

THE EFFECT OF CLASSICAL COUNSELING GUIDANCE SERVICES ON INCREASING SELF-CONTROL OF HIGH SCHOOL STUDENTS

Adelia Putri Sipahutar¹ Nurhayani²

¹²Universitas Islam Negeri Sumatera Utara; Indonesia

Correspondence email; ap1901107@gmail.com

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Abstract

This study aims to examine the influence of classical counseling services on the improvement of *self-control* among tenth-grade students at SMA Cerdas Murni, Tembung, Percut Sei Tuan District, Deli Serdang Regency. The method used in this research is a quantitative approach with a *quasi-experimental* design, utilizing a *pretest-posttest Nonequivalent Control Group*. The study population includes tenth-grade students at SMA Cerdas Murni, and the sample was selected using purposive sampling techniques. The sample consisted of 29 students from class X-4 in the experimental group and 26 students from class X-3 in the control group. The data were obtained from self-control questionnaires filled out by students both before (pretest) and after (posttest) the counseling services were provided. The data source included responses from 55 students who participated in the study. The instrument used is a. Data analysis was carried out using the t-test after normality and homogeneity tests were conducted. The results of the study showed an Asymp.sig (2-tailed) value of $0.001 < 0.05$, indicating that the hypothesis is accepted (H1). Classical counseling services were proven to significantly improve students' *self-control*. Students who received these services showed greater *self-control* improvement compared to those who did not. This indicates that classical counseling services are effective in helping students enhance their *self-control* abilities.

Keywords

Classical Counseling Guidance, Quasi-experimental Design, Self-control.



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INTRODUCTION

Education plays an important role in shaping students' character and personal development. Students at the high school level experience a very critical phase of development, where they need to face various obstacles and demands, both demands that arise from within themselves and those caused by the surrounding environment that affects their ability to manage emotions and resist spontaneous urges. This is due to entering the transition from adolescence to adulthood. According to (Rohman, Siti, Wikanengsih, Septian, & Reza, 2021). Education is a place that allows children to learn and hone their potential. Through education, children are given the opportunity to explore various knowledge and skills, which in turn helps them grow into more competent and confident individuals.

Education serves an important function in building the character and individual development of students, especially at the high school level, which is a critical transition period from adolescence to adulthood. Amidst various challenges and pressures, students need to manage their emotions and resist spontaneous impulses that can affect their development. A deep understanding of this phase can help build a supportive learning environment for students. Education serves an important function in building students' character and individual development. At the high school level, students are in a very critical phase of development, and they are faced with diverse challenges and pressures. This condition requires them to be able to manage emotions and withstand sudden impulses, both from within themselves and from the surrounding environment. This happens because it is a natural transition from adolescence to adulthood.

Adolescence is an important period in which a child begins to develop towards adulthood, which cannot always be determined with certainty. This period usually ranges from 12 to 15 years of age (Sary, 2015). Adolescents are typically searching for their identity, developing independence, navigating social relationships, and beginning to take on more responsibility in their lives. This process can be full of challenges and opportunities and affect their future development. In the context of education, self-control is very important for a student in achieving academic achievement and personal development. The importance of self-control relates to an individual's ability to control their behavior, including controlling, limiting, regulating, or directing impulses while considering various factors to prevent making wrong decisions (Nofitriani, 2020).

In general, self-control includes three main aspects: behavioral control, cognitive control, and decision control. This is in line with Averill's statement in (Gufron, M., Risnawita, & Rini, 2011), which states that self-control includes behavioral, cognitive, and decision-making controls. Behavioral control refers to the ability of students to regulate their actions and responses in accordance with existing situations and rules. Cognitive control relates to students' ability to focus attention, manage thoughts, and overcome distractions. Decision control relates to students' ability to choose actions or steps based on personal beliefs or agreements, capable of having a positive impact, both for themselves and those around them.

According to (Chaplin, 2011) Self-control is the ability of individuals to direct their own behavior, as well as the ability to suppress or control impulses and impulsive behavior, and this strategy serves as an organized and scheduled way to encourage students to understand and manage their behavior. Self-control is a skill that can be utilized by individuals in living life, including when dealing with situations that exist around them (Tripambudi & Indrawati, 2018). The ability to manage emotions and behavior is very important, especially in challenging situations, so that individuals can make better decisions.

The ability to control oneself continues to develop gradually from childhood to adolescence. This ability will not fully mature until late adolescence Casey et al., 2013 in (Gunawan, 2017) The ability to control oneself develops along with the individual's maturity process, where experiences and learning gained during childhood and adolescence contribute to the improvement of this skill, although it is not fully mature until late adolescence. According to (Syaroh, 2019) Self-control is a person's ability to manage his actions before they are carried out. This ability allows students to consider the consequences of their actions so that they can make wiser decisions in situations. Self-control relates to the way individuals regulate emotions and resist urges that arise from within them (Rianti & Rahardjo, 2014) This ability is very important in various aspects of life, including in making wise decisions, maintaining interpersonal relationships, and achieving personal goals. Students who are able to control themselves tend to be better at facing challenges and maintaining focus on their goals, thus improving academic performance and reducing the tendency to engage in negative behaviors.

Self-control allows individuals to make wise decisions when facing temptation, even though negative thoughts and ideas come to mind (Haryani & Herwanto, 2015) . When students face peer pressure or distractions in learning, self-control helps them stay on track. With this ability, students

can refrain from impulsive behavior and are better able to focus on learning and achieving goals. Students who have good self-control tend to be better able to overcome temptations that can interfere with their learning process, such as excessive use of gadgets, playing too many games, or engaging in other negative behaviors. However, not all students have the ability to control themselves well (Nofitriani, 2020).

Internal factors such as age are one of the main things in the formation of a person's self-control, and external factors such as family environment and situation also have an influence. The role of parents in the family environment plays an important role in determining a person's ability to control themselves. Therefore, it is important for parents to provide discipline to children early on and be consistent in applying consequences for deviant behavior. This consistency will become part of the child's self-control pattern, which will then become part of the child's behavior pattern. In addition, situations also play an important role in the self-control process, as each situation has its own characteristics that can affect how a person responds (Ghufron & Risnawita, 2011).

The role of teachers also has a major influence on the formation of student self-control. Parents and teachers serve as examples or role models for students in terms of self-control. Examples of attitudes and behaviors shown by parents and teachers can have a significant influence on students in developing their self-control skills. According to (Amanda & Arsini, 2024) The role of guidance and counseling teachers in improving student self-control can be carried out by conducting evaluations and providing individual counseling services to students who have difficulty controlling themselves. This evaluation serves to assist guidance and counseling teachers in identifying problems faced by students, while individual counseling services provide a more personal approach in an effort to help students develop more self-control abilities.

The development of technology and social media is also a factor that affects students' self-control skills. The use of gadgets and easy access to negative content on social media can interfere with student's ability to control themselves and focus on their academic tasks.

The use of online social media by people of all ages is currently very widespread (Rodiana & Khusumadew). This can be seen from the increasing number of active users who use platforms such as Instagram, Facebook, and TikTok to interact, share information, and get entertainment. With easy access and diverse content available, social media has become an integral part of everyday life, influencing the way people communicate.

Based on interviews conducted with the counseling guidance teacher at Cerdas Murni High School, it was found that some students had problems related to self-control. This problem can be seen in frequent discipline violations, such as late attendance and high absenteeism. Students who experience this problem generally come from families with unstable situations, such as Broken Homes or parents who work abroad (merantau). As a result of these conditions, students grow up under the care of other family members with different parenting patterns.

This condition has a significant impact on the development of their self-control. Due to the lack of parental presence, supervision of their behavior and education is limited. As a result, many students have difficulty managing their time, being disciplined in school activities, and managing their emotions well. Inconsistency in parenting also causes students to lack strong guidelines to manage themselves independently. Some students engage in negative behaviors, such as being repeatedly late and absent without clear reasons, which hinders their learning process. In addition, social-environmental factors also affect students' self-control abilities. Pressure from peers and a less supportive environment can favor the situation. For example, some students tend to be influenced to spend more time playing or using gadgets excessively, which reduces their focus on academic tasks. As a result, their ability to manage their priorities is weakened, resulting in poor academic performance.

This problem has far-reaching effects, especially on students' academic performance and discipline. Those who lack self-control often exhibit difficulties in completing assignments on time, low motivation to learn, and behaviors that disrupt the learning environment in the classroom. This negatively impacts their academic achievement and undermines classroom dynamics. If these problems are not addressed, students may experience difficulties in the future, both in further education and when entering the workforce. Therefore, appropriate intervention is needed from the school through an intensive guidance and counseling program, as well as support from the family. These efforts are important to help students improve their self-control and form more positive behavior patterns.

Cases of bullying also still exist, although not at a high level of severity, such as mockery of parents' names or harmful behavior. Academically, there are also cases where students struggle to complete assignments or show disobedience to teachers. This lack of self-control and discipline can have a negative impact on student's academic performance as well as the learning environment at school.

Schools are ideally places where students can develop their potential, both socially and individually, to face the challenges of life. However, in the learning process, each student will encounter a variety of unique and different learning problems. This happens because students have diverse personalities, backgrounds, goals, and circumstances. There are students who have good self-control skills so that they can manage time to complete tasks efficiently. However, in reality, there are students who prefer to postpone important work in favor of less prioritized activities, often waiting until close to the submission deadline or even not completing and submitting assignments at all (Nurhaliza, Rahmawati, & Prabowo, 2023).

Students who do not have adequate self-control certainly fail to fulfill two important aspects of their personal development, including the inability to regulate themselves and being easily influenced by their environment Cavanagh and Justin (2002) (Mukhtar, Budiamin, & Yusuf, 2016). Problems like this, if not handled quickly, can become the root of bigger problems. Therefore, it is important for teachers, parents, and schools to work together. Teachers have a role to play in providing direction and encouragement to students to improve self-control. Parents should also be actively involved by providing more intense attention and supervision to their children, as well as being a good example in managing emotions and behavior. In addition, schools are expected to help students develop better self-control skills by providing assistance in the form of guidance and counseling programs.

The guidance and counseling teacher become the main forum for understanding the level of self-control of students and finding solutions to improve it. For example, in dealing with the situation described earlier, students need real support from their surrounding environment, especially from guidance and counseling teachers. As experts in psychological health in the school environment, guidance and counseling teachers have the responsibility to support students to achieve progress in aspects of their students' emotional development (Mukhtar, Budiamin, & Yusuf, 2016).

The role of guidance and counseling teachers is crucial in helping students choose specializations and increase learning motivation. BK teachers not only convey information or socialization but also implement practices that make it easier for students to understand the material discussed. With active involvement in practice, students absorb information more easily, so they can make more informed decisions regarding their specialization and learning goals. (Mumpuni, 2018)

Classical Guidance Service is an effective method to identify students' needs in-depth, which can help in providing services that suit their needs (Siregar, et al., 2024). A step that can be taken to help meet the needs of students at school appropriately and efficiently, especially students who need more attention, is through classical counseling guidance services (Setiawan, 2015). By definition, Classical Guidance is a type of service that focuses on developing the skills and behaviors needed to achieve certain stages of development (Muyana & Widyastuti, 2021).

This service is often implemented in the classroom, in small groups, and in cooperative activities between counselors and teachers to develop specific skills that students need in their lives. All students, without exception, should receive this service on a scheduled, regular, and systematic basis (guidance for all). Therefore, this service is also known as curriculum service (Mukhtar, Budiamin, & Yusuf, 2016).

A number of studies have shown that classical counseling guidance services are effective in meeting students' needs. Such as research conducted (Rosidah, 2017), showed that classical guidance services proved effective in improving underachiever students' self-concept. In addition, research on the use of classical guidance services to improve self-concept in career decision-making of class XII IPA MA NW Sakra students conducted by (Aulia, Kamaria, & Musifuddin, 2021) It also showed positive results.

In addition, the Ministry of Education and Culture's guidelines in the guidance and counseling book (2014) call classical guidance and counseling services a type of service carried out in the classroom that is given to all students through direct meetings that are scheduled and carried out routinely in every class every week (Karyanti & Setiawan, 2019).

Classical counseling guidance provides a structured and systematic approach to assist students in identifying and managing personal problems and developing social and emotional skills. As part of the effort to improve the quality of educational services, the purpose of this study is to determine whether the Effect of Classical Counseling Guidance Services on Increasing Self-control of Students in Class X-SMA Cerdas Murni Tembung, Percut Sei Tuan District, Deli Serdang Regency. To keep the scope too broad, the researcher limits the problem by focusing on class X students of Cerdas Murni Tembung Private Senior High School, Percut Sei Tuan District, Deli Serdang Regency. This study did not compare the effectiveness of the classical counseling program with other methods or programs. This study focused on evaluating the effectiveness of the classical counseling guidance program itself in improving students' self-control at Cerdas Murni Tembung High School, Deli

Serdang Regency.

The purpose of this study is to measure and analyze the effect of classical counseling guidance services on improving the self-control of class X students at Cerdas Murni Tembung High School, Percut Sei Tuan District, Deli Serdang Regency. This study also aims to determine the extent of the effectiveness of classical counseling guidance services in helping students control emotions, manage spontaneous impulses, and improve their ability to make good decisions. Understanding the effect of this service can provide deeper insight into the importance of self-control in the school environment and provide a foundation for the development of more effective counseling guidance programs in the future.

METHOD

This research uses a quantitative approach with a type of quasi-experimental research. The quasi-experimental design used is the pretest-posttest Non-equivalent Control Group. According to (Rukminingsih, Adnan, & Latief, 2020) experimental is a type of research design that involves at least two groups. One of them acts as an experimental group, and the other as a control group.

In this study, the population studied was class X students at Cerdas Murni Tembung High School, Percut Sei Tuan District, Deli Serdang Regency, with a total of 112 students. Given the large number of students and limited resources such as cost, time, and energy, two classes were selected as samples, namely classes X-3 and X-4. Class X-4 was chosen as the experimental group, while class X-3 served as the control group. The number of students in class X-3 is 26 people, while class X-4 is 29 people if the total for these two classes is 55 students.

The sampling technique in this study used a purposive sample. The selection of this technique is based on certain criteria and considerations (Sugiyono, 2020). This technique was chosen based on certain criteria and considerations as follows: 1) Student Group Criteria: The main criteria for sample selection were students enrolled in grades X-3 and X-4 at Cerdas Murni High School. These classes were selected because they represent a homogeneous population in terms of age and education level, which is relevant for the purpose of this study; 2) Academic Criteria: The selected students must be active and have good attendance at school. This is to ensure that they follow the classical counseling guidance program consistently and can provide accurate responses to the self-control questionnaire; 3) Socio-Economic Criteria: Students from both classes had varied socioeconomic backgrounds but remained within a range that allowed for a fair comparison. This

ensured that the results of the study were not affected by large differences in socio-economic factors; 4) Participation Criteria: Only students who were willing to take part in all stages of the study, including questionnaire completion and participation in the classical counseling guidance program, were included in the sample. This is important to ensure that the data collected is relevant and reliable; 5) Age Criteria: All students included in the sample were between 15 and 16 years old, which corresponds to the target age group for this study. Uniform age helps to reduce variability that might affect the results of the study.

Data was collected through interviews and the distribution of self-control questionnaires, which were presented in the form of Google Forms. Each self-control statement item has undergone a pilot test to assess its validity and reliability.

After the data was collected, the researcher conducted three stages, namely: 1) Editing stage: At this stage, the researcher checks all answers from respondents to ensure that the questionnaire has been filled in according to the instructions. This process is important to ensure the accuracy and reliability of the data collected; 2) Coding stage: At this stage, the researcher coded symbols in the form of numbers or scores on the respondent's answer data. In analyzing student responses, a Likert scale is used as a scale for assessing attitudes, opinions, and perceptions of a person or group of people regarding social phenomena (Sugiyono, 2020). The questionnaire consists of 22 statement items, where each statement has four alternative answers: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The making of this scale refers to aspects of Self-control, including Behavioral Control, Cognitive Control, and Decisional Control; 3) The Data Tabulation Stage is a process of transferring data from the cobol Voltron into a tabular framework that uses the Microsoft Excel 2021 program and SPSS 16.0 For Windows for the data calculation process. Furthermore, the data analysis stage is carried out by describing or describing the data that has been found without intending to make general final results (Sugiyono, 2020). The final process of data analysis is that researchers conduct a data normality test using the Shapiro-Wilk one-sample test tool, the Homogeneity Test, and the T-test.

Data: The data in this study came from the results of a self-control questionnaire completed by class X students of Cerdas Murni High School, which included 22 statement items using a Likert scale. This scale is designed to measure three main aspects of self-control: behavioral control, cognitive control, and decisional control.

Data Source: The data sources of this study were students in grades X-3 and X-4 at Cerdas Murni Tembung High School. Class X-4 students acted as the experimental group, while class X-3 students served as the control group. The total sample consisted of 55 students, who were selected by purposive sampling based on the criteria previously described. The Research Hypothesis;

- Alternative Hypothesis (H1): Classical counseling guidance program has a significant influence on improving the self-control of class X students of Cerdas Murni Tembung High School.
- Null Hypothesis (H0): The classical counseling guidance program does not have a significant influence on increasing the self-control of students in class X of Cerdas Murni Tembung High School.

FINDINGS AND DISCUSSION

Findings

Before conducting further analysis, discussing the results of the validity and reliability tests of the instruments used in this study is important. The validity test is used to ensure that the measurement instrument can be trusted to produce reliable and valid data for research purposes (Budiastuti & Bandur, 2018).

Table 1. Validity Test

r-count	r-table	Value
0.502	0.265	Valid
0.467		Valid
0.436		Valid
0.616		Valid
0.403		Valid
0.457		Valid
0.446		Valid
0.432		Valid
0.456		Valid
0.496		Valid
0.433		Valid
0.446		Valid
0.448		Valid
0.466		Valid
0.498		Valid
0.498	0.265	Valid
0.519		Valid
0.485		Valid
0.428		Valid
0.470		Valid
0.458		Valid
0.457		Valid

Meanwhile, the reliability test aims to ensure that the measuring instrument is reliable and consistent in its use in research (Budiastuti & Bandur, 2018).

In this study, the reliability of the instrument was tested using Cronbach's alpha technique or alpha coefficient, with a coefficient value of 0.60. The instrument is considered a reliable value if the resulting alpha value exceeds 0.60.

Table 2. Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.829	22

Before the classical guidance treatment was given, an initial measurement of students' self-control level was conducted through a pre-test. The purpose of the measurement was to find out the initial condition of students' self-control before the intervention was conducted. The results of this measurement can be seen in the table below, which displays the self-control data of students in class X-4 of Cerdas Murni Tembung High School before and after being given classical guidance treatment. In addition, self-control data from class X-3, which served as the control group, is also included to see the comparison between the two groups.

Table 3. Pre-test and Post-test Results of Experiment Group

Category	Pre-test	Post-test
High	10	8
Mid	16	21
Low	3	0

The table above shows the pre-test and post-test results for the experimental group that received classical guidance treatment. Based on the pre-test results, there were ten students with a high level of self-control, 16 students were in the medium category, and three students were in the low category. After being given the classical guidance intervention, there was a significant change in the post-test results. The number of students with a high level of self-control decreased to 8 students, while the number of students in the moderate category increased to 21 students. However, there were no more students who had a low level of self-control after the intervention was carried

out, which previously amounted to 3 students in the pre-test results.

Table 4. Pre-test and Post-test Results of Control Group

Category	Pre-test	Post-test
High	5	5
Mid	21	21
Low	0	0

In contrast, Table 4 shows that there was no significant change in the level of self-control of students in the control group who did not receive the classical guidance intervention. In the pre-test, five students had high self-control, 21 students were in the medium category, and there were no students in the low category. The post-test results showed a consistent distribution, with five students in the high category, 21 students in the medium category, and no students in the low category. The consistency of the pre-test and post-test results in the control group confirmed that without the intervention of classical guidance, there was no significant change in students' self-control level.

After conducting the pre-test and post-test on students, the next step is to conduct a data normality test to determine whether the data is normally distributed or not. The results of this test will help in choosing the right statistical test for further data analysis. The results of the normality test can be seen in the following table:

Table 5. Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelass		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil	PreTest X-3 (Kontrol)	.123	26	.200*	.965	26	.492
	PostTest X-3 (Kontrol)	.141	26	.195	.958	26	.358
	PreTest X-4 (Eksperimen)	.105	29	.200*	.976	29	.722
	PostTets X-4 (Eksperimen)	.138	29	.168	.948	29	.158

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From the results of the normality test above using the Shapiro-Wilk test, it is concluded that the data in the control group has a Sig. Value of 0.358 and in the experimental group of 0.158. Both Sig values. > 0.05, so the data from both groups fulfill the assumption of normality and allow

parametric statistical tests such as the t-test.

Before conducting the t-test, it is important for researchers to test the homogeneity of variance between the two groups before conducting the t-test. This is done to show a comparison between two or more groups of sample data that have similar variances and come from the same population (Nuryadi, Astuti, Utami, & Budiantara, 2017).

Table 6. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Self-Control Siswa	Based on Mean	.069	1	53	.794
	Based on Median	.039	1	53	.844
	Based on the Median and with adjusted df	.039	1	52.033	.84.4
	Based on trimmed mean	.082	1	53	.775

The results of the homogeneity test show that there is no significant difference in the variance between groups of student self-control data because the p-value of 0.794 is greater than the significance level used (0.05). Thus, it can be concluded that the two groups of data have similar variances, fulfilling the assumption of homogeneity.

After ensuring that the two groups have similar variances, the next step is to conduct a t-test to compare students' self-control between the experimental and control groups. The t-test will help determine whether the difference between the two groups is statistically significant.

The basis for making t-test decisions:

If the Asymp.sig (2-tailed) value < 0.05 , then,

H_0 is rejected, and H_1 is accepted

If the Asymp.sig (2-tailed) value > 0.05 then, H_0 is accepted and H_1 is rejected.

Based on the statistical test results, the Asymp.sig (2-tailed) significance value obtained is 0.001, which is smaller than 0.05. This indicates that H_1 is accepted and H_0 is rejected. In other words, there is a significant difference between the experimental group that received treatment and the control group that did not receive treatment. This difference proves that classical counseling guidance services have a positive influence on increasing the self-control of class X students at Cerdas Murni Tembung High School, Percut Sei Tuan District, Deli Serdang Regency. The following table presents the t-test results for this study.

Tabel 7. Independent Samples Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Value									Lower	Upper
	Equal variances assumed	.069	.794	3.459	53	.001	3.995	1.155	1.678	6.311
	Equal variances not assumed			3.472	52.883	.001	3.995	1.151	1.687	6.303

Discussion

This research aims to analyze the effect of classical counseling guidance services on increasing the self-control of high school students in Deli Serdang. The results showed that classical counseling guidance services had a significant impact on improving students' self-control. Based on the pre-test and post-test results, students in the experimental group experienced a significant increase in self-control, particularly in the ability to control their emotions, thoughts, and behaviors in daily situations. In contrast, in the control group that did not receive classical counseling guidance services, there was no significant change in the level of self-control.

According to Averill, in (Ghufron & Risnawita, 2011), there are three main aspects of self-control, namely behavioral control, cognitive control, and decision control. Behavioral control refers to the individual's ability to regulate their actions and responses in accordance with the situation at hand and the rules that apply. This study showed that classical counseling guidance services significantly improved students' behavioral control, where after the intervention, students became better able to manage their actions in facing academic and social challenges. The post-test results showed that more students who previously had low behavioral control moved to the medium and high categories. This indicates that the counseling intervention was successful in developing students' proactive attitudes in dealing with academic and social stress.

Cognitive control refers to an individual's ability to manage their mindset, especially when facing stressful situations or personal problems. The findings of this study show that the classical counseling guidance service helps students in directing their mindset in a more positive and productive direction. Following the guidance, students reported improvements in their ability to stay focused and manage negative thoughts that arise during difficult situations. This can be seen from the significant increase in students' responses to questions related to coping strategies and positive thinking, which were previously low in the pre-test.

Decisional control refers to an individual's ability to make the right decision in a given situation. After receiving counseling guidance services, students showed improvement in their ability to consider various consequences before making decisions. In the results of the study, it was seen that students became more careful in choosing actions and were better able to assess the consequences of each choice they made. This was reinforced by the data showing that there were no more students in the low decision control category after the intervention, while the number of students in the medium and high categories increased significantly.

Thus, the results of this study are in line with the theory that classical counseling guidance services are effective in increasing students' self-control because of their focus on developing skills and behaviors. This approach is in accordance with the view of emphasizing the importance of the right approach in achieving the desired development (Muyana & Widyastuti, 2021).

In addition to supporting the theory, the results of this study are also in line with the findings of (Rosidah, 2017) in her research entitled "Classical Guidance Services to Improve the Self-Concept of Underachiever Students." Rosidah found that classical guidance services were effective in helping underachiever students improve their self-concept. This finding supports the results of the researcher's study, which shows that classical counseling guidance services play an important role in developing aspects of self-control in students. Although the focus of Rosidah's research lies on self-concept, the results of our study show similarities in terms of the positive influence of this service on improving students' psychological aspects, such as self-control.

Furthermore, research by (Aulia, Kamaria, & Musifuddin, 2021) The use of classical guidance services to improve self-concept in career decision-making for students in class XII IPA MA NW Sakra also showed positive results. This study is in line with the researcher's findings, especially in terms of decision-making, which is one of the key aspects of self-control. Classical counseling guidance services not only help students in making career-related decisions but also in managing

daily choices, which is reflected in the increased decision control found in this study.

Thus, both studies show that classical counseling guidance services have a broad and significant impact on students' psychological aspects. The development of self-control generated through this service allows students to not only face academic challenges but also make better decisions in daily life. Therefore, self-control is very important for everyone to have. People who have good self-control are able to control their emotions, not exploding in front of others but waiting for the right opportunity to express their emotions in a more socially acceptable way. (Mukhtar, Budiamin, & Yusuf, 2016).

According to (Rahmatiani, Rohaeti, & Ningrum, 2023) Students with low levels of self-control tend to show irresponsible behavior and do not reflect the attitude of a student, so students who have low self-control abilities often display irresponsible actions and do not represent the character that a student should have.

Students who have entered adulthood have the ability to understand and capture the meaning of what is taught and shown in the learning process. This is why classical guidance services are very effective in increasing self-control in teenagers who are starting to enter adulthood, especially for class X students aged 15 to 16 years. Thus, it is hoped that students will be able to experience positive changes in their behavior after participating in these services.

This is evident from the results that the researchers obtained in the experimental group: ten students initially had a high level of self-control, 16 students were in the medium category, and three students were in the low category. After the classical counseling guidance intervention, significant changes occurred. The number of students with a high level of self-control decreased to 8 students, but the number of students belonging to the medium-level group increased to 21 students. More importantly, there were no more students who had low levels of self-control after the intervention, which previously numbered three students in the pre-test results.

On the other hand, the control group showed no significant changes in students' levels of self-control. In the pre-test, five students had high self-control, 21 students were in the medium category, and no students were in the low category. The post-test results stated that this distribution remained the same, with five students in the high category, 21 students in the medium category, and no students in the low category. This confirms that without classical guidance intervention, there was no significant change in the level of self-control of students in the control group.

CONCLUSION

The conclusion of this research shows that classical counseling guidance services have a positive impact in increasing the self-control of class X students at Smart Murni Tembung High School, Percut Sei Tuan District, Deli Serdang Regency. The research results revealed that there were significant changes in students' levels of self-control after receiving classical guidance intervention, especially in the experimental group. Based on a statistical analysis of the t-test, the Asymp.sig (2-tailed) value of 0.001 indicates that there is a significant difference between the experimental group that received treatment and the control group that did not receive treatment, so the alternative hypothesis (H1) is accepted. These findings emphasize the importance of developing guidance and counseling services to support increased student self-control, as well as recommending the provision of guidance and counseling teachers and the addition of adequate facilities. Future research is recommended to explore the influence of other variables, such as group guidance or group counseling, for a more comprehensive understanding.

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