Guidance and counseling teacher in improving the discipline behavior of students at school. In addition, interview and observation were made to complete information related to how the performance of the Guidance and Counseling teacher in enhancing student's discipline behaviour as well as what the obstacles they are faced. Furthermore, the documentation was used for students

to complete the data conducted by researchers in this study.

Participants were the Guidance and Counseling teachers in Senior High School of Sleman regency. The criteria for teachers who became participants in this study were Guidance and Counseling Teachers in high schools located in Sleman regency, and had hold an educational background in Guidance and counseling department. These participants were scattered in a number of high schools located in Sleman regency both private and public schools, consisting of several male and female teachers. Researchers to teacher convey that interviews and observations were carried out merely for research purpose. All data related to teachers participating in this study would be kept confidential. The researcher also said that the observations did not affect anything about the personality of the Guidance and Counseling teacher at school.

The data was analyzed with qualitative data analysis. Qualitative analysis was conducted through analyzing about how the strategies and obstacles faced by the teacher Guidance and counseling in improving the discipline behavior of students. It also included that the readiness or not of Guidance and Counseling teachers in high schools to do it. The following obstacles and strategies for measuring discipline and the use of disciplinary behavior measurement results was undertaken with the Milles & Huberman model. The stages followed (1) data reduction, (2) data presentation, and (3) verification of data conclusions. The entire data was then interpreted to gain an understanding of the strategies and constraints of the Guidance and Counseling Teacher in improving students' disciplinary behavior.

RESULTS AND DISCUSSION

RESULTS

Based on data and fact during in the field, it was found several strategies and constraints of Guidance and counseling Teacher in advancing student's disciplinary behavior, this was done to assist the Guidance and Counseling teacher in improving the discipline behavior of high school students in the Sleman regency. The researcher explained based on the focus and purpose of the study. Having collected the

data, activities through interviews, observation and the study of documentation were in several secondary schools located in Sleman regency.

In accordance with the result of interview and documentation study, data obtained that the discipline behavior of students at the high school level in Sleman regency, to improve student discipline behavior, Guidance and Counseling teachers need to have a Strategy, all that can not be separated from the various kinds of obstacles faced as said by Tineke's mother from Gamping State High School, one of respondents in the study that the data was the critical element of the Guidance and Counseling Teacher to change student behavior. From the interview of several Guidance and Counseling teachers with the question "What strategies were undertaken in an effort to form disciplined student behavior? How did you deal with these obstacles?" The answer revealed that the strategy apparently to improve the most effective discipline behavior was often (Dra. Riana Hidayati) praise the students verbally, (Anindia Sandhi Putri, S.Pd) gave a small achievement, (Mustiko Wati, S.Pd) and the parent's collaboration (Suprihatin) became a good model for students.

The Strategy of Guidance and Counseling Teachers in Improving the Students' Disciplinary Behavior

In general, strategies in improving student discipline behavior are teacher's activities at schools owned by teachers and are used to make better the quality of the personality of student. Each teacher has their own strategies in accordance with the circumstances of their school. There are several strategies that might be implemented in schools and each school has certainly a different strategy to be applied. In the school cases found, there have one guidance and counseling teacher but there are also three schools which have more than one guidance and counseling teacher.

The strategy applied by the Guidance and Counseling teacher in the schools is to help students to have disciplined behavior. Starting from the behavior of discipline, it will definitely create good character for each student. To carry out strategies in improving the quality of student behavior, Guidance and Counseling teachers need to make a program at first.

Table 1: The Strategy of Guidance and Counseling Teachers in Improving the Students' Disciplinary Behavior

Sub theme	Relation between sub theme	Conclusion
To conduct guidance and counselling services, and give praise verbally.	There are several good strategies for increasing student discipline behavior	To improve students' disciplinary behavior Guidance and Counseling teachers use a variety of strategies in accordance with the problems faced by students viewed from
There is a cooperation with school's stakeholders, and students' approach as well give an illustration.		
Comply with parents, security and students' discipline officer.		
Implementing the regulation provided in the rules and regulation. For example, they should come before 7 o'clock.		
Using score system, reward, and punishment.		

Sub theme	Relation between sub theme	Conclusion
		existing data
Being consistent with regulations with score/ point system.	The implementation of disciplinary behavior in every school is different but there must be a consistent with the existing order	
Being a role model for students		
Individual approach to the students.		
Giving punishment to students if the disobey.		
Habituation to students should be orderly		
Collaboration between school's stakeholders and student's parents.		
Having conducted a measurement	There are already Guidance and Counseling teachers who take measurements in various ways but there are the teachers who have not taken measurements of disciplinary behavior	
Have conducted using observation, monitoring, and questionnaires.		
Have conducted using note taking analysis of students' violation.		
student case records, and student personal data, reports from the teacher Important books, student reviewer	To implement strategies in improving discipline behavior, BK teachers must also have supporting data.	
The disciplinary team, picket book and the point book		
Note Reports from homeroom teachers, security guards, and disciplinary teams		

The data presented in table 1 shows that the strategies undertaken by the Guidance and Counseling teachers have a immense impact to improve student's disciplinary behavior to be better, and the data needed certainly turns out to be much like notebooks, student ratings, and case notes. It is also clear from the data that senior high schools in Sleman regency show the fact that they commonly use an order that is in line with the curriculum which has been implemented, namely the curriculum 2013.

From the determined rules, we can also see that learning at school is far more effective than before the guidance and counseling teacher implement various strategies to shape student discipline, both discipline of learning and other disciplinary behaviors. The data in table 1 also explains how the Guidance teacher gave the big contribution to enhance the quality of the students to be able to compete in the current era, starting from the teacher as a good example for students.

The cooperation of Guidance and counseling teachers between the school and parents play a significant role to implement the strategies used to improve student's discipline behavior. According to

interview with the teacher revealed that the strategies undertaken still need to be increased in more times in order that students are even better from year to year. With disciplinary behavior of students, teaching and learning process will be easier to run.

The Constraints of Guidance and Counselling Teachers in Improving the Students' Disciplinary Behaviour

To increase the discipline behavior of students, each school and Guidance and counseling teacher experience several obstacles. Constraints faced vary according to the conditions in their respective schools. By conducting interview revealed several obstacles experienced by the guidance and counseling teacher. However, the intended constraints keep strengthening the strategy of guidance and counseling teacher to provide services to students. The obstacles faced by the guidance and counseling teacher in improving student discipline behavior can be seen as presented in Table 2. In general, the obstacles encountered by the guidance and counseling teacher is the difficulty of communication with the parties invited to work together.

Table 2: Constraints of Guidance and Counseling Teachers in Improving the Students' Disciplinary Behavior

Sub theme	Relation between Sub Theme	Conclusion
There comes from children who are from the low economy	In increasing the discipline behavior of students in the field, each of guidance and counseling teachers has different obstacles.	A school that has a the intended teacher in improving student discipline behavior in the field is not as facile as we thought. However, there are all the obstacles encountered but of all the obstacles BK teachers must also be able to overcome in various ways
Lack of communication with parents at home		
The existence of KKO classes, and difficulty to wake up in the early morning, the difference in perception with other subject teachers		
Guidance and Counseling Teachers have many other responsibility (doubled job)		
The same violation is just the same students.		
Guidance and counselling teachers have been		

Sub theme	Relation between Sub Theme	Conclusion
elderly and sickly		
Collaboration with Sport teachers who teach KKO classes	When in the field, Guidance and counseling teachers experience obstacles in increasing disciplinary behavior of students. They should also be able to overcome these obstacles in a variety of ways	
Holding teacher meetings and conducting semester evaluation		
The really urgent problem is to deal with it first		

From various kinds of obstacles faced by the guidance and counseling teacher in the field, the Guidance and counseling teachers should be able to overcome these obstacles in a variety of ways in order to increase the discipline behavior of students effectively and in accordance with the developing character of students. Several Guidance and counseling teachers even involve parents, school principals, and other parties to create rules that support student discipline. In addition, guidance and counseling teachers should have patience to encounter a variety of student characters.

The teachers should play a good role since they are who is imitated by their students starting from their appearance, speech, and even the way the teachers behave will affect students' behavior. To cope with the obstacles faced by the guidance and counseling teacher, there has a different strategy from other guidance and counseling teachers. They are able to do counseling and guidance services both group and individual. Therefore, this is very beneficial for the guidance and counseling teacher's performance in dealing with obstacles in the field.

Guidance and Counseling teachers should be creative in the way which they handle. Furthermore,

there is cooperation with parents by conducting home visits as well as cooperation with principals who give permission in all matters. Besides that, cooperation with other subject teachers strongly contribute to support the performance of guidance and counseling teachers in providing information about student's data in particular with students' homeroom. To minimize the obstacles, it is necessary to work together. Another thing which supports the implementation of guidance and counseling teachers' strategies related to operational funds in order to run smoothly.

Descriptions of disciplinary behavior in each school

To set a strategy in offering Guidance and Counseling services in improving the students' disciplinary behavior, the Guidance and Counseling teacher is obligated to know in advance the description of disciplinary behavior in each of schools. Every student has a different character which should be understood in order that the strategy implemented by the guidance and counseling teacher run based on the plan made in the form of a teacher's guidance and counseling work program. Details about how the discipline behavior of students in our school can be seen in Table 3, this is gained from the result of interviews with guidance and counseling teachers.

Table 3: Description of Students' Disciplinary Behavior in the School

Sub theme	Relation between Sub Theme	Conclusion
The distinctive behavior between junior and senior.	Each of level between class X, XI, and class XII has different behaviors including disciplined behavior	Every school already has rules about disciplining students by considering the existing problems both class X, XI, and XII because every level of Guidance and Counseling teacher should have a discipline regarding student discipline to give prizes and penalties to students who violate, all of teachers also should work with the school and parents.
Coming on time, but there are still some students who are late.		
Now it is more orderly than before		
XII class breaks more rules		
Class X, XI and XII are 90% good for now		
Class XII is more difficult to control than class X and XI		
90% has been effective	The culture in each of schools on average has improved, but there are still some improvements	
It is very effective, but not 100%		
It is good because the collaboration is already strong between the school and parents		
Not too good but it has been better from year to year		
Cleaning the school's surrounding, line, yard, and military system.	Providing penalties for students who break the rules and cooperate with students	
Giving a warning to make appointment, report to		

Sub theme	Relation between Sub Theme	Conclusion
homerooms		
Make a phone call or contact parents if the mistakes done repeatedly.		
Giving praises, motivation, and adding points or scores.	Giving reward to the student's discipline	
Giving attention and being familiar with and embrace students.		
On time	Every school already has an order which regulates student behavior so as not to deviate	
Wearing uniform which has been fixed based on the day of uniform.		
Reducing points for breaking rules		
Praying prior to starting the lesson		
Always reprimand greetings among school's society		
There is class picket in every morning		
Being forbidden to make a noisy at classroom		

From Table 3 the result of interview of entirely students' disciplinary behavior gained that it is good. However, there remains a need for improvement both from the teacher and students in the teaching and learning process at school. The table shows that the implementation of strategy in improving student behavior in school is a positive impact, especially in advancing the character which exists in students. Nevertheless, when the Guidance and Counseling teacher applied a wide range of strategies, they are inseparable from the intended constraints both from external and internal at schools. Depend on the impact of the provision of Guidance and Counseling teacher strategies, students' behavior has increased, it is seen from the percentage of 85% of student behavior is much better than before they has not implemented the strategies owned by the Guidance and Counseling Teacher.

DISCUSSION

Based on the result of the previous interview, the study shows that to improve the students' disciplinary behavior, a teacher requires a strategy one of them. From the interviews, it turns out that teachers often praise students with good words and the teacher being a good model for students is the best category and has a positive impact for raising students' discipline behavior. The conclusion is that strategy and constraint will surely be faced by a teacher. This is in accordance with the opinion of Zurqoni, Heri Retnawati, Arlinwibowo, and Apino (2018) who said about the important role of a teacher in developing the students' ability to be independent and responsible requires the appropriate strategy because it is considered as a key factor of success. In addition, Zurqoni *et al.*, (2018) emphasize that the strategy, implementation, and learning outcomes are an essence art of educating to provide facilities and to design a center of student character development. This is then respected by a research done by Heri Ratnawati *et al.*, (2018) that knowledge and teaching as well as learning tactics are the key to successful education. Therefore, it is important for every teacher to have a strategy to

improve student discipline, both guidance and counseling teachers and other subject teachers.

The finding of this study indicates that the importance of strategy to raise the students' disciplinary behavior and the consideration of obstacles should be known in order that the implementation of the strategy is in accordance with what is needed by students, considering to various kinds of characters possessed by students. The result is relevant to the research done by Romina Ifeoma Asiyai (2019) that students coming to school not only to gain knowledge but also to obtain positive skills and good behavior, both positive and negative behaviors that would greatly affect student learning conditions. According to Dewey Cornel and Francis Huang (2016), they revealed that the discipline belonging to and the relationship of teachers and students with a conducive support to decrease the risk behavior faced by students in senior high school. Moreover, research by Karen Elfner Childs *et al.*, (2016) stating that the intervention and support of positive behavior from schools is an emotional need for all students who will support in improving students' disciplinary behavior. Relevant study done by to Chikwature, W *et al.*, (2016) that deviant behavior has a very bad effect for student learning achievement and a disciplined behavior in schools is a framework for improving the quality of the education system in schools. Therefore, students should be trained to behave in discipline starting from the teacher who gave a good model.

Discipline behavior is a serious matter for students to answer the challenges of the today's era and planning for their near future. Implementing the discipline behavior in schools may prevent students from deviant behavior in their peer group. Based on the research of Mehrak Rahimi (2015), it was revealed that the importance of disciplinary behavior and strategies possessed by the teacher become the powerful element to significantly incline a sense of responsibility in students. According to Nicholas Odoyo Simba *et al.*, (2016) that the discipline is a key component of behavior, and that discipline should ideally adhere to

the rules existing in school's society. This is then reinforced by Nurhasanah and Qatrin Nida (2015) said that establishing the character and a sense of responsibility from students is the most important item for teachers, parents, and people in the community. Hence, the need for guidance and counseling teachers requires a good cooperation with other parties both school's stakeholders and parents.

The success of increasing discipline in the academic system will be able to develop the students' potential and make the goals of the program designed by the guidance and counseling teachers. This is relevant to the research of Ehiane and Stanley, O (2014) revealing that discipline is the main point of education that non-discipline has an impact on many things starting from the result of learning and their progress in school. Ensiye Khodarahmi (2014) support the statement that disciplined strategies using punishment and discussion make learning activities more effective. Disciplined classrooms create positive environments where learning can develop. To find out more about the strategies and constraints of guidance and counseling teachers in improving student disciplinary behavior, the study should be conducted continuously and regularly.

CONCLUSION

Discipline behavior is a character education set in the education system in Indonesia which has been running for a long time. From now, character education makes a positive impact on student behavior at school, including student discipline behavior. Discipline behavior of students gives significant value to students themselves. All of this requires the support of various parties such as parents at home who become examples of discipline for students and the role of teachers in schools as well as curriculum policy that exists in schools, especially high schools.

As teenagers still need support from various parties to develop their behavior to be better. To consider that the teen age is a period seen as a transition from childhood to adulthood. These days, juvenile are very unstable in their choice. In this case, there needs to be cooperation between parents and educators. The problem of discipline is one of the things that makes high school students or teenagers needs to be a appropriate strategy in handling the problem of students' disciplinary behavior as it has become a social phenomenon to consider person's characteristics.

For further research, the researcher strongly recommends conducting a further research related to the strategies and obstacles of teachers in particular with the Guidance and Counseling teachers in enhancing student's disciplinary behavior in a context that is much broader and deeper. The strategies undertaken to improve disciplinary behavior need to be further developed and more careful research. It is expected to conduct the same study to help achieve the objectives of

character education specially discipline in improving the quality of students' character in Indonesia.

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