

HEBAT: A Reality-Based Group Guidance Program to Build Students' Disciplined Character

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Abstract

Low disciplinary character is still one of the problems frequently encountered in Junior High School (SMP) students, which is indicated by the behavior of arriving late, not complying with school rules, not completing assignments on time, and low responsibility in participating in the learning process. This condition shows that the formation of disciplinary character requires an approach that is not only oriented towards giving sanctions, but also able to foster students' awareness and responsibility for each chosen behavior. This community service activity aims to shape the disciplined character of students through the HEBAT Program (Effective Life with Character, Responsibility, and Obedience) which uses Realita Counseling-based group guidance services. The program was implemented for 10 students of SMP Negeri 1 Kauman, Tulungagung Regency, who were selected based on the results of a needs assessment by the Guidance and Counseling teacher. The implementation method uses the Participatory Action Service (PAS) approach which includes the preparation stage, the implementation of five group guidance sessions with the Wants, Doing, Evaluation, Planning (WDEP) approach, evaluation through pretests and posttests, behavioral observations, and follow-up with the BK teacher. The results of the activity showed an increase in students' understanding of the character of discipline, marked by an increase in the category of good understanding from 20% to 80%. Observations also showed an increase in disciplined behavior, such as punctuality in school attendance, compliance with rules, responsibility in completing assignments, and the ability to control behavior during learning. All participants responded positively to the program implementation and stated that they were motivated to maintain disciplined behavior in their daily lives. Thus, the HEBAT Program has proven to be an alternative group guidance service that is effective, applicable, and has the potential to be replicated as a model for strengthening disciplinary character education in schools.

1. Introduction

Character education is a fundamental aspect of the national education system, aiming to shape students into individuals who are faithful, have noble morals, are responsible, and are able to behave in accordance with prevailing norms and values in society. One character trait that is an important indicator of the success of the educational process is discipline. Discipline is not only related to compliance with regulations, but also reflects an individual's ability to control themselves, manage time, carry out responsibilities, and make appropriate decisions in everyday life. Therefore, the formation of a disciplined character needs to be carried out systematically through various educational programs, including guidance and counseling services in schools. Although strengthening character education continues to be a priority in education, disciplinary issues are still frequently encountered among junior high school (SMP) students. Various forms of behavior, such as arriving late to school, failing to comply with rules, submitting assignments late, and being irresponsible in the learning process, are common. Learning difficulties and low behavioral control skills remain challenges facing schools. These issues demonstrate that a disciplinary approach focused solely on rules and sanctions has not been fully effective in building students' internal awareness of consistent discipline.

This situation was also found at SMP Negeri 1 Kauman, Tulungagung Regency, a partner in this community service activity. Based on the results of initial observations, needs assessments, and interviews with the Guidance and Counseling (BK) teacher, there were still a number of students who exhibited undisciplined behavior, such as arriving late, being less orderly in attending lessons, not completing

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assignments on time, and being less responsible for their obligations as students. The BK teacher stated that various coaching efforts had been carried out through providing advice, individual coaching, and enforcing school rules. However, some students still require services that can increase self-awareness so that the resulting behavioral changes are more permanent and stem from intrinsic motivation. In the implementation of the Independent Curriculum, character building is a crucial part of realizing the Pancasila Student Profile, particularly in the dimensions of independence, responsibility, and noble character. One service with significant potential to support these goals is group guidance. This service utilizes group dynamics as a learning medium, allowing students to share experiences, discuss problems, develop critical thinking skills, and learn to make responsible decisions. Group interactions also provide opportunities for students to gain social support from their peers, making the process of behavior change more effective.

Various studies have shown that group guidance services contribute positively to improving students' discipline, responsibility, social skills, and self-awareness (Bakar & Amat, 2020; Lestari & Wibowo, 2021). However, the effectiveness of these services is greatly influenced by the counseling approach used. One approach considered suitable for developing a disciplined character is Reality Counseling, developed by William Glasser. This approach emphasizes that each individual is responsible for their chosen behavior and has the ability to change that behavior if they realize that their current behavior is not yet meeting their life goals responsibly. Reality Counseling uses the WDEP (Wants, Doing, Evaluation, Planning) strategy, which encourages students to identify desired goals, evaluate their behavior, and develop a realistic and consistently implementable change plan. This approach is believed to increase students' awareness, responsibility, and commitment to behavioral change because it focuses on personal choice, rather than punishment or environmental pressure. Previous research also shows that Reality Counseling is effective in increasing students' responsibility, self-control, and discipline (Habsy, 2020; Mulyadi & Hidayat, 2022; Rahman & Muslihati, 2022).

However, the implementation of Reality Counseling-based group guidance services in the form of structured community service programs remains relatively limited, particularly at the junior high school level. Most studies focus on experimental research, while implementation as a school empowerment program involving collaboration between universities, guidance counselors, and partner schools has been underreported. Yet, such collaboration is crucial for implementing the Tri Dharma of Higher Education in providing concrete solutions to problems faced by schools. Based on these conditions, the community service team developed the HEBAT Program (Effective Living with Character, Responsibility, and Obedience) as an innovative group guidance service based on Realita Counseling implemented at SMP Negeri 1 Kauman, Tulungagung Regency. This program is designed to help students identify disciplinary problems they experience, evaluate their behavior, develop realistic change plans, and build commitment to consistently implementing disciplined behavior. Therefore, this community service activity aims to improve students' understanding and character formation of discipline through the implementation of the HEBAT Program while simultaneously producing a model of group guidance services that innovative, applicable, and has the potential to be replicated in other schools with similar problem characteristics.

2. Method

This community service activity is carried out through the implementation of the HEBAT Program (Effective Living with Character, Responsibility, and Obedience) which aims to shape the disciplined character of Junior High School (SMP) students through Realita Counseling-based group guidance services. This program is implemented at SMP Negeri 1 Kauman, Tulungagung Regency, as a form of implementation of the Tri Dharma of Higher Education which is carried out collaboratively by a team of lecturers and Guidance and Counseling (BK) teachers, and the school as an activity partner. The program targeted 10 junior high school students recommended by the guidance counselor based on a needs assessment and initial observations. Participants were selected purposively, considering student characteristics that indicated a tendency to have discipline that needed improvement. Several indicators used as the basis for participant selection included late arrival at school, poor adherence to school rules, late submission of assignments, low responsibility in participating in learning, and a lack of ability to control classroom behavior.

The implementation method uses the Participatory Action Service (PAS) approach, which emphasizes active participant involvement throughout the entire series of activities. This approach was chosen because it allows students to directly participate in identifying problems, evaluating their behaviors, finding alternative solutions, and developing independent behavior change plans. This approach aligns with the goals of group guidance services, which prioritize group dynamics as a medium for social learning and character development. The program begins with a preparatory phase. During this phase, the community service team coordinates with the principal and guidance counselor regarding program implementation,

determines the activity schedule, and observes student discipline. In addition to observations, interviews are conducted with guidance counselors and homeroom teachers to obtain information on the types of disciplinary violations frequently committed by students. The community service team also develops the HEBAT Program module, participant worksheets, pre-and post-test instruments, and behavioral observation sheets.

The next stage is the implementation of the HEBAT Program, which is implemented through group guidance services using a Reality Therapy approach with the WDEP (Wants, Doing, Evaluation, Planning) strategy. Given the limited number of participants, the activities are conducted in single-group guidance to ensure optimal group dynamics. The groups are facilitated by a community service team, with a guidance counselor serving as a co-facilitator. The HEBAT program is implemented in five sessions. The first session focuses on group formation, group contract development, an introduction to the activity's objectives, an icebreaker, and identifying participants' expectations for the program. In this session, the facilitator creates a comfortable atmosphere so that each participant has the courage to express their opinions, experiences, and challenges related to school discipline. The second session included activities exploring the meaning of discipline through group discussions, case studies, educational games, and reflections on participants' experiences. The facilitator encouraged students to identify various forms of disciplinary behavior, including behaviors that violate school rules, and their impact on themselves, their peers, and the school environment. This activity aimed to build an understanding that discipline is a personal need, not simply an obligation imposed by the school. The third session implemented the Wants and Doing stages of Reality Counseling. Participants were asked to identify goals they wanted to achieve during school and then evaluate their daily behavior. Through a reflection sheet, students compared their desired goals with their actual behavior, thereby raising awareness of the need for behavioral change.

The fourth session focused on the Evaluation and Planning stage. Participants evaluated the effectiveness of their behaviors in achieving personal goals. Next, each student developed a behavior change plan using the SAMIC³ principles (Simple, Attainable, Measurable, Immediate, Controlled, Consistent, and Committed). This plan was outlined in the form of a behavioral contract as a commitment to implementing disciplined behavior in their daily lives. The fifth session is the commitment strengthening stage. In this session, each participant presents their behavior change plan, receives input from group members, and then signs the HEBAT Student Commitment as a sign of their willingness to consistently implement disciplined behavior. The activity concludes with a collective reflection on the benefits of the activity and motivational feedback from the guidance counselor.

Program evaluation was conducted through pre- and post-tests to measure students' understanding of the character of discipline after participating in the HEBAT Program. In addition, guidance counselors observed changes in student behavior using observation sheets containing discipline indicators, including punctuality in school attendance, adherence to rules, responsibility in completing assignments, participation during learning, and ability to control behavior in class. The evaluation also included participant reflection sheets and a questionnaire assessing satisfaction with the program's implementation.

As a follow-up, the guidance counselor and homeroom teacher conducted monitoring for two weeks after the program concluded using a daily discipline behavior monitoring book filled out by students. The monitoring results were used to determine the consistency of changes in participant behavior and to evaluate the sustainability of the HEBAT Program at the school. Through these stages, the HEBAT Program is expected to not only increase students' knowledge about discipline, but also shape awareness, responsibility, and commitment to consistently implementing disciplined behavior in the school environment and in everyday life.

3. Result and Discussion

The HEBAT (Effective Living with Character, Responsibility, and Obedience) Program was implemented for four weeks at SMP Negeri 1 Kauman, Tulungagung Regency, involving 10 students recommended by the Guidance and Counseling teacher based on the results of a needs assessment. All participants attended five sessions of Realita Counseling-based group guidance services designed to improve disciplined character through self-reflection, group discussions, behavior evaluation, and the preparation of a behavior change plan.

The activity began with a pre-test to gauge participants' understanding of disciplinary characteristics and initial observations of student behavior in the school environment. Participants then participated in the entire HEBAT Program, which included group formation, exploration of disciplinary issues, implementation of the Wants, Doing, Evaluation, Planning (WDEP) phase, development of a behavioral contract, and a final evaluation in the form of a post-test and follow-up observations by the guidance counselor.

Throughout the group guidance process, the group dynamics developed positively. In the initial sessions, some participants displayed a passive attitude and lacked confidence in expressing their opinions. However, after the facilitator established a warm group atmosphere through games and discussions, all participants began to actively share their experiences regarding various forms of disciplinary violations they had committed and the factors that influenced them. The group discussions were open, allowing participants to provide support, input, and alternative solutions to the problems they faced.

Reflection results showed that most participants recognized that undisciplined behavior was largely influenced by procrastination, excessive cell phone use, poor time management skills, and a low sense of personal responsibility. After completing the WDEP phase, participants were able to identify goals they wanted to achieve during school, evaluate their behavior, and develop a realistic behavior change plan.

4. Conclusion

The implementation of the HEBAT (Effective Living with Character, Responsibility, and Obedience) Program through Realita Counseling-based group guidance services at SMP Negeri 1 Kauman, Tulungagung Regency has successfully contributed positively to shaping students' disciplined character. The implementation of the WDEP (Wants, Doing, Evaluation, Planning) approach encourages students to identify the goals they want to achieve, evaluate their current behavior, and develop realistic change plans that can be applied in their daily lives. The evaluation results show an increase in students' understanding of the importance of discipline followed by positive behavioral changes, such as increased punctuality in school attendance, compliance with rules, responsibility in completing assignments, active participation during learning, and the ability to control behavior in the school environment.

The program's success is influenced not only by the active involvement of participants, but also by the strong collaboration between the community service team, guidance and counseling teachers, homeroom teachers, and the school administration in supporting the entire series of activities and follow-up processes. This collaboration is crucial for maintaining the sustainability of student behavior changes after the program concludes.

Thus, the HEBAT Program can be an innovative, applicable, and easy-to-implement group guidance service model as part of strengthening character education in schools. This program has the potential to be replicated in other schools facing similar challenges by adapting to the needs of students and the characteristics of the school environment. In future community service activities, it is recommended that the program be expanded to include a larger number of participants, a longer mentoring period, and the involvement of parents as partners in character development so that changes in student discipline behavior can occur more optimally and sustainably.

Author Contributions

Shellya Tanaya Dhayinta: wrote the manuscript and implemented it. Muliono: wrote the results and discussion sections.

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Declaration of Conflicting Interests

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