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The Effect of Group Counseling Services with Self-Control Techniques on Reducing Impulsive Behavior in Students of Al-Wasath Sesaot Entrepreneur Vocational School

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Abstract
Impulsive behaviour among students can hinder academic and practical achievements; therefore, this study aims to examine the effectiveness of group counselling services utilizing self-control techniques in reducing impulsive behaviour among students at SMK Entrepreneur Al-Wasath Sesaot. This quantitative study employed a One-Group Pretest-Posttest design with nine students selected through purposive sampling. Primary data were collected using a validated Likert-scale questionnaire and subsequently analysed using the Paired Sample t-Test. The results indicated a significant decrease in the mean impulsive behavior score, dropping from 31.78 at the pretest stage to 27.56 at the posttest stage. Statistical analysis yielded a calculated t-value of 3.555, which exceeded the t-table value of 2.306 (3.555 > 2.306), with a significance level of 0.007 (< 0.05). These findings confirm the acceptance of the alternative hypothesis (Ha), demonstrating that group counselling services using self-control techniques are empirically effective in reducing impulsive behavior among students.

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1. INTRODUCTION

Education is essentially not simply a process of academic knowledge transfer, but rather a strategic platform for developing character, emotional maturity, and a resilient personality in students (Ghufron & Risnawita, 2020). The psychological development of middle-aged adolescents, particularly vocational high school (SMK) students, is characterized by complex adaptation dynamics; the demands of completing academic workloads while mastering practical competencies often trigger mental fatigue, which impacts student behavioral instability (Santrock, 2021). One psychological phenomenon highlighted in vocational schools is the high rate of impulsive behavior, namely actions carried out spontaneously and hastily without considering future logical consequences (Ghufron & Risnawita, 2020). The impact is destructive: in the academic realm, it triggers recklessness during entrepreneurial practices and high rates of truancy (Aryani, 2019; Duckworth et al., 2021), while in the social realm, the lack of cognitive filters triggers verbal aggression with peers (Gross, 2023).

Based on preliminary observations and interviews at Al-Wasath Sesaot Entrepreneur Vocational School, this phenomenon is evident: students often spontaneously interrupt teachers, are easily provoked by trivial friction with peers, and are unable to resist the urge to joke around during learning activities. This tendency for students to choose instant gratification indicates that their mental "braking" system is not functioning optimally.

To overcome these problems, educational institutions require comprehensive Guidance and Counseling services (Susanto, 2020), one of which is through Group Counseling, which has curative and developmental functions (Corey, 2023) and provides a space for catharsis and moral support between students (*peer support*) (Latipun, 2023; Prayitno, 2019). For behavioral changes to occur measurably, this service needs to be integrated with the Engineering *Self-Control*, which trains students to monitor emotional triggers (*self-monitoring*), evaluate the losses of rash actions (*self-evaluation*), and establish a commitment to self-restraint (*self-reinforcement*) (Baumeister, 2019; Komalasari et al., 2021; Rodiana, 2021).

A number of previous studies support the urgency of this study. Aryani (2019) proved that group counseling based on *Cognitive Behavioral Therapy significantly* reduces impulsive behavior in students. Rahayu et al. (2023) found that weak *self-control* correlated with a high tendency for *impulsive buying* in adolescents. Rodiana (2021) reported that technical training in *self-control* within the framework of guidance and counseling reduces students' reactive actions, both in the digital realm and in real life. Meanwhile, a large-scale study by Duckworth et al. (2021) confirmed that the capacity for *self-control* is a stronger predictor of discipline than intelligence quotient (IQ). These findings consistently demonstrate that self-control functions as an effective cognitive "brake" on adolescent impulsive behavior.

Although self-control and impulsive behavior have been studied separately, no research has been found that specifically tests the effects of group counseling services with the Technique. *Self-Control* in the population of entrepreneurship-based vocational school students, who are required to face a double burden in the form of cognitive academic tasks and vocational practice daily. This research aims to fill the gap (*research gap*) mentioned. Based on this description, the formulation of the research problem is whether group counseling services with group counseling techniques *self-control* has a significant effect on reducing impulsive behavior in students at Al-Wasath Sesaot Entrepreneur Vocational School, West Lombok Regency. The purpose of this study was to empirically test the significance of the influence of group counseling services with the technique of *self-control* in reducing impulsive behavior in these students.

2. RESEARCH METHOD

This research uses a quantitative experimental approach with a design *pre-experimental* shaped *One-Group Pretest-Posttest Design* (Sugiyono, 2020). A group of subjects who had been selected because they had high impulsive behavior scores was given initial measurements (*pretest*), then given treatment (intervention) in the form of Group Counseling Services with *Self-Control Techniques*, and then re-measured through a final test (*posttest*). The magnitude of the effect of the treatment is known by comparing the difference in scores between O_1 (*pretest*) and O_2 (*posttest*).

The research population was all 43 students of Al-Wasath Sesaot Entrepreneur Vocational School. The sample was determined using the technique of *purposive sampling*: researchers distributed questionnaires *screening* impulsive behavior to students in grades X and XI, then selected students with the highest impulsivity category scores. Referring to the effectiveness standards of group counseling services that require an ideal group size of 8–10 people (Corey, 2023), this study designated 9 students as experimental subjects (5 students in grade X and 4 students in grade XI), as presented in Table 1.

Table 1. Research Sample

Class	Gender		Amount
	L	P	
X	3	2	5
XI	1	3	4
Total number			**9**

Primary data were collected using a Likert-scale closed psychological questionnaire consisting of 13 valid statements, with a weighting of Very Appropriate (SS) = 4, Appropriate (S) = 3, Not Appropriate (TS) = 2, and Very Not Appropriate (STS) = 1 for statements *favorable*, and reversed (*reverse scoring*) for the statements *unfavorable*. The total scores are categorized into three classes, as presented in Table 2.

Table 2. Categorization of Impulsive Behavior Levels

Score	Category	Follow-up Information
40-52	High	Meets the main sample criteria
26-39	Currently	Meets the sample criteria (taken based on the top-ranking order if the High category is not met)
13-25	Low	Does not meet sample criteria

Secondary data were collected through preliminary observations, semi-structured interviews with Guidance and Counseling teachers, and activity documentation. The intervention was delivered in six meeting sessions covering the formation stage, *self-monitoring*, self-evaluation, action training, self-reinforcement, and the final stage/posttest, which was held in May–June 2026 at Al-Wasath Sesaot Entrepreneur Vocational School.

Before use, the instrument was tested for validity (Pearson Product Moment) and reliability (Alpha Cronbach > 0.60) (Azwar, 2022). Data from the *pretest* and *posttest were* then analyzed using the p*aired-sample t-test* with the help of SPSS to test the research hypothesis (Sugiyono, 2020). Decision-making criteria: if the significance value (*p-value*) < 0.05 accompanied by a decrease in the average score *posttest* compared to *pretest*, then H_0 is rejected and H_a is accepted (Sidiq & Choiri, 2019).

3. RESULTS AND DISCUSSION

3.1. Research Results

The results of the field data recapitulation showed that no students were found in the "High" impulsivity category, so nine research subjects were assigned to the "Medium" category based on the order of the highest scores of *pretests* and *posttest.* The nine subjects are presented in Table 3.

Table 3. Working Table for Paired Sample t-Test Calculation

No.	Subject	Pre-test score (X1)	Skor post-test (X2)	D = (X1 - X2)	D2
1	S-1	29	32	-3	9
2	S-2	32	29	3	9
3	S-3	34	25	9	81

4	S-4	30	25	5	25
5	S-5	36	30	6	36
6	S-6	29	22	7	49
7	S-7	33	32	1	1
8	S-8	31	27	4	16
9	S-9	32	26	6	36
Amount (Σ)				**ΣD = 38**	**ΣD 2 = 262**

The data in Table 3 shows a decrease in impulsive behavior scores in eight of the nine subjects, with a total of $\Sigma D = 38$ and $\Sigma D^2 = 262$. One anomaly was found in Subject 1 (S-1), who actually experienced an increase in score from 29 to 32. This anomaly is thought to have occurred because S-1 has more complex emotional regulation barriers, so the six-session intervention duration was not enough to completely overhaul his "cognitive brakes"; another possibility is an increase in self-awareness (*self-awareness*) post-intervention, which made S-1 assess himself more honestly and critically when filling out the questionnaire *posttest*.

Based on the formula *Paired Sample t-Test*, obtained $\bar{D} = \Sigma D/N = 38/9 = 4.222$ and $SD = \sqrt{[(\Sigma D^2 - (\Sigma D)^2/N)/(N-1)]} = \sqrt{[(262 - 160.444)/8]} = 3.563$, so the t-count value $= \bar{D}/(SD/\sqrt{N}) = 4.222/(3.563/3) = 3.555$. This value is consistent with the results of SPSS processing summarized in Table 4.

Table 4. Summary of Paired Sample t-Test Results

N	$\bar{D}$ (Mean Diff.)	t-count	t-table (db=8, α=0,05)	Information
9	4,222	3,555	2,306	H0 Rejected

The calculated t-value of 3.555 is greater than the t-table value of 2.306 at db = 8 and $\alpha = 0.05$, with a significance value of $p = 0.007 < 0.05$. The average score on the *pretest* decreased from 31.78 to 27.56 in the *posttest*. Thus, H_0 is rejected, and H_a is accepted, which proves that group counseling services with the technique of *self-control* have a significant effect on reducing impulsive behavior of students at Al-Wasath Sesaot Entrepreneur Vocational School.

3.2. Discussion

This decrease in scores proves that the *self-control technique,* which is implemented through three main components —*self-monitoring, self-evaluation,* and *self-reinforcement*— can train students to recognize their emotional triggers, reflect on the harms of impulsive actions, and independently commit to behavioral change (Komalasari et al., 2021). This repeated practice process in each session gradually strengthens students' self-control capacity, in line with Baumeister's (2019) statement that *self-control* is a competency that can be improved through structured interventions. The effectiveness of this service is also inseparable from the role of group dynamics as a therapeutic medium; the atmosphere of *peer support* among the nine subjects created a sense of security to share experiences, so that the internalization

of self-control values took place more quickly and meaningfully (Corey, 2023; Latipun, 2023).

This finding aligns with the research of Aryani (2019), who demonstrated that group counseling-based interventions significantly reduced impulsive behavior in students. This finding is further supported by Azizah and Hendriani (2023), who found that emotional regulation strategies were consistently effective in managing adolescent emotional reactivity. Therefore, this study confirms that group counseling services using group counseling techniques and *self-control* are an intervention that is right on target and can be used as a practical reference for Guidance and Counseling teachers, especially in vocational school environments (Susanto, 2020).

Reflective data from the termination session reinforced these quantitative findings. Eight of the nine subjects expressed positive responses and self-acceptance; some admitted to having recently become aware of their tendency to get emotional and were now better able to "control" this habit, while others reported a reduction in emotional outbursts after being trained to express their feelings more calmly. In contrast, S-1—the only subject without a drop in scores—honestly admitted to still having difficulty controlling her emotions upon returning to class and felt it would take longer to improve. This congruence between the quantitative data and qualitative reflections strengthens the objectivity of the study's findings and suggests that students with more complex emotional challenges, such as S-1, require follow-up and more intensive individual counseling.

4. CONCLUSION

Based on the results of data analysis and hypothesis testing, it can be concluded that there is a significant influence of group counseling services with techniques of *self-control* on reducing impulsive behavior in grades X and XI students at Al-Wasath Sesaot Entrepreneur Vocational School. This was proven through a test *Paired Sample t-Test* which shows a t-count value of 3.555 > t-table 2.306 with a significance of $p = 0.007 < 0.05$, as well as a decrease in the average impulsive behavior score from 31.78 (*pretest*) to 27.56 (*posttest*). This decrease occurred due to the technique *self-control*— through stages *self-monitoring, self-evaluation,* and *self-reinforcement*— which trains students to create a rational pause before responding to emotional triggers (Baumeister, 2019), while group counseling provides a safe therapeutic climate and accelerates the process of students accepting a commitment to behavior change (Corey, 2023).

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