

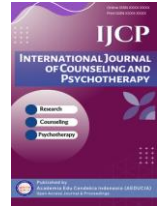


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Efficiency of Self-Management Technique as a Therapy to Improve Students' Learning Discipline: Literature Review

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ABSTRACT:

Discipline in school is important to be applied to students to form a person who is responsible, independent, and able to regulate and control their behavior. The purpose of this study was to determine the efficiency of self-management techniques as a therapy to improve student learning discipline through a literature review. This research used a systematic literature review. The process of collecting data through article screening. The data that will be presented in this study are tabular from the results of related research journals in accordance with the research variables of the literature review approach. The results showed that self-management techniques can be used in improving student learning discipline. The results of previous research reveal that self-management techniques are an effective approach in improving student learning discipline at various levels of education and learning contexts.

KEYWORDS:

Efficiency; Self-Management Technique; Students' Learning Discipline; Literature Review

1. INTRODUCTION

The success of students in the learning process is not only influenced by intellectual factors but also influenced by non-intellectual factors that are no less important to determine one's learning outcomes, one of which is the ability of a student to apply discipline in himself. A student in participating in learning activities at school will not be separated from the various rules and regulations enforced at his school, and each student is required to be able to

behave in accordance with the rules and regulations that apply at his school (Adiningtiyas, 2017). Discipline is an attitude that always obeys certain rules, norms, and principles. Discipline also means the ability to control oneself calmly and remain obedient even in very stressful situations.

Discipline is an important issue in the teaching and learning process at school (Umar & Hendra, 2020). Without discipline, students cannot follow the lessons

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properly so that violations are found that interfere with teaching and learning activities. The violations that occur are considered commonplace and to improve this situation is not easy. This requires hard work from various parties to change it, so that various types of violations of discipline and discipline do not occur again in schools.

Problems in implementing discipline are often experienced by students. This is what inhibits students from being able to apply learning discipline. This statement can be seen from some students' behavior regarding learning discipline when at school. In reality, what happens in the field today, there are still students who have problems about learning discipline. The behavior of students who show no discipline in learning includes not following several subjects for certain reasons, being lazy to take notes, being late for class, not paying attention to the teacher's explanation, and making noise in class (Hasanah & Fitriani, 2023).

Factors causing students to be undisciplined in learning can be influenced by several things, namely encouragement from within students (internal) such as knowledge, awareness, obedience, interest, intelligence, desire to excel and disciplined training. Meanwhile, encouragement from outside students (external) includes the environment, educational tools, friends, relatives, and guidance from home, supporting facilities, supervision, punishment, advice and so on (Pangestuti & Wahyumiani, 2021).

Guidance and counseling is one of the aspects in the field of education. Guidance and counseling has several services that are implemented in schools. One of the services in guidance and counseling is group counseling. Group counseling is counseling conducted in groups, where counselors interact with counselees in the form of dynamic groups to facilitate individual development and or assist individuals in overcoming the problems they face together (Herlina, 2015). The techniques contained in group counseling services include: multi-directional communication, stimulation, discussion, analysis, argumentation development, minimal encouragement, giving examples, and training to form new desired behavior patterns (Wahyudi, 2020). While the purpose of organizing group counseling is divided into two, namely general goals and specific goals. The general purpose of group counseling services is the development of students' socialization skills, such as the communication skills of service participants. While the specific purpose of group counseling is the development of feelings, thoughts, perceptions, insights and attitudes directed towards behavior, especially in socializing or communication and the resolution of the individual problem concerned (Erdiyati, 2018).

Researchers use Self Management techniques in solving students' learning discipline problems. Self management techniques are part of the behavioral approach.

Behavioral approach or also known as behavior modification is an approach that studies human behavior, aiming to change maladaptive behavior into adaptive behavior (Head & Noar, 2014). Behavioral counseling has a basic assumption that every behavior can be learned. Old behaviors can be replaced with new behaviors and humans have the potential to behave well or badly, right or wrong. So it can be concluded, that behavioral theory emphasizes the formation of visible behavior as a result of the learning process.

In the behavioral approach there are several specific techniques, including: positive reinforcement, valuable cards, shaping, behavior contracts, modeling, self-management, elimination, flooding, saturation, punishment, assertive training and systematic desensitization. Specific techniques contained in the behavioral approach or behavior modification can be applied to individual counseling therapy or group counseling (Shubina, 2016). However, in this study researchers used group counseling services with self management techniques.

Self management is the behavior of students who are responsible for regulating all their own behavior, with the aim that students can be more independent, more independent, and more able to predict their future, self-management generally consists of three main steps, namely determining goals, monitoring and evaluating progress, and providing self-reinforcement (Al-Laymoun, 2019). In the application of self-management techniques, the responsibility for the success of counseling is in the hands of the counselee. The counselor acts as an idea originator, facilitator who helps design the program and motivator for the counselee.

In the application of self management techniques, the responsibility for the success of counseling is in the hands of the counselee. For this reason, counseling assistance with self management techniques is needed so that they are able to understand, regulate and control themselves, can change maladaptive behavior to adaptive. Problems that can be handled using self-management techniques include: Behavior does not concern others widely, but interferes in one's own life; behavior that often arises and arises uncertainly, so that control from others is less economical; verbal target behavior, which is related to self-evaluation, or self-control; behavior related to the responsibility of changing or maintaining behavior must be held alone (Gifford & Nilsson, 2014). Discipline is a behavior that does not concern others widely, but interferes in one's own life. Therefore, to improve student learning discipline, researchers use group counseling services with self management techniques which are one part of the behavioral approach. Based on the description above, considering the importance of discipline for students, a guidance and counseling teacher should be able to help improve learning discipline in students.

2. METHOD

2.1 Research Design

This research used a Systematic Literature Review. Systematic Literature Review is a research design that systematically reviews the literature to collect information data, both primary and secondary, and reviews the results of qualitative and quantitative research (Utomo et al., 2024). Literature review is to provide a framework related to new findings and previous findings to identify indications of whether or not there is progress from the results of a study through comprehensive research and interpretation of the results of literature related to a particular topic in which it identifies research questions by searching and analyzing relevant literature using a systematic approach. The method used in the literature review through a systematic approach to analyze data in a simplified approach.

2.2 Article Selection

The process of collecting data through article screening. The articles used are focused on original empirical research articles or research articles that contain results

from actual observations or experiments where there are abstracts, introductions, methods, results, and discussions. The article search strategy uses the google scholar web

2.3 Data Analysis

Data analysis uses a narrative analysis model, where the researcher groups similar extracted data according to the results measured to answer the objectives of the research Journal that matches the inclusion criteria is then collected and a summary of the journal is made including

2.4 Data Presentation

The data that will be presented in this study are tabular from the results of related research journals in accordance with the research variables of the literature review approach.

3. RESULT AND DISCUSSION

3.1 Result

The results of data collection through literature are presented in the following table:

Table 1. Literature Review Results

Author, Title, journal	Method design	results
Rositah & Rahima (2021). The Effectiveness of Group Counseling with Self Management Techniques to Improve Student Learning Discipline. Journal of Educational Administration and Educational Counseling, 2(1), 16-27.	Eksperimen kuasi dengan model nonequivalent control desain kelompok	Group counseling services, student learning discipline has increased with an average score of 101.7 included in the moderate category, the details of the implementation of group counseling services are carried out for 8 meetings. There are differences in student learning discipline after being given group counseling services with self management techniques.
Achmadi, A., & Lianawati, A. (2021). The use of self-management techniques in group counseling on the learning discipline of class ix students at smp negeri 24 Surabaya. Helper: Journal of Guidance and Counseling, 38(2), 69-78.	One group pre-test post-test design, pra-eksperimenta	There is an effect of using self management techniques in group counseling on student learning discipline. Based on the results of the study using the Wilcoxon test, the statistical test results show that the Asymp. Sig (2 tailed) of 0.005. The value of 0.005 is less than the significant level (≤ 0.05), and produces an average increase of 5%. The initial low category pre-test class became a high category in the post-test results.
Jundana (2020). Application of Self-Management Strategies in Behavior Group Counseling to Study Discipline of Class VIII J Students at SMP PGRI 1 Buduran Sidoarjo.PD ABKIN JATIM Open Journal System, 1(1), 143-150.	One group pre-test post-test design	There is a significant increase in respondents after being given services (post-test). There was an increase in the average (mean) score of the dependent variable (student learning discipline) after being given treatment (post-test). The average (mean) score of student learning discipline before being given treatment (pre-test) was 33.60, while the average (mean) score of learning discipline

Author, Title, journal	Method design	results
Edmahati et al (2016) . Group Counseling with Self-Management Technique to Improve Discipline towards School Rules. <i>Consilium: Journal of Guidance and Counseling Study Program</i> , 4(1).	Pre-experimental design with onegroup pretest-posttest design.	after being given treatment was 75.20, an increase of 41.60.
Fatimah et al (2019) . The Effectiveness of Self-Management Techniques to Improve the Learning Discipline of Senior High School Students. <i>FOCUS (Guidance & Counseling Studies in Education)</i> , 2(1), 24-29.	Descriptive qualitative, previous literature review.	Group Counseling with Self-Management techniques is effective to improve discipline towards school rules in junior high school students. Group Counseling with Self-Management technique is effective to improve discipline towards school discipline. Self-Management techniques can be used in improving student learning discipline. By using Self-Management techniques, students will be more disciplined in learning so that the teaching and learning process will run accordingly.
Khaira (2021) . The effectiveness of self management techniques to improve the discipline of class vii students at smp islam ibnu khaldun banda aceh. <i>Pioneer: journal of education</i> , 10(1)	pre-exsprimental desaign, one group pre-test post-test desaign	The results of hypothesis testing of student discipline before and after group guidance services with self management techniques have a higher scale score and classification. It can be concluded that there is a significant influence between group guidance services with self management techniques on student discipline.

3.2. Discussion

The Self Management technique is used to improve students' learning discipline behavior because it is used as one of the efforts made by guidance and counseling teachers as healing so that it is hoped that students who have low learning discipline behavior at school will be able to change, motivate and improve disciplinary behavior in student learning. Self management is a therapeutic process where the counselee directs their own behavior change with several healing strategies in combination ([David et al, 2016](#)). Where with the use of Self Management techniques, besides being able to achieve the desired changes in student behavior, it can also develop students' self-management skills. According to Skinner, Self-Management involves controlling behavior and controlled behavior ([Peterson et al, 2021](#)).

This is the same as the results conducted by [Handayani et al \(2021\)](#) which show that the use of Self Management is effective in improving student learning discipline, where this technique emphasizes counseling to change their behavior for the better. This is what makes students more disciplined in learning and students' learning achievement becomes better and maximum, so it can be said that the Self Management technique is effective for improving learning discipline in students.

Some of the research above reinforces that Self Management can help improve positive self-concept in students, especially in carrying out their responsibilities as students at school, both in teaching and learning activities, in obeying every rule set by the school, besides that students are also expected to carry out every obligation

without having to wait for orders or get a reprimand. Based on some of the research above, it explains that the learning discipline of students is closely related to their behavior patterns in the school environment, especially in obeying school rules. According to [Furkan \(2014\)](#) students with good and regular learning habits tend to have changes in attitudes and behaviors that obey school rules and actively follow lessons in class.

According to [Sahib et al \(2021\)](#) if students obey school rules, teaching and learning activities will run well and smoothly. School rules are closely related to learning discipline, because one of the important factors in enforcing school rules is learning discipline. The level of awareness of student discipline has an influence on the level of violation of school rules. According to [Ramadhani et al \(2022\)](#) but if there is no discipline, then students cannot follow the lessons properly so that various violations are found which of course can interfere with teaching and learning activities. According to [Balfanz et al \(2007\)](#) student compliance with school rules related to teaching and learning activities at school, which includes school entry and exit times, student compliance in clothing, student compliance in participating in school activities and all student activities that are seen as compliance related to learning activities at school. According to [Williams & Williams \(2011\)](#) states that students who have good learning discipline will be seen to have regular study time, learn little by little, complete assignments on time and study in a supportive atmosphere. Meanwhile, students who do not have a disciplined attitude in learning tend to be indifferent to lessons, often disturb friends, and show other

non-normative behaviors that can affect learning success, as well as a lack of disciplinary attitude.

4. IMPLICATIONS AND CONTRIBUTIONS

The efficiency of self-management technique as a therapy to improve students' learning discipline provides significant benefits in helping students develop better learning discipline through effective self-management in group dynamics. The contribution of self-management technique as a therapy to improve students' learning discipline in the frame of group counseling lies in its ability to help students develop self-management skills, such as setting goals, monitoring behavior, and taking responsibility for their actions. Through group dynamics, this technique strengthens students' motivation and creates a supportive environment for positive change, thereby improving learning discipline effectively

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

The limitation of this study is that it uses literature review, recommendations for future researchers related to self-management techniques as therapy to improve student learning discipline include the following need for application in various school contexts, research can be conducted to explore the application of this technique in various educational environments, such as schools with different student backgrounds (for example, urban, rural, or inclusive schools).

6. CONCLUSION

Self-management techniques can be used in improving student learning discipline. The results of previous studies that addressed the same issue regarding the effectiveness of self-management techniques in improving student learning discipline revealed that self-management techniques are an effective approach in improving student learning discipline at various levels of education and learning contexts. By using Self-Management techniques, students will become more disciplined in learning, because they are able to manage their time, behavior, and responsibilities independently. This allows students to focus more on academic goals, complete assignments on time, and reduce behaviors that hinder the learning process. As a result, the teaching and learning process will run more smoothly and effectively, as students are more prepared and organized in participating in learning activities.

The role of self-management techniques as a therapy to improve student learning discipline is very important and includes several aspects, namely (1) development of self-control; (2) clear goal setting; (3) behavior monitoring; (4) positive reinforcement; (5) time management strategies; (6) personal responsibility. With these roles, self-management techniques serve as an effective tool to

help students become more disciplined, focused and responsible in learning.

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AUTHOR CONTRIBUTION STATEMENT

The authors declare that all data in this article are the result of literature review and the authors are fully responsible.

CONFLICT OF INTEREST STATEMENT

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

ETHICAL APPROVAL STATEMENT

The author has approved the article to be published in the International Journal of Counseling and Psychotherapy (IJCP) by following the Publication Ethics and Journal Policies.

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