



## Talking Chips Technique to Improve Student Self-Control

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### ABSTRACT

This study aims to test the effectiveness of group guidance using the talking chips technique in improving self-control of eighth-grade students at SMPN 1 Kedawung, motivated by the high rate of deviant behavior due to low self-control (such as truancy, bullying, and fighting with teachers). Using a quantitative approach with a One Group Pretest and Posttest design, this study involved 10 respondents from all eighth-grade students. Data were collected through a self-control questionnaire that had been tested for validity and reliability. The research procedure included administering a pretest, followed by seven group guidance service meetings using the talking chips technique, and ending with a posttest. The results of the hypothesis test with the Paired Sample T Test showed a significance value (2-tailed) of 0.000, which means less than 0.05. The calculated t value (8.557) was also significantly greater than the t table. The conclusion of this finding is that the Alternative Hypothesis ( $H_a$ ) is accepted, indicating a significant difference in student self-control before and after the intervention. Thus, group guidance with the talking chips technique is proven to be effective in improving self-control of eighth-grade students at SMPN 1 Kedawung. This research is expected to be a reference for sustainable group guidance services in schools.

**Keywords:** *Group Guidance, Talking Chips, Self-Control.*

### INTRODUCTION

Problems are inevitable in human life. Problems often arise due to weak self-control or a lack of self-control. To restrain oneself from deviant or deviant behavior, one must possess the ability to organize, organize, guide, and model positive behavior in decision-making and action (Harumiyati et al., 2021).

Self-control is crucial for every human being at any age. Adolescence, for example, is a time of uncertainty, a transition from childhood to adulthood. This

period is particularly vulnerable because teenagers can easily engage in behavior that deviates from established norms. Lack of self-control is the primary reason adolescents tend to engage in negative behavior (Kartono, in Monica, 2019:34).

Deviant behavior frequently engaged in by adolescents has become a topic of concern for many parties, including parents, teachers, the surrounding community, and the Indonesian Child Protection Commission (KPAI). Teenagers and children still in school are perpetrators of crime, and the number of cases increases every month. This is consistent with data from the Indonesian Child Protection Commission (KPAI), which states that from January to August 2023, there were 2,355 cases of child protection violations. These included 487 cases of sexual violence, 236 cases of physical or psychological violence, 87 cases of bullying, and 1,494 other cases of child protection violations, particularly within educational settings (Kompas.com, 2023).

Behaviors stemming from students' lack of self-control not only lead to criminal activity, but also to other deviant behaviors such as truancy, underage drinking, defying teachers, running away from home, bullying between students, and brawls or fights between students (Mulyani, 2016). Indicators influencing the development of self-control include environmental and genetic factors, including parenting styles and the adolescent's age.

Based on the results of data collection in April 2024 conducted by interviewing guidance and counseling teachers (BK) of SMPN 1 Kedawung, it was found that there were cases that occurred in grade VIII students of SMPN 1 Kedawung where they often carried out self-control deviations, which resulted in problems with attendance due to addiction to games, as a result, in terms of behavior, students often behave in social isolation by ignoring communication with other friends because they choose to play games alone, and are aggressive in daily interactions. Then, from a cognitive perspective, students can be seen often ignoring schoolwork, and along with this, their academic achievement has decreased, in terms of decisions, students become moody or have rapid and unpredictable mood swings so that they are less able to determine ideal activities in their daily lives, for example, messy sleep patterns and minimal communication with parents or family at home. This phenomenon or case explains that students who are classified as teenagers carry out reactive actions so that they are less able to manage their self-control. Providing understanding through group guidance is a way for students to more easily grasp the concept of self-control. Group guidance services also encourage students to improve their social relationships. This is why group guidance is a preferred choice for fostering self-control in students. Group guidance is global, up-to-date, and

serves as a focal point for group members (Tohirin, 2014). Group guidance using the talking chips technique fosters interconnectedness.

The primary purpose of the talking chips technique in group guidance is to create a pleasant and comfortable atmosphere for students. Another indicator is that it provides students with practice in self-control, reflecting differences in individual responses or reactions. Yulihastuti (2022) in her research stated that implementing group guidance using the talking chips technique in improving student self-control is quite effective, as it has been shown to increase student self-control by 24% compared to before the group guidance using the talking chips technique.

The talking chips technique in group guidance services at SMPN 1 Kedawung has never been done before and this research will use the talking chips technique so that the provision of new services that will be obtained by students will increase their views and truly understand self-control and how to control themselves in a more positive direction, not act against the rules, can become exemplary individuals, and most importantly, to discover one's true identity.

## **METHOD**

This study used a quantitative approach with an experimental method to test the effectiveness of the independent variable (group guidance using the talking chips technique, as Variable X) on the dependent variable (self-control of eighth-grade students at SMPN 1 Kedawung, as Variable Y). The research type chosen was a pre-experimental experiment with a One Group Pretest and Posttest Design. The study was conducted at SMPN 1 Kedawung, Cirebon. The location was selected based on the students' self-control issues, school support, and strategic location. This study was conducted in the even semester of the 2024/2025 academic year, running from August 2024 to March 2025.

Group guidance services were provided in seven meetings, beginning with a pretest in the first meeting and ending with a posttest in the seventh meeting. Meetings 2 through 6 included group guidance materials focusing on various aspects of self-control, including behavioral control, cognitive control, satisfaction control, and building strong character, each allotted 45 minutes.

The population of this study was all 34 students in grade VIII A of SMPN 1 Kedawung. The sample was drawn using a non-probability sampling technique, namely purposive sampling. This technique was chosen based on the research objectives, selecting seven students identified as having low self-control issues, primarily due to gaming addiction in grade VIII.

Data were collected using a Likert-based self-control scale (Very Appropriate, Appropriate, Not Appropriate, Very Not Appropriate). This scale serves to measure students' levels of self-control before (pretest) and after (posttest) the treatment. The self-control scale is structured based on three main aspects: Behavioral Control, Cognitive Control, and Decisional Control. In addition, primary data obtained directly from the guidance counselor (BK) (to understand the students' actual conditions) and secondary data (such as academic records and case notes) were used as supporting information.

**Instrument Validity and Reliability Test:** Before use, the research instrument was tested for validity and reliability using SPSS IBM 25 software. **Validity Test:** Conducted on 46 students in grades VIII K and J with 60 statement items. A statement is considered valid if the calculated  $r$  value is greater than the table  $r$  (0.291). The test results indicate that 53 items are valid and 7 items are invalid. **Reliability Test:** Measured using the Cronbach's Alpha method on the 60 items. The test results showed a Cronbach's Alpha value of 0.963, which is categorized as very strong, thus the instrument is considered reliable.

Data analysis was conducted using descriptive quantitative and statistical methods, consisting of prerequisite tests and hypothesis tests using SPSS. **Prerequisite Test (Normality Test):** Using the Shapiro-Wilk Test to determine whether the pretest and posttest data are normally distributed. Data are considered normally distributed if the significance value (Sig.) is  $\geq 0.05$ .

**Hypothesis Test:** After ensuring that the data are normally distributed and homogeneous, the hypothesis was tested using a Paired Sample  $t$ -test. This test aims to determine the difference in average student self-control scores before and after group guidance treatment, which is an indicator of the treatment's effectiveness.

## **RESULTS AND DISCUSSION**

The research was conducted at SMPN 1 Kedawung, Cirebon, in mid-2024. The method used was an experiment with a One Group Pretest and Posttest design to evaluate the effectiveness of group guidance using the talking chips technique in improving students' self-control. The research sample consisted of seven eighth-grade students who were purposively selected (based on low to moderate criteria) based on the guidance counselor's investigation.

The research process involved a total of seven scheduled meetings. **Pretest:** A self-control questionnaire was distributed to the sample to obtain a baseline score before the treatment. **Treatment:** A series of group guidance sessions using the talking chips technique were conducted to intervene and improve students' self-control. **Posttest:** After the treatment was completed, the self-control

questionnaire was administered again to obtain a final score after the intervention.

**Pretest and Posttest Results Data:** The study focused on seven students with low to moderate self-control. Low self-control is often associated with deviant behavior and aggression. **Pretest Data:** The overall average pretest score for students was 125.7, which falls within the moderate category (range 125-134). Although the average score was in the moderate category, these results indicate that students' self-control abilities were not optimal, as most individual scores were in the low to moderate category. After seven group guidance sessions using the talking chips technique, the results were as follows: The overall average posttest score for students increased to 150.6, which is in the moderate category (range 148-157) in the posttest classification. The average score increase from pretest to posttest reached 19.8%, indicating that the group guidance intervention was quite effective in improving students' self-control.

**Statistical Analysis and Hypothesis Testing:** Descriptive statistics showed an increase in the average score from the pretest (125.71) to the posttest (150.57). Normality testing used the Shapiro-Wilk method (chosen due to the small sample size of  $n < 50$ ). The results showed a significance value (Sig.) of 0.055 for the pretest and 0.080 for the posttest. Because both values were  $\geq 0.05$ , the data were normally distributed, allowing for a parametric statistical test (t-test) to be used. This test was conducted to evaluate the effectiveness of group guidance. The significance value (2-tailed) was 0.000, which is less than 0.05. The calculated t-value (6.953) was significantly greater than the tabulated t-value (3.249 at  $\alpha 0.005$ ). Based on these results, the Alternative Hypothesis ( $H_a$ ) was accepted and the Null Hypothesis ( $H_o$ ) was rejected. This proves that there was a significant difference in students' self-control levels before and after the intervention. The majority of students' self-control levels at SMPN 1 Kedawung before the intervention were in the low to moderate category, consistent with field findings regarding student indiscipline. After implementing the talking chips technique – which addresses the concepts of self-control, behavioral control, cognitive control, and decision control over a total of seven sessions – scores increased significantly.

## CONCLUSION

Self-control among eighth-grade students at SMPN 1 Kedawung before receiving the intervention, namely group guidance services using the talking chips technique, resulted in an average score of 125.7, falling within the moderate self-control category. Self-control in students in class VIII of SMPN 1 Kedawung after receiving treatment, namely the provision of group guidance services using

the talking chips technique, resulted in an average score of 150.6, which is included in the moderate self-control category, but there is a difference of 19.8% higher than before the treatment. Based on the descriptive analysis of pretest and posttest data before and after the group guidance treatment using the talking chips technique, and with the results of observations during the treatment process, namely group guidance services, it shows that the self-control of students in class VIII increased from before receiving the treatment. The results of the Paired Sample T Test obtained the same thing, a significance value (2-tailed) which is smaller than ( $<$ ) 0.05, namely 0.000. This indicates that there is a significant difference in student self-control after being given treatment.

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