



The Role Of Guidance And Counseling Services In Improving Students' Discipline At Mts Miftahul Huda

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ABSTRACT

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This research aimed to describe the role of guidance and counseling (GC) services in improving students' discipline at MTs Miftahul Huda. Student discipline was a vital aspect that supports the success of the educational process. However, undisciplined behaviors such as being late to school, not completing assignments, and other rule violations are still common. This research used a descriptive qualitative approach, with data collection techniques including observation, interviews, and documentation. The results showed that guidance and counseling services play a significant role in fostering and directing students to understand the importance of discipline through informational services, individual counseling, and group guidance. Furthermore, collaboration between school counselors, homeroom teachers, and parents also supports the success of this program. In conclusion, guidance and counseling (GC) services made a positive contribution to improving student discipline at MTs Miftahul Huda.

Introduction

Discipline is a fundamental aspect of the educational process that significantly contributes to the success of learning in schools. Without discipline, it is difficult to create a conducive learning environment. Student discipline includes various dimensions, such as compliance with school rules, punctuality, responsibility for assignments, and behaviors that reflect the values of school regulations (Prayitno, 1995). Practically,

discipline fosters consistent study habits, helps students manage their time effectively, enhances focus and responsibility, and ultimately serves as the main key to improving academic achievement and developing a resilient character prepared to face future challenges.

However, in practice, many schools face complex disciplinary problems, such as tardiness, rule violations, and indifference toward academic responsibilities. To address these issues, schools need to optimize various educational approaches, one of which is through guidance and counseling services. These services play a strategic role in fostering and developing students' disciplinary attitudes through preventive, curative, and developmental approaches (Hamalik, 2007; Prayitno, 1995). The preventive approach is implemented through orientation programs and routine rule socialization to build self awareness; the curative approach involves individual or group counseling to address the root causes of existing indisciplinary behavior; while the developmental approach focuses on teaching life skills, such as time management and decision-making, to cultivate discipline that stems from the students' internal self-awareness.

Various studies have shown that guidance and counseling services whether in the form of individual, group, or responsive services such as personal and group counseling can help students understand and improve their behavior (Mallaena et al., 2023). With appropriate intervention, school counselors can guide students to develop internal awareness and motivation to maintain discipline, not merely due to external pressure or punishment (Rahman & Tohari, 2021). In practice, this process involves the counselor helping students to identify the cognitive distortions and emotional triggers behind their undisciplined actions, challenging maladaptive beliefs, and replacing them with a personal commitment to self-regulation. Consequently, the discipline adopted becomes a sustainable, intrinsic quality, rather than a temporary compliance driven by the fear of sanctions.

This capability is theoretically anchored in the concept of Delay of Gratification, famously explored by Mischel (1972, 2014) through the Marshmallow Test. This theory posits that the ability to resist an immediate, smaller reward in favor of a larger, later reward is a critical indicator of self-control and future success. In practice, this process involves the counselor helping students to identify the cognitive distortions and emotional triggers behind their undisciplined actions, challenging maladaptive beliefs, and replacing them with a personal commitment to self-regulation. Consequently, the discipline adopted becomes a sustainable, intrinsic quality, rather than a temporary compliance driven by the fear of sanctions.

Given the importance of the role of guidance and counseling services in shaping student discipline, this study aims to thoroughly analyze the various contributions and strategies of guidance and counseling services in improving student discipline, particularly within the context of MTs Miftahul Huda. The Formulation of the problem is "How is the role of guidance and counseling services in improving students' discipline at Mts Miftahul Huda?

Specifically, this researcher to find out: description about “The Role Of Guidance And Counseling Services In Improving Students’ Discipline At Mts Miftahul Huda”.

Method

This research used a qualitative approach. The design of the research by using case study at MTs Miftahul Huda, the determination of the population and sample must focus on individuals who possess key information (key informants) relevant to GC services and student discipline. The sampling technique was used in this research by using purposive sampling, which means selecting samples based on the specific purpose and judgment of the researcher. The sample was chosen because they are deemed most knowledgeable and relevant to the research focus. Sample in qualitative was informants. The informants in this research consist of school principal, guidance and counseling teacher, homeroom teacher, and students.

Table 1. Informants

No	Informants	Total
1	School Principal	1
2	Guidance and Counseling (GC) Teacher	1
3	Homeroom Teacher	1
4	Students	5

Table 2. Questions of Interview

Informants	Questions
School Principal	<ol style="list-style-type: none"> 1. What is the school's vision and policy regarding the enforcement of student discipline? 2. To what extent does the school support the implementation of GC services in efforts to improve discipline? 3. What is the coordination mechanism between GC, homeroom teachers, and subject teachers regarding discipline issues?
Guidance and Counseling (GC) Teacher	<ol style="list-style-type: none"> 1. What types of GC services are most frequently used to address discipline problems? (e.g., informational services, individual/group counseling). 2. What is the GC procedure for handling disciplinary violations (from identification to follow-up)? 3. How does the GC integrate Islamic values into every service provided (e.g., when providing moral development)?
Homeroom Teacher	<ol style="list-style-type: none"> 1. What forms of disciplinary violations do you most often encounter in class/school? 2. How effective are GC services in assisting students with discipline problems? 3. What is your role as a teacher in supporting the discipline program designed by the GC?
Students	<ol style="list-style-type: none"> 1. What is your understanding of discipline at MTs

	<p>Miftahul Huda?</p> <ol style="list-style-type: none"> 2. What is your opinion about the Guidance and Counseling services at the school? 3. Tell us about your experience when receiving GC services related to a discipline issue. Did the service help you change?
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Finding and Discussion

Finding

Table 3. Answers of Questions

Informants	Questions	Answers
School Principal	<ol style="list-style-type: none"> 1. What is the school's vision and policy regarding the enforcement of student discipline? 2. To what extent does the school support the implementation of GC services in efforts to improve discipline? 3. What is the coordination mechanism between GC, homeroom teachers, and subject teachers regarding discipline issues? 	<ol style="list-style-type: none"> 1. Discipline is not just about compliance with rules; it is about character building and self-awareness. 2. The school's support for Guidance and Counseling (GC) is absolute and strategic. We view GC as the spearhead in creating sustainable discipline, as it is the only unit professionally equipped to handle the psychological and developmental aspects of students. 3. The key to our success is our structured and centralized coordination mechanism, which we call the Integrated Discipline Referral System.
Guidance and Counseling (GC) Teacher	<ol style="list-style-type: none"> 1. What types of GC services are most frequently used to address discipline problems? (e.g., informational services, individual/group counseling). 2. What is the GC procedure for 	<ol style="list-style-type: none"> 1. Individual Counseling, this is the most crucial service. When a student's disciplinary issue (e.g., chronic tardiness, sleeping in class, repeated rule violations) becomes persistent, the problem is usually not just about rules, but about the underlying psychological or situational issues at home. Individual counseling allows the GC counselor to uncover the actual root causes such as family issues, low learning motivation, or anxiety that we cannot address effectively in the classroom

	<p>handling disciplinary violations (from identification to follow-up)?</p> <p>3. How does the GC integrate Islamic values into every service provided (e.g., when providing moral development)?</p>	<p>setting.</p> <p>2. The disciplinary procedure in our school is systematic and staged, with the Homeroom Teacher serving as the initial case manager</p> <p>3. Given that our school has a religious foundation, the integration of Islamic values is central to all GC services. This is implemented through two main focuses: moral development and Spiritual Counseling Approach</p>
Homeroom Teacher	<p>1. What forms of disciplinary violations do you most often encounter in class/school?</p> <p>2. How effective are GC services in assisting students with discipline problems?</p> <p>3. What is your role as a teacher in supporting the discipline program designed by the GC?</p>	<p>1. From my daily experience on the frontline, the violations we face most often at the class and school level are typically not serious offenses like fighting, but rather violations of routines and personal commitment. For example: Tardiness, Non-Submission of Assignments, Disruptive Behavior in Class</p> <p>2. GC services are highly effective, but their effectiveness depends heavily on the type of violation and the student's commitment. GC services succeed in changing the mindset, while the teacher/homeroom intervention can only change the external behavior.</p> <p>3. My role as a Homeroom Teacher and Subject Teacher is to be the eyes, ears, and extension of the GC on the ground.</p>
Students	<p>1. What is your understanding of discipline at MTs Miftahul Huda?</p> <p>2. What is your opinion about the Guidance and Counseling services at the school?</p> <p>3. Tell us about your experience when receiving GC services related to a discipline issue. Did the service help you change?</p>	<p>Answers from Questions 1:</p> <p>1. Student A (Focus on Practical Compliance)</p> <p>“Discipline at MTs Miftahul Huda means not getting penalized. Basically, it means following all the written rules. The main things are: arriving on time, wearing the full uniform (cap, tie), and not using cell phones during lessons. When a teacher enters, we stand up and greet them. It's about maintaining order so the teaching and learning activities run smoothly.”</p> <p>2. Student B (Focus on Goals and Values)</p>

		<p>“For me, discipline is a means to achieve my dreams. The GC teacher often tells us that discipline now is an investment for the future. So, discipline isn’t just about obedience, but about restraining myself from immediate pleasure like postponing playing games or hanging out for the sake of studying. This relates to the concept of delay of gratification taught in classical guidance. Essentially, discipline is self-control.”</p> <p>3. Student C (Focus on Religion and Morals)</p> <p>“Discipline here is closely linked to Akhlaqul Karimah (noble morals). Since we attend a Madrasah, discipline isn’t just about school rules, but also about adherence to religious teachings. For example, performing Dhuha prayer on time, guarding our speech, and respecting teachers as we respect our parents. Minor offenses like lying or cheating are seen as violations of trust and honesty, which are much more serious than just breaking the school code.”</p> <p>4. Student D (Focus on Social Interaction and Comfort)</p> <p>“Discipline for me is respecting the rights of others. If we arrive late, it disrupts our friends and the teacher. If we are noisy, it takes away the right of other friends to concentrate on studying. So, discipline is the awareness that we do not live alone. This makes the class atmosphere more comfortable, the students more solid, and everyone can study peacefully.”</p> <p>5. Student E (Focus on Self-Change and Responsibility)</p> <p>“Discipline is personal responsibility. There is</p>
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		<p>no point in the teacher or homeroom teacher constantly reminding us. Discipline is my ability to wake up without being told, finish homework without procrastinating, and know my priorities. If I am disciplined today, it means I have taken control of myself. It is the process of becoming a more mature and reliable person.”</p> <p>Answers from Question 2:</p> <p>1. Student A (Active and Positive User)</p> <p>“The GC services are extremely helpful, especially Individual Counseling. My GC counselor doesn't just punish; they listen to my problems (like stress from grade targets) and provide sensible solutions, not just lectures. GC is like a ‘safe space’ where we can talk honestly without being judged. I feel the GC services are running very well and professionally.”</p> <p>2. Student B (Seeing GC as School Police)</p> <p>“Honestly, most of my friends still see the GC as the ‘school police.’ We only go to the GC room when summoned for being late or having uniform issues. Their prevention programs (classical guidance) are good, but the ‘punisher aura’ is still strong. I wish the GC would approach students more often outside of disciplinary matters, maybe through more casual sharing sessions in the cafeteria.”</p> <p>3. Student C (Appreciating the Developmental Side)</p> <p>“I like the GC programs that focus on self-development and career planning. Back in 9th grade, the guidance on choosing high school/vocational school and the aptitude tests were truly eye-opening. It proves that GC is not just about misconduct, but about our future. Their career information services and study tips are invaluable and should be increased.”</p> <p>4. Student D (Highlighting Access Constraints)</p>
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		<p>constantly postponing assignments until my grades plummeted. The counseling was quite technical. The counselor asked me to explain how I felt when I procrastinated (it turned out I was anxious about failing) and helped me break big tasks down into small steps (chunking). They also gave me tips on eliminating phone distractions.</p> <p>Did the service help? Moderately helpful. I now know the techniques to overcome procrastination. But change is hard; it takes time. I still occasionally procrastinate, but at least now I know how to ‘fight’ that feeling. I’m still frequently monitored by my Homeroom Teacher, and that follow-up is the most effective part.”</p> <p>3. Student C (Case: Phone Use During Class)</p> <p>“My experience felt like an interrogation and a lecture. I was called in, asked why I used my phone, and then immediately lectured about a bleak future and the dangers of addiction. My phone was confiscated for a week.</p> <p>Did the service help? Not really. I stopped using my phone in class only because I was afraid of having it confiscated again. That was an external change, not an internal one. Once the phone was returned, the temptation came back. I felt the counseling focused too much on the rule, not on why I felt bored in class.”</p> <p>4. Student D (Case: Emotional Issues/Disturbing Peers)</p> <p>“I was referred for frequently disturbing my friends and getting angry easily. In GC, we didn’t just talk about school rules, but about managing my emotions. The counselor used the muhasabah (Islamic self reflection) technique. I was guided to see that my anger was ruining my good deeds and harming others. They taught me breathing techniques for when I get angry.</p> <p>Did the service help? Yes, it was life changing. The counselor made me realize that the biggest discipline is emotional discipline. Now, whenever I feel anger rising, I remember their advice and</p>
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		<p>choose to stay silent. That was far more effective than just being threatened with a violation score.”</p> <p>5. Student E (Case: Formalities)</p> <p>“I was referred because my uniform was untidy. The process was quick: called in, told to tidy up, and signed a commitment letter. It felt like discipline bureaucracy. We didn't discuss anything except the uniform.</p> <p>Did the service help? So-so. I changed because I was afraid of being sent home to change, not because of the counseling service. If the problem is simple, the GC service feels like a time-consuming formality. Maybe simple issues like this could just be handled directly by the Homeroom Teacher.”</p>
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Discussion

Discipline and guidance and counseling services are two essential elements that complement each other in the educational process, especially in shaping students' character to be responsible, focused, and morally upright. Discipline, in general, refers to attitudes and behaviors that reflect compliance and obedience to rules, regulations, and norms that apply in family, school, and the wider community. In the context of education, especially in Madrasah Tsanawiyah (MTs), discipline serves as the foundation for creating an orderly, productive, and conducive learning environment. Discipline goes beyond simply obeying school rules such as being punctual, wearing uniforms according to regulations, or maintaining order in class; it also includes students' awareness to act consistently in accordance with moral and spiritual values. At MTs Miftahul Huda, for example, discipline is not limited to administrative formalities but is integrated with Islamic values, such as honesty, responsibility, obedience in worship, and respectful conduct toward teachers and peers. The forms of discipline developed include time discipline (arriving and leaving school on time), dress discipline (wearing the proper uniform and attributes), religious discipline (performing congregational prayers, reading the Qur'an), and social discipline (practicing good manners and avoiding deviant behavior).

To support and instill these values, a structured system of guidance is needed. This is where guidance and counseling (GC) services play a crucial role. GC services are professional assistance processes carried out systematically, planned, and continuously with the aim of helping students understand their potential, overcome personal and social problems, and develop optimally in academic, social, personal, and career aspects.

According to experts like Prayitno, guidance services function as a means of helping students make accurate, independent, and responsible decisions. These services are not only directed at students with problems but are available to all students as part of a comprehensive and preventive education program. In practice, GC services include major components such as orientation services (introducing the school environment, rules, and learning systems), informational services (providing knowledge about student life including the importance of discipline), personal-social guidance services (to help students form positive attitudes and personalities), and individual or group counseling services (to address issues in depth and intensively).

At MTs Miftahul Huda, GC services are delivered with an approach that integrates Islamic values in every activity. As an Islamic-based educational institution, spiritual guidance is an integral part of the counseling process. For instance, when handling disciplinary violations, counselors do not merely issue punishments or warnings but also provide moral development, self-reflection, and reinforcement of religious values. In this way, GC services at the school are not only corrective tools but also serve as character development media that touch students' cognitive, affective, and spiritual aspects. This approach has been proven effective in increasing students' awareness and commitment to discipline, not out of fear of punishment, but due to internal motivation to become better, more obedient, and responsible individuals. In addition, GC services work in collaboration with teachers, homeroom teachers, and parents to establish a sustainable culture of discipline. Through consultative and collaborative services, counselors maintain close communication to monitor students' behavioral progress, provide appropriate interventions, and design development programs that suit each student's needs and characteristics. (Evi Aeni Rufaedah & Maesaroh, 2021)

Thus, student discipline is not a result of coercion but a product of a holistic educational process that prioritizes a humane, dialogic, and spiritual approach. GC services become an effective medium for continuously instilling these values. Through such services, students at MTs Miftahul Huda are encouraged not only to understand rules but also to comprehend the deeper meaning behind every act of discipline they carry out in their daily lives. In the long run, guidance and counseling significantly contribute to creating a young generation that is not only academically smart but also emotionally, spiritually, and socially mature. (Suharman, 2018).

Discipline at MTs Miftahul Huda has clearly shifted from mere external compliance to "Character Based Internal Discipline. Discipline is Growth Oriented and rooted in self-awareness, not just punishment. Discipline is strongly integrated with religious values and social values (respecting the rights of others). Discipline is understood as self control and the ability to delay gratification for long term goals. The most frequent disciplinary violations are not severe acts of misconduct, but issues reflecting a lack of self-management: Common Pattern (Homeroom Teacher): The top violations are Chronic Tardiness and Procrastination/Non Submission of Assignments, which the Homeroom Teacher identifies as "violations of routine and personal commitment."

The Role of Guidance and Counseling Services in Improving Student Discipline: Guidance and Counseling (GC) services play a strategic role in improving student discipline, as their primary function is to help students understand and develop their potential while adapting optimally to the educational environment. In a madrasah setting such as MTs Miftahul Huda, the role of GC services goes beyond imposing sanctions or providing solutions to rule-breaking students. It also involves preventive, corrective, and developmental approaches to help students behave with discipline based on awareness and personal responsibility (Mallaena et al., 2023).

1. Preventing Role

GC services act as a preventive agent against the emergence of undisciplined behavior among students. This role is realized through outreach, information services, group guidance, and educational development activities. At MTs Miftahul Huda, guidance counselors provide awareness sessions on the importance of discipline in daily life from religious, social, and academic perspectives. Students are guided to understand the negative impacts of tardiness, rule violations, or laziness and are encouraged to develop self-awareness to follow school regulations. Orientation services for new students are also part of prevention efforts, helping them understand the madrasah's rules and culture of discipline from the beginning.

2. Corrective Role

GC services function as facilitators in addressing students who exhibit signs of indiscipline, such as frequent tardiness, improper dress code, or incomplete assignments. In this role, guidance counselors conduct individual or group counseling to identify the root causes of problematic behavior. At MTs Miftahul Huda, this approach is personal and dialogical, aiming to guide rather than punish. Counseling is provided with empathy and rooted in Islamic values so students feel respected and open to self-improvement. Counselors also collaborate with homeroom teachers and parents to develop intervention strategies that suit each student's condition.

3. Developmental Role

In addition to prevention and intervention, GC services also aim to develop students' discipline continuously. This is done through personal development programs such as time management training, motivational workshops, structured religious activities, and forming disciplined peer study groups. At MTs Miftahul Huda, these activities are integrated with Islamic values, such as regular religious gatherings and moral development programs. Disciplinary students are also given awards to encourage internal motivation and healthy competition among peers.

4. Mediation and Collaboration Role

GC services also serve as mediators between students, teachers, and parents in resolving disciplinary issues. When a violation occurs, the counselor emphasizes dialogue and constructive resolution rather than direct punishment. Collaboration with subject teachers and homeroom teachers helps gather objective data on student behavior. At MTs Miftahul Huda, this collaborative approach fosters harmony between the school and families and enhances the effectiveness of character education programs.

5. Moral and Value Education Role

Given the integration of general and religious education in madrasahs, GC services are essential in instilling moral and spiritual values. Counselors act as moral educators, emphasizing discipline not just as compliance with formal rules but as a reflection of faith and devotion. At MTs Miftahul Huda, discipline is taught as a form of righteous deed and noble character, rooted in values like trustworthiness, consistency, and obedience to Allah SWT. These values are delivered through Islamic-based counseling sessions that encourage students to view discipline as spiritual responsibility rather than mere obligation.

Conclusion

Overall, MTs Miftahul Huda has successfully grown up the discipline in psychological and religious principles. However, the biggest challenge lies in improving accessibility and changing the image of GC so that it is perceived more as a facilitator of growth than a punishing authority. In other words: The school knows how to make the right rules, the GC knows how to find the right root causes, but the next task is convincing all students that they want to walk into the GC room without fear because they know they will be taught how to grow their own bigger marshmallow.

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