

EFFECTIVENESS OF GROUP COUNSELING WITH SELF MANAGEMENT TECHNIQUES TO IMPROVE ACADEMIC RESPONSIBILITY OF STUDENTS

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ABSTRACT

Academic responsibility is closely related to learning achievement at school, low academic responsibility will have a bad impact on students if it is constantly allowed to affect the learning process and reduce student learning outcomes so that potential development is not achieved properly and even a decrease in achievement. This study aims to determine the level of academic responsibility before and after the service is provided and the effectiveness of group counseling with self management techniques. The results showed that there was an increase in academic responsibility before and after being given treatment using group counseling with self management techniques, from 58% to 88%. Group counseling with self management techniques is effective for increasing students academic responsibility with the results of the paired T test with a sig value of $0.000 < 0.05$ so that H_a can be accepted. The percentage of students academic responsibility increased by 30% after treatment.

Keywords: academic responsibility; group counseling; self-management technique

INTRODUCTION

Education is indispensable in an effort to form Human Resources (HR) that can improve the quality of life and form intelligent and knowledgeable individuals that are indispensable in everyday life (Susilo, 2013). School is an important thing in human life. Without schools, the quality of education of people in Indonesia can be disrupted. School is also a place where students can learn to absorb the knowledge given by the teacher. The educational process is a learning activity where students act as knowledge-seeking subjects so that they are required to complete learning tasks at school. In the process of studying, there are certainly many problems that are often experienced by students, one of which is low academic responsibility. According to Sarah, responsibility is an attitude and behavior of a person in carrying out duties and obligations that must be carried out, both to God Almighty, the state, the environment and society and himself. Responsible people will be willing to bear all the consequences of every decision they make with full awareness. Academic responsibility is the attitude of individuals in carrying out their learning obligations in the form of learning tasks (Juita et al., 2021). In one academic activity, not only scheduled face-to-face activities but also planned (structured) and independent activities are taken into account. In one academic activity, not only scheduled face-to-face activities but also planned (structured) and independent activities are taken into account (Membara et al., 2014).

Having a sense of responsibility is closely related to learning achievement at school. A low attitude of responsibility causes students to be more lazy and tend to procrastinate. This attitude of procrastination itself can become a bad habit for children if it is constantly allowed to affect the learning process, socialization with the environment and even a decrease in achievement.

Responsible attitude in learning is the most important factor in determining students' achievement. Even students who have good intelligence will be inferior to children who have a responsible attitude towards learning. (Mardani et al., n.d.). Every learner should have a sense of responsibility, especially academic responsibility. (Kusumadewi et al., 2014). In addition, some class students also expressed their unrest such as not being able to adjust when learning in class, not being able to manage study time properly, being lazy to do tasks that are considered difficult to cheat so that the task can be completed. This shows symptoms of low responsibility of students towards their academics in accordance with the indicators of the academic responsibility scale, namely: (1) accepting one's role as a student, (2) self-regulation, (3) carrying out obligations as a student, (4) willing to accept consequences in learning activities.

Responsibility can be interpreted as giving a burden and a sense of belonging to the tasks that have been given and if you do not carry it out there will be risks that you must accept (Wiantisa et al., 2022). According to Bandura quoted by Mufida Istati, responsibility is part of the moral component which includes affective and self-regulation mechanisms and emotions based on personal standards related to self-sanctions. Responsible behavior is the result of human consideration in the form of self-regulation, so that the actions carried out do not get sanctions from the social environment (Istati, 2019). According to Dyanasta, academic responsibility can also be interpreted as an effort to fulfill an obligation or burden that is fulfilled through understanding one's readiness to events in the environment, accepting and conveying thoughts, knowledge, ideas, and freely testing them and being open in learning (Wiantisa et al., 2022). In general, students who are responsible for their academics can be seen from the following characteristics: (1) Always complete the tasks given by the teacher to completion, be it tasks given at school when learning takes place or homework that must be done at home. (2) Always trying to produce something without ever getting tired and desperate. (3) Always thinking positively in every opportunity and in any situation. (4) Never blaming others for the mistakes they have made (Monica & Gani, 2016). According to Thomas Lickona quoted by Mufida Istati, in academic responsibility there are several aspects, namely: (1) Accepting one's role as a student (2) Self-regulation (3) Carrying out obligations as a student (4) Willing to accept consequences in learning activities (Istati, 2019).

If this academic responsibility is ignored, it will result in a decrease in student learning outcomes so that the development of their potential is not achieved properly and even students will not be promoted or possibly drop out of school. One of the assistance provided by guidance and counseling teachers is group counseling with self management techniques. Group counseling is expected to be appropriate in increasing academic responsibility because it has the advantage of using group dynamics to solve the problems faced by the counselee. The advantages of self management techniques are that the counselee can organize, monitor, and evaluate himself to achieve changes in better habits in his academic responsibilities so as to achieve optimal self potential (Komalasari & Wahyuni, 2011). This is in accordance with the results of research conducted by Nadia Elpiani who found effective results when using group counseling with self management techniques to increase students learning responsibilities.

According to Prayitno, group counseling is a process of providing assistance through counseling interviews by an expert, namely the counselor to clients who are experiencing a

problem with the aim of alleviating the problems faced by clients carried out with group dynamics (Prayitno & Amti, 2008). According to Lesmana, cited by Namora Lumanongga Lubis & Hasnida, group counseling is a counseling relationship in which a counselor seeks to increase the mental and working capacity of the counselee in order to control the problems being faced properly (Hasnida, 2019). Group counseling services are guidance and counseling services that provide opportunities for students to discuss and obtain alleviation of the problems they face through group dynamics (Sukardi, 2008). Group counseling is carried out with 4 stages, namely: (1) Formation stage (2) Transition stage (3) Activity stage (4) Termination stage. This activity consists of 4-12 people using self management techniques.

Self management can be interpreted as an effort to manage oneself towards a better direction so that it can carry out the mission that is arranged in order to achieve goals (Ulfa & Suarningsih, 2018). Self management is a technique used to shape a person's behavior for the better by giving responsibility to the individual in directing his own behavioral changes to achieve self-progress (Indryaningsih et al., 2014). The purpose of the self-management technique is to help clients to control their own behavior. With the control of thoughts, feelings and actions, it will encourage an increase in better things, in this case such as things related to the academic responsibility of students to improve things that are good and right (Ratna, 2013). Learners in this self-management process can make decisions about matters relating to certain behaviors that they want to control or change for the better. According to Komalasari, self-management is usually done with the following steps: (1) Self-Monitoring or Self-Observation Stage (2) Self-Evaluation Stage (3) Reinforcement, Removal, and Consequence Stage (Komalasari & Wahyuni, 2016).

METHOD

This type of research is field research. This research uses a quantitative approach, which is a research approach in the form of data obtained in the form of numbers or numbers. As stated by Sugiyono, a quantitative approach is an approach with the acquisition of data in the form of numbers and using statistics (Sugiyono, 2016).

In this study, researchers used the experimental method. According to Sukardi quoted by I Putu Ade Andre Payadnya and I Gusti, experimental research is research conducted in order to determine the effect of a treatment deliberately carried out by researchers in a study (Payadnya & Jayantika, 2018). What was studied was the effectiveness of group counseling services with self management techniques to increase academic responsibility, especially for class IX C students at MTs Muhammadiyah 3 Al-Furqan Banjarmasin. In this study using a pre-experimental design with a one group pretest-posttest design. According to Sugiyono, from this design there is a pre-test, namely before treatment is given, so that the results of the treatment can be clearly known, because it can be compared with the previous situation (Sugiyono, 2016). This design can be depicted as follows:

Table 1 Research Design One Group Pretest-Posttest Design

Pretest	Treatment	Posttest
O1	X	O2

Description:

O1 : Pretest score (before treatment)

X : When treatment (treatment)

O2 : Posttest score (after treatment)

The data in this study are. The research location was MTs Muhammadiyah 3 Al-Furqan Banjarmasin. The samples studied were students of class IX C MTs Muhammadiyah 3 Al-Furqan Banjarmasin totaling five people who had low academic responsibility criteria. The instrument used in this research is a test questionnaire which concerns four indicators of students' academic responsibility. The type of data collected is quantitative data, namely the score of the test results.

RESULTS AND DISCUSSION

Academic responsibility test results before being given group counseling services with self management techniques to increase students' academic responsibility.

Table 2 Pretest Data Analysis Results

No	Name	Score	%	Category
1	S	94	58,75%	Low
2	G	93	58,12%	Low
3	N	93	58,12%	Low
4	R	92	57,5%	Low
5	Y	91	56,87%	Low
	Average	92,6	58%	Low

Table 3 Pretest percentage by academic responsibility characteristics

No	Characteristics	N	%
1	Accepting one's role as a student	5	45,2 %
2	Self regulation	5	47,6 %
3	Carrying out obligations as a student	5	44,4 %
4	Willing to accept consequences in learning activities	5	48 %
	Average		46,3 %

The average of the four indicators is 46.3%. This average shows that the academic responsibility of students is low before being given group counseling services with self management techniques to students in class IX C MTs Muhammadiyah 3 Al-Furqan Banjarmasin.

Table 4 Posttest Data Analysis Results

No	Name	Score	%	Category
1	S	144	90%	Very High
2	G	143	89,37%	Very High
3	N	142	88,75%	Very High
4	R	140	87,5%	Very High
5	Y	138	86,25%	Very High
	Average	141,4	88%	Very High

The table above shows that, after treatment for 4 meetings through group counseling with self management techniques to five students of class IX C MTs Muhammadiyah 3 Al-Furqan Banjarmasin who have low academic responsibility has greatly improved. The increase is in accordance with the results of a questionnaire with four indicators of academic responsibility. Judging from the average results of the pretest and posttest, when before (pretest) given treatment obtained an average result of 58% and after (posttest) given treatment obtained an average of 88%. This shows that there is an increase in academic responsibility after receiving treatment through group counseling services with self management techniques. The difference in the average scores of the pretest and posttest is 30%, indicating an increase in academic responsibility.

This increase occurred in accordance with previous research conducted by Sarifah Nurohmah that self management techniques were able to increase academic responsibility. There was an average score increase of 28% in the experimental group. A person is said to have self management skills if he is able to manage all the elements contained within himself which include thoughts, feelings (emotions) and behavior (Purwanto, 2020). The results of this study can be concluded that group counseling with self management techniques is effective for increasing students learning motivation. According to this research, self management techniques are able to increase the academic responsibility of students can be seen from the implementation carried out by counselors who can make the service atmosphere conducive and all service participants are able to follow without obstacles and provide time to focus on following the service so that their academic responsibility increases.

The results of the posttest data analysis of students academic responsibility according to the characteristics of academic responsibility can be seen in the table below:

Table 5 Posttest Percentage by Academic Responsibility Characteristics

No	Characteristics	N	%
1	Accepting one's role as a student	5	69,2 %
2	Self regulation	5	68,4 %
3	Carrying out obligations as a student	5	71,6 %
4	Willing to accept consequences in learning activities	5	73,6 %
	Average		70,7 %

The average of the four indicators is 70.7%. This average shows that there is an increase in academic responsibility after being given group counseling treatment with self management techniques for students in class IX C MTs Muhammadiyah 3 Al-Furqan Banjarmasin. The T-

test aims to examine the effectiveness of a treatment in changing a behavior by comparing the previous with the situation after treatment (Furqon, 2009). The results of testing the effectiveness of group counseling with self management techniques are presented as follows:

Table 6 Paired Sample T-Test Results

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-48.80000	1.30384	.58310	-50.41893	-47.18107	-83.691	4	.000

Based on the table above, it can be seen that the sig value is $0.000 < 0.05$ so that H_a is accepted and it can be concluded that group counseling services with self management techniques are effective for increasing the academic responsibility of class IX C students of MTs Muhammadiyah 3 Al-Furqan Banjarmasin. If the sig value > 0.05 then H_a is rejected. The sig value obtained from the T test in this study is $0.000 < 0.05$ so that H_a is accepted, which means that group counseling services with self management techniques are effective for increasing the academic responsibility of class IX C students of MTs Muhammadiyah 3 Al-Furqan Banjarmasin. From the results that have been presented above, group counseling services with self management techniques can increase the academic responsibility of class IX C students of MTs Muhammadiyah 3 Al-Furqan Banjarmasin because the significance is $0.000 < 0.05$.

CONCLUSION

Group counseling with self management techniques is effective for increasing the academic responsibility of students at MTs Muhammadiyah 3 Al-Furqan Banjarmasin. The level of academic responsibility in class IX C students of MTs Muhammadiyah 3 Al-Furqan Banjarmasin before (pretest) given group counseling service treatment with self management techniques has an average of 92.6 or 58% low category. Then, after (posttest) given group counseling service treatment with self management techniques increased to an average of 141.4 or 88% very high category. The results of the analysis based on predetermined tests, it can be seen that the paired sample T-test test obtained a sig value (2-tailed) < 0.05 , namely $0.000 < 0.05$, so H_a is accepted, it can be said to be effective. This means that group counseling with self management techniques is effective for increasing students' academic responsibility. The results showed an increase in students' academic responsibility by 30% after treatment.

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