



Classroom CG by Guidance and Counseling Teachers to Improve Student Self-Control

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Abstract

This study aims to describe Classical Guidance (CG) by a Guidance and Counseling Teacher (GCT) to improve students' self-control. The study was conducted at Madrasah Aliyah (MA) Al-Amien Jambu Lenteng Sumenep under conditions of limited infrastructure. The study used a descriptive-qualitative method with one GCT and 16 students selected through purposive sampling techniques as research subjects. Data were collected through non-participant observation, in-depth interviews, and documentation. Data were analyzed using the Miles and Huberman Model. The results showed that GCT implemented CG through the planning stage (needs identification); organizing (schedule coordination); implementation (introduction, core, closing), and: follow-up (monitoring). GCT optimized the use of interactive lecture methods, group discussions, and creative use of whiteboards with colored markers and visual schemes. CG effectively improved students' self-control. Students showed positive changes in their ability to control behavior in class, control emotions, manage learning time, and sharpness in decision-making. The main challenges include limited media, limited time duration, and the influence of the environment outside the school. The creativity and competence of GCT are the keys to the success of CG in conditions of limited facilities.

Keywords: Self-control; CG; Guidance and Counseling Teachers; Limited Facilities and Infrastructure

INTRODUCTION

Adolescents are in a transitional phase of biological, cognitive, social, and emotional development. Perspectives and behaviors shift during adolescence.¹ The development of self-centered and personal fables influences adolescents in viewing themselves and their environment.²

Age and role boundaries – between childhood and independence – are often ambiguous during adolescence. This ambiguity requires adolescents to develop self-control to adapt to various demands.³ Self-awareness is a developmental task for adolescents. Adolescents with low self-awareness will experience decreased motivation and academic achievement.⁴

Self-control is an individual's ability to manage behavior based on cognitive considerations; controlling emotions, internal drives, and behavior to conform to prevailing norms and values.⁵ Individuals with self-control are able to read their own conditions and environment, behave according to the situation they face and are



acceptable to others.⁶ Adolescents need to develop self-control skills.

Adolescent self-control is influenced by personal maturity, understanding of moral values, and awareness of responsibility, as well as by family, school, peers, and social environments. Self-control serves as an individual's guiding force. The stronger the ability to manage oneself, the more effective an individual is in life and avoids situations that hinder development.⁷

Guidance is a regular and systematic educational process to help the growth of the younger generation in determining and directing their own lives.⁸ CG is an effective form of counseling to improve student self-control. CG is provided face-to-face in a scheduled and systematically structured classroom^{9,10} to help students: develop their potential optimally;¹¹ understanding oneself and the environment; developing the ability to identify responsibilities, and; practicing independent problem-solving skills; making plans to complete education and pioneer a future career; maximizing potential and discovering self-concept, and; being able to establish good relationships and adapt in educational and community environments.¹² CG is a basic service designed to help all students develop effective behavior and life skills that are in line with their developmental tasks¹³ which has a positive influence on student discipline.¹⁴ CG can be designed to provide students with an understanding of the importance of self-control, as well as practical strategies that can be applied in everyday life.¹⁵

GCT plays an important role in assisting the development of students' self-control abilities¹⁶ with personal, social, learning, and career guidance to help students develop into individuals who are faithful, independent, and able to overcome various problems.¹⁷

Initial observations at MA Al-Amien Jambu Lenteng Sumenep indicate that students have low self-control skills, lack emotional control when interacting with friends, are less able to restrain themselves and follow learning activities in an orderly manner, and are not yet optimal in managing study time. Initial observations indicate that low religious awareness and self-control skills make students prone to deviant behavior. GCT needs to pay special attention to this issue.¹⁸

Facilities and infrastructure at MA Al-Amien Jambu Lenteng Sumenep are still limited. The school does not yet have a projector to display visual media during lessons. School policy prohibits students from bringing mobile phones to school to maintain focus on learning. GCT is required to be creative in designing and implementing CG under these limited conditions by optimizing interactive lecture methods and simple media such as whiteboards. Online-based CG utilizes technology. The challenge is how to maintain effective services despite existing limitations.¹⁹ These limitations require GCT to develop conventional methods that focus more on direct teacher-student interaction. Modifying the lecture method with discussions and questions and answers can create effective two-way communication.²⁰

The success of CG in improving students' self-control depends heavily on: GCT's ability to understand students' characteristics and choose appropriate strategies; competence in designing informative and transformative guidance programs to change students' mindsets and behaviors; periodic evaluations to measure the effectiveness of guidance; and; ongoing change processes to optimize students' potential.²¹

Urgensi penelitian ini didasari oleh beberapa pertimbangan. Pertama, *self-control* merupakan aspek penting dalam perkembangan remaja yang akan mempengaruhi kesuksesan di masa depan. The urgency of this research is based on several

considerations. First, self-control is a crucial aspect of adolescent development that will influence future success. CG can improve²² and expand students' self-control.²³ CG needs to be continuously developed and its effectiveness evaluated in addressing various student challenges, including improving self-control. Third, Madrasah Aliyah (Islamic Senior High School) has unique characteristics and Islamic values in fostering students. The integration of Islamic values into CG services is expected to provide a strong spiritual foundation for developing student self-control. Fourth, research on CG by GCT to improve self-control under conditions of limited infrastructure is still rare.

Empirical literature has documented that CG, using guided lessons and lectures, improves self-control, peer relationships, and learning. Students who initially used gadgets as they pleased during teaching and learning activities improved their self-control after receiving CG services.²⁴ The majority of students experienced increased learning motivation after being provided with CG services.²⁵ Online-based CG effectively improves students' HOTS. Variations in CG methods can be tailored to students' circumstances and needs and can be implemented using a variety of online and offline approaches.²⁶ CG improves students' social skills, is effective for academic aspects, and the development of social skills which are closely related to students' self-control in interacting with others.²⁷ CG using role-playing techniques improves students' self-understanding. Selecting the right technique in CG can significantly impact self-understanding, which is a crucial component of self-control.²⁸

Each educational context has unique characteristics. Research is needed to examine how CG provided by GCT improves student self-control under different conditions.²⁹ This study aims to deepen understanding of how GCT design, implement, and evaluate CG to improve student self-control by utilizing simple yet effective methods and media. The findings of this study can provide input for GCT in developing more creative guidance programs amidst limited infrastructure and facilities, as well as contribute to the development of guidance and counseling practices in schools, particularly in madrasah environments with similar conditions.

METHOD

This study used a descriptive-qualitative approach to gain a deeper understanding of GCT's efforts to improve student self-control through CG services at MA Al-Amien Jambu Lenteng, Sumenep. The research subjects consisted of one GCT as a key informant. Supporting subjects were 16 students participating in CG services, consisting of 8 students in grade 10, 5 students in grade 11, and 3 students in grade 12. Subjects were selected using a purposive sampling technique, with the criteria being students who actively participated in CG services and demonstrated issues related to self-control.

Data were collected using observation, in-depth interviews, and documentation. The researcher conducted non-participant observations of the CG sessions in the classroom, student behavior during the sessions, and interactions between GCT and students. Observations were conducted in four CG sessions. The researcher conducted in-depth interviews with GCT to gather information about the planning, implementation, methods used, and evaluation of the service. Interviews were also conducted with students to determine their understanding of self-control and the changes they experienced after participating in CG. Researchers collected data from documentation of the Service Implementation Plan (SIP), activity records, student attendance records, and photographs of CG activities.

Data analysis used the Miles and Huberman model. Data reduction was carried out by summarizing observation and interview results, selecting important information related to the stages and methods of CG, and discarding irrelevant data. The data were presented by organizing the information into a systematic, descriptive narrative for easy understanding. Conclusions were drawn by identifying emerging patterns from the data and answering the research questions regarding GCT's efforts to improve student self-control.

Data validity was tested using triangulation. Source triangulation was conducted by comparing data from GCT, students, and school documents to ensure consistency of information. Technical triangulation was conducted by comparing observations, interviews, and documentation on the same topic. Member checking was conducted by reconfirming the interview results and the researcher's interpretations with GCT and several students to ensure the accuracy of the data obtained.

RESULTS

Description of Self-Control of Students at MA Al-Amien Jambu Lenteng Sumenep

Based on interviews with GCT and observations of students, it was found that the self-control of students at MA Al-Amien varied considerably. Of the 16 students participating in the class tutoring program, most demonstrated problems with self-control, particularly in terms of emotional control and study time management.

Interview with GCT (February 9, 2026): "The problems that often arise are that children get emotional easily when they have problems with their friends, and they also have difficulty managing their study time. They prefer playing to studying. In class, some students also tend to be noisy and unable to focus during lessons."

Observations showed that some students still frequently talk to friends during class, are easily provoked into joking even after being warned by the teacher, and display impatience when faced with assignments they consider difficult.

An interview with a 10th-grade student admitted: "I have a hard time controlling myself when friends joke around. Sometimes I get angry easily if someone interrupts me. I often procrastinate when studying, even though I know there's a test tomorrow."

This condition encouraged GCT to design a CG program that specifically addresses students' self-control problems by utilizing methods and media available at the school.

Stages of Implementing CG

Based on the results of interviews and documentation, GCT carries out CG through four main stages.

First, the planning stage. GCT begins by identifying student needs through observing student behavior in and outside of class for approximately two weeks. GCT also consults with the homeroom teacher to obtain additional information on student behaviors that require attention. Interview with GCT (February 9, 2026): "I first observe the students' behavior, identifying which students frequently have problems with their peers, and which students have difficulty maintaining order in class. I also ask the homeroom teacher about their behavior. From there, I create a Self-Control Instructional Plan with material on self-control." In the SIP, GCT plans material covering the definition of self-control, its importance in daily life, aspects of self-control such as managing emotions and behavior, and practical strategies for improving self-control skills. GCT also

plans the methods to be used, namely interactive lectures and group discussions, utilizing the whiteboard as the primary medium.

Second, the organizing stage. After the SIP is developed, GCT coordinates with the school to determine an implementation schedule that does not interfere with core subject learning. CG sessions are held once a week, lasting 60 minutes for each class. GCT also prepares supporting materials such as paper for student worksheets, colored markers for the whiteboard, and case studies to be discussed. Documentation shows that the CG sessions are scheduled for Thursdays for 10th grade, Fridays for 11th grade, and Saturdays for 12th grade. The days and times are chosen to accommodate existing class schedules to avoid conflicts with subjects deemed important by the students.

Third, the implementation phase. CG sessions are divided into three parts. The introduction begins with a greeting, prayer, and a simple icebreaker such as a motivational clap or a light game that doesn't require special equipment. An interview with one 11th grade student revealed: "The teacher usually starts with clapping or a funny riddle. It relaxes the atmosphere and makes us more enthusiastic." In the main session, GCT delivers material on self-control using a lecture method interspersed with questions and answers. GCT uses a whiteboard to write down key points and create a simple outline of aspects of self-control. An interview with a 10th-grade student explained: "The teacher explains the material while writing on the board. His writing is neat and colorful, making it easy for us to understand. He also often gives examples from our daily lives, making it more relatable." Observations showed that GCT was highly communicative in delivering the material. He didn't just speak one-way, but often asked students questions and gave them the opportunity to share their opinions or experiences. GCT also divided students into small groups to discuss cases related to self-control, such as how to control emotions during an argument with a friend or how to manage time between play and study. An interview with a 12th-grade student recounted: "During the group discussion, we were asked to discuss a case of a child who often procrastinated on assignments. We were told to find a solution. From that discussion, we learned that there are many ways to control ourselves so we don't procrastinate anymore." The closing section was filled with reflections, where GCT asked several students to share what they had learned and what they would do after participating in the guidance. GCT also provides a simple worksheet containing reflection questions for students to answer and submit at the next meeting.

Fourth, the follow-up stage. After the classroom guidance session, GCT monitors changes in student behavior through direct observation and coordination with the homeroom teacher. GCT notes which students show positive changes and which still require further assistance. Interview with GCT (February 9, 2026): "After the classroom guidance session, I continue to monitor their progress. I observe whether there are any changes. I also coordinate with the homeroom teacher to monitor their behavior in class. If there are still problems, I call them in for private counseling." Students who continue to struggle with self-control are then provided with individual counseling services to discuss the issues in more depth and find more specific solutions tailored to each student's situation.

Methods Used in CG

The results of observations and interviews show that GCT uses two main methods in implementing CG. First, guided lectures. This method is used as the primary method for conveying basic concepts of self-control. Unlike lectures in regular learning, which tend

to be monotonous, GCT's guided lectures are interactive and dialogical. GCT delivers material in simple, easy-to-understand language, interspersed with concrete examples relevant to the students' lives. An interview with GCT (February 9, 2026): "I use lectures, but not boring ones. I try to interact with the students. I often ask their opinions and give examples of cases they've experienced, so they don't just listen but also think."

Observations show that in delivering material, GCT frequently uses questioning techniques that encourage students to think about their own behavior. For example, GCT asks, "How do you feel when you're angry?" or "What do you usually do when you have a difficult assignment?" These reflective questions make students more active and engaged in the learning process.

GCT also maximizes the use of the whiteboard. He not only writes down key points but also creates visual diagrams that help students understand the relationships between concepts. For example, GCT creates a chart on aspects of self-control, including the ability to control behavior, emotions, and decision-making. Using different colored markers for each aspect makes the visualization more engaging and memorable for students.

Second, group discussions. After delivering the material through lectures, GCT divides students into small groups of 4-5 people to discuss cases or problems related to self-control. Each group is given a different case and asked to analyze the problem and find a solution by applying the self-control principles they have learned. An interview with a 10th-grade student recounted her experience: "My group was given a case about a child who easily became angry with his friends. We were told to find out why he became angry easily and how to deal with it. The discussion was fun because we all gave our opinions and found solutions together."

This group discussion method provides an opportunity for students to learn from the experiences of their peers. During the discussion, students share their experiences about how they handled situations that tested their self-control. Students who have successfully overcome their problems can offer tips to friends who are still struggling. An interview with a 12th-grade student added: "What I like about group discussions is that we can see that our friends are also experiencing the same problems. So we don't feel alone. We also learn many ways to manage ourselves from friends who have succeeded."

After the group discussions were completed, each group was asked to present their findings to the class. The Group Communication Team (GCT) then provided feedback and reinforcement on the students' answers. This process trained students not only in self-control but also in communicating and expressing opinions in front of a large audience.

Utilization of Whiteboard Media

Despite being limited to a whiteboard as the primary medium, GCT is able to maximize its effectiveness to support the effectiveness of classroom tutoring. The whiteboard is used with engaging techniques to keep students engaged.

An interview with GCT (February 9, 2026) explained the strategy: "We don't have a projector or LCD, but a whiteboard, if used properly, can be effective. I usually create simple diagrams or drawings to help the children understand the concepts. I also use different colors to make it more engaging."

Observations revealed several techniques GCT uses in utilizing the whiteboard. First, GCT divides the whiteboard into sections for writing different topics. For example, one section might be used to write key points about the concept of self-control, another section for aspects of self-control, and another section for case studies. Second, GCT uses

different colored markers to differentiate between concepts. Red is used for important points requiring special attention, blue for key points, and green for examples or additional explanations. Third, GCT creates simple drawings or illustrations that help students grasp abstract concepts. For example, when explaining the process of controlling emotions, GCT creates a simple diagram showing the stages from stimulus emergence, emotional reaction, thought process, to action. Fourth, GCT involves students in writing their ideas on the whiteboard during discussions. This makes students feel more valued and actively involved in the learning process. An interview with one of the eleventh-grade students revealed the following response: "Even though we only use a blackboard, the teacher's teaching style is still engaging. His writing is neat, he uses colors, and he also includes pictures. So we can still understand even without videos or slides."

Changes in Students' Self-Control after CG

Based on observations and interviews following four sessions of CG, positive changes in student self-control were observed. These changes were evident in several aspects. First, the ability to control behavior. An interview with the 10th-grade homeroom teacher (February 9, 2026) revealed: "There's been a noticeable change after Mr. GCT provided guidance. The students who used to be noisy during class have started to become less noisy. They're also more orderly in class. Even when warned, they're willing to shut up, unlike before when they often argued." An interview with a 10th-grade student also acknowledged: "After participating in guidance, I've become more aware that my behavior disrupts my classmates' learning. Now I'm starting to be able to control myself and not be noisy in class. If I want to chat with my friends, I do it during breaks." Observations showed that in the classroom after the classroom guidance, students who previously often talked to each other began to show improvement. They were more focused on the teacher's explanations and more orderly in their learning.

Second, the ability to control emotions. Some students who were previously easily provoked began to show changes. They were better able to restrain themselves from becoming angry or offended when they encountered problems with friends. An interview with an 11th-grade student revealed: "I used to get angry easily. If a friend said something I didn't like, I'd immediately get angry. But after participating in tutoring and the teacher explaining how to control my emotions, I learned that anger isn't good. Now, when I have a problem, I try to take a deep breath and think calmly before reacting." An interview with GCT (February 9, 2026) added: "The most noticeable thing is the decrease in conflict between students. Previously, students often fought over trivial matters. After the classroom tutoring, they've started to be able to control themselves and resolve problems more calmly."

Third, time management skills. Students also showed improvements in time management. They began to be more disciplined in completing assignments and no longer procrastinated. An interview with a 12th-grade student revealed: "I'm now starting to be able to manage my time between playing and studying. I used to put off doing assignments until the evening. Now I try to work on them straight after school." An interview with the 12th-grade homeroom teacher also confirmed this: "Assignment submissions are much better now. While there used to be a lot of late submissions, there are fewer. They're also better prepared for tests because they've studied well in advance, unlike the cramming system that used to be in place."

Fourth, decision-making skills. Students are becoming more cautious in their

decisions and considering the consequences of their choices. An interview with a 10th-grade student explained: "Now, when I want to do something, I think about the pros and cons. For example, if someone asks me to skip class, I think about the consequences if I go along. Rather than getting in trouble, I'd rather not go."

Challenges in Implementing CG

Despite showing positive results, the implementation of CG also faces several challenges. The first challenge is the limited learning media. GCT acknowledged that the lack of projectors makes material delivery more limited. Some material that would be more effective if presented through videos or presentation slides is forced to be explained verbally with the aid of a whiteboard. Interview with GCT (February 9, 2026): "Actually, if there were a projector, it would be better. I could show motivational videos or case studies in a more engaging visual format. But what can we do? We have to maximize what we have."

The second challenge is limited time. The 60-minute session can sometimes feel too short, especially during group discussions. Students who have become enthusiastic about a discussion are forced to stop because time has run out. Interview with GCT (February 9, 2026): "The 60-minute session can sometimes feel too short, especially when the discussion is lively. But that's the schedule, and we can't delay it because it would take up another class."

The third challenge is the heterogeneity of student conditions. Within a class, students' levels of self-control vary widely. Some are quite good at self-control, while others are very poor. This requires GCT to be smart in adapting materials and approaches so that all students can benefit. Interview with GCT (February 9, 2026): "In one class, the conditions of the children vary. Some have good self-control, while others are still lacking. So I have to be smart in presenting the materials so that those who are good can still learn new things, and those who are lacking can be helped."

The fourth challenge is the influence of the outside-school environment. Behavioral changes that begin to appear at school are sometimes inconsistent due to external influences such as peers or family circumstances. An interview with an 11th-grade student admitted: "At school, I can control myself, but sometimes it's still difficult outside of school. Because my friends in the village behave differently from their friends at school. Sometimes I get influenced again." An interview with GCT (February 9, 2026) added: "This is homework for all of us. The changes that have occurred at school must also be supported by the family and community environment. That's why we also need to involve parents in the guidance program."

The fifth challenge is suboptimal monitoring. GCT acknowledged that monitoring each student has not been optimal due to time constraints and the sheer number of other tasks to complete. Interview with GCT (February 9, 2026): "Ideally, each student's progress should be monitored in detail. But because I'm alone and have many classes to serve, monitoring hasn't been optimal. I focus more on the students who are truly having problems."

DISCUSSION

CG Stages as a Systematic Effort

The research results show that GCT MA Al-Amien implements CG through systematic stages, including planning, organizing, implementing, and following up. This

aligns with the opinion that CG services need to be implemented systematically to achieve optimal results.³⁰

The planning stage, which begins with needs identification, is a crucial step in determining the effectiveness of the service. GCT does not simply provide material, but first conducts a simple assessment to understand the student's actual condition. This approach aligns with the principles of guidance and counseling, which must be based on the client's needs.

The development of a SIP, which includes objectives, materials, methods, and evaluation, helps GCT implement guidance in a focused manner. The SIP serves as a guideline that ensures all essential components of CG services are met.

The organizational stage demonstrates the importance of technical preparation for the success of the service. Coordination with the school ensures that the guidance implementation does not disrupt other learning processes and also secures support from all parties. The preparation of simple yet functional materials and media demonstrates GCT's creativity in working within existing limitations.

The three-part implementation (introduction, main part, and closing) reflects GCT's understanding of the principles of effective learning. The introduction, with its icebreakers, helps create a conducive atmosphere and encourages students to be more open. The main part, with its varied methods, keeps the material presentation from becoming boring. The closing, with its reflections, helps students internalize the learning. A clear and systematic implementation structure helps students understand and follow the flow of activities effectively.³¹

The follow-up phase demonstrates GCT's commitment to ensuring student behavioral change. Monitoring through observation and coordination with homeroom teachers demonstrates that classroom guidance extends beyond providing material and fostering behavioral change. The combination of individual counseling services for students who require further assistance demonstrates an understanding that not all problems can be resolved through classroom guidance.

Interactive Lecture and Group Discussion Methods

The use of a modified, more interactive lecture method demonstrates GCT's creativity in delivering material. Lectures are not simply one-way information delivery, but involve dialogue and active interaction with students.

GCT's use of reflective questions helps students think critically about their own behavior. This questioning technique is an important skill in guidance because it can foster students' self-awareness. Self-awareness is the first step in developing self-control. When students begin to recognize their behavior and its impact, they are more motivated to make changes.³²

Group discussion methods provide students with opportunities to learn from the experiences of their peers. In the context of improving self-control, sharing experiences with peers facing similar problems can provide emotional support and practical solutions that are easier to understand.

Placing students in small groups allows each student to actively participate. In small groups, shy or less confident students will find it easier to express their opinions than if they had to speak in front of the entire class. This aligns with findings that group discussions can increase active student participation and help them understand the

material better.³³

Presenting group discussion results to the class trains students not only in self-control but also in communication and self-confidence. Self-control encompasses the ability to regulate behavior in social situations, including when performing in front of a crowd. Thus, the group discussion method offers dual benefits for student personality development.³⁴

Creativity in Utilizing Simple Media

Despite being limited to a whiteboard, GCT is able to maximize it as an effective learning medium. This demonstrates that limited resources are not a barrier to providing quality services, provided the teacher possesses creativity and commitment. The success of guidance services is determined more by the competence and creativity of the counselor than by the completeness of the facilities.³⁵

Using different colors on a whiteboard helps students differentiate between different concepts and makes visualizations more engaging. Research on visual learning shows that the use of color can improve students' memory and comprehension. While research demonstrates the effectiveness of technology-based media, this study demonstrates that a simple medium like a whiteboard can also be effective when used with the right techniques.³⁶

Creating simple diagrams and illustrations on the whiteboard helps students understand abstract concepts more concretely. Although abstract thinking skills have developed during adolescence, visualization still aids in understanding complex concepts. This technique demonstrates that GCT understands the characteristics of students' cognitive development.³⁷

Students' involvement in writing ideas on the board makes them feel valued and more active in the learning process. This creates a democratic learning environment where students feel their opinions matter. A supportive and respectful environment will increase their motivation to actively participate in learning.³⁸

Changes in Self-control in Various Aspects

The changes seen in students' ability to control their behavior indicate that the classroom guidance program is having a real impact. The reduction in disruptive behavior in class, such as talking to themselves during class, demonstrates that students are beginning to be able to control momentary impulses for long-term goals. This aligns with the self-control aspect of behavioral control, namely the ability to determine who is in control of a situation.³⁹

Improving emotional control is a crucial achievement, given that adolescents tend to be emotionally unstable. The ability to take a breath and think calmly before reacting indicates that students are beginning to apply the self-control strategies they have learned. Individuals who can control their emotions will be more successful in life because they are less easily swayed by fleeting feelings.⁴⁰

Improvements in time management reflect students' increasing ability to plan and control their actions. Prioritizing and consistently implementing them requires strong self-discipline. This skill will be highly beneficial not only for academic achievement but also for their future lives. Time management is a crucial developmental task that adolescents must master in preparation for adulthood.⁴¹

Improved decision-making skills indicate that students are beginning to think

more carefully before acting. Considering the consequences of each choice is a characteristic of individuals with good self-control. This ability will help students avoid detrimental impulsive behavior. The ability to make decisions with careful consideration is an important indicator of good self-control.⁴² The CG program successfully improved students' self-control. This strengthens empirical evidence of the effectiveness of CG in developing students' self-control abilities.⁴³

However, it's important to recognize that behavioral change is a process that takes time and consistency. Not all students show change at the same rate. This is normal, given that each individual has a different level of maturity and motivation. Individual development is influenced by various internal and external factors, causing each individual to develop at a different pace.⁴⁴

Challenges as a Reality that Must be Faced

Limited learning media is a real challenge faced by schools in areas with limited economic resources. However, this study demonstrates that these limitations do not hinder the provision of quality services. What's more important is the creativity and competence of GCTs in utilizing existing resources. This aligns with the fact that GCT competence is more crucial to the success of services than the completeness of facilities.⁴⁵

Time constraints are a classic challenge in implementing CG. However, this limitation actually encourages GCT to be more effective and efficient in designing activities. Every minute must be utilized optimally.

The heterogeneity of student conditions demands GCT's ability to differentiate services. Even though it is conducted in a classical manner, GCT must ensure that each student benefits according to their individual circumstances. This can be achieved by providing questions or assignments that are tiered according to the student's ability.

The influence of the outside school environment is a challenge that cannot be ignored. Behavioral changes that occur in schools must be supported by the family and community environment to ensure consistency. This demonstrates the importance of involving parents in guidance and counseling programs. The success of guidance and counseling services requires support from various parties, not only the school but also the family and community.⁴⁶

Monitoring limitations due to the sub-ideal GCT-to-student ratio require creative solutions. One approach is to involve homeroom teachers and subject teachers as observers to help monitor student progress. A simple yet effective recording system is also needed so that GCT can track student progress without unduly burdening their time and energy.

The Effectiveness of CG with Limited Facilities

Overall, the CG provided by the Al-Amien Islamic Senior High School (MA Al-Amien) School of Counseling (GCT) has proven effective in improving students' self-control, despite limited infrastructure. This effectiveness is evident in changes in student behavior across various aspects of self-control. These findings provide empirical evidence that quality guidance services do not always require comprehensive and modern facilities.

This success is due to several factors. First, careful planning based on students' real needs. Second, the use of varied methods tailored to student characteristics. Third, GCT's creativity in utilizing simple media. Fourth, GCT's communicative and non-judgmental

approach, which makes students feel comfortable and open. Fifth, there is follow-up, including monitoring and individual counseling for those who need it.

These findings align with research demonstrating the effectiveness of CG in improving self-control in Junior High School students.⁴⁷ CG is effective in developing various aspects of students' personalities. This research strengthens empirical evidence that CG can be an effective strategy for improving students' self-control at various levels of education and in different school settings.⁴⁸

It should be noted that the effectiveness of CG depends heavily on the quality of its implementation. GCT's competence in program design, selection of appropriate methods, and ability to facilitate the learning process are key factors for success. Continuous development of GCT competency requires ongoing training and supervision.

Implications for Guidance and Counseling Practice

The findings of this study have several important implications for guidance and counseling practices in schools. First, classroom guidance deserves more serious attention as an effective and efficient service strategy, especially in schools with limited resources. Schools need to allocate adequate time for classroom guidance and provide support to GCT.

Second, GCT needs to continue to improve its creativity in designing and implementing classroom guidance. Limited infrastructure should not be an excuse for not providing quality services. GCT must be able to utilize and maximize existing resources with appropriate techniques and strategies.

Third, collaboration between GCT and various parties (homeroom teachers, subject teachers, parents) is crucial to ensure consistent changes in student behavior. Schools need to establish a system that facilitates this collaboration so that all parties can contribute to the development of student self-control.

Fourth, monitoring and evaluation need to be conducted systematically to ensure service effectiveness and identify areas for improvement. Despite existing limitations, GCT still needs to strive for a simple yet effective monitoring system to track student progress.

Fifth, the integration of religious values into CG services at Islamic educational institutions needs to be continuously developed, as it has been proven to provide a strong spiritual foundation for student personality development. An approach that combines psychological and spiritual aspects will be more effective in shaping students' character and noble morals.

CONCLUSION

GCT at MA Al-Amien has implemented a systematic and structured CG service, encompassing planning, organization, implementation, and follow-up, including monitoring student progress and individual counseling for those in need.

Limited facilities (lack of projectors) were creatively addressed through the use of interactive lectures and student-centered group discussions. The use of whiteboards with visualization techniques (schemes and colored markers) has proven effective in helping students understand abstract concepts of self-control. This CG service has had a significant impact on improving student self-control in four key aspects: First, students become more orderly and focused in class; Second, conflicts between students are

reduced due to the ability to control anger; Third, discipline increases in submitting assignments and managing study schedules; and Fourth, students become more mature in considering the consequences of their actions.

Despite its effectiveness, GCT still faces challenges such as limited time, heterogeneity in student conditions in the classroom, and obstacles from the external environment, which often impact the consistency of student behavior change.

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