

Agentic Group Guidance to Improve Self-Control in Minangkabau Ethnic Teenagers

Afifah^{1*}, Herman Nirwana¹, Yeni Karneli¹, Rezki Hariko¹, Syuryani²

¹S2 Bimbingan Konseling, Universitas Negeri Padang, Padang, Indonesia.

²SMAN 1 Batipuh Tanah Datar, Tanah Datar, Indonesia.

Received: August 30, 2025

Revised: October 09, 2025

Accepted: November 25, 2025

Published: November 30, 2025

Corresponding Author:

Afifah

fahafifah090@gmail.com

DOI: [10.29303/jppipa.v11i11.13083](https://doi.org/10.29303/jppipa.v11i11.13083)

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Abstract: Self-control is the ability of adolescents to control themselves. If self-control is successfully improved, then self-control is high. Conversely, low self-control indicates that they are less able to control themselves. This study aims to test the effectiveness of agentic group guidance in improving the self-control of Minangkabau ethnic adolescents. This study is a quantitative study using a quasi-experimental method with a Nonequivalent Control Group Design on 22 students of SMA Negeri 1 Batipuh who were divided into experimental and control groups. The research instrument was a Likert scale self-control questionnaire, analyzed using the N-Gain, Wilcoxon, and Mann Whitney tests. The results showed that the average pretest score of the experimental group was 131, increasing to 308 on the posttest, with an N-Gain of 58 (sufficiently effective category). Meanwhile, the control group increased from 125 to 158 with an N-Gain of 46 (less effective category). The Mann Whitney test produced $Z = -2.662$ and $\text{Sig.} = 0.008 (< 0.05)$, indicating a significant difference between the two groups.

Keywords: Minangkabau culture; Self-control; Students

Introduction

Adolescence is a period of development. During this period of development, there is a transition from childhood to adulthood. Adolescence lasts from the ages of 10 to 12 and ends at the ages of 13 to 21 (Laura, 2010). During adolescence, it is important to remember that not all adolescents are the same. Their lives are shaped by a wide variety of factors, including ethnicity, culture, history, gender, socioeconomic status, and lifestyle. One of the many variations that color the lives of adolescents can be seen in the culture of the place where they live. These variations also influence how adolescents interact and adapt in their daily lives.

In addition, during adolescence, individuals spend more time in social activities outside the home, such as hanging out with peers and socializing at school and in the community. This period of adolescence is often described as a time of storms and turmoil due to the imbalance between mature physical development and psychological and social development. Efforts to find one's identity do not always go according to society's expectations (Komasari & Helmi, 2000). This condition emphasizes the importance of certain skills so that

adolescents are able to face the various developmental challenges they experience.

Self-control is an important skill for adolescents to be able to regulate their emotions, behavior, and decision-making in accordance with social demands. However, various studies show that many adolescents still lack mature self-control, making them easily carried away by situations, expressing their emotions excessively, and experiencing difficulties in adjusting themselves. In Minangkabau society, the ability to exercise self-restraint is actually a cultural value that has been passed down through proverbs and philosophies of life. However, field data shows that not all Minangkabau adolescents demonstrate good self-control, so more contextual educational interventions are needed.

Previous studies have shown that group counseling strategies, such as Rational Emotive Behavior Therapy or other counseling services, are effective in improving students' self-control. However, most of these studies have not specifically linked counseling services to local cultural characteristics or Minangkabau wisdom values. On the other hand, studies that emphasize Minangkabau cultural values

How to Cite:

Afifah, A., Nirwana, H., Karneli, Y., Hariko, R., & Syuryani, S. (2025). Agentic Group Guidance to Improve Self-Control in Minangkabau Ethnic Teenagers. *Jurnal Penelitian Pendidikan IPA*, 11(11), 493–500. <https://doi.org/10.29303/jppipa.v11i11.13083>

are still limited to describing values, without being tested in structured interventions in schools.

Therefore, this study has important novelties, namely: developing and testing the effectiveness of agentic group counseling services specifically designed in line with Minangkabau cultural values; utilizing Minangkabau philosophy to strengthen agency and self-efficacy through successful experiences, social motivation, and self-awareness; comparing the results of the intervention with conventional group counseling services to see the effectiveness of improving self-control more objectively.

In their environment, adolescents grow and develop in accordance with the culture they embrace. Adolescents from cultures oriented toward individual freedom tend to be more challenged when facing new conditions than adolescents from collective cultures that emphasize togetherness. In the Minangkabau context, individuals generally have a high level of self-control, so teenagers from Minang families are considered to have a better chance of achieving happiness in life (Pramisyah & Hermaleni, 2021). Therefore, every individual needs to have physical and psychological abilities, including the ability to control themselves in various aspects of life. Adolescents with good self-control are able to direct their actions, consider the consequences of their behavior, and demonstrate maturity in their attitudes, emotions, and thoughts, which reflects an awareness of achieving a more purposeful and happy life (Yusuf, 2006; Santrock, 2007).

However, there are still teenagers who are unable to achieve good self-control, so they express their anger with words and tend to display negative behaviors, resolving sad situations and dealing with unfavorable circumstances so that various positive emotions can be realized in life (Diananda, 2019). This is also in line with the Minangkabau proverb that says, "Lapuak dek hujan, hanyuik dek aia" (drowned by rainwater, swept away by the current), which means that people who are unable to control themselves will easily be carried away by circumstances (Amir, 2011). In addition, another Minang proverb says "Bajalan paliharo kaki, mangecek paliharo lidah" (when walking, take care of your feet; when speaking, take care of your tongue), which teaches that every individual should guard their actions and words so that they remain polite and controlled, not speaking or acting carelessly (Idrus, 2019).

Individuals with high or good self-control are able to control events and manage their behavior so that there is a positive impact on their lives. If students have high self-control, they will be able to control, regulate, and direct their behavior. They are able to control various responses by considering the negative impacts

that will occur so that they are able to choose the actions to be displayed (Agustin & Nirwana 2021).

This is in line with the Minangkabau proverb "Jan tatingga malu di tengah urang" (do not embarrass yourself in front of others). This proverb contains a moral message that every individual should be able to control themselves in their words and actions, so as not to cause embarrassment or regret in front of others. Thus, self-control is a reflection of a person's honor, wisdom, and self-esteem in their behavior in a social environment (Latief, 2002; Hakimy, 1988).

In line with this, Rifka & Sukma (2023) state that high self-control will enable individuals to interpret every stimulus given, consider it, and choose the action to be taken while minimizing unwanted consequences or impacts. Conversely, with low self-control, they will have difficulty directing and regulating their behavior, so they will tend to procrastinate on tasks and divert their attention to enjoyable activities.

This was also explained by Fachrurrozi et al. (2018) Students who have high self-control will also be able to direct and regulate their behavior to be disciplined. These students are able to regulate stimuli into a more positive form so that they are disciplined in their studies. In this study, high achievement on the indicator of the ability to decide on actions in accordance with applicable norms and rules is a process of maturing students' self-control in matters of discipline in learning. Self-control is the ability to change and adapt oneself so as to produce a better and more optimal fit between oneself and the world. From this perspective, self-control should contribute to producing various positive outcomes in life. The facts show that people with high self-control have better outcomes in various areas (Baumeister, 2018).

This is also supported by research by Hidayat & Karneli (2022), which states that the use of the Rational Emotive Behavior Therapy approach in a group setting is effective in improving students' self-control in preventing drug abuse. The implementation of the Rational Emotive Behavior Therapy approach in a group setting should be intensified and implemented in the form of a guidance counseling program in schools. This is also in line with the results of research by Firman et al. (2022), which shows that Gestalt counseling is effective in improving self-control in preventing bullying. The results of the research on the experimental group and the control group show a significant increase in student self-control in the experimental group. This is in line with Qurrota'ayun (2020) research, which states that there was a significant increase in self-control through group guidance using simulation game techniques in eighth-grade students at Muhammadiyah Sawojajar Junior High School. In addition, Suka et al. (2021) stated that group counseling

had an effect on self-control in relation to social media among 12th grade IPS 1 students at Taman Siswa High School. Furthermore, Gea et al. (2024) concluded that group counseling services have a significant influence and distribution on achievement motivation in learning.

Furthermore, the results of research by Nulhusni et al. (2023) state that the information service materials developed are valid in terms of content and design, practical and effective in improving the self-control of Minangkabau ethnic high school students. In line with these findings, the research by Agustin & Nirwana (2021) shows that the self-control of adolescents in general is in the high category, namely 68.68 (125 students). Furthermore, there are adolescents with very high self-control, namely 7.14% (13 students). In the moderate category, there were 24.18% (44 students), and there were none in the low and very low categories at SMA Negeri 1 Batipuh Tanah Datar.

Self-control ability is related to a person's emotional skills that influence a person in leading themselves, which is demonstrated by being able to engage with the environment in a more responsive manner, adapt, and the ability to choose objectively (Salmi et al., 2018). Group counseling is assistance provided by counselors through group activities aimed at providing understanding and insight into information obtained from the results of group counseling (Prayitno & Amti, 2004). Group counseling seeks to prevent problems from occurring, encourage group members to share information with each other, encourage group members to help each other, and make decisions related to daily life (Sukma, 2018).

This is also in line with the Minangkabau proverb "Duduak samo randah, tagak samo tinggi" (sit equally low, stand equally high). This proverb emphasizes the importance of equality and mutual respect between individuals, values that are in line with the principles of group dynamics in group guidance. The meaning of this proverb also emphasizes that each member has the same position and needs to be motivated to play an active role and achieve the same level of performance as others (Amir, 2011). Agentic group guidance services are specifically operated by utilizing the main sources of agency and self-efficacy development, namely direct experience and other people, especially regarding successful experiences, imaginative experiences, social persuasion or verbal assessment, as well as physiological and emotional reactions (Hariko, 2021).

Agentic group guidance services are specifically operated by utilizing the main sources of agency and self-efficacy development, namely direct experience and the experience of others, especially successful experiences, imaginative experiences, social persuasion or verbal assessment, as well as physiological and

emotional reactions. Furthermore, the specific methods and techniques used by leaders in agentic group guidance activities include: systematic Socratic questioning, imaginative experiments, reflective dialogue, problem-solving, and guided discovery (Hariko, 2020).

One theory that focuses on investigating changes in human behavior is the social cognitive theory formulated by Albert Bandura (Schunk & Zimmerman, 2003). This theory was originally known as social learning theory, which is a theory rooted in the behavioral approach that emphasizes the influence of reinforcement and punishment within certain limits (Bandura, 2012). In its designation as social cognitive theory, the cognitive part reflects the recognition of the influential contribution of cognitive processes to human motivation, affect, and action, while the social part reflects the recognition of the social origins of many human thoughts and actions.

According to social cognitive theory, individuals are agents of themselves (Bandura, 2012). Individuals are capable of exercising control over most of their innate factors and personal quality of life (Bandura, 2001). Individuals acquire and develop behaviors, thoughts, and feelings through observation of others. In analyzing the operationalization of agency, social cognitive theory accommodates the central role of cognitive processes, modeling, self-reflection, and self-regulation (Bandura, 2006). Self-agency is embedded in self-theory, which includes mechanisms of self-organization, proactivity, self-reflection, and self-regulation that operate through phenomenal and functional consciousness (Bandura, 1999). In the mechanism of self-agency, individuals are both producers and products of the social system. The agency system embodies support, belief systems, self-regulation, and distributes the structure and functions through which personal influence is exercised.

In line with this, there is a Minangkabau proverb that says, "Bulek aia dek pembuluh, bulek kato dek mufakaik" (water is round because of the vessel, words are round because of consensus). This proverb means that in a group, every decision should be made through mutual agreement. In the context of group guidance, this value reflects the importance of deliberation, mutual respect for opinions, and cooperation among members to achieve mutually agreed upon goals (Navis, 2003). This study aims to determine the effectiveness of agentic group guidance in improving the self-control of Minangkabau high school students. Specifically, this study analyzes the differences in the levels of self-control of the experimental group before and after participating in agentic group guidance and compares them with the control group that participated in group guidance services.

Method

Research Design

This study used a quasi-experimental design with a nonequivalent control group design. It involved two groups of students: an experimental group, which implemented agentic group guidance, and a control group, which implemented group guidance. Both groups were given a pretest before the treatment and a posttest after the treatment to determine the students' level of self-control.

Table 1. Research design

Group	Pre-Test	Treatment	Post-Test
Experimental	O ₁	X ₁	O ₃
Control	O ₂	X ₂	O ₄

Notes: E: Experimental Group; C: Control Group; O₁: Pre-test Experiment; O₂: Post-test Experiment; O₃: Pre-test Control; O₄: Post-test Control; X₁: Agentic group guidance service treatment; X₂: Group guidance service treatment

Research Subjects

The research subjects were 22 students selected through purposive sampling from a population of 251 students at SMA Negeri 1 Batipuh. The subjects were then divided into two groups, namely an experimental group of 11 students and a control group of 11 students. Data collection was carried out using an instrument in the form of a self-control questionnaire compiled based on the Likert scale model. The data obtained were analyzed descriptively, then tested using the N-Gain Score, Wilcoxon Signed Rank Test, and Mann Whitney. This is in accordance with the large number of group members required to achieve certain educational objectives in group guidance services (Prayitno, 1995).

Table 2. Research design

Variable	Symbol	Description
Independent Var	X1	Agentic Group Guidance (Experimental Group)
Independent Var	X2	Group Guidance (Control Group)
Dependent Var	Y	Self-control Students

Research Instrument

The instrument used in this study was a questionnaire with a Likert scale. This scale was used to obtain an overview of the self-control given to students. Validity testing is a step conducted to test the content of an instrument. This validity test uses the product moment technique. The instrument in this study is declared valid if the factor correlation and total correlation calculations are greater than or equal to the r-table at a significance level of 0.05. Meanwhile, reliability is the consistency or stability of a research instrument's score for the same individual, given at different times (Yusuf, 2014). In general, reliability below 0.60 is considered poor, reliability in the range of 0.70 is considered acceptable, and reliability above 0.80 is considered good.

Data Analysis Technique

The data were analyzed using descriptive and inferential statistics. Descriptive analysis was tested through N-Gain Score, Wilcoxon, and Mann-Whitney dependent sample tests with the help of SPSS 27.00 (Sugiyono, 2021).

Result and Discussion

Students' self-control was measured through pretest and posttest scores. The increase in self-control was analyzed using the N-gain test, given treatment in the form of agentic group guidance services, as shown in Figure 1.

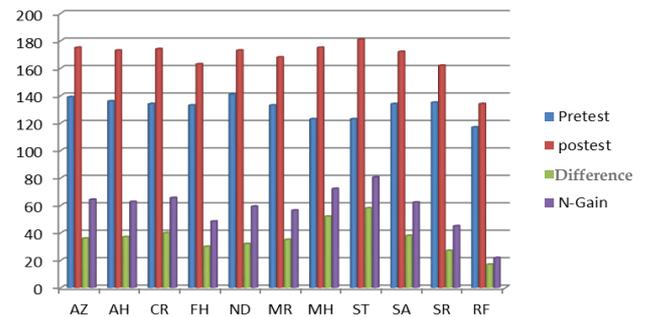


Figure 1. Graph of students' self-control improvement scores in the experimental group

Based on Figure 1, it can be seen that the comparison of the students' pretest and posttest self-control results showed a significant increase after participating in the Agentic group counseling service. These findings indicate that all group members experienced an increase in their self-control scores from before (pretest) to after the treatment (posttest). It can be seen that before the pretest was administered, the average pretest score was 131, which was in the very low, low to moderate category, indicating that most members of the experimental group had serious self-control problems. This consisted of 1 student in the very low category, 8 students in the low category, and 2 other students in the moderate category. After the intervention was carried out, there was a significant increase in self-control scores among all group members, with an average posttest score of 308.

Based on the above description, overall, the intervention provided using agentic group guidance services in the experimental group to improve self-control in students was quite effective. This service is considered valid in terms of content and appearance if it meets the validity criteria. It can be considered valid if it is declared suitable for use with or without revisions by the Nieveen validator (Rochmad, 2012). From this explanation, it can be concluded that the agentic guidance service implemented by the researcher and assessed by experts is valid in terms of content and appearance, subject to revision.

The results shown in the N-Gain% calculation indicate an increase in students with low self-control.

The average score of 58 (quite effective) shows that the agentic group counseling service has succeeded in improving self-control among students at SMA Negeri 1 Batipuh Tanah Datar. Although there were variations in individual results, the increase in self-control that occurred in Minangkabau ethnic students recorded in the entire experimental group confirmed that the effectiveness of agentic group guidance services to increase the self-control of Minangkabau ethnic students was quite effective in accordance with the expected results. The Minangkabau culture was chosen because the Minangkabau people have a culture that is different from other cultures in Indonesia. Minangkabau culture is a culture that adheres to a matrilineal system, which differs from other cultures that predominantly adhere to a patrilineal system. This cultural difference will influence the formation of views on personality, perception, and self-concept in individuals. In addition to their matrilineal kinship system, the Minangkabau people are also known for their philosophy of life and proverbs that embody noble values, including self-control. In Minangkabau culture, proverbs are not merely linguistic embellishments, but serve as moral and social guidelines for behavior within the community (Navis, 1984; Yuliani, 2019). The value of self-control is reflected in various proverbs, such as "sikabau jo sarilamak painan jo taluak kabuang, dimano bumi dipijak disinan langik dijunjuang (Sikabau with Sarilamak Painan with Teluk Tabuang, where the earth is trodden, there the sky is upheld)." This illustrates that each region has its own characteristics, such as customs, habits, and ways of life. Wherever we are, we must respect and adapt to the customs, rules, and norms of that place (Indo, 1999). This is in line with the proverb "pepatah Muluik urang baa caro manutuiknyo (Other people's mouths, how to cover them)." This emphasizes the importance of being careful when speaking, respecting the ways and customs of others, and controlling one's speech so as not to offend others in different social environments (Navis, 2003). Therefore, the influence of Minangkabau culture on self-control becomes an important basis for understanding changes in students' levels of self-control after being given agentic group guidance services. To determine the significant difference in students' self-control levels in the experimental group before (pretest) and after (posttest) being given agentic group guidance services, the results of the data analysis are presented in Table 3.

Based on the "Test Statistics" output in Table 3, it is known that the Z value is -2.934b and Asymp. Sig. (2-tailed) is 0.003. From these results, Ho is rejected and Ha is accepted, meaning that there is a significant difference between the pretest and posttest scores.

Thus, the hypothesis tested in this study can be accepted, namely "there is a significant difference in the level of self-control of students before and after being given the treatment of agentic group guidance services on the topic of assignments."

Table 3. Results of Wilcoxon signed rank test analysis of differences in self-control improvement in pretest and posttest experimental group

Test Statistics ^a	Posttest- Pretest
Z	-2.934 ^b
Asymp. Sig. (2-tailed)	0.003

a. Wilcoxon signed ranks test; b. Based on negative ranks

Table 4. Direction of differences between pretest and posttest of the experimental group

	N	Mean Rank	Sum of Ranks
Negative Ranks	0 ^a	0.00	0.00
Posttest- Positive Ranks	11 ^b	6.00	66.00
Pretest Ties	0 ^c		
Total	11		

a. Posttest < Pretest; b. Posttest > Pretest; c. Posttest = Pretest

Based on Table 4 above, the results of the Wilcoxon Signed Ranks Test show the level of self-control in the experimental group before and after being given agentic group guidance services. All 11 group members were included in the positive ranks category, indicating that all group members experienced an increase in their level of self-control from the pretest to the posttest results. The average rank was 6.00 and the total number of ranks was 66.00, indicating that the increase was consistent across all group members. Therefore, it can be concluded that all group members experienced an increase in self-control after participating in the agentic group counseling service, which had a positive impact on the increase in students' self-control levels. The increase in self-control was analyzed using the N-gain test, given treatment in the form of group guidance services, as shown in Figure 2.

Based on Figure 2, it can be seen that the comparison of the pretest and posttest results for the self-control level of the control group shows that each individual's score increased after participating in the group counseling service. These findings indicate that all group members experienced an increase in their self-control scores from before (pretest) to after the treatment (posttest). This is in line with the Minangkabau proverb, "Duduak surang basampik-sampik, duduak basamo balapang-lapang; mampalapang kandang musang, mampasampik kandang ayam (If sitting alone feels cramped, sitting together feels spacious. Unity makes the weasel cage (which is dangerous) feel spacious, and discord makes the chicken coop. This contains the meaning that when a person lives alone, their mind is narrow and their actions are limited, but when together, their mind becomes broad and open (Indo, 1999). In the context of

group guidance, this proverb illustrates the importance of togetherness, sharing, and mutual support among group members. Through group interaction, individuals can learn to recognize themselves, control their emotions, and adjust their behavior to prevailing social norms.

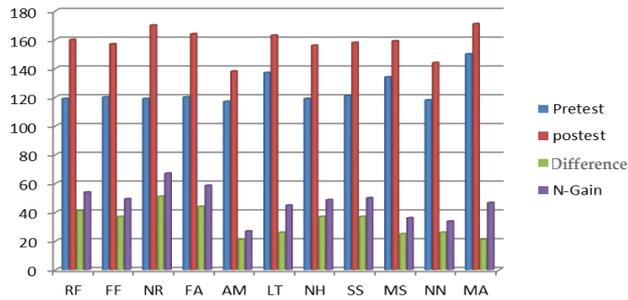


Figure 2. Graph showing the improvement in self-control scores of students in the control group

Furthermore, in line with Idrus (2019), who stated the proverb *Barek samo dipikua, ringan samo dijinjang* (Heavy burdens are carried together, light burdens are carried together). In cooperation, burdens and responsibilities are shared so that they are not too heavy for one person alone. In a group, members support and help each other. It can be seen that before the intervention was given, the average pretest score was 125, which was in the very low, low to moderate category, indicating that most members of the control group had serious self-control problems. This consisted of one student in the very low category, eight students in the low category, and two students in the moderate category. The N-Gain% calculation results show a slight increase in self-control with an average score of 46 (ineffective), indicating that the group counseling intervention was less successful in improving the self-control of students at Batipuh Tanah Datar 1 Public High School. Although there was a slight increase, the variation in individual results and the slight increase in self-control recorded in the control group as a whole confirms that the effectiveness of group counseling services in improving self-control is less than effective and less than expected.

This is also reflected in Minang culture, which states that *kabukik samo mandaki ka lurah samo manurun* (Climb the hill together, descend the valley together, meaning solidarity and togetherness in facing challenges (Navis, 2003). Furthermore, there is a Minang proverb that says *sakali aia gadang sakali tapiah barubah* (Once the water is high, once the shore changes). This means that a person who has self-control must be able to adapt to change without losing direction or personal values. In facing changes—whether environmental, emotional, or social pressure—individuals need to remain calm, think rationally, and control their responses so as not to be carried away by the situation (Navis, 2003). Thus, these findings provide

evidence that conventional group guidance is less effective in improving the self-control of students at Batipuh State High School 1 in Tanah Datar.

Table 5. Results of Wilcoxon signed rank test analysis of differences in self-control improvement in pretest and posttest control group

Test Statistics ^a	Posttest - Pretest	Pretest - Posttest
Z	-2.943 ^b	-2.943 ^c
Asymp. Sig. (2-tailed)	0.003	0.003

a. Wilcoxon signed ranks test; b. Based on negative ranks; c. Based on positive ranks

Based on the “Test Statistics” output in Table 5, it is known that the Z value is -2.934^b and Asymp. Sig. (2-tailed) is 0.003. From these results, H_0 is rejected and H_a is accepted, meaning that there is a difference between the pretest and posttest scores. However, based on the N-Gain % tested in this study, it is said to be less effective with a value of 46.91.

Next, the direction of the difference between the pretest and posttest results can be seen through the Wilcoxon Signed Ranks Test in Table 6, as follows:

Table 6. The Wilcoxon signed ranks test

	N	Mean Rank	Sum of Ranks
Posttest-Pretest	Negative Ranks	0 ^a	0.00
	Positive Ranks	11 ^b	66.00
	Ties	0 ^c	
	Total	11	

a. Posttest < Pretest; b. Posttest > Pretest; c. Posttest = Pretest; d. Pretest < Posttest

Based on Table 6, it shows the results of the Wilcoxon Signed Ranks Test on the level of self-control in the control group before and after being given group counseling services. All 11 group members were included in the positive ranks category, which shows that all group members experienced an increase in their level of self-control from the pretest to the posttest results. The average rank was 6.00 and the total number of ranks was 66.00, indicating that the increase was consistent across all group members. Therefore, it can be concluded that all group members experienced an increase in their level of self-control after participating in the group counseling service, which had a positive impact on the increase in students' level of self-control. However, the N-Gain % is categorized as less effective.

Based on Table 7, it can be seen that the results of the Mann Whitney U-Test analysis obtained an Asymp. Sig. (2-tailed) of 0.008, which is smaller than the significance level of 0.05. These results indicate that there is a significant difference between the experimental group and the control group in terms of self-control after being given group counseling services.

The Z-value of -2.662 reinforces the calculation results, where the positive sign indicates that a greater increase in self-control occurred in the experimental group. This means that the agentic group guidance provided to the experimental group proved to be quite

effective compared to the group guidance services provided to the control group. However, the control group also experienced an increase in students' self-control after participating in group counseling services, but the increase was not as large and significant as that of the experimental group. These findings indicate that group counseling still has a positive impact. Therefore, it can be concluded that agentic group counseling services are quite effective in increasing students' self-control compared to group counseling services.

Table 7. Results of Mann Whitney u-test analysis of self-control in students in the experimental group and control group

Test Statistics ^a	VAR00001
Mann-Whitney U	20.000
Z	-2.662
Asymp. Sig. (2-tailed)	0.008
Exact Sig. [2*(1-tailed Sig.)]	.007 ^b

a. Grouping Variable: VAR00002; b. Not corrected for ties

The Minangkabau proverb “Tarandam random indak basah, tarapuang apuang indak hanyuik” (If problems are not addressed (discussed), they will not be resolved; if they are not implemented, they will not work). reflects the findings of this study, in which students who participated in agentic group guidance demonstrated the ability to remain steadfast, calm, and in control when facing pressure or changes in circumstances. As the proverb suggests, students with high self-control are able to resist negative environmental influences, maintain emotional stability, and make wise decisions without being easily swayed (Alisjahbana, 1977; Hakimy, 1988).

The results of this study reveal that there is a significant difference in the level of self-control between the experimental group and the control group. Furthermore, to better understand these results comprehensively and conceptually, this section presents a discussion that links the findings in the field with relevant theories and previous research findings.

Conclusion

Based on the results of data analysis, this study proves that agentic group guidance services are effective in improving self-control among Minangkabau ethnic adolescent students. Statistical tests show a significant difference between the experimental group that participated in agentic group counseling and the control group that participated in conventional counseling, with a Z value of -2.662 and Sig. = 0.008 (< 0.05). The increase in self-control scores in the experimental group was categorized as “quite effective” based on an N-Gain value of 58, while the control group only showed a “less effective” increase with an N-Gain value of 46. This shows that agentic group guidance, which emphasizes strengthening self-agency, self-efficacy, experiences of success, and social

support, can help students develop awareness and the ability to control their emotions and behavior in a positive way. Overall, agentic group guidance can be used as an effective strategy in school guidance and counseling services to improve students' self-control abilities, especially in the cultural and social context of Minangkabau youth. A Minang proverb also says that Sakali aia gadang sakali tapian barubah (Once a big change comes, you need to adjust yourself), which means self-control in facing social change. This is also in line with another Minang proverb, Saciok bak ayam sakapa bak kambing (United in purpose despite different characters), which symbolizes solidarity and cooperation within a group.

Acknowledgments

The author would like to express his gratitude to Padang State University for the academic support and facilities provided during this research. Appreciation is also extended to the principal and guidance counselors at SMA Negeri 1 Batipuh Tanah Datar for their permission and cooperation, which enabled the research to run smoothly. Recognition is also extended to the students who volunteered to participate, as well as to the supervising lecturer and all parties who provided assistance, both directly and indirectly, enabling this research to be successfully completed.

Author Contributions

A. is responsible for the conceptuality, methodology, writing and preparation of the initial draft, as well as the results and discussion, and conclusions; H.N. is responsible for providing conceptual guidance on the preparation of instruments, data analysis, and validation of research results; Y.K. is responsible for scientific review, critical input on research design, clarity of theoretical argumentation, and determination of research result interpretation; R.H. and S. is responsible for conceptual and practical review of research results, particularly in the application of agentic group guidance in the field, correcting, refining, and verifying the validity of research results.

Funding

This research received no external funding.

Conflicts of Interest

The researchers funded this study independently.

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