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Implementation of Counseling Guidance and Discipline on the Sports Motivation of Generation Z Students (Literature Review Sport Education)

Reni Silviah¹

¹Students of the Faculty of Economics & Business, Bhayangkara Jakarta Raya University, Bekasi, Indonesia, renisilviah5@gmail.com

Corresponding Author: renisilviah5@gmail.com¹

Abstract: Literature review The implementation of guidance and counseling and discipline on the sport motivation of Generation Z students is a scientific article aimed at analyzing whether sports motivation plays a role in discipline and counseling guidance. A qualitative approach using descriptive study (literature review) was employed to explore and analyze the relationship between counseling guidance, discipline, and exercise motivation. The results of this article are: 1) Discipline plays a role in sports motivation, 2) Counseling guidance plays a role in sports motivation. Besides these 2 exogenous variables that influence the endogenous variable of character formation, there are still many other factors including the quality of education, physical activity, and leadership.

Keyword: Counseling Guidance, Discipline, Sports Motivation, Generation Z.

INTRODUCTION

The rapid development of the times has brought significant changes to the lifestyle of the younger generation, particularly Generation Z, which refers to individuals born between 1995 and 2010. This generation has grown up in an environment closely linked to technology and digital information, which directly or indirectly influences their lifestyle and daily habits. One of the noticeable impacts is the decline in physical activity and interest in sports among teenagers. Various studies show that excessive use of digital technology has led to a decrease in this generation's involvement in activities that require physical activity, including sports in school settings. (Mylsidayu & Bujang, 2023).

In fact, sports have important benefits for students' development, both in terms of physical, mental, social, and character health. Active participation in sports activities at school, such as in Physical Education, Sports, and Health (PJOK) classes, not only affects physical fitness but can also shape attitudes of discipline, teamwork, sportsmanship, and a sense of responsibility. Unfortunately, students' motivation to participate in sports activities tends to decline due to a lack of internal and external encouragement they receive. In this context, motivation becomes an important aspect that needs to be built and maintained, so that students

not only participate in sports activities formally but also with enthusiasm and awareness of their long-term benefits.

Motivation is a psychological condition that drives individuals to consciously and continuously take action. According to Pratama and Putri (2024), students' motivation in sports is influenced by various factors such as school environment support, teacher approaches, learning styles, and psychological interventions. When students' motivation is low, their involvement in the learning process of physical education becomes suboptimal. Therefore, strategies that are not only instructional but also personal and emotional are needed, so that students feel supported and motivated.

One strategy that can be applied to boost students' motivation in sports is through counseling services. In the educational realm, counseling plays an important role in helping students recognize their self-potential, understand life goals, and overcome psychological barriers that can disrupt the learning process and personal development, including in the context of sports. Counseling services such as individual, group, and classical counseling can be directed to instill students' awareness of the importance of sports and to foster a positive attitude towards physical activities. Counseling interventions can also be used to set training targets, overcome laziness, and develop students' self-confidence in participating in school sports activities. (Pratama & Putri, 2024).

In addition to the counseling approach, discipline also has a significant influence on student involvement in sports. Discipline in this context includes students' adherence to training schedules, compliance with applicable rules, and the ability to manage time and commitments. Nugroho and Supardi (2021) explain that high discipline is closely related to students' success in physical education subjects. Students with a disciplined attitude are more consistent in attending sports activities, demonstrate good ethics while playing, and have a higher motivation to continue improving. Discipline also serves as a foundation for building healthy and resilient habits that are crucial for student self-development in the modern era. Unfortunately, in practice, counseling guidance and discipline are often regarded as two separate approaches within the school environment. In fact, if systematically collaborated, both can become an effective combination to enhance students' motivation to exercise, especially Generation Z students who require a flexible, communicative, and meaningful approach. Therefore, it is important to further explore how the implementation of counseling guidance and the instillation of discipline can complement each other in efforts to nurture and strengthen students' motivation to be active in school sports activities.

This research aims to determine whether discipline and counseling guidance play a role in sports motivation. Based on the references from the previously explained issues, the questions for this literature review scientific article are as follows:

1. Does discipline play a role in sports motivation?
2. Does guidance and counseling play a role in sports motivation?

METHOD

This research uses a qualitative approach with a literature review method. This method involves examining and analyzing various results of previous studies, scientific journals, articles, books, and other relevant scientific documents related to the theme of character formation, particularly concerning the factors of discipline, counseling guidance, and sports motivation.

RESULTS AND DISCUSSION

Results

The results of this article based on the background of the problem, objectives, and methods are as follows:

Sports Motivation

In the study (Silviah, 2024), it is stated that motivation is a process carried out by individuals who strive to achieve goals, consisting of three important elements: intensity, direction, and persistence. Sports motivation is the internal and external drive that makes a person want to and continue to engage in sports activities consistently. According to Deci and Ryan (in Santrock, 2017), motivation can be classified into intrinsic motivation, which is the drive that comes from within the individual, and extrinsic motivation, which comes from external factors such as rewards, social recognition, or punishment.

In the context of physical education, motivation is very important to encourage active student engagement in physical activities. Motivation determines the extent of students' interest, effort, and persistence in exercising, both inside and outside the school environment. When motivation is high, students tend to show an enthusiastic, sportsmanlike, and consistent attitude in participating in sports activities (Pratama & Putri, 2024).

Generation Z grows up in a digital era, more vulnerable to a passive lifestyle, but also quick to adapt and sensitive to health trends. A study (Mylsidayu & Bujang, 2023) found that they are driven by physical, mental, and social reasons: sports become a means to maintain fitness, reduce stress, and interact socially. Motivation in sports is very important to determine students' participation and learning outcomes in physical education. Without strong motivation, students' involvement in sports will be passive and unsustainable. (Nugroho & Supardi, 2021).

Sports motivation has been extensively researched by previous researchers, including: (H. Ali et al., 2022), (H. Ali., 2016), (Febrianti et al., 2024), (Agussupriadi & H. Ali., 2024), (Silviah, 2024), (Pratama, R. S., & Putri, A., 2024), (Nugroho & Supardi, 2021), (Alurmei, W. A. et al., 2024), (Mylsidayu & Bujang, 2023), (Suharjana, 2017).

Discipline

Discipline is defined as awareness and adherence to rules and responsibilities. Discipline applies not only in the context of school regulations but also reflects self-control and consistency in action. According to Yuliana (2024), the systematic application of discipline can shape students' character to be more responsible, honest, and consistent.

A study by Suryani & Wibowo (2022) shows that schools implementing a value-based discipline program are more successful in instilling a sense of responsibility and obedience in students compared to schools that only emphasize punishment. This emphasizes that discipline as an internal habit is far more effective in shaping character than a coercive approach. According to (Imran, 2017), student discipline is a state of orderliness and organization possessed by students in school, without any violations that harm either directly or indirectly the students themselves and the school as a whole.

In (Silviah, 2024) According to Baumeister and Tierney, discipline is the ability to choose actions that support long-term goals, even though this may be at the expense of short-term desires or comfort. Discipline according to this theory can be learned and strengthened with practice, such as physical exercise or daily routines that require individuals to control impulses and follow predetermined procedures or rules. In the context of sports education, discipline can be improved through giving rewards or recognition for disciplined behavior, such as practicing regularly or following the coach's instructions well. On the other hand, punishment or consequences for breaking rules also play a role in strengthening discipline.

Discipline has been extensively studied by previous researchers, including: (Sari, S., & Ali, H., 2024), (Silviah, 2024), (Suharyono & H. Ali., 2017), (Utami, 2019), (Wirantasa, 2017), (Nurhaliza et al., 2025), (Tusriyani, S., 2020), (Pratama et al., 2022), (Suranta et al., 2022), (Nugroho et al., 2023).

Guidance Counseling

More broadly, guidance and counseling encompass preventive, curative, and self-development efforts through various approaches and services, including individual guidance, group counseling, and family or career counseling. Djumhur & Moh. Surya (in a study on approaches and models of guidance and counseling, 2023) emphasize that it is a continuous and systematic process of providing assistance to individuals to solve the problems they face, enabling them to understand themselves (self understanding), accept themselves (self acceptance), direct themselves (self direction), and realize themselves (self realization) in accordance with their abilities to achieve self-adjustment with their environment. This approach emphasizes three main goals of counseling services: 1) to help individuals recognize and accept themselves; 2) to direct their life choices and actions; 3) and to realize their potential to achieve optimal adjustment with their social and school environment.

(Silviah, 2024) stated that guidance and counseling are assistance services for students, both individually and in groups to be independent and develop optimally, in personal guidance, social guidance, study guidance, and career guidance, through various types of services and supporting activities, based on applicable norms. Guidance and counseling teachers are the second educators after the family (parents) at home. The authority held by guidance and counseling teachers has a very important role in optimizing child-friendly education in the formation of children's character. Guidance and counseling (BK) is a systematic process of assistance given to students so that they can optimally develop their potential. BK has the primary goal of helping students recognize themselves, understand their environment, and make the right decisions in various aspects of life, including academics, personal, social, and career (Corey, 2016). In the school environment, BK teachers act as companions and facilitators who help students face various developmental challenges, both from within themselves and from their social environment.

Guidance counseling is a systematic and continuous assistance service aimed at helping students understand themselves and their environment, enabling them to develop optimally in academic, social, and personal aspects. Counseling is an effort to help individuals through a personal interaction process between the counselor and the counselee, so that the counselee can understand themselves and their environment, make decisions and set goals based on their beliefs, and feel happy and effective in their behavior (Sukatin et al., 2022).

Guidance counseling has been extensively researched by previous researchers, covering : (Silviah, 2024), (Ade, D., 2020), (Bakti, CP, & Safitri, NE, 2017), (Setianingsih, ES, 2016), (Afifa, A., & Abdurrahman, A., 2021), (Sari, R., & Yuliana., 2024), (Muntofiqoh, S., 2023), (Gana Buana, 2024).

Discussion

a) Discipline towards sports motivation of Gen Z students

The study results show that discipline plays an important role in enhancing sports motivation among Generation Z students. Discipline, defined as obedience to rules, consistency in carrying out activities, and the ability to control oneself against external distractions, directly contributes to the readiness and participation of students in physical activities.

Generation Z is known as a generation that is adaptive to technology, multitasking, yet tends to have less focus and gets bored quickly. This pattern makes them more vulnerable to experiencing a decline in motivation for physical activities if not accompanied by good habits and reinforcement of discipline (Mylsidayu & Bujang, 2023). In this context, discipline relates not only to physical attendance during sports classes but also to consistency, responsibility, and awareness in maintaining fitness sustainably.

Based on research by (Pratama & Putri, 2024), students who are accustomed to following a regular sports schedule, guided to understand the benefits of exercise, and provided

reinforcement in the form of praise and reflection, show a significant increase in motivation. This indicates that discipline formed through habituation and character development has a positive impact on students' internal drive to exercise.

In addition, physical education teachers who apply a positive discipline approach by providing firm but supportive guidance, rather than punishment can foster students' sense of responsibility for their health and physical activities. This model is very suitable for the characteristics of Gen Z, who do not align with authoritarian styles, but rather respond better to dialogical and collaborative approaches (Suharjana, 2017). Furthermore, discipline can strengthen intrinsic motivation, which is the inner drive of students to exercise for the enjoyment, challenge, or satisfaction after physical activity. Discipline helps students create healthy routines, improve self-efficacy, and keeps them away from a passive lifestyle or sedentary lifestyle that is common in the digital age.

It can be concluded that discipline is the main foundation in establishing sustainable exercise habits, especially for Gen Z students who greatly need structure and guidance in building their personal motivation. The reinforcement of discipline tailored to the characteristics of this generation has proven to be a determining factor in enhancing their motivation to be physically active.

This research is in line with studies conducted by: (Pratama, R. S., & Putri, A., 2024), (Nugroho & Supardi, 2021), (Alurmei, W. A. et al. , 2024), (Mylsidayu & Bujang, 2023), (Suharjana, 2017), (Santrock, J. W., 2017).

b) Guidance counseling on the sports motivation of Gen Z students

Guidance and counseling play a strategic role in shaping and enhancing sports motivation among Generation Z students. In the educational context, counseling does not only serve to address academic or personal issues, but also as a preventive approach and self-development, including in building awareness and healthy lifestyle habits through sports.

Generation Z who were born and raised in the digital era—tends to show characteristics such as quickly becoming bored, being less physically active, but having a positive response to personal, collaborative, and flexible approaches (Mylsidayu & Bujang, 2023). Therefore, a counseling approach that emphasizes empathy, individual understanding, and empowerment is very appropriate to ignite their sports motivation.

According to the findings (Alurmei et al., 2024), the behavioral counseling approach is effective in enhancing student motivation through techniques such as goal setting, self-monitoring, and reinforcement. The application of these techniques in sports coaching can help students set realistic physical activity targets, evaluate progress, and experience outcomes in a structured manner. With proper guidance, students are not only actively involved in sports activities but also understand the psychological and physical benefits.

In addition to behavioral approaches, techniques such as group counseling and creative models like sociodrama have also proven capable of increasing student motivation. (Darmawan, 2012) shows that the use of sociodrama methods in school counseling enhances discipline and student participation in physical activities because they feel emotionally and socially involved. Students who receive support from counselors in the form of verbal motivation, positive reinforcement, and the establishment of healthy habits tend to have stronger intrinsic motivation for engaging in sports activities. This is important because intrinsic motivation, such as enjoyment, challenge, and personal meaning in sports, has been shown to be more enduring than extrinsic motivation.

The role of the school counselor is also important in helping students overcome psychological barriers such as shyness, low self-esteem, or social anxiety, which often become reasons for students to shy away from physical activities. Through counseling, students are assisted in recognizing their potential, enhancing their self-confidence, and building a positive

self-image towards physical activities. Thus, it can be concluded that counseling guidance has a significant contribution to increasing the motivation of Generation Z students to exercise, especially when conducted systematically, purposefully, and tailored to their characteristics and emotional needs.

This research aligns with studies conducted by: (Alurmei, W. A. et al., 2024), (Mylsidayu & Bujang, 2023), (Darmawan, 2012), (Pratama & Putri, 2024), (Nugroho & Supardi, 2021), (Suharjana, 2017).

CONCEPTUAL FRAMEWORK

Based on the formulation of the problem, theoretical studies, relevant previous research, and the discussion of the influence between variables, the framework of the article is obtained as follows..

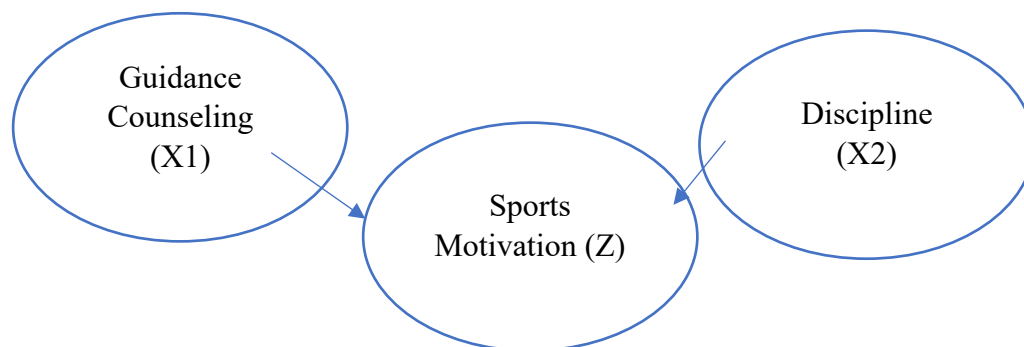


Figure 1. Conceptual Framework

And there are still many other factors that influence Sports Motivation (Z) among them.:

- Educational Quality: (Paramita, A., Ali, H., & Dwikoco, F., 2022), (Silviah, R., 2024), (Hernikasari, I., Ali, H., & Hadita, H., 2022), (Patilima, S., 2022), (Raharjo, S. B., 2012).
- Physical Activity : (Silviah, R., 2024), (Hotma, R., Ali, H., & Winda, 2023), (Huwaيدا et al., 2022), (Yani et al., 2021).
- Leadership : (Pratiwi, N. P., & Ali, H., 2023), (Ali, H., 2016), (Silviah, R., 2024), (Ali, M. M., & Ali, H., 2023).

CONCLUSION

This study aims to determine whether counseling guidance and physical education play a role in optimizing the effectiveness of character development in students. Based on the article's questions, the conclusions from this study are as follows: 1) Discipline plays a role in sports motivation, 2) Counseling guidance plays a role in sports motivation.

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