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## **Effectiveness of Group Guidance with the Application of Positive Reinforcement Techniques to Improve Learning Independence at PPA Ibnu Katsir 2 Jember**

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### **Abstract**

**Effectiveness of Group Guidance with the Application of Positive Reinforcement Techniques to Improve Learning Independence at PPA Ibnu Katsir 2 Jember.** The purpose of this study was to assess the effectiveness of group guidance using the positive reinforcement method to foster learning independence at the Ibn Katsir 2 Islamic Boarding School in Jember. Learning independence is an important factor in determining learning success. The problem of learning independence, if ignored, will negatively impact achievement. Positive reinforcement techniques are techniques to increase desired behavior by providing pleasant consequences after the behavior is carried out. The purpose of positive reinforcement is to strengthen the behavior so that the behavior is likely to be repeated in the future. This study was a quantitative study with a pre-experimental design type of one group pretest-posttest. The sample for this study was taken using a purposive sampling technique with a total of 48 respondents. After testing, 6 subjects were obtained. Data analysis used the paired t-test Wilcoxon test. The results concluded that there were significant changes in students' learning independence before and after being given treatment. In conclusion, the positive reinforcement technique is effective in increasing learning independence at the Ibn Katsir 2 Islamic Boarding School in Jember. Therefore, this technique can be used further, both in terms

of methodology and implementation because this technique is relevant to the culture and values of the Islamic boarding school.

**Keywords:** Group Guidance; Positive Reinforcement; Independent Learning

## A. Introduction

Learning is crucial for humans, without the concept of learning a person will not be able to live. According to Suryono and Hariyanto in (Septiani et al., 2019). There are several factors that influence learning outcomes, including internal factors, external factors, and instrumental factors. Internal factors are factors that originate from the students themselves, including students' learning interests and motivations, whether originating from the student themselves or influenced by factors from their environment (Bramantha, 2019).

Education is basically a form of guidance and activity that aims to help individuals achieve better progress in achieving their desired goals. (Ilmaknun & Ulfah, 2023) Education can occur anywhere and at any time, in both formal and informal contexts. Formal educational institutions are considered the primary source of knowledge, so children absorb more information from their teachers at Islamic boarding schools (pesantren). Furthermore, parents often entrust their children's education entirely to Islamic boarding schools, resulting in children becoming less proactive and less aware and independent in seeking additional knowledge.

Learning independence is a characteristic that every student must possess because it is the ability to do things on one's own without relying on others. Learning independence is a process that occurs during learning, influenced by students' thoughts, feelings, strategies used, and attitudes that lead to the achievement of learning goals (Febriyanti & Imami, 2021). Learning independence can also be interpreted as the ability of a student to strive to be independent in exploring learning information other than the learning resources provided by the

teacher (Nuritha & Tsurayya, 2021). Besides that, Bahri (2013), Independent learning is a learning activity carried out by students without relying on the help of other people, either friends or teachers, in achieving learning goals, namely mastering material and knowledge well with their own awareness and students can apply their knowledge in solving problems in everyday life.

Students who demonstrate learning independence typically demonstrate better learning abilities, are adept at monitoring, assessing, and organizing their educational process, utilize time efficiently, and are able to direct and direct their own actions, thereby reducing dependence on others. This demonstrates that by fostering learning independence, students are considered capable of improving their learning outcomes because they are deemed to have independently understood the subject matter (Fithriyah et al., 2021). Based on observations at the Ibnu Katsir Islamic Boarding School in Jember, many factors indicate a lack of independent learning, including declining academic achievement, student irresponsibility, and dependence on others for decision-making and assignment completion. Therefore, improving independent learning is crucial, as it is hoped that students will develop and improve the quality of their learning outcomes.

The issue of independent learning is a significant issue. If left unaddressed, this issue will negatively impact students' academic performance. Therefore, to facilitate an effective and smooth teaching and learning process, one approach is to improve students' independent learning. Independent learning can be enhanced using guidance and counseling methods or techniques. This is in line with the opinion that realizing optimal student independent learning requires guidance and counseling services tasked with providing effective guidance to understand students' behavior, background, development, environment, and direction in the development process to guide better student behavior (Tarumasely, 2024). Like research Muhammad Amin (2023), by title *The effect of providing reinforcement on the learning independence of fourth-grade students at SDN INPRES Kurusumange, Tanralili District, Maros Regency*. The results show that Positive Reinforcement Techniques can improve the learning independence of fourth-grade

students at SDN INPRES Kurusumange, Tanralili District, Maros Regency. Also, research(Septiani et al., 2019)with the title Individual counseling with positive reinforcement techniques in increasing learning independence of children at the Fathurrahman Al-Barakah Palembang orphanage. The results showed that individual counseling with positive reinforcement techniques can increase learning independence of children at the Fathurrahman Al-Barakah Palembang orphanage.In this way, the use of positive reinforcement techniques can help increase learning independence.

Positive reinforcement techniques can reduce low learning independence by offering rewards as incentives, thereby increasing students' enthusiasm for developing learning independence in the Islamic boarding school environment. This is in line with (Maftuhah & Noviekayati, 2020). Positive reinforcement is providing a pleasant consequence when a desired behavior occurs with the goal of consistently repeating the behavior (Yanti et al., 2023). Positive reinforcement is a process of forming behavior that is carried out by providing pleasant reinforcement and immediately after the expected behavior appears with the aim that the desired behavior will be repeated and persist in the future. This technique is considered effective because students will be interested in making behavioral changes with pleasant feelings. Positive reinforcement is a positive action of the teacher both in verbal and nonverbal forms given to students who have good behavior and are good at learning, so that by providing this reinforcement it can become their own motivation to maintain or improve these good things (Maya Mardillah, Darmiany, 2021). This technique is provided through group guidance to help students overcome their problems. According to Winkel, (In Edmawati, 2021) One of the benefits of group services is that members find it easier to discuss the issues they're experiencing. The resulting group dynamics are expected to provide opportunities for counselors to discuss and exchange ideas about the issues they face. Furthermore, group members can inspire one another to overcome the challenges they face.

The context of Islamic boarding schools, which have a different educational approach to public schools, requires special strategies in guidance and counseling services (Rahmah et al., 2024). Therefore, the researcher wants to make an important contribution by examining the effectiveness of positive reinforcement techniques in the unique context of Islamic boarding schools and filling the gap in the literature regarding group guidance interventions that focus on developing empathy in Islamic education.

Based on the explanation above, the low level of learning independence among Islamic boarding school students is something that must be addressed. Because according to Yasdar & Mulyadi (2018), Students are said to have learning independence if they are able to carry out learning tasks without relying on others. With positive reinforcement techniques, it is hoped that each individual will be able to control themselves to study seriously, thereby increasing learning independence in Islamic studies. Therefore, the researcher conducted a study entitled "The Effectiveness of Group Guidance with Positive Reinforcement Techniques to Increase Learning Independence at Ibnu Katsir 2 Islamic Boarding School, Jember". In general, this study aims to determine the effectiveness of positive reinforcement techniques to increase learning independence at Ibnu Katsir Islamic Boarding School, Jember. While specifically, the aim is to determine the problems faced by students in learning independence.

## **B. Method**

The study used a quantitative pre-experimental design methodology. With a one-group pretest-posttest research design, the pretest was conducted before treatment was administered using the Positive Reinforcement technique. This allows for more accurate results, as the post-test results can be compared with the pre-treatment situation. The results of both tests can be compared to determine whether the treatment is effective in improving learning independence. The following illustrates the one-group pretest-posttest design:

Figure 1

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| Research design |           |           |
|-----------------|-----------|-----------|
| Pretest         | Treatment | Posttest  |
| <b>01</b>       | <b>X</b>  | <b>02</b> |

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Information:

- 01 = pre-test administration  
 X = treatment using positive reinforcement techniques  
 02 = post-test administration

The population of this study was 43 students from the 2021, 2022, and 2023 intakes of Ibnu Katsir 2 Islamic Boarding School, Jember. The population selection used a learning independence scale instrument, which was created based on learning independence indicators. The results obtained data on students from the 2023 intake who experienced low levels of learning independence. A sample of 8 students was then drawn using a purposive sampling technique. Sampling technique by providing self-assessment of the sample among the selected population (Asari Andi, 2023). In this case, there is a consideration because students who generally have low discipline are final year students.

Steps for implementing positive reinforcement techniques: (1) initial assessment, (2) making an agreement, (3) carrying out activities, (4) evaluation, (5) giving rewards. The first step is the initial assessment. During the initial session, the researcher schedules an appointment in advance for identification purposes. During this session, the researcher conducts interviews and observations. The initial meeting is very important for researchers because it allows them to build a positive relationship with the client. This must be done because it will grow the client's trust and comfort, which significantly affects subsequent sessions. During this initial meeting, the client appeared comfortable and calm in the presence of the researcher. The client greeted the researcher in a friendly manner, acknowledging that the researcher conveyed the purpose of

conducting research for his final college assignment. In this stage, the researcher also explained the importance of independent learning. In this first stage, the researcher identified the source of the students' behavior: some felt their parents hadn't cared for them since childhood, having been raised by their grandmother. Some felt bored with their daily routines. Some had problems with friends. Some didn't know the cause.

The next step is to create an agreement. In this meeting, the researcher explained the impacts of independent learning and also reached an agreement with the client. The researcher identified targets to be improved, specifically regarding student autonomy in learning. The following is the agreement reached between the researcher and the client.

Table 7

Researcher and client agreement

| No | Client Tasks  | Reward           |
|----|---|------------------|
| 1  | Clients can do assignments from teachers  | Praise           |
| 2  | the client came on time   | Praise           |
| 3  | The client prepares writing equipment and books according to the lesson schedule at home                | Praise           |
| 4  | The client tries to ask the teacher about lesson material that he doesn't understand.                   | Praise           |
| 5  | client collects assignments on time   | Gifts and praise |
| 6  | clients in class pay attention to the teacher's explanation   | Praise           |
| 7  | The client is trying to study for tomorrow's exam.  | Present          |
| 8  | clients prepare for class before class starts   | Praise           |
| 9  | clients can memorize the verses of interpretation studied during 1 semester                             | Gifts and praise |
| 10 | The client tried to fill in the exam sheet with his own answers without discussing it with his friends. | Gifts and praise |

After completing the agreement, the researcher also ensured a reward that met the client's preferences. The client was initially pleased but harbored doubts

about her ability to complete the work. The researcher continued to motivate and assist the client in her efforts. The researcher explained that the agreement did not stipulate any penalties. In addition to creating the agreement, the researcher consistently allocated time for collaborative work and also provided short periods of relaxation. The researcher consistently observed each face-to-face meeting to enhance the completeness of the data.

The next stage is the activity process, where the client completes the agreed tasks. At the first meeting, the client reported that they had arrived on time, brought stationery and books according to the class schedule, listened to the teacher's explanations, and completed their assignments on time. The researcher then provided rewards as agreed. The researcher provided rewards in the form of smiles and motivational words such as "You're great, you've done your assignment with your hard work" or "You're great, you've submitted your assignment on time." At the next meeting, the client studied with his friends to prepare for the midterm exam. The client memorized some of the material and enthusiastically understood it. The client shared their memorization fluently and forgot some vocabulary words. During the exam, the client completed it alone without discussing it with his friends. The client also shared that his exam score this year had improved, leading to an increase in his scholarship. The researcher then provided rewards as agreed.

The next stage is evaluation. Evaluation is conducted throughout the activity process, from the initial assessment to the activity process. In the initial assessment, clients felt they were experiencing learning independence issues and identified the causes. In the first assessment, the researcher also explained the importance of learning independence. Some clients already knew about the importance of learning independence, while others were new to it. Evaluation at the agreement-making stage revealed that clients agreed with the agreement made by the researcher and understood the impact of learning independence. Then, in the first activity stage, clients successfully completed several agreements made together. Client KIH arrived on time, brought stationery, and also completed the

assignments independently. Client IH arrived on time, brought stationery, completed the assignments independently, although still experiencing difficulties, and also submitted the assignments on time. Client M successfully listened to the teacher's explanation of the material well, without feeling sleepy and also asked questions if there was an explanation that was not understood. Clients NI, SK, and Z also successfully memorized verses of interpretation, arrived on time, and brought stationery and books according to the day's lesson, completed the assignments independently and listened to the teacher's explanations. In the next activity stage, all clients studied to prepare for the exam. They exchanged opinions, asked questions, and responded to each other's questions. They studied together with friends who understood the material being tested. They encouraged each other. They worked on the exam questions without discussing them with other friends. And the results of this semester's exams resulted in them getting good grades, which increased their scholarships. At the end of the meeting, the researcher always gave a post-test. Post-tests were administered four times, from the initial assessment to the activity stage.

The questionnaire measurement uses a Likert scale. The Likert scale can be used to examine the morals of an individual or group. According to Mawardi in (Pradana & Mawardi, 2021) mentions the steps used to construct a Likert scale, including: 1) compiling statements of attitude objects; 2) conducting a trial of the instrument; 3) determining the score for each statement; 4) conducting item analysis to determine the validity of the instrument. The questionnaire uses positive statements, and the alternative answers are scored as follows:

Table 1

| <b>Linkert Scale Score</b>   |              |
|------------------------------|--------------|
| <b>Positive Statement</b>    | <b>Score</b> |
| Very Suitable                | 1            |
| In accordance                | 2            |
| Neutral                      | 3            |
| It is not in accordance with | 4            |

|                       |   |
|-----------------------|---|
| Totally Inappropriate | 5 |
|-----------------------|---|

Data collection techniques used questionnaires, observation, and documentation. The questionnaire contained a set of questions/statements given to research subjects to determine the students' learning independence. The first data collection technique used a questionnaire distributed to students at the beginning of the activity (pre-test) and at the end of the activity (post-test). The questionnaire was given to research subjects before and after the action to determine the comparative score of learning independence.

The instrument validity test was conducted by validating it with a guidance and counseling lecturer and administering the questionnaire to 50 respondents. To facilitate the researcher in testing the instrument's validity, the researcher used the SPSS for Windows version 25.0 program with the Pearson product-moment correlation formula. A statement item was declared valid if the calculated  $r$  value  $>$   $r$  table. The validity test results showed 40 valid items. The validation test results are described in the table below:

Table 2  
Instrument validity test results

| Item No. | $r$ Table | $r$ Count | Information |
|----------|-----------|-----------|-------------|
| Item 1   | 0.279     | 351       | VALID       |
| Item 2   | 0.279     | 429       | VALID       |
| Item 3   | 0.279     | 401       | VALID       |
| Item 4   | 0.279     | 463       | VALID       |
| Item 5   | 0.279     | 375       | VALID       |
| Item 6   | 0.279     | 482       | VALID       |
| Item 7   | 0.279     | 378       | VALID       |
| Item 8   | 0.279     | 068       | INVALID     |
| Item 9   | 0.279     | 328       | VALID       |

|         |       |     |         |
|---------|-------|-----|---------|
| Item 10 | 0.279 | 431 | VALID   |
| Item 11 | 0.279 | 515 | VALID   |
| Item 12 | 0.279 | 354 | VALID   |
| Item 13 | 0.279 | 013 | INVALID |
| Item 14 | 0.279 | 417 | VALID   |
| Item 15 | 0.279 | 355 | VALID   |
| Item 16 | 0.279 | 359 | VALID   |
| Item 17 | 0.279 | 457 | VALID   |
| Item 18 | 0.279 | 341 | VALID   |
| Item 19 | 0.279 | 354 | VALID   |
| Item 20 | 0.279 | 372 | VALID   |
| Item 21 | 0.279 | 477 | VALID   |
| Item 22 | 0.279 | 354 | VALID   |
| Item 23 | 0.279 | 356 | VALID   |
| Item 24 | 0.279 | 501 | VALID   |
| Item 25 | 0.279 | 459 | VALID   |
| Item 26 | 0.279 | 454 | VALID   |
| Item 27 | 0.279 | 337 | VALID   |
| Item 28 | 0.279 | 372 | VALID   |
| Item 29 | 0.279 | 389 | VALID   |
| Item 30 | 0.279 | 338 | VALID   |
| Item 31 | 0.279 | 327 | VALID   |
| Item 32 | 0.279 | 413 | VALID   |
| Item 33 | 0.279 | 340 | VALID   |
| Item 34 | 0.279 | 430 | VALID   |
| Item 35 | 0.279 | 529 | VALID   |
| Item 36 | 0.279 | 429 | VALID   |
| Item 37 | 0.279 | 377 | VALID   |
| Item 38 | 0.279 | 344 | VALID   |
| Item 39 | 0.279 | 430 | VALID   |
| Item 40 | 0.279 | 523 | VALID   |
| Item 41 | 0.279 | 374 | VALID   |
| Item 42 | 0.279 | 410 | VALID   |

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|         |       |     |         |
|---------|-------|-----|---------|
| Item 43 | 0.279 | 019 | INVALID |
|---------|-------|-----|---------|

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The instrument's reliability was tested using reliability analysis using SPSS for Windows version 25.0 to determine the Cronbach's Alpha coefficient. The results of the reliability test on the learning independence scale showed a Cronbach's Alpha value of 0.854. This means the learning independence scale used is reliable, meaning the learning independence scale instrument can be trusted.

Table 3

## Hasil uji reliabilitas

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .854                   | 40         |

Data analysis in this study used the Wilcoxon test with SPSS for Windows version 25.0. The Wilcoxon test was used to test the significance of differences in the level of student learning independence before and after the implementation of group guidance.(Hasan, 2024). The Wilxon test guidelines are as follows:

If the sig. value (2-tailed) < 0.025 then there is a significant difference (hypothesis accepted)

If the sig. value (2-tailed) > 0.025 then there is no significant difference in the results. (hypothesis rejected)

### C. Discussion

This research was conducted at the Ibnu Katsir 2 Islamic Boarding School in Jember during the 2022/2023 academic year. Prior to the treatment, the researcher distributed 45 questionnaires to 45 students in the population to determine which year cohorts had low learning independence. The researcher then conducted a survey to determine students' learning independence scores, categorized as low, medium, and high. Based on(Diana et al., 2020)Indicators of learning independence are: a) independence from others, b) having self-

confidence, c) behaving in a disciplined manner, d) having a sense of responsibility, e) behaving based on one's own initiative, f) exercising self-control. The following are scores from the survey data based on the following indicators:

Table 4  
Results of the independent learning survey

| No. | Name | Score Value | Category      |
|-----|------|-------------|---------------|
| 1   | A    | 135         | Tall          |
| 2   | FIRE | 116         | Currentl<br>y |
| 3   | DF   | 126         | Currentl<br>y |
| 4   | GG   | 110         | Currentl<br>y |
| 5   | KIH  | 94          | Low           |
| 6   | IH   | 75          | Low           |
| 7   | K    | 132         | Tall          |
| 8   | LJN  | 133         | Tall          |
| 9   | M    | 97          | Low           |
| 10  | MK   | 139         | Tall          |
| 11  | NS   | 132         | Tall          |
| 12  | NI   | 70          | Low           |
| 13  | RN   | 135         | Tall          |
| 14  | S    | 97          | Low           |
| 15  | SK   | 95          | Low           |
| 16  | Y    | 83          | Low           |
| 17  | Z    | 72          | Low           |

Table 5  
Criteria for independent learning

| Score range | Category  |
|-------------|-----------|
| 133-165     | Tall      |
| 100-132     | Currently |

|       |     |
|-------|-----|
| 67-99 | Low |
|-------|-----|

The table above shows that 17 students experienced varying levels of learning independence. Six students were in the low category, four in the medium category, and seven in the high category. Therefore, the researcher implemented group guidance services using the Positive Reinforcement technique for the six students who demonstrated low learning independence. The six students with low scores were given treatment using the positive reinforcement technique, with post-tests administered at the end of the treatment to determine the development of the students' learning independence.

Table 6  
Results of pre-test data on independent learning

| No             | Name | Score Value | Category  |
|----------------|------|-------------|-----------|
| 1              | KIH  | 112         | currently |
| 2              | IH   | 90          | low       |
| 3              | M    | 120         | currently |
| 4              | NI   | 95          | low       |
| 5              | SK   | 96          | currently |
| 6              | Z    | 89          | low       |
| <b>Average</b> |      | <b>100</b>  |           |

Post-test results showed that the six students in the sample experienced increased learning independence after undergoing treatment with positive reinforcement techniques. The difference between the pre-test and post-test can be seen in the table below:

Table 7  
Pre-test and post-test results

| No | Name | Pre-test | Treatment   |              |               |              |
|----|------|----------|-------------|--------------|---------------|--------------|
|    |      |          | Post-test I | Post-test II | Post-test III | Post-test IV |
| 1  | KIH  | 112      | 133         | 135          | 137           | 138          |
| 2  | IH   | 90       | 129         | 131          | 133           | 135          |
| 3  | M    | 117      | 132         | 135          | 137           | 139          |

|   |                |            |            |            |            |            |
|---|----------------|------------|------------|------------|------------|------------|
| 4 | NI             | 95         | 130        | 133        | 135        | 137        |
| 5 | SK             | 96         | 124        | 126        | 130        | 133        |
| 6 | Z              | 89         | 125        | 129        | 134        | 136        |
|   | <b>average</b> | <b>100</b> | <b>125</b> | <b>129</b> | <b>132</b> | <b>135</b> |

Based on the table, it was found that the learning independence scores of 6 students increased. Students who initially had low learning independence were then given treatment four times, and it was seen that the client's scores increased from post-test I to post-test IV. The average for the pre-test was 99.8, the average for the post-test was 112.3, post-test II, 116.1, post-test III 125.5, and post-test IV 135.8.

Figure 1

Graph of the difference between pre-test and post-test results

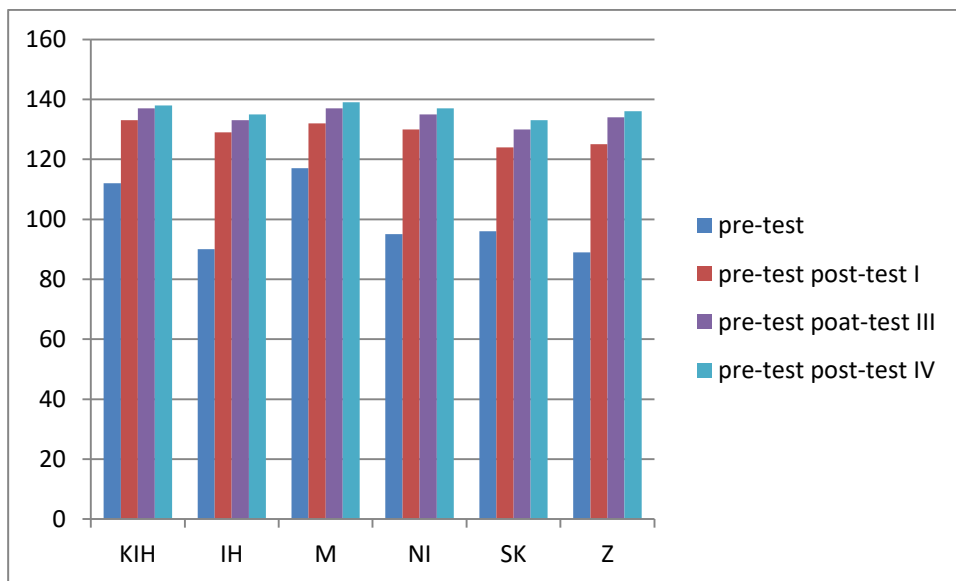


Table 8

Wicoxon test

|                    |                | N              | Mean Rank | Sum of Ranks |
|--------------------|----------------|----------------|-----------|--------------|
| posttest - pretest | Negative Ranks | 0 <sup>a</sup> | .00       | .00          |
|                    | Positive Ranks | 6 <sup>b</sup> | 3.50      | 21.00        |
|                    | Ties           | 0 <sup>c</sup> |           |              |
|                    | Total          | 6              |           |              |

a. posttest < pretest

b. posttest > pretest

c. posttest = pretest

In the ranking test results, the Wilcoxon test showed a positive rank value of 6, indicating that six students experienced an increase in learning independence. The average was 3.50, while the total rank was 21.0. The negative rank value was 0, indicating no decrease in learning independence.

Table 9  
Hypothesis test results

|                        |                       |
|------------------------|-----------------------|
|                        | posttest -<br>pretest |
| Z                      | -2.201 <sup>b</sup>   |
| Asymp. Sig. (2-tailed) | .028                  |

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the Wilcoxon test, the Z value is -2.201 with a symptotic significance for the two-way test of 0.028. From the test results above, the Asym, Sig. (2-tailed) value is 0.028 <0.05, so it can be concluded that Ha is accepted, which means the hypothesis in this study is accepted because there is an increase in learning independence at the Ibn Katsir 2 Jember Islamic Boarding School after group guidance with positive reinforcement techniques is carried out.

The findings of this study indicate the effectiveness of group guidance with positive reinforcement techniques to increase learning independence at Ibn Katsir 2 Islamic Boarding School in Jember. This study is similar to previous research by(Satriani DH, Muhammad Amin, 2023)which shows that positive reinforcement techniques have a significant influence on providing reinforcement for the learning independence of students at SDN 117 Inpres Kurusumange. Other relevant research by(Dialectics, Gading, and Suarni 2023)also supports these findings which show that behavioral counseling with positive reinforcement techniques and modeling techniques can increase the independence of early childhood.

#### **D. Conclusion**

Based on the discussion of the results of the analysis of research data at the Ibn Katsir 2 Islamic boarding school, the application of positive reinforcement techniques carried out in group guidance is effective in fostering learning independence. Proven from the results of the pre-test, students had an average of 99.8 and after being given four treatments with positive reinforcement techniques, there was a significant increase of 136.3. In addition, it was also seen from the results of the Wilcoxon test which was proven by the Asym. Sig (2-tailed) value  $<0.05$ , namely 0.028, meaning  $H_a$  was accepted. The conclusion is that positive reinforcement techniques are effective in increasing learning independence at the Ibn Katsir 2 Islamic boarding school in Jember.

The results of this study are useful for further research in order to expand and research subjects for further research. For BK teachers or counselors, it is hoped that it can provide insight to improve guidance and counseling services and can make a positive contribution in increasing learning independence. For students, it is hoped that they can maintain the attitudes that have been formed after the action. While the limitation of this study is the sample used, namely only students of Ibn Katsir 2 Islamic Boarding School, Jember. Therefore, it is necessary to generalize the results of this study to a broader context, such as other Islamic boarding schools or other educational institutions. In addition, external factors also influence student learning independence including the family environment, school, community, and the availability of learning facilities and infrastructure.

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