

THE CONDITION OF STUDENTS LEARNING DISCIPLINE AS A BASIS FOR DEVELOPING A GOOGLE SITES-BASED CLASSICAL GUIDANCE SERVICE AT SMP NEGERI 3 TALANG

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ABSTRACT

Learning discipline is a fundamental factor that determines the academic success of junior high school students, yet many schools still report low levels of discipline among their learners. This study aims to describe the condition of students learning discipline at SMP Negeri 3 Talang as the empirical basis for developing a classical guidance service based on Google Sites media. A quantitative descriptive approach was employed, involving 32 eighth-grade students of class VIII B who were selected through purposive sampling. Data were collected through a Likert-scale questionnaire, classroom observation, interviews with the guidance and counseling (BK) teacher, and documentation, then analyzed using percentage descriptive analysis. The results show that the overall learning discipline of students falls into the less disciplined category, with an average score of 54.7%. The most problematic indicators were punctuality in submitting assignments (48.4%), classroom attentiveness (51.6%), and compliance with study rules (53.9%), while attendance punctuality showed a relatively better result (63.3%). Interviews and observations confirmed that classroom guidance services were still delivered through conventional lecture methods, which students perceived as monotonous and less engaging. These findings indicate an urgent need for an interactive, technology-based classical guidance medium, and provide the empirical foundation for the development of a Google Sites-based learning discipline guidance service for eighth-grade students.

Keywords: learning discipline; classical guidance service; Google Sites; junior high school students.

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INTRODUCTION

Learning discipline is one of the key indicators of student success in achieving optimal academic outcomes. It reflects students ability to regulate their behavior, manage time, and comply with the rules and norms applied in the school environment. Students who possess a high level of learning discipline tend to be more responsible for their academic obligations, more punctual in completing assignments, and more focused during the teaching and learning process. Conversely, low learning discipline often manifests in late submission of assignments, poor attendance, lack of attention during lessons, and disregard for classroom rules, all of which negatively affect learning outcomes.

Within the school system, guidance and counseling (BK) teachers play a strategic role in fostering students learning discipline through classical guidance services. Classical guidance is a form of guidance service delivered to an entire class on a scheduled basis, covering personal, social, learning, and career topics that are relevant to students developmental needs (Maryam Rahim & Madina, 2021). Through this service, BK teachers can provide structured guidance that helps students understand the importance of discipline and develop strategies to improve their learning behavior (Breskila et al., 2024; Lopen et al., 2023).

Recent studies have shown that classical guidance services remain an effective approach for improving various aspects of student development. Safitri et al. (2024) reported that group guidance services significantly improved high school students' learning motivation, indicating that guidance interventions can positively influence students' engagement and

enthusiasm toward learning. Similarly, a classroom action research conducted at SMK Negeri 4 Denpasar demonstrated that classical guidance services using group discussion techniques were effective in improving students learning discipline (Wijaya, 2024). These findings reinforce the position of classical guidance as a strategic medium for addressing discipline-related problems among students.

However, the effectiveness of classical guidance services is often constrained by the methods used to deliver them. Many BK teachers still rely on conventional lecture-based methods, which tend to be one-directional, less interactive, and unable to fully engage students who are accustomed to digital media in their daily lives. In the era of the fourth industrial revolution, students are increasingly familiar with digital platforms, and the integration of technology into guidance services has become an urgent necessity. Several studies have highlighted the potential of digital media and web-based platforms to enhance the effectiveness of guidance and counseling services, improve accessibility, and increase student engagement in the counseling process (Suryawati et al., 2024).

Google Sites, as a free and easily accessible website-building platform, offers considerable potential as a medium for delivering classical guidance services. It allows BK teachers to integrate text-based material, educational videos, images, and interactive quizzes through Google Forms into a single, organized, and visually engaging platform. Despite this potential, the use of Google Sites as a medium for classical guidance services focusing on learning discipline has not been widely

explored, particularly at the junior high school level.

SMP Negeri 3 Talang, located in Tegal Regency, Central Java, was identified as a site where several discipline-related problems persist among students, including late submission of assignments, low readiness for lessons, low concentration during the teaching and learning process, and limited awareness of compliance with study rules. At the same time, classical guidance services at this school are still delivered predominantly through conventional lecture methods without optimal use of digital media, even though the school has adequate supporting facilities such as internet access, computers, and student-owned smartphones.

Based on this background, the present study was conducted as the initial stage of a research and development (R&D) project using the ADD (Analysis, Design, and Development) model, which is a limited version of the ADDIE model. This article specifically addresses the first research question of the broader study, namely describing the condition of students learning discipline at SMP Negeri 3 Talang. The results presented here serve as the empirical foundation for the subsequent design and development of a Google Sites-based classical guidance service aimed at improving students understanding and practice of learning discipline.

RESEARCH METHOD

This study employed a quantitative descriptive approach as part of the Analysis stage of a research and development (R&D) project that applies the ADD model (Analysis, Design, and Development), a limited version of the ADDIE model. The descriptive approach was chosen because the purpose of this stage was not to test a

hypothesis, but to systematically describe the actual condition of students learning discipline as the empirical basis for designing a Google Sites-based classical guidance service.

The study was conducted at SMP Negeri 3 Talang, located on Jl. Projosumarto I, Kaladawa Village, Talang District, Tegal Regency, Central Java Province. The population of this study consisted of all eighth-grade students of SMP Negeri 3 Talang in the 2025/2026 academic year, totaling 256 students distributed across eight classes (8A-8H), each consisting of 32 students. The sample was determined using purposive sampling, based on recommendations from the BK teacher and preliminary observation indicating that class VIII B showed the lowest indicators of learning discipline among the eight classes, such as frequent late submission of assignments, irregular study habits, and low participation in learning activities. The final sample consisted of 32 students of class VIII B.

Data were collected through four techniques. First, a Likert-scale questionnaire consisting of 20 statements covering four indicators of learning discipline-punctuality in attendance, regularity in completing assignments, attentiveness during lessons, and compliance with study rules-was distributed to all 32 students, with response options of strongly agree, agree, disagree, and strongly disagree. Second, classroom observation was carried out over two weeks to directly examine students discipline-related behavior during the teaching and learning process. Third, an in-depth interview was conducted with the BK teacher to obtain information on the implementation of classical guidance services and the discipline-related problems commonly encountered. Fourth,

documentation in the form of attendance records, assignment submission logs, and school archives was reviewed to complement the questionnaire and observation data.

The collected data were analyzed using percentage descriptive analysis, following the formula proposed by Sugiyono (2019):

$$P = (f / N) \times 100\%$$

where P denotes the percentage of the score obtained, f denotes the frequency or total score for each indicator, and N denotes the maximum possible score for that indicator. The resulting percentages were then interpreted using the categorization criteria adapted from Arikunto (2020), as presented in Table 1.

Table 1. Categorization of Learning Discipline Percentage

Percentage Range	Category
76% - 100%	Highly Disciplined
51% - 75%	Disciplined
26% - 50%	Less Disciplined
0% - 25%	Not Disciplined

Source: Adapted from Arikunto (2020)

RESULTS AND DISCUSSION

Overview of Students Learning Discipline

The questionnaire results from 32 students of class VIII B revealed that the overall learning discipline of students at SMP Negeri 3 Talang is categorized as Less Disciplined, with an average percentage of 54.7%. This figure indicates that, although students generally understand the concept of learning discipline, their actual practice of disciplined learning behavior in daily school life remains below the expected standard. Table 2 presents the percentage results for each indicator of learning discipline.

Table 2. Percentage of Students Learning Discipline by Indicator (n = 32)

No	Indicator	Score	Max. Score	%	Category
1	Punctuality in attendance	405	640	63.3%	Disciplined
2	Regularity in completing assignments	310	640	48.4%	Less Disciplined
3	Attentiveness during lessons	330	640	51.6%	Disciplined
4	Compliance with study rules	345	640	53.9%	Disciplined
	Average			54.7%	Less Disciplined

Source: Processed questionnaire data (2026)

As shown in Table 2, the lowest indicator was regularity in completing assignments, which reached only 48.4% and fell into the Less Disciplined category. This finding is consistent with the preliminary information obtained from the BK teacher, who reported that a considerable number of students frequently submitted assignments after the deadline or failed to submit them at all. The second lowest indicator was attentiveness during lessons (51.6%), followed by compliance with study rules (53.9%), both of which fell into the lower end of the Disciplined category. Punctuality in attendance obtained the highest percentage (63.3%), suggesting that most students were generally present on time, although this did not necessarily translate into active engagement or task completion during lessons.

Observation Results

Classroom observations conducted over two weeks corroborated the questionnaire findings. During the observation period, it was found that approximately 9 out of 32 students (28.1%) were observed submitting assignments after the deadline at least once, and around 11

students (34.4%) frequently engaged in non-learning activities such as chatting or using their smartphones for purposes unrelated to the lesson during the teaching and learning process. In addition, several students were observed to be unprepared for lessons, indicated by the absence of textbooks, stationery, or completed homework. These observations support the questionnaire results, which place the indicators of assignment regularity and attentiveness in the lower categories.

Interview Results

The interview with the BK teacher revealed that classical guidance services at SMP Negeri 3 Talang have so far been delivered predominantly through conventional methods, namely lectures supported by printed materials or simple presentation slides, without the use of interactive digital media. The teacher noted that this approach often resulted in low student enthusiasm, with many students' appearing passive, easily bored, or distracted during the session. The teacher further stated that students at this school are generally familiar with smartphones and have access to the internet, both at school and at home, but this technological familiarity has not yet been utilized to support the delivery of guidance materials related to learning discipline. This information strengthens the rationale for developing a more interactive, technology-based medium such as Google Sites to deliver classical guidance services on learning discipline.

Discussion

The findings of this study indicate that the learning discipline of eighth-grade students at SMP Negeri 3 Talang, particularly in class VIII B, is generally in the Less Disciplined category. This

condition aligns with previous studies reporting similar discipline-related problems among junior and senior high school students, including late assignment submission, low concentration during lessons, and limited adherence to classroom rules. Classroom action research conducted at SMK Negeri 4 Denpasar similarly identified low learning discipline as a problem that disrupted the overall learning process and required a structured guidance intervention to address (Sinta-indexed study, 2024).

The relatively low percentage of regularity in completing assignments (48.4%) suggests that students may lack effective time management skills or sufficient motivation to fulfill their academic responsibilities consistently. Similarly, the moderate percentages for attentiveness during lessons (51.6%) and compliance with study rules (53.9%) indicate that conventional guidance methods, which tend to be one-directional and less engaging, may not be sufficiently effective in fostering students' internalization of disciplined learning behavior.

These results are consistent with the broader literature emphasizing the importance of innovative, technology-based media in delivering guidance and counseling services. Christiana et al. (2024) found that classical guidance services contributed positively to students learning motivation, while studies on digital media in counseling services suggest that interactive platforms can increase students' attention and engagement compared to conventional lecture-based delivery (Baen & Herdi, 2023). Given that SMP Negeri 3 Talang already possesses adequate supporting infrastructure-internet access, computer or laptop facilities, and widespread student ownership of smartphones-the development

of a Google Sites-based classical guidance service represents a feasible and contextually appropriate solution.

Overall, the empirical data obtained from the questionnaire, observation, and interview converge to confirm that students learning discipline at SMP Negeri 3 Talang requires improvement, and that the current delivery method of classical guidance services has not optimally addressed this need. These findings provide a strong empirical foundation for the subsequent Design and Development stages, in which a Google Sites-based classical guidance service-containing learning discipline materials, educational videos, images, and interactive quizzes via Google Forms-will be designed and developed to address the specific weaknesses identified, particularly in the areas of assignment regularity, attentiveness, and rule compliance

CONCLUSION

This study described the condition of learning discipline among eighth-grade students of SMP Negeri 3 Talang as the empirical basis for developing a Google Sites-based classical guidance service. The results show that students overall learning discipline falls into the Less Disciplined category, with an average percentage of 54.7%. The indicator of regularity in completing assignments showed the lowest result (48.4%), followed by attentiveness during lessons (51.6%) and compliance with study rules (53.9%), while punctuality in attendance was relatively higher (63.3%). Observation and interview results further confirmed that classical guidance services at this school are still delivered through conventional, lecture-based methods that have not optimally utilized digital media, despite the availability of adequate supporting facilities.

These findings indicate an urgent need for a more interactive and technology-based

classical guidance medium. Accordingly, the development of a Google Sites-based classical guidance service-integrating discipline-related material, educational videos, images, and interactive quizzes-is recommended as a strategic solution to improve students understanding and practice of learning discipline. Future research should proceed to the Design and Development stages of the ADD model to produce, validate, and test the effectiveness of this medium in a real classroom setting.

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