



SELF MANAGEMENT TECHNIQUES GROUP COUNSELING TO INCREASE STUDENTS' LEARNING MOTIVATION

Hara Permana ^{1*}, Nakhma'ussolikha ², Pita Maya ³

¹ Universitas Islam Bunga Bangsa Cirebon

Email : ¹harapermana25@gmail.com

Received: 20 23 - 12 - 05 ; Accepted: 20 24 - 01 - 11 ; Published: 20 24 - 02 - 29

Abstract

This research aims to determine and describe students' learning motivation before and after being provided with self-management technique group counseling services. Then, to find out and describe the effectiveness of self-management technique group counseling services to increase the learning motivation of class VIII students at SMP Negeri 1 Kedawung. This research uses a quantitative method with an experimental type, true experimental design, with a pretest-posttest control group design research pattern, in this design there are two groups chosen randomly, namely the experimental group and the control group. The population in this study was 270 class VIII students of SMP Negeri 1 Kedawung, Cirebon Regency. Meanwhile, the number of samples used was 30 with the sampling technique used was random sampling technique. The data collection technique used is a scale with the aim of measuring students. The results of the T test using the SPSS version 25 program, the T-count value is $6.106 > 2.048$ T-table value, it can be concluded that H_a is accepted, H_o is rejected. These results can be interpreted as meaning that there is a difference in the learning motivation of class VIII students at SMP Negeri 1 Kedawung between before and after being provided with Self Management technique group counseling services .

Keywords: *Group Counseling, Self Management, Learning Motivation.*



Copyright © 2024 Authors

This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/)

INTRODUCTION

Education is a conscious and planned effort that creates a learning atmosphere and learning process so that students actively develop their potential (Yulianti & Sulistiyawati, 2020). Therefore, education is very important in life and cannot be separated from life, the progress and decline of a nation is largely determined by the progress and decline of the education system implemented by the nation (Saitya & Yamin, 2022). National Education functions to develop abilities and shape character, civilization and dignity in order to educate the life of the nation, aiming to develop the potential of students to become human beings who have faith, are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Fitriyani, 2018).

Learning is a process of changing a person's personality where the change is in the form of improving the quality of behavior, such as increasing knowledge, skills, thinking power, understanding, attitudes and various other abilities (Bakar et al., 2023). Learning is also something that is a process and is a fundamental element in each level of education. (Husni, 2020) Learning is a system that helps individuals learn and interact with learning resources and the environment (Dakhi et al., 2020).

Motivation is one of the determining factors for students' success in learning and learning activities (Borah, 2021). Students who lack motivation to learn will think that studying and studying is a difficult and boring activity and they will no longer make learning their main need (Graciani Hidajat et al., 2020). This can result in failure in the learning process itself.

Meanwhile, on the contrary, students who have high learning motivation will participate in learning activities with enthusiasm and will open up great opportunities for learning completion that educators hope can be achieved (ES Wahyuningsih, 2020). By stimulating student motivation, students will be more enthusiastic in the hope that learning achievement will be better (Yin, 2021).

According to Uno (Suherman et al., 2022) the essence of learning motivation is external and internal encouragement for changes in behavior towards students in the learning process, with indicators of learning motivation as support. The indicators of motivation to learn can be clarified as follows: 1) The desire and desire to succeed, 2) The existence of encouragement and need for learning, 3) The existence of hopes and aspirations for the future, 4) The existence of appreciation for learning, 5) The existence of activities what is interesting in learning, 6) There is a conducive learning environment, and allows students to learn well.

Researchers conducted interviews with guidance and counseling teachers at SMP Negeri 1 Kedawung to obtain observation data regarding students' learning motivation. From the results of interviews at SMP Negeri 1 Kedawung, it was found that the learning motivation problems experienced by students included: the lack of desire for students to succeed in learning, lack of need, encouragement and interest in students to learn, lack of appreciation in learning activities as a result. Students' interest in learning is low, learning activities that are less varied seem boring to students and the environment is not conducive to developing students' potential and interest in learning. Apart from that, group counseling services with Self Management techniques that increase students' learning motivation have never been implemented in junior high schools. Negeri 1 Kedawung.

The basic guidance and counseling service that can be used to help increase learning motivation is group counseling. This hypothesis was assumed by the researcher based on previous research conducted by (Suryana 2019) (Anisa & Navion, 2022) with the title "The Effectiveness of Group Counseling Self Management Techniques to Increase Learning Motivation in Middle School Assisted Children at LPKA Class I Blitar. The results showed that group counseling services using techniques Self Management can increase students' learning motivation effectively, and make researchers interested in applying Self Management techniques to students' learning motivation at SMP Negeri 1 Kedawung.

The advantages of the Self Management technique compared to other techniques according to Cornier (Anisa & Navion, 2022) are that in the Self Management technique, students are involved in several or all of the basic components, namely; determining target behavior, monitoring behavior, selecting procedures to be implemented, implementing procedures, and evaluating procedures. If there is a change in behavior during this procedure, it will last a long time. Self Management techniques are said to be successful if students who initially have low learning motivation are able to control themselves, and can have high learning motivation, and are able to take responsibility for the efforts they make.

If students are treated with Self Management techniques, they will get the opportunity to regulate or change their own behavior for the better in several stages. namely: the monitoring and self-observation stage, the self-evaluation stage, and the confirmation, deletion or confirmation stage. So it is very likely that the learning motivation problems that students experience can be overcome.

In its implementation, it is done through group counseling with Self Management techniques. Group counseling is useful for developing students'

personalities to overcome the problems they face. Group counseling services are provided to group members with the opportunity to provide opinions and communicate with their members. It is hoped that social interactions that occur continuously during service implementation will achieve goals that are in accordance with the individual needs of group members.

Based on current conditions in increasing students' learning motivation at school, researchers are interested in conducting research with the title "Effectiveness of Self Management Technique Group Counseling Services to Increase Learning Motivation for Class VIII Students at SMP Negeri 1 Kedawung". Researchers try to use Self Management techniques to improve student learning.

Based on the problems above, this research aims to determine and describe the learning motivation of class VIII students at SMP Negeri 1 Kedawung before and after being provided with Self Management technical group counseling services. Then to find out and describe the effectiveness of the Self Management technique group counseling service to increase the learning motivation of class VIII students at SMP Negeri 1 Kedawung.

RESEARCH METHODOLOGY

This research uses a quantitative method with an experimental type, true experimental design, with a pretest-posttest control group design research pattern, in this design there are two groups chosen randomly, namely the experimental group and the control group. The population in this study was 270 class VIII students of SMP Negeri 1 Kedawung, Cirebon Regency. Meanwhile, the number of samples used was 30 with the sampling technique used was random sampling technique. The data collection technique used is a scale with the aim of measuring students (Walliman, 2021). Data analysis testing was carried out using data normality tests and homogeneity tests as prerequisite tests for analysis, while hypothesis testing used the independent sample t test (Coolidge, 2020).

RESULTS AND DISCUSSION

Results

Descriptive Analysis

Based on the results of descriptive analysis, this research can be presented in the following results :

Table 1. Experimental Class Pretest Results

No	Score	Amount	Category	Percentage
1	131	1	Low	6.667%
2	137	1	Low	6.667%
3	139	1	Low	6.667%
4	141	1	Low	6.667%
5	144	1	Low	6.667%
6	146	1	Low	6.667%
7	148	2	Low	13.333%
8	149	1	Low	6.667%
9	150	3	Low	20,000%
10	151	1	Currently	6.667%
11	161	1	Currently	6.667%
12	163	1	Currently	6.667%
	Amount	15		100%
	Total number			2208
	Mean			147.2
	Medium			146
	Mode			148 - 150
	Mark highest			163
	Mark Lowest			131

Based on the calculation analysis of the pretest results for the experimental class, the mean value was 147.2, the mode value was 148-150, the highest value was 163, the lowest value was 131. From the existing percentage data, the research shows the learning motivation categories of students as in the following table :

Table 2. Pretest Percentage of Experimental Class Learning Motivation

Category	Results Percentage %
Tall	0%
Currently	20%
Low	80%
Total	100%

Based on the percentage table above, it can be concluded that the pretest results for the experimental class are as follows: high score category 0%, medium 20%, low 80%.

Table 3. Posttest Results for the Experimental Class

No	Score	Amount	Category	Percentage
1	157	1	Currently	6.667%
2	164	2	Currently	13.333%

3	165	2	Currently	13.333%
4	166	1	Currently	6.667%
5	167	2	Currently	13.333%
6	168	1	Currently	6.667%
7	170	1	Currently	6.667%
8	171	1	Currently	6.667%
9	173	1	Currently	6.667%
10	175	1	Currently	6.667%
11	177	1	Currently	6.667%
12	178	1	Currently	6.667%
	Amount	15		100%
	Total number		2,527	
	Mean		168.4	
	Medium		168	
	Mode		164 - 165 - 167	
	Mark highest		178	
	Mark Lowest		157	

Based on the calculation analysis of the posttest results for the experimental class , the mean value was 168.4, the mode value was 164-165-167, the highest value was 178, the lowest value was 157. From the existing percentage data, the researcher shows the learning motivation categories of students as in the following table :

Table 4. Percentage of Posttest Learning Motivation for Experimental Class

Category	Results Percentage %
Tall	0%
Currently	20%
Low	80%
Total	100%

Based on the percentage table above, it can be concluded that the pretest results for the experimental class are as follows: high score category 0%, medium 100%, low 0%.

Table 5. Pretest-Posttest Data on Learning Motivation

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Pretest</i> For class experiment	15	131	163	147.20	8,308
<i>Posttest</i> For class experiment	15	157	178	168.47	5,617
<i>Pretest</i> on Class Control	15	140	165	152.13	6,468
<i>Posttest</i> in Class Control	15	144	168	154.80	6,603
<i>Valid N (listwise)</i>	15				

Based on the results obtained in the assessment of 30 students of SMP Negeri 1 Kedawung who were divided into 15 people in the experimental class, 15 people in the control class. The descriptive test results of the minimum pretest score for the experimental class were 131, the maximum score was 163, the minimum posttest score for the experimental class was 157, the maximum score was 178. Meanwhile, the results of the descriptive data were the minimum pretest score for the control class was 140, the maximum score was 165, the minimum posttest score for the class control 144, and maximum value 168.

If we look at the mean value, the experimental group experienced a significant increase while the control group did not experience an increase in the mean value. Based on the data comparison, it shows that there is a difference in the learning motivation of class VIII students at SMP Negeri 1 Kedawung between before and after being provided with Self Management technical group counseling services.

Analysis Prerequisite Test Results

Pretest - Posttest Normality Test for Experimental Class and Control Class

Table 6. Normality Test

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Results Motivation Study	<i>Class Pretest Experiment (LKKP)</i>	,190	15	,148	,951	15	,533
	<i>Posttest</i> For class experiment (LKKP)	,147	15	,200 *	,958	15	,651
	<i>Class Pretest Control</i>	,171	15	,200 *	,964	15	,770

	Posttest on Class Control	,169	15	,200 *	,928	15	,255
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Corrections							

Based on the results of the Shapiro-Wilk Significance (Sig) value from the pretest-posttest learning motivation scale for the experimental class and control class, both have a significance value greater than 0.05 ($\text{sig} > 0.05$). The pretest value for the experimental class has a significance value of 0.533 and the posttest value for the experimental class has a significance value of 0.651. Meanwhile, the pretest value in the control class has a significance value of 0.770 and the posttest value for the control class has a significance value of 0.255. So it can be stated that the Pretest-Posttest data on the learning motivation scale for the experimental group or control class is normally distributed.

Pretest - Posttest Homogeneity Test for Experimental Class and Control Class

Table 7. Homogeneity Test

		<i>Levene Statistics</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
Results Motivati onStudy (LKKP)	<i>Based on Mean</i>	,413	3	56	,744
	<i>Based on Median</i>	,350	3	56	,789
	<i>Based on Median and with adjusted df</i>	,350	3	51,356	,789
	<i>Based on trimmed mean</i>	,409	3	56	,747

Based on the homogeneity test results, it is known that the Based on mean significance value is $0.744 > 0.05$, it can be concluded that the variance of the Posttest data for the experimental class, the Posttest data for the control class is homogeneous.

Hypothesis Test Results

Table 8. Independent Sample T Test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	Q	df	Sig. (2-tailed)	Mean Different ence	Std. Error Different ence	95% Confidence Intervals of the Difference	
									Lower	Upper
Results Motivati onStudy	Equal variances assumed	,035	,853	6.106	28	,000	13.667	2,238	9,082	18,252

(LKKP)	Equal variances note assumed			6.106	27.29 8	,000	13.66 7	2,238	9,076	18,257
--------	---------------------------------------	--	--	-------	------------	------	------------	-------	-------	--------

Based on the results of the table above, the T-test value can be obtained as $6.106 > 2.048$. The researcher's T-table value is obtained from df 28 and the significance is 5% so that the value is 2.048, so it can be concluded that the T-test is greater than the T-table, and what is accepted is H_a , which states that there is a difference in the learning motivation of class VIII students at SMP Negeri 1 Kedawung between before and after being provided with Self Management technique group counseling services.

Discussion

In this study it can be concluded that before being given group counseling services based on the pretest results with a mean value of 147.2, mode value 148-150, highest value 163, lowest value 131. Then, from the indicators it appears that there is a lack of desire for success for students in the process teaching and learning activities, lack of encouragement for students to be interested in improving their learning, no appreciation from the learning environment, learning activities are less varied so they seem boring and the environment does not facilitate the process of developing potential and interest in learning.

After being given treatment or group counseling services in the experimental class, posttest results were obtained with a mean value of 168.4, mode value 164-165-167, highest value 178, lowest value 157. Then, the indicators showed an increase in the desire to succeed for students. namely being diligent in going to class on time, diligently listening when the teacher explains, diligently doing the homework given by the teacher, the habit of skipping classes after break time is reduced and the habit of avoiding subjects you don't like is reduced.

The research results showed that the T-count value was $6.106 > 2.048$, the research T-table value was obtained from df 28 and the significance was 5% so the value was 2.048, concluding that the T-table value was greater than the T-table. These results can be interpreted as meaning that there is a difference in the learning motivation of class VIII students at SMP Negeri 1 Kedawung between before and after being provided with Self Management technique group counseling services.

Group counseling services using the Self Management method are an activity carried out by a group of people by maximizing group dynamics (Susetyo, 2021). This means that all groups interact with each other, freely expressing their opinions, responding to them, giving suggestions.

The Self Management method counseling strategy for students who experience low learning motivation is assistance that the author can provide. This is done so that every student at SMP Negeri 1 Kedawung is able to monitor themselves. The steps of the Self Management method include: Self Monitoring, Agreement with Yourself (Self Contracting), Self Control, Reinforcement (Self Reward) (DD Wahyuningsih, 2020).

The first stage, conducting pre-counseling to explain what group counseling is, the stages and principles of group counseling. The stages of group counseling include the initial stage, which is a key stage that influences the success of the process. In this stage the researcher opens counseling sessions, manages and utilizes group dynamics. If the group is cohesive, concerns and prejudices have been resolved, and group members trust each other and are open (Rasimin & Hamdi, 2021).

In the second stage, called the transition stage, students usually have feelings of anxiety, doubt, or show other resistant behavior. At this stage, the researcher helps students not to worry, hesitate and be confused by encouraging students, directing them to handle conflicts that arise within the group, handling resistance and anxiety that arise within students. Such as reminding each other of what was agreed upon, keeping each other's secrets, giving and receiving, allowing different opinions and feelings, group games to warm up the atmosphere and close relationships between groups, giving an example of being an active listener so that other people can easily understand it well (Rasimin & Hamdi, 2021).

The third stage, called the working stage, is utilizing and managing group dynamics as a facilitator of problem solving for group members. Researcher activities in this stage include opening up space at each counseling meeting and being a narrator for group members to discuss problems faced or experienced by group members, exploring problem complaints, learning new behavior, focusing on achieving goals, practicing developing new positive behavior, developing new ideas, changing other behaviors using self-management methods, summarizing learning points that can be found in each group counseling session, providing reinforcement, feelings and new positive behavior so that they can be realized in real life (Rasimin & Hamdi, 2021).

Next is the terminating stage, this stage aims to end the series of group counseling activities, evaluate changes, determine the follow-up activities required individually by each group member, and resolve student problems. This stage uses the Self Management method (Rasimin & Hamdi, 2021)

CONCLUSION

In this research, it can be concluded that before being given group counseling services, based on the results of the experimental class pretest, a percentage was obtained with a high category score of 0%, a medium category score of 20% and a low category score of 80%. The mean value is 147.2, the mode value is 148-150, the highest value is 163, the lowest value is 131.

After being given treatment or group counseling services in the experimental class, the results obtained were percentages with a high category score of 0%, a medium category score of 100% and a low category score of 0%. Posttest with a mean value of 168.4, mode value 164-165-167, highest value 178, lowest value 157.

The results of the T test using the SPSS version 25 program, the T-count value is $6.106 > 2.048$ T-table value, it can be concluded that H_a is accepted, H_0 is rejected. These results can be interpreted as meaning that there is a difference in the learning motivation of class VIII students at SMP Negeri 1 Kedawung between before and after being provided with Self Management technique group counseling services. So it can be concluded that the Self Management technique group counseling service is effective in increasing the learning motivation of class VIII students at SMP Negeri 1 Kedawung.

REFERENCES

- Anisa, U. W., & Navion, F. P. (2022). Efektivitas Konseling Kelompok Teknik Self Management Untuk Meningkatkan Motivasi Belajar Pada Anak Binaan SMP di LPKA Kelas I Blitar. *Guidance: Jurnal Bimbingan Dan Konseling*, 19(02), 46–55.
- Bakar, M. A., Umroh, K. A., & Hameed, F. (2023). Improving Quality Islamic Education for Today's Generation. *At-Tadzkir: Islamic Education Journal*, 2(2), 118–128.
- Borah, M. (2021). Motivation in learning. *Journal of Critical Reviews*, 8(2), 550–552.
- Coolidge, F. L. (2020). *Statistics: A gentle introduction*. Sage Publications.
- Dakhi, O., JAMA, J., & IRFAN, D. (2020). Blended learning: a 21st century learning model at college. *International Journal Of Multi Science*, 1(08), 50–65.
- Fitriyani, P. (2018). Pendidikan karakter bagi generasi Z. *Prosiding Konferensi Nasional Ke-7 Asosiasi Program Pascasarjana Perguruan Tinggi Muhammadiyah Aisyiyah (APPPTMA)*. Jakarta, 23–25.
- Graciani Hidajat, H., Hanurawan, F., Chusniyah, T., & Rahmawati, H. (2020). Why I'm Bored in Learning? Exploration of Students' Academic Motivation. *International Journal of Instruction*, 13(3), 119–136.

- Husni, H. (2020). The Effect of Inquiry-based Learning on Religious Subjects Learning Activities: An Experimental Study in High Schools. *Jurnal Penelitian Pendidikan Islam*, 8(1), 43-54.
- Rasimin, M. P., & Hamdi, M. (2021). *Bimbingan dan Konseling Kelompok*. Bumi Aksara.
- Saitya, I., & Yamin, M. (2022). UPAYA PEMBENTUKAN KARAKTER SISWA MELALUI PEMBELAJARAN PENDIDIKAN JASMANI. *PIOR: Jurnal Pendidikan Olahraga*, 1(1), 24-31.
- Suherman, A., Yusuf, Y., Ismanto, B., & Umam, D. C. (2022). Upaya Membangun Dan Memelihara Semangat Belajar Di Masa Pandemi Pada Yayasan Pondok Pesantren Izzatul Islam. *Jurnal Abdi Masyarakat Multidisiplin*, 1(1), 56-61.
- Susetyo, D. P. B. (2021). *Dinamika Kelompok: Pendekatan Psikologi Sosial*. SCU Knowledge Media.
- Wahyuningsih, D. D. (2020). *Panduan Untuk Konselor Teknik Self Management Dalam Bingkai Konseling Cognitive Behavior Untuk Meningkatkan Kemandirian Belajar Siswa SMP*. Penerbit CV. Sarnu Untung.
- Wahyuningsih, E. S. (2020). *Model pembelajaran mastery learning upaya peningkatan keaktifan dan hasil belajar siswa*. Deepublish.
- Walliman, N. (2021). *Research methods: The basics*. Routledge.
- Yin, X. (2021). The interplay of EFL students' enjoyment, Hope, pride and self-regulation. *Frontiers in Psychology*, 12, 803476.
- Yulianti, T., & Sulistiyawati, A. (2020). The Blended Learning for Student's Character Building. *International Conference on Progressive Education (ICOPE 2019)*, 56-60.