ASHA PUBLISHING

JOURNAL OF SOCIAL SCIENCES AND ECONOMICS



Volume 2, Issue 2, 2025

E-ISSN: 3047-5507
Journal of Social Science and Economics (JOSSE)
https://journal.ashapublishing.co.id/index.php/josse/index

The Influence of Self-Management Techniques on The Learning Discipline of Class VIII Students at Frater Don Bosco Middle School, Tarakan

Aprina[1], Ni Made Diah Padmi[2], Siti Rahmi[3]
[1,2,3]Universitas Borneo Tarakan, Indonesia
Correspondence Author E-mail: rinaaprina762@gmail.com

ABSTRACT

This study aims to determine the effect of self-management techniques on the learning discipline of eighth-grade students at Frater Don Bosco Middle School, Tarakan. Learning discipline remains a significant obstacle in the school environment. Self-management techniques were chosen as an intervention because they can train students to manage their time, behavior, and learning responsibilities independently. This study used a quantitative approach with a quasi-experimental design of the nonequivalent control group type. The sample consisted of two classes, namely the experimental class and the control class, which were selected using a purposive sampling technique. The instrument used was a learning discipline questionnaire. The results showed a significant increase in student learning discipline after being given self-management treatment, compared to the control class. This finding indicates that self-management techniques have a positive effect on improving student learning discipline. The implication of this study is the importance of implementing self-management strategies in the learning process to support optimal student academic achievement.

Keywords: Learning Discipline, Self-Management, Junior high school students

INTRODUCTION

Education is a fundamental instrument in human life, playing a vital role in developing one's full potential through a series of learning processes. It goes beyond simply providing information; it encompasses character building, instilling values, and fostering positive behavioral habits that support individual development, both personally and professionally. As expressed by (Bakhtiar, 2023; Humairah et al., 2024; Mustaqimah et al., 2024) Through education, a person can acquire relevant knowledge and skills, as well as life values that become the foundation for carrying out his social and professional roles..

In the context of learning, education plays a strategic role in encouraging sustainable changes in students' attitudes and behavior. One important aspect of this is the development of discipline in learning. Discipline in learning does not simply emerge instantly, but rather is the result of consistent habituation, guidance, and reflection. Therefore, a good education system must be able to facilitate the growth of discipline through systematic learning methods oriented toward behavioral change. Learning itself is a complex, active process, involving various psychological and social aspects within the individual. Auldila (2024) emphasizes that learning is an activity that not only aims to acquire knowledge, attitudes, and skills, but also reflects a continuous psychological and social effort. Learning activities involve interactions between individuals and their environment and with the learning material being studied. Therefore, good learning needs to be designed to facilitate active student involvement, both mentally and emotionally.

The goal of the learning process is not simply to memorize information or facts, but rather to induce profound and lasting changes in an individual's behavior. These changes

encompass three main domains: cognitive (knowledge), affective (attitude), and psychomotor (skills). Thus, learning success can be measured by the extent to which an individual is able to apply the acquired knowledge in real-world actions and demonstrate a positive attitude toward the learning process. As explained Zubaidah (2019), The ideal learning process should help students adapt to their environment through direct experience and repeated practice. This adjustment is not only academic, but also social and emotional. Through continuous practice, students can develop new behavioral patterns that are more adaptive and relevant to the demands of the times.

Effective learning is not merely aimed at memorizing lesson material, but rather is a holistic process that directs students towards achieving overall learning goals. In this view, (Astutik, 2024), Learning success encompasses two main aspects: mastery of the material and internalization of values such as discipline, responsibility, and cooperation. Therefore, learning activities must be designed in such a way as to shape the whole personality of students, both cognitively and affectively. The importance of a holistic approach to learning requires an integration between conceptual understanding and the development of social and emotional skills. The ideal learning process is not only oriented towards achieving academic grades but must also hone students' abilities in collaboration, empathy, and discipline in various real-life situations. This is part of the effort to build character, which is the long-term goal of education itself.

According to Rifky et al. (2024), An effective learning process has several important characteristics, such as being systematic, planned, and directed towards specific goals. Learning must be designed with a structured approach, starting from the formulation of objectives, selection of methods, and evaluation of learning outcomes. This structure is important so that students can understand the learning process and be motivated to achieve the expected results. Furthermore, successful learning is also characterized by relatively permanent changes in behavior, both in terms of knowledge and attitudes. These changes are not only evident in improved academic grades, but also in increased student discipline, responsibility, and independence in participating in the learning process. These characteristics demonstrate that learning is not a momentary activity, but rather a long-term process that impacts students' lives.

Active participation of students is an important characteristic of a meaningful learning process (Ansyari, 2025), This active engagement encompasses critical thinking, problem-solving, and independent time and responsibility management. When students are actively involved, they become not only objects of learning but also subjects capable of controlling and directing their own learning process. This is what distinguishes active learning from passive and monotonous learning. Several studies have shown that students who demonstrate independence in learning tend to be better able to understand subject matter and demonstrate a high level of discipline, (Ikhtiarini, 2019; Janah, 2025). They possess intrinsic motivation to learn, are not entirely dependent on external stimuli, and are able to manage time and academic responsibilities well. This demonstrates the important role of teachers in guiding students to become active and independent learners. However, in reality, one of the major challenges in Indonesian education is the low level of student discipline in carrying out academic obligations.

Similar conditions were also found at Frater Don Bosco Tarakan Middle School, based on observations conducted on March 4–6, 2024. The study showed that more than half of eighth-grade students were frequently late to school, did not complete assignments on time, and often did not bring their own learning materials. These findings were reinforced by interviews with guidance counselors and homeroom teachers, who stated that many students showed little responsibility for the learning process. These findings emphasize that efforts to improve learning quality must begin with instilling discipline and responsibility as the primary foundation of education. Discipline is a crucial foundation in the educational process

because it reflects an attitude of obedience to the rules and values that apply within a given environment. (Hortensi, 2020). In the context of education, particularly in learning activities, discipline is a key asset for students to maintain consistency in carrying out their obligations. Without discipline, the learning process tends to be disrupted and results are less than optimal. Therefore, developing a disciplined attitude from an early age needs to be a primary focus in education.

In learning activities, discipline is not only limited to following the rules set by the school, but also plays a big role in fostering enthusiasm for learning and preventing lazy behavior or procrastinating on assignments, (Asim, 2016). Students who are accustomed to a disciplined lifestyle tend to have regular study patterns, manage their time effectively, and more easily achieve satisfactory academic performance. This indicates that discipline is positively correlated with the quality of learning and student outcomes. Furthermore, discipline reflects an individual's awareness of appreciating their values and taking responsibility for their decisions. (Lukas, 2023). This means that discipline is not simply a compulsion imposed by regulations, but rather the fruit of moral and spiritual awareness that develops within students.

Not only limited to the school environment, but discipline also plays an important role in helping individuals adjust to social life in general. (Saputra et al., 2022) emphasizes that discipline is a form of social capital that enables individuals to live harmoniously in society. Through self-control and inner awareness, individuals can make wise decisions, respect the rights of others, and lead productive and harmonious lives. To address low levels of discipline among students, one approach that can be applied is self-management techniques. This technique is an intervention strategy in counseling that aims to train individuals, especially students, to manage their behavior independently. (Indryaningsih et al., 2014). Self-management emphasizes the importance of students' role in setting goals and time, as well as monitoring and reinforcing their own positive behavior. With this approach, students are encouraged to become individuals who are responsible for their actions.

Albert Bandura's theory of self-management is also known as behavioral self-control, which emphasizes a person's ability to consciously direct and control behavior, especially when facing obstacles or pressure. (Erlangga, 2025). In practice, this technique helps students become less dependent on teacher or parental supervision and more able to create and enforce their own rules. This is particularly relevant in the context of modern learning, which demands independence and personal responsibility. As explained by (Vania et al., 2019), Self-management techniques involve three main processes: self-monitoring, self-regulation, and self-evaluation. These three processes serve to help students achieve desired behavioral changes and continuous self-improvement. (Agustina, 2022) self-management is a systematic strategy that can improve a person's ability to regulate and control behavior consistently and in a targeted manner. Therefore, the application of this technique has great potential to support the development of discipline and positive character in students in the long term.

In the context of counseling, self-management techniques are primarily determined by the student, while the counselor acts as a motivator and facilitator, instilling awareness of the importance of self-management. This technique has been proven effective in changing maladaptive behaviors, which are typically caused by a lack of personal responsibility and low self-control. (Falla, 2024). Through the application of self-management, students are expected to be able to organize, monitor, and evaluate themselves in order to avoid undisciplined behavior and create positive behavioral changes. A collaborative process between counselors and students is crucial for formulating goals and change strategies that are appropriate to individual needs. From these various definitions, it can be concluded that self-management is a technique in behavioral counseling that aims to encourage clients to regulate and direct themselves. The steps of self-management include determining target behaviors, monitoring behaviors, selecting control procedures, and evaluating the

effectiveness of the actions taken. Students are required to have initiative and a high level of awareness to improve bad habits in their lives. The main goal of this technique is to help students transform negative behaviors into positive ones that support the achievement of future results. (Miltenberger, 1997). Targeted behaviors to be controlled include behaviors that disrupt oneself and others, unpredictable behaviors such as smoking, verbal behaviors related to self-control, and behaviors that require personal responsibility.

The benefit of self-management techniques lies in the success of counseling, which is determined by the interaction between the counselor and client. (Sari & Wahyuni, 2011). Counselors act as facilitators, motivators, and strategists to help clients overcome internal barriers. The surrounding environment also plays a crucial role in supporting the success of this technique, such as through physical modifications to make negative behaviors difficult, social influences that help control behavior, and restrictions on the time and place where undesirable behaviors occur. With these environmental adjustments, self-management can be an effective tool in developing positive behaviors and sustainable learning skills. In practice, self-management techniques consist of three main stages that students must complete to change their behavior in a positive direction and increase their learning motivation. The first stage is monitoring, which involves deliberately and carefully observing and recording one's own behavior. According to Fauziyah (2021), Self-monitoring is the process of observing an individual's behavior and interactions with the environment to objectively assess problems. The second stage is control, or regulation of environmental stimuli that serve as signals or antecedents for the emergence of certain behaviors. These environmental conditions are regulated to create time and opportunities that support the achievement of target behaviors. The final stage is reward, which is the provision of reinforcement or rewards aimed at strengthening the desired behavior (Hanik, 2019). Self-rewards can take the form of objects, activities, verbal praise, or a sense of intrinsic pride that accelerates behavioral change. Thus, the self-management stages used include self-monitoring, stimulus control, evaluation, and self-reward, which are interrelated and support the effectiveness of the intervention.

Several previous studies, such as those conducted by Anjani et al. (2020), has proven that self-management techniques are effective in improving student discipline in secondary schools. Furthermore, research by Anjani et al. (2020) published in the Journal of Innovative Counseling: Theory, Practice, & Research, Muhammadiyah University of Tasikmalaya, shows that self-management training can significantly improve student learning discipline. Another study by So'imah & Hasanah (2022) published in Conseils: Journal of Islamic Guidance and Counseling, Sunan Drajat Islamic Boarding School Institute, also found that self-management has a positive effect on students' learning discipline based on the results of its hypothesis test. Based on the findings of these various studies, it can be concluded that self-management techniques have a strong influence on improving students' learning discipline, both in public schools and in Islamic boarding schools. However, no research has specifically examined the effect of self-management techniques on learning discipline in eighth-grade students at Frater Don Bosco Tarakan Middle School, especially with a group guidance approach as the main intervention method. Therefore, in this study, the researcher used the variable of self-management techniques as a strategy to improve students' learning discipline behavior through group guidance services.

The researcher hopes that by implementing counseling using self-management techniques, eighth-grade students at Frater Don Bosco Junior High School, Tarakan can experience significant improvements in their learning discipline. Thus, this research not only provides theoretical contributions but also practical benefits for the development of guidance and counseling programs in schools to support optimal student learning success. Therefore, this study aims to determine the effect of self-management techniques on the learning discipline of eighth-grade students at Frater Don Bosco Junior High School, Tarakan. This research has novelty in terms of the implementation context, namely the application of self-

management techniques in group guidance services at a Catholic-based private school in North Kalimantan. This research also provides new contributions in the development of self-management-based guidance and counseling programs to improve disciplined learning behavior.

Thus, this study not only strengthens the results of previous research, but also expands the scope of application of self-management techniques in more diverse contexts and emphasizes the importance of a psychological approach in forming students' character effectively.

METHODS

This study uses a quantitative approach with a pre-experimental design of the One-Group Pretest-Posttest Design type, which allows researchers to evaluate the difference in scores before and after treatment is given to determine the effect of self-management techniques on improving the learning discipline of class VIII students at Frater Don Bosco Tarakan Middle School. (Taan et al., 2021). This research is experimental in nature because there is active intervention through group guidance services, but without a control group, so it is categorized as a pre-experiment which is still relevant for observing simple cause-effect relationships. (Ashari, 2024) . The research subjects were 10 students who were selected using purposive sampling techniques based on the results of the guidance and counseling teacher's observations, low pretest scores, and willingness to participate in guidance. (Lestari et al., 2021), from the total population of class VIII students as many as 24 people (Lestari et al., 2021). The service is provided in six 60-minute sessions with a focus on four components of self-management techniques, namely self-monitoring, stimulus control, self-evaluation, and self-reward, which are designed to strengthen learning discipline indicators such as time management, regularity in completing assignments, learning concentration, and orderly behavior in the classroom. The research instrument is a four-point Likert scale questionnaire that has been tested for content and empirical validity, and its reliability has achieved a Cronbach's Alpha score of 0.875, indicating excellent internal consistency. (Andyansyah, 2018). Data were collected through written pretests and posttests and analyzed using SPSS version 29.0 with descriptive and inferential statistical tests, specifically paired t-tests, and gain score calculations to assess the effectiveness of the intervention. The results of the analysis were used to test the hypothesis that self-management techniques have a significant influence on improving learning discipline. If statistically significant and the gain score shows an increase, it can be concluded that the intervention is effective and worthy of being used as a reference in developing guidance and counseling services in schools.

RESULTS AND DISCUSSION

This research was conducted at Frater Don Bosco Tarakan Junior High School, a private Catholic school in North Kalimantan. This location was chosen because of its educational background and school environment, which allowed the researcher to examine student discipline issues in depth. This study focused on ten eighth-grade students selected as research subjects based on recommendations from their Guidance and Counseling (BK) teachers and their homeroom teachers. The research results are described as follows:

The research design used in this study was a pre-experimental one-group pretest-posttest design. In this design, the study was conducted on only one group of subjects without involving a control group for comparison. Subjects in this group were given treatment or intervention in the form of group guidance services implementing self-management techniques. The purpose of this approach was to measure changes that occurred before and after the intervention, so that the effectiveness of the guidance service could be determined based on the differences in pretest and posttest results obtained by the subjects.

The intervention was conducted in six sessions, including one pretest to determine baseline conditions, four group guidance sessions as the core of the treatment, and one posttest to evaluate changes after the service was provided. Each session lasted approximately 60 minutes and was conducted intensively and sequentially, following standard Guidance and Counseling service procedures. The intervention stages were systematically designed so that subjects could gradually understand and apply self-management techniques in their learning lives. This approach is expected to improve students' learning discipline by developing self-awareness and self-control.

The group guidance sessions implemented in this intervention were systematically designed by integrating four main stages of self-management techniques. The first stage is self-monitoring, which is the ability of students to observe and recognize their own behavior honestly and objectively. The second stage is stimulus control, where students are guided to be able to identify and manage stimuli or situations that can trigger the emergence of negative behavior, either by avoiding, changing, or replacing them with more positive stimuli. These two stages aim to foster initial awareness and self-control of behaviors that hinder learning discipline.

Next, the third stage is self-evaluation, a reflective process that encourages students to periodically assess their behavioral development, whether they are progressing or regressing. The final stage is self-reward, which involves rewarding oneself for success in making positive changes. These four stages are not only presented theoretically but also applied in group dynamics during the guidance sessions. This approach allows students to learn from their own experiences and from interactions with peers, thus making the social and psychological effects of the intervention stronger and more meaningful in shaping learning discipline.

The following are the pretest results which describe the initial conditions of students' learning discipline levels:

Table 1: Pretest Score of Student Learning Discipline

Score Interval	Category	Frequency	Percentage
>124	Very high	0	0%
106 < X ≤ 124	Tall	0	0%
89 < X ≤ 106	Currently	0	0%
71 < X ≤ 89	Low	8	80%
≤ 71	Very Low	2	20%
Amount		**10**	**100%**

Source: research results

Based on the data presented in the table, it is known that before the intervention, all study subjects demonstrated a level of learning discipline that was below the moderate category. More specifically, eight out of ten students were in the low category, while two others were in the very low category. Not a single student was classified as moderate, high, or very high. These findings indicate that the initial conditions of the study subjects generally demonstrated a lack of ability to manage disciplined learning behavior.

This condition reflects that the majority of students have not yet demonstrated basic skills in learning discipline, such as effective time management, fulfilling responsibilities for school assignments, and active participation in the learning process. This low level of discipline is an important consideration in designing and implementing interventions through group guidance based on self-management techniques. This intervention is expected to help students develop more structured, responsible, and consistent learning behaviors in accordance with the demands of academic activities.

After the intervention was carried out using self-management techniques, the researcher carried out measurements again through a post-test to determine the changes that occurred in each subject:

Table 2: Posttest Scores of Student Learning Discipline

Score Interval	Category	Frequency	Percentage
>124	Very high	0	0%
106 < X ≤ 124	Tall	9	90%
89 < X ≤ 106	Currently	1	10%
71 < X ≤ 89	Low	0	0%
≤ 71	Very Low	0	0%
Amount		**10**	**100%**

Source: research results

The posttest results showed a very significant improvement compared to the pretest results. After the intervention, 90% of students showed improvement, falling into the high category in terms of learning discipline, while the remaining 10% fell into the moderate category. No more students were found in the low or very low categories, as recorded in the pretest results. This change in category distribution reflects a positive shift in student learning behavior after participating in the self-management-based group guidance sessions.

These findings indicate that the application of self-management techniques through group guidance services is highly effective in developing more disciplined study habits. The significant increase in scores between the pretest and posttest indicates that students are able to functionally internalize the principles of self-monitoring, stimulus control, self-evaluation, and self-reward in their learning lives. This reinforces the assumption that systematically designed and intensively implemented interventions can have a significant positive impact on changing student learning behavior, particularly in the aspect of discipline.

Overall, a comparison of pretest and posttest results indicates that the self-management approach had a positive impact on improving students' learning discipline. The significant increase in scores reflects a significant change in behavior after students participated in a series of interventions through group guidance. Before the intervention, the average student score was 81.7. This figure reflects a low to moderate level of discipline, consistent with the previously recorded category distribution.

After the intervention, the average posttest score increased to 113.6, representing a 31.9-point increase. This improvement indicates that most students experienced positive changes in time management, responsibility for assignments, and participation in learning activities. These findings reinforce the effectiveness of the self-management approach in fostering more focused and consistent learning behavior. Furthermore, the following key findings were noted:

a. Improving discipline

Two students who had very low learning discipline managed to move up to the high category, one student who had low learning discipline managed to move up to the medium category, and seven students who had low learning discipline managed to move up to the high category.

b. Reduction of students in the low category

After the self-management technique treatment, there were no more students in the very low and low categories.

Interpretation and Inferential Analysis

To statistically test the effect of the treatment on student learning discipline, an inferential analysis using the paired sample t-test method was used. This test was chosen because it is suitable for comparing two scores from the same group, namely the pretest and posttest scores, to determine whether there is a significant difference after the treatment. This

approach allows researchers to quantitatively measure the effectiveness of the intervention by considering the changes that occur in everyone before and after the treatment.

The results of the paired sample t-test analysis showed a significance value of 0.000, which is far below the significance limit of 0.05. This value indicates a very significant difference between the pretest and posttest scores, so it can be concluded that the treatment given, namely self-management techniques through group guidance, has a positive effect on improving student learning discipline. Thus, statistically, the intervention has been proven effective in encouraging changes in student learning behavior towards a more disciplined and constructive direction.

Table 3: Paired t-test results

Data Pair	Average Difference	Std Deviation	t	df	Sig. (2-tailed)
Pretest - Posttest	-31,9	7,172	-14.07	9	0.000

Source: research results

The results of the paired sample t-test showed an average score difference of -31.9, indicating a 31.9-point increase in posttest scores compared to pretest scores. This negative difference indicates that post-intervention scores were consistently higher than before. This improvement is not only statistically significant but also indicates a real transformation in student behavior, particularly in the learning discipline aspect, which is the focus of this study.

Furthermore, the relatively small standard deviation of the score differences indicates that the behavioral changes occurred evenly across all study subjects. This means that improvements were not experienced by only a small number of students, but rather occurred across the entire treatment group. This strengthens the reliability of the intervention results and demonstrates that self-management techniques implemented in group guidance services can effectively foster more disciplined learning habits collectively and sustainably.

Next, to assess the effectiveness of the intervention, an analysis was conducted using the N-Gain score method. This method is a common approach in educational research to measure the extent of improvement in learning outcomes or behavioral changes after treatment. By comparing the difference between pretest and posttest scores relative to the maximum possible score, the gain score provides a quantitative overview of the extent of change resulting from the intervention.

The analysis results show that the average gain score was 0.5444, which is in the moderate category. This category indicates that the group guidance intervention using self-management techniques was effective in improving student learning discipline. However, this achievement also indicates room for further improvement. If the intervention duration is extended and the material presented is deepened, it is likely that more significant improvements can be achieved, both individually and in groups.

Table 4: N-Gain Score Test Results

N	Minimum	Maksimum	Mean	Std. Deviasi
10	0.35	0.65	0.5444	0.08235

Source: research results

The minimum and maximum gain scores, which ranged from 0.35 to 0.65, indicate that all students experienced improvements in their learning discipline after the intervention. This range reflects the varying intensity of improvement experienced by each student, but overall, no student experienced a decline or stagnation. In other words, each study subject demonstrated positive progress, although the magnitude of the changes varied among individuals.

The fact that no students showed a decline or no change indicates that the self-management technique approach implemented in the group guidance service successfully addressed the needs and characteristics of students in general. This indicates that the intervention had a high level of relevance and acceptance among participants, thus encouraging changes in more disciplined learning behavior across the board.

The results of this study show that self-management techniques are highly effective in improving the learning discipline of eighth-grade students at Frater Don Bosco Middle School in Tarakan. Through this approach, students can develop awareness and begin to manage themselves in carrying out their daily learning routines. Previously, many students exhibited inconsistent behavior, such as neglecting assignments, disregarding study time, and lacking focus during the learning process. After receiving group guidance services with a self-management approach, a significant positive transformation in students' mindsets and actions was observed.

These changes were detected not only from quantitative data showing an increase in discipline scores, but also from students' verbal and nonverbal responses during tutoring sessions. Several students directly stated that they felt more motivated because they were able to set their own learning goals. Others began creating and sticking to study schedules consistently. This demonstrates that self-management techniques with positive reinforcement and self-evaluation strategies can stimulate previously underdeveloped intrinsic motivation. One key aspect of this technique's success is the self-monitoring process, in which students learn to independently observe and record their learning behavior. This stage helps students identify negative habits and triggers that lead to undisciplined behavior. With a better understanding of themselves, students can take corrective steps to improve their study habits. This monitoring provides an important foundation for building better self-control.

The next step is establishing a supportive learning environment, also known as stimulus control. In this study, students were taught to manage their study time and space to make it more conducive, for example by reducing distractions like gadget use or creating a comfortable and quiet study space. By consciously changing the environment, students found it easier to maintain focus and consistency in their studies, thus supporting the achievement of their predetermined learning goals. Self-reinforcement or self-reward is also an important component of this technique. Rewards in the form of praise, enjoyable breaks, or favorite activities after successfully meeting learning targets provide positive encouragement to maintain disciplined behavior. This reinforcement reinforces the good habits that have begun to form, making them ingrained in students' daily lives.

The results of this study are in line with the findings (Anjani et al., 2020). which states that self-management training can improve students' learning discipline through habituation and repeated practice. With consistent practice, students not only change temporary behaviors but also form lasting habits. (Albaar & Mufidah, 2020) also supports this by finding that self-management is effective in fostering discipline in Islamic boarding school students, despite the different educational contexts. The advantage of self-management techniques lies in their adaptive and applicable approach across various educational contexts. In both formal schools and Islamic boarding school settings, these techniques provide a systematic framework for individuals to manage their own behavior. This approach empowers students to take responsibility for their learning process, while fostering the independence essential for academic and personal development.

In addition to the students' internal aspects, the success of self-management techniques is also supported by the counselor's role as a facilitator and motivator. Counselors assist students in designing self-management strategies and provide ongoing guidance. With this support, students feel supported in the change process and are motivated to continuously improve themselves. Students' active involvement in the group counseling process is key to the success of this intervention. The findings of this study also provide an important

contribution to the development of theory in the field of guidance and counseling, particularly in strengthening the function of self-regulation in educational contexts. The self-management techniques used in this study represent a concrete application of the concept of self-control or self-regulation as explained by Bandura in his social-cognitive theory. Bandura asserts that individuals are influenced not only by external factors but also by their internal abilities to set goals, observe and evaluate their own behavior, and determine the consequences of their actions.

Within this theoretical framework, the application of self-management techniques in education, particularly in efforts to improve learning discipline, is a concrete form of developing students' internal capacity for self-regulation. This is particularly relevant given the challenges students face in managing their own time and learning responsibilities. With good self-control, students can be more independent in motivating themselves and maintaining positive behaviors that support academic success. The application of self-management techniques in this study was carried out through group guidance services, which provide a space for students to engage in self-exploration, reflection, and group discussion. This method encourages students to understand and internalize the value of discipline more deeply. The resulting group dynamics allow students to learn from the experiences of their peers, so that learning is not only individual, but also social and collaborative.

During adolescence, when students are at a developmental stage that demands increased independence and personal decision-making skills, this type of intervention is highly appropriate. Through group guidance, students learn to take responsibility for their behavior and learning outcomes, while simultaneously building an internal commitment to discipline. This aligns with the psychological needs of adolescents seeking identity and autonomy in their learning process. Furthermore, the results of this study have significant practical implications for guidance and counseling (BK) teachers and schools. Self-management techniques can be used as a primary approach in designing effective guidance service programs to address learning discipline issues. Structured and ongoing group guidance services have the potential to consistently and deeply develop students' self-management skills.

It is also crucial to pay attention to developing the competency of guidance and counseling teachers so they can effectively implement this technique. Adequate training and training must be provided so that guidance and counseling teachers can optimally facilitate the guidance process using a self-management approach. This way, the intervention can run smoothly and achieve the desired results. Furthermore, group guidance services using self-management techniques can be a model that can be adapted by various schools with different backgrounds. This approach is flexible and can be tailored to the specific needs of students and the characteristics of each school environment. This opens opportunities for the development of more innovative and responsive guidance programs to meet the needs of students. Overall, this research not only strengthens the theory of self-regulation in the educational context but also provides practical guidance for implementing guidance services oriented towards student empowerment. By focusing on developing self-control and independent learning, students can be helped to achieve better academic performance while developing positive and independent character traits.

Furthermore, for students, participating in self-management-based group tutoring not only provides short-term benefits in the form of improved study discipline. Furthermore, this experience equips them with life skills that are crucial for the ongoing learning process and daily life. The self-management skills developed through these techniques provide a strong foundation for students to manage various aspects of their lives independently and responsibly. Developed self-management skills are not limited to school activities but can also be applied in various other contexts. For example, students who are able to manage their time well will be better prepared for exams, able to create independent study schedules at home,

and have effective study strategies. These skills will ultimately help them achieve better academic performance and develop a lasting sense of discipline.

Beyond academic aspects, mastering self-management techniques also contributes to the development of students' overall character. By learning to control themselves and take responsibility for their actions, students become more independent, confident, and better able to face challenges. This is especially important considering that adolescence is a crucial period in the formation of character and habits that will influence them into adulthood. However, the effectiveness of self-management techniques cannot be separated from other supporting factors that influence the success of this intervention. One key factor is the student's mental readiness to accept and implement the behavioral changes guided by the technique. Students who have good motivation and psychological readiness tend to be more successful in consistently adopting self-management skills.

In addition to students' mental readiness, support from the family environment is also crucial. Parents who actively accompany and provide positive encouragement will strengthen the application of self-management techniques in students' daily lives. Family involvement in this process ensures that discipline development occurs not only at school but also at home, thus creating an environment conducive to student development. Equally important is the school's consistent role in supporting students after the group guidance intervention is complete. Guidance counselors, subject teachers, and school management must work together to maintain the sustainability of the positive changes achieved. By implementing ongoing supervision, coaching, and rewards, schools can ensure that student learning discipline is not merely a temporary phenomenon but becomes an integral part of the school culture.

With strong synergy between guidance counselors, subject teachers, parents, and school management, a holistic and sustainable culture of discipline is created. This will have a significant positive impact not only on students' learning discipline but also on their overall academic and character development, so that a self-management-based guidance program can become an effective and integrated model in the education system at SMP Frater Don Bosco Tarakan. As a final reflection, this study shows that psychologically based interventions such as self-management techniques have a crucial role in addressing various challenges in today's education. Contemporary education can no longer be resolved solely with administrative approaches or the imposition of punishment. Many emerging issues of discipline and learning motivation require a more in-depth approach that touches on the students' internal, personal aspects.

Self-management techniques offer an approach that empowers students to manage themselves with full awareness and responsibility. This approach positions students as the primary agents in changing their behavior and mindset, so they do not simply comply due to external pressure, but rather through their own motivation and commitment. This makes the learning process more meaningful and sustainable. Beyond the technical aspects, the application of self-management is also an essential part of humanistic and holistic character education. Education is not only aimed at improving students' intellectual intelligence but also at developing emotional maturity and mental resilience. This is crucial in facing the increasingly complex and dynamic challenges of life in today's modern era.

Through this psychological intervention, students are encouraged to learn to recognize and control their emotions, set goals, and evaluate their achievements independently. These skills are a crucial foundation for their ability to survive and thrive in stressful and rapidly changing situations. Thus, self-management is not only a strategy for learning discipline but also an essential life skill. Consistent and adaptive implementation of self-management techniques in the school environment can lead to a more positive transformation in the learning culture. Schools should not only demand obedience but also encourage creativity, responsibility, and independence in students. This environment will create a productive and enjoyable learning atmosphere, thus supporting the optimal development of each individual.

Furthermore, this self-management-based intervention can inspire educators and guidance and counseling practitioners to continue developing humanistic and empowering methods. Education oriented toward strengthening students' internal capacities is key to creating a generation that is not only academically prepared but also mentally and socially ready to face life.

Therefore, the results of this study are expected to provide an important foundation for the development of guidance and counseling services and character education programs in schools. Empowering psychological approaches such as self-management must be continuously strengthened to have a significant long-term impact on educational progress and the quality of future human resources.

CONCLUSION

Based on the results of research conducted at SMP Frater Don Bosco Tarakan, the implementation of self-management techniques in group guidance services has proven effective in improving students' learning discipline. Before the intervention, the majority of students were in the low and very low learning discipline categories, with an average pretest score of 81.7. After attending six guidance sessions, the average posttest score increased significantly to 113.6, recording a jump of 31.9 points. This result shows a striking change, where 90% of students were in the high discipline category, and the remaining 10% were in the medium category. Statistical analysis using a paired sample t-test produced a significance value of 0.000, indicating a highly significant difference between the pretest and posttest, supporting the effectiveness of self-management techniques in improving learning discipline.

Furthermore, analysis using the N-Gain score showed an average value of 0.5444, which is classified as moderate, indicating that the intervention played a positive role in improving student discipline. This success is not only evident from quantitative data, but also from changes in student behavior, who are more motivated to organize their study schedules and take responsibility for their assignments. This study suggests that self-management techniques, which combine the stages of self-monitoring, stimulus control, self-evaluation, and self-reward, can have a sustainable positive impact on changing student behavior. Thus, this self-management technique-based guidance program can be an effective model for improving learning discipline in educational environments.

REFERENCES

Agustina, A. (2022). *Penerapan Teknik Self-Management Untuk Meningkatkan Kedisiplinan Belajar Siswa Di Smp Negeri 26 Makassar*.

Albaar, R., & Mufidah, F. N. L. (2020). Pengaruh Terapi Islam Dalam Kegiatan Fatihahan Terhadap Peningkatan Self Management Pada Santri Di Pondok Pesantren Mahasiswa Al-Jihad Surabaya. *Jurnal Bimbingan Dan Konseling Islam*, *10*(1), 34–43.

Andyansyah, I. (2018). *Pengembangan instrumen penilaian afektif berbasis Google Form untuk mengukur kedisiplinan siswa dalam pembelajaran Pendidikan Agama Islam kelas VII SMP Nahdlatul 'Ulama Pakis*. Universitas Islam Negeri Maulana Malik Ibrahim.

Anjani, W. S., Arumsari, C., & Imaddudin, A. (2020). Pelatihan self management untuk meningkatkan disiplin belajar siswa. *Journal of Innovative Counseling: Theory, Practice, and Research*, *4*(01), 41–56.

Ansyari, M. H. (2025). *Kreativitas Guru PAI: Mengajar dengan Hati, Berinovasi dengan Teknologi*. Penerbit KBM Indonesia.

Ashari, A. (2024). Layanan Bimbingan Kelompok dengan Teknik Problem Solving dalam Penurunan Tingkat Stres Akademik Siswa. *Jurnal Ilmiah Bimbingan Konseling Undiksha*.

Asim, T. M. (2016). Pengaruh bimbingan manajemen diri dalam meningkatkan kedisiplinan belajar siswa. *Journal of Educational Science and Technology*, *2*(2), 105–112.

Astutik, S. (2024). *PENGARUH PEMBEPengaruh Pembelajaran Problem Based Learning Dengan Scaffolding Terhadap Peningkatan Keterampilan Berpikir Kritis Dan Hasil Belajar Kognitif Mata Pelajaran Biologi Pada Peserta Didik Di Sman 1 Gading Probolinggo*. Universitas Muhammadiyah Malang.

Auldila, P. (2024). *Pengaruh Bullying Terhadap Minat Belajar Siswa Di SMP Negeri 7 Muaro Jambi*. universitas jambi.

Bakhtiar, F. (2023). *Penerapan Layanan Konseling Kelompok Dengan Teknik Psikodrama untuk Meningkatkan Resiliensi Diri (Self Resilience) pada Siswa Kelas XI SMK Negeri 2 Pinrang*.

Erlangga, E. (2025). Model manajemen pendidikan berbasis efikasi diri, penerimaan diri, dan regulasi emosi untuk optimalisasi kinerja guru bimbingan dan konseling. *Jurnal Konseling Dan Pendidikan*, *13*(1), 102–119.

Falla, N. A. (2024). *Pelaksanaan Layanan Konseling Individu Dengan Teknik Positive Reinforcement Terhadap Perilaku Motivasi Belajar Siswa Broken Home Di Sma Negeri 15 Bandar Lampung*. UIN Raden Intan Lampung.

Fauziyah, N. V. (2021). Efektivitas layanan konseling individu dengan teknik behavior contract untuk mengatasi perilaku membolos siswa: literature review. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, *5*(1), 17–21.

Hanik, U. D. F. (2019). Program Studi Bimbingan Dan Konseling Islam Jurusan Dakwah Fakultas Dakwah Dan Komunikasi Universitas Islam Negeri Sunan Ampel Surabaya. *Core.Ac.Uk*.

Hortensi, G. (2020). Penerapan bimbingan kelompok dengan teknik konseling individual untuk meningkatkan disiplin belajar siswa SMK Negeri 5 Mataram. *Indonesian Journal of Educational Development (IJED)*, *1*(2), 159–169.

Humairah, I., Reihannah, R., Fitriana, D. D., & Safitri, R. (2024). Model Pendidikan Minat Bakat Melalui Self-Efficacy di Sekolah. *Nidhomiyyah: Jurnal Manajemen Pendidikan Islam*, *5*(2), 82–99.

Ikhtiarini, I. (2019). *Implementasi Pendidikan Karakter Bagi Anak Berkebutuhan Khusus (Abk) Di Panti Asuhan Tunanetra Terpadu'aisyiyah Ponorogo*. Universitas Muhammadiyah Ponorogo.

Indryaningsih, N. L. P., Dharsana, I. K., & Suranata, K. (2014). Penerapan Konseling Behavioral dengan Teknik Self Management untuk Meningkatkan Motivasi Belajar Siswa Kela VIII B4 SMP Negeri 4 Singaraja. *Jurnal Ilmiah Bimbingan Konseling Undiksha*, *2*(1).

Janah, E. (2025). *Hubungan Kecerdasan Intelektual, Kecerdasan Emosional, dan Kecerdasan Spiritual dengan Hasil Belajar Siswa Pada Mata Pelajaran Kimia*. Jakarta: FITK UIN Syarif Hidayatullah Jakarta.

Lestari, R. D., Mangantes, M. L., Kasenda, R. Y., & Tinus, D. (2021). Strategi Guru Bk Dalam Mengatasi Krisis Identitas. *Educouns Journal: Jurnal Pendidikan Dan Bimbingan Konseling*, *2*(1), 70–74.

Lukas, M. P. K. (2023). *Kontribusi Guru Dalam Pembentukansubjekdisiplin Siswi/A: Narasi Deskriptifsmp Di Kabupaten Barito Timur*.

Miltenberger, R. G. (1997). *Behavior modification: Principles and procedures*. Brooks/Cole Publishing Company Pacific Grove, CA:

Mustaqimah, N., Wijaya, A., Latjompoh, M., Ibrahim, Y. A., Rahmawati, E., Djerubu, D., Nugroho, P. B., Utami, E. S., Wardhani, D. K., & Sina, M. W. (2024). Psikologi Pendidikan dalam Belajar dan Pembelajaran. *Penerbit Mifandi Mandiri Digital*, *1*(01).

Rifky, S., Halik, H., Muhammadiah, M. ud, Ramopoly, I. H., Karuru, P., Rodiah, I., Sukmawati, S., Wibowo, A. A. H., Pinatih, N. P. S., & Bariah, S. (2024). *Dasar-dasar Pendidikan: Panduan Untuk Menjadi Pengajar Profesional*. PT. Sonpedia Publishing Indonesia.

Saputra, M., Na'im, Z., Nugroho, P., Maula, I., Budianingsih, Y., Hadiningrum, L. P., & Ahyar, D. B. (2022). *Pengembangan Kurikulum Pendidikan Agama Islam*. Yayasan Penerbit Muhammad Zaini.

Sari, G. K., & Wahyuni, E. (2011). Teori dan Teknik Konseling. *PT INDEKS*.

So'imah, L., & Hasanah, M. (2022). Pengaruh self management terhadap kedisiplinan belajar santri di pondok pesantren sunan drajat. *Conseils: Jurnal Bimbingan Dan Konseling Islam*, *2*(2), 31–41.

Taan, H., Radji, D. L., Rasjid, H., & Mosi, I. M. (2021). Social Media Marketing Untuk Meningkatkan Brand Image. *SEIKO: Journal of Management & Business*, *4*(1), 315–330.

Vania, N. R., Supriatna, E., & Fatimah, S. (2019). Penerapan konseling kelompok dengan teknik self management dalam rangka pengelolaan stres akademik peserta didik kelas VIII SMP. *FOKUS: Kajian Bimbingan Dan Konseling Dalam Pendidikan*, *2*(6), 250–264.

Zubaidah, S. (2019). Pendidikan karakter terintegrasi keterampilan abad Ke-21. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, *3*(2), 1–24.