



EFFECTIVENESS OF GROUP WORK USING POSITIVE REINFORCEMENT TO REDUCE OFF-TASK BEHAVIOR IN GRADE XI STUDENTS

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Abstrak

Penelitian dimaksudkan guna mengetahui efektivitas dari teknik *reinforcement positive* menurunkan kebiasaan *off task* siswa, problematika ini menjadi sebuah kendala dalam pelaksanaan pembelajaran disekolah. Off task ialah kebiasaan yang keluar dari aktivitas kegiatan belajar dikelas seperti berbicara dengan teman, tidur, mengganggu teman, melamun dan lain sebagainya, tentunya perilaku ini dapat merugikan individual maupun kelompok, , yaitu dapat mengganggu proses pembelajaran di kelas berupa menurunnya fokus dan minat siswa dalam belajar sehingga menyebabkan nilai dan prestasi akademik menurun dan tidak sesuai dengan target dan tujuan pendidikan. Dalam penelitian ini metode yang digunakan adalah *kuantitatif pre-eksperimental desain*, dengan desain penelitian *one-group pretest-posttest desain*. Dalam desain penelitian ini akan dilakukan *pre-test* sebelum diberikan perlakuan dengan teknik *reinforcement* positif, agar hasil perlakuan dapat diketahui lebih akurat karena hasil *post-test* dapat dibandingkan dengan keadaan sebelum diberikannya perlakuan

Kata Kunci: *off task*, teknik *reinforcement* positif, siswa

Abstract

The purpose of this study is to determine the effectiveness of the positive reinforcement technique in overcoming students' off-task behavior, off-task problems become an obstacle in the implementation of learning in schools. Student off-task behavior is behavior that comes out of learning activities in the classroom such as talking to friends, sleeping, disturbing friends, daydreaming and so on, of course this behavior can be detrimental to individuals and groups, namely it can interfere with the learning process in the classroom in the form of decreased focus and interest of students in learning so that it causes academic grades and achievements to decrease and are not in accordance with educational targets and goals. In this study, the method used is quantitative pre-experimental design, with a one-group pretest-posttest design research design. In the design of this study, a pre-test will be carried out before being treated with a positive reinforcement technique, so that the results of the treatment can be known more accurately because the results of the post-test can be compared with the state before the treatment was given.

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Keywords: off task, positive reinforcement technique, student

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INTRODUCTION

Education is a fundamental need that must be fulfilled by every individual. Through education, a person can acquire and develop skills, knowledge, and attitudes. Education is an effort carried out to accompany the development of each individual, especially in terms of changes in skills and behavior (Kezia et al., 2021). It is explained in the Law on the National Education System No. 20 of 2003 that education is “a conscious and planned effort to create a learning environment and learning process in which students actively develop their potential so that they possess spiritual religious strength, self-control, personality, intelligence, noble character, and the skills required for themselves and society” (Desi Pristiwanti, 2022). With the existence of education, its objectives are certainly aligned with what is stated in the National Education System Law No. 20 of 2003. The implementation of learning in schools must be directed and systematic, because schools can serve as a place for every individual to develop their full potential. However, in reality, the learning process does not always run smoothly without obstacles; various problems are often encountered. One of the common problems found in the classroom is the occurrence of off-task behavior, which refers to students’ activities that deviate from or are not aligned with the learning process, thereby affecting the quality of learning being conducted. Baaker in (Ardila, 2021) states that off-task behavior is an undesired behavior in which students detach themselves entirely from the learning process and engage in activities unrelated to the learning itself (Amaliyah et al., 2023).

Sparzo in (Shofuhah, 2016) states that off-task behavior appears in several variations of labels, such as lack of attention, leaving one’s seat, talking without permission, not completing assignments, lack of learning motivation, being unprepared for classroom activities, and disturbing classmates (Marianti, 2024). According to Shapiro, several forms of off-task behavior include: (1) off-task motoric behavior (body movement), (2) off-task verbal behavior (the use of inappropriate words or sentences), and (3) off-task passive behavior (Ilmi, 2024).

In reality, off-task behavior occurs at almost all levels of education, as is the case in Al Ghozali Integrated Islamic Senior High School Jember. Based on observations conducted on August 9, 2024, several students demonstrated off-task behavior. To further identify the percentage of off-task behavior Al Ghozali Integrated Islamic Senior High School Jember, the researcher distributed a pre-research questionnaire to all students. The results showed that 63.4% of eleventh-grade students exhibited off-task behavior. The behaviors observed in class included sleeping during the teacher’s explanation, chatting with classmates, daydreaming, speaking disrespectfully to the teacher, and paying attention to matters unrelated to the lesson. Off-task behavior is certainly not limited to Al Ghozali Integrated Islamic Senior High School Jember. Previous studies also demonstrate the presence of off-task behavior in learning across various educational levels. For instance, Barru 1 Public Vocational High School reported an off-task behavior percentage of

61.4% (Mariant, 2024), and off-task behavior was also found in Bukittinggi 5 Public Junior High School, particularly among seventh-grade students (Putri, 2023).

In reality, off-task behavior occurs at almost all levels of education, as is also the case Al Ghozali Integrated Islamic Senior High School Jember. Based on observations conducted on August 9, 2024, several students demonstrated off-task behavior. To further verify the percentage of off-task behavior Al Ghozali Integrated Islamic Senior High School Jember, the researcher distributed a pre-research questionnaire to all students.

If left unaddressed, the habit of off-task behavior has the potential to negatively impact the continuity of the learning process. Therefore, the researcher is interested in helping to reduce off-task behavior Al Ghozali Integrated Islamic Senior High School Jember through group guidance using positive reinforcement techniques. This technique was chosen because it focuses more on behavior modification, particularly in reducing students' off-task behavior during the learning process. The researcher selected group guidance not only because it allows the involvement of a larger number of participants, but also because it enables more detailed information and understanding of students' problems through group dynamics (Rismi et al., 2022). Risal & Alam, (2021) explains that group guidance is a group activity in which the group leader provides topics for discussion or information that directs the group discussion so that group members can interact socially or assist one another in achieving shared goals. Group guidance is a process of providing assistance through a group setting that enables each member to learn and participate actively, as well as share experiences with the aim of developing insight, skills, and attitudes as efforts for problem prevention and personal development (Rismi et al., 2022)

Essentially, group guidance is a therapeutic process that occurs between the counselor as the group leader and a number of students who serve as group members (Padil, 2021). Through group guidance, group dynamics naturally develop, allowing each member to contribute ideas so that they can collaboratively find solutions to the problems they face or reach common goals through mutual agreement (Asmara, 2021). Group discussions are built through interaction among members, which can improve communication skills, foster cooperation, enhance critical thinking, and create stronger relationships among students (Nove, et al., 2021). Group guidance is carried out based on several principles, including: (1) confidentiality, (2) openness, (3) voluntary participation, and (4) norm adherence (Edmawati et al., 2022). In its implementation, group guidance consists of several stages, namely: (1) the formation stage, (2) the transition stage, (3) the activity stage, (4) the concluding stage, and (5) the termination stage (Safitri, 2021).

The positive reinforcement technique is a technique involving the strengthening of students' positive behavior with the aim of shaping behavioral patterns through the use of reinforcement or rewards after the expected positive behavior appears (Hulu, 2022). Positive reinforcement given by teachers may take the form of praise, verbal approval, smiles, nods, or even tangible rewards (Durrotunnisa, 2022). Positive reinforcement is considered highly important in shaping positive behavior because its objective is to encourage and strengthen students' desirable behaviors (Maya Mardilla & Darmiany, 2021). This study employs a quantitative pre-experimental design, which is categorized as a relatively new research design for examining the effects of certain treatments on individuals under controlled and systematic conditions (Sri Rizqi Wahyuningrum, 2021). This method uses the one-group pretest–posttest design to measure and compare conditions before and after treatment. This research was conducted to assist guidance and counseling teachers in addressing students' off-task behavior during learning activities, aiming to support the smooth implementation of teaching and learning processes in the classroom.

METHODS

This research employs a quantitative method with a pre-experimental approach using a one-group pretest–posttest design. The selection of this design is based on the limited scope of the study, in which the research focuses solely on the main group where the researcher conducts the intervention throughout the study. To minimize potential bias in the research results, the one-group pretest–posttest design was chosen, which can be illustrated as follows (Abdul Wahab & Junaedi, 2021):

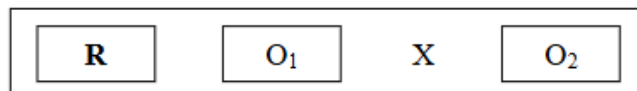


Figure 1. Experimental Design Scheme

Description:

O1 : Measurement before treatment (pretest)

X : Treatment administered to students using the positive reinforcement technique

O2 : Measurement after treatment is conducted (posttest)

Pre-experimental research does not include a control variable; therefore, this study only utilizes two types of variables, namely the dependent variable and the independent variable (Agustina et al., 2022). The independent variable is a variable that influences or causes changes in the dependent variable, whereas the dependent variable is the variable affected by the independent variable (Akbar et al., 2023). In this study, the independent variable is positive reinforcement, which refers to the provision of rewards and praise, while the dependent variable is students' off-task behavior. This research was designed using a one-group design, beginning with a pretest administered before the implementation of the positive reinforcement treatment. The next step was to provide the treatment, namely positive reinforcement. After the treatment was given, the researcher administered a posttest to the research group.

In every research study, there must be a population and a sample. The population refers to a large amount of data that includes all possible individuals, objects, or other measurable elements that may become the subject of research (Sena Wahyu Purwanza, 2022). Meanwhile, the sample is a part of the population selected as research participants based on criteria relevant to the study (Praktis et al., 2024). The sampling technique used in this research is non-probability sampling, which means that not all respondents or members of the population have equal opportunities to be selected as samples (Alfitriah et al., 2021).

The population in this study consists of all 22 students of Grade XI at SMAI Al Ghozali Jember. The sample consists of students who demonstrated off-task behavior, based on respondent grouping determined by the researcher, resulting in a total sample of 5 students.

For data analysis, this study applies parametric statistics, using a t-test that compares the results of the pretest and posttest. The statistical analysis was conducted using SPSS version 25.00 for Windows, and the Wilcoxon test was used to examine the significance of differences in off-task behavior levels before and after treatment.

RESULTS AND DISCUSSION

This research began by conducting a test to measure off-task behavior among students of Grade XI Al Ghozali Integrated Islamic Senior High School Jember in order to determine the level

of off-task behavior displayed by the students. The researcher then provided treatment to the students through group guidance using the positive reinforcement technique. After the treatment was carried out, another test was conducted to determine the effectiveness of the treatment.

The research process started with the planning stage, in which the researcher designed the group guidance activities using the positive reinforcement technique that would be implemented as the treatment for the students. During its implementation, the researcher conducted a pretest by distributing a questionnaire to all Grade XI students Al Ghazali Integrated Islamic Senior High School Jember, and the results of the pretest revealed the following outcomes.

Table Pretest Results of Off-Task Behavior in Grade XI

No	Respondent	Total Score	Category
1	BP	169	S
2	ZH	186	S
3	KFK	134	R
4	ZHJ	120	R
5	HG	190	S
6	KQ	121	R
7	NH	190	S
8	MH	218	T
9	NA	195	S
10	SU	201	T
11	MF	192	S
12	YS	176	S
13	UI	162	S
14	MF	214	T
15	FU	177	S
16	AA	140	R
17	AI	207	T
18	AH	195	S
19	IL	140	R
20	AZ	201	T
21	ZI	143	R
22	ZM	170	S

Based on the results of the questionnaire, the researcher selected students with a high level of off-task behavior. Referring to the data presented above, the researcher identified 5 students categorized as having high off-task behavior. Therefore, the researcher conducted group guidance treatment using the positive reinforcement technique for the 5 students who were determined as the research sample. The results of the sample analysis can be seen in the following table.

No	Respondent	Total Score	Category
1	MH	218	T
2	SU	201	T
3	MF	214	T
4	AI	207	T

5	AZ	201	T
Rata-rata		208,2	

Notes: T: High

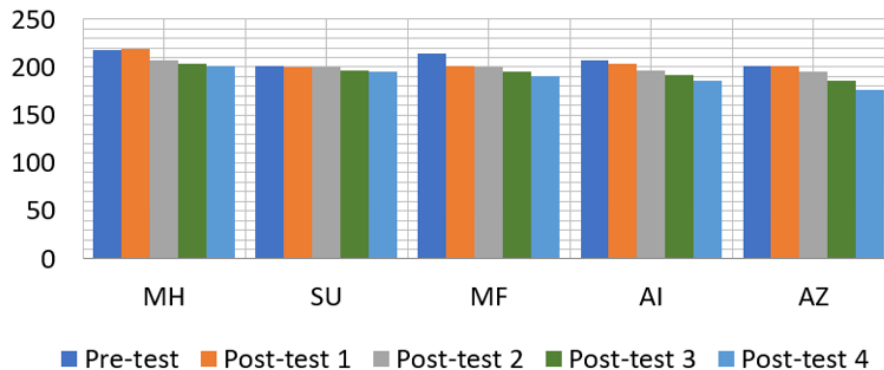
After identifying the sample in this study, the researcher proceeded to the next stage, namely providing treatment through group guidance using the positive reinforcement technique for the research sample, specifically the students who demonstrated a high level of off-task behavior. The group guidance process was carried out according to the established stages of group counseling, including the formation stage, the transition stage, the activity stage, the conclusion stage, and the termination stage (Safitri, 2021). During the group guidance sessions, the researcher and the students engaged in open discussions regarding off-task behavior, including complaints, difficulties, and various factors perceived to contribute to the emergence of off-task behavior during learning. The discussions also explored solutions or actions that could be implemented to reduce off-task behavior during lessons. When the expected changes began to appear, namely a decrease in off-task behavior the researcher provided positive reinforcement for these behaviors by giving praise, recognition, and rewards.

The treatment was conducted over four meetings, with a posttest administered to the students after each session. This was done to determine the effectiveness of the group guidance using the positive reinforcement technique in reducing off-task behavior at each stage of the intervention. The results of the treatment are presented in the following table.

No	Nama	Pre-test	ket	Post-test 1	ket	Post-test 2	ket	Post-test 3	ket	Post-test 4	Ket
1	MH	218	T	219	T	207	T	203	T	201	T
2	SU	201	T	200	T	200	T	197	S	195	S
3	MF	214	T	201	T	200	T	195	S	190	S
4	AI	207	T	203	T	197	S	192	S	186	S
5	AZ	201	T	201	T	195	S	186	S	176	S
Rata-rata		208,2		204,8		199,8		194,6		189,6	

The table shows a significant change at each stage of the treatment process. The overall average score at the final treatment was 189.6, compared to the initial average score of 208.2. The individual scores also indicate positive changes in each student after every treatment session conducted by the researcher.

Grafik pre-test post-test



Based on the average results of the pretest and posttest, the data comparison shows that the pretest score was 208.2, while the final posttest score was 189.6. This indicates that after the implementation of group guidance using the positive reinforcement technique, students' off-task behavior decreased. These findings demonstrate the success of the conducted research. Furthermore, the results of the Wilcoxon test are presented in the following table

Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
post-test - pre-test	Negative Ranks	0 ^a	0.00	0.00
	Positive Ranks	5 ^b	3.00	15.00
	Ties	0 ^c		
	Total	5		

a. post-test < pre-test

b. post-test > pre-test

c. post-test = pre-test

Test Statistics^a

	post-test - pre-test
Z	-2.023 ^b
Asymp. Sig. (2-tailed)	.043

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the analysis above, it can be concluded that the self-talk method has a positive impact on learning motivation at SMA IT Al-Ghozali. Referring to the table, the Asymp. Sig value of 0.043 is below the standard level of 0.05, which means that there is a significant difference in off-task behavior among students of SMA IT Al-Ghozali Jember (the hypothesis is accepted).

Therefore, it can be concluded that group counseling services using the positive reinforcement technique are effective in reducing off-task behavior among eleventh-grade students at SMA IT Al-Ghozali Jember. This study may contain potential bias due to several research limitations, such as the relatively small sample size and the short duration of the intervention. The researcher hopes that future studies can further develop this research by increasing the number of samples with more diverse characteristics so that the results become more reliable.

SUMMARY

Conclusion

This study shows that the treatment of group counseling using the positive reinforcement technique for eleventh-grade students at SMA IT Al-Ghozali Jember has a positive impact, namely reducing the level of off-task behavior. The results indicate a decrease from the pretest score of 208.2 to the posttest score of 189.6. This demonstrates a significant influence of the treatment given to the students. Therefore, it can be concluded that group counseling with the positive reinforcement technique can reduce students' off-task behavior during learning activities.

Suggestions

The research conducted in this study can be used as a reference for future research and as a means to further develop studies measuring the effectiveness of group counseling with the positive reinforcement technique in reducing students' off-task behavior in different settings. The researcher hopes that this study can serve as a supporting resource for guidance and counseling teachers as a reference in providing counseling services at school. Additionally, it is hoped that students become aware that off-task behavior is negative, harmful, and therefore needs to be prevented or addressed.

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