

## THE EFFECTIVENESS OF SELF-MANAGEMENT TECHNIQUE GROUP COUNSELING IN REDUCING TRUANCY AMONG HIGH SCHOOL STUDENTS

<sup>\*1</sup>Usnul Cholifah, <sup>2</sup>Ratih Christiana, <sup>3</sup>Asroful Kadafi

<sup>\*1,2,3</sup>Universitas PGRI Madiun

Email: <sup>\*1</sup>usnulcholifah18@gmail.com, <sup>2</sup>ratihchristiana@unipma.ac.id,

<sup>3</sup>asrofulkadafi@unipma.ac.id

### Abstract

This study aims to examine the effectiveness of group counseling using the self-management technique in reducing truancy behavior among tenth-grade students at SMA Negeri 1 Patianrowo. This research employed a quantitative approach with a quasi-experimental design using a nonequivalent control group design. The sample was selected through purposive sampling and involved 17 tenth-grade students identified as having high levels of truancy behavior, who were divided into an experimental group (n = 8) and a control group (n = 9). Data on truancy behavior were collected using a questionnaire and analyzed using non-parametric statistical tests, namely the Wilcoxon Signed Ranks Test and the Mann–Whitney U Test. The results of the Wilcoxon test in the experimental group showed a significant difference between pre-test and post-test scores, with an Asymp. Sig. (2-tailed) value of 0.005 ( $p < 0.05$ ), indicating a substantial reduction in truancy behavior after the implementation of group counseling with the self-management technique. In contrast, the control group did not demonstrate a significant change. Furthermore, the Mann–Whitney U test on post-test scores revealed an Asymp. Sig. (2-tailed) value of 0.001 ( $p < 0.05$ ), confirming a statistically significant difference between the experimental and control groups. The novelty of this study lies in the integration of the “7 Kebiasaan Anak Indonesia Hebat” (Seven Habits of Great Indonesian Children) into the implementation of group counseling with the self-management technique, including habits such as waking up early, religious observance, regular physical exercise, learning enthusiasm, and going to bed early as supporting strategies for fostering students’ disciplinary behavior. Based on these findings, it can be concluded that group counseling using the self-management technique is significantly effective in reducing truancy behavior among tenth-grade students at SMA Negeri 1 Patianrowo.

**Keywords:** Self-management, Group Counseling, Truancy Behavior, Senior High School Students.

### Abstrak

*Penelitian ini bertujuan untuk menguji efektivitas konseling kelompok dengan teknik self-management dalam mereduksi perilaku membolos pada siswa Kelas X di SMA Negeri 1 Patianrowo. Penelitian menggunakan pendekatan kuantitatif dengan desain quasi experimental model nonequivalent control group design. Sampel penelitian dipilih melalui teknik purposive sampling, melibatkan 17 siswa Kelas X yang teridentifikasi memiliki tingkat perilaku membolos tinggi, yang dibagi ke dalam kelompok eksperimen*

( $n = 8$ ) dan kelompok kontrol ( $n = 9$ ). Data perilaku membolos dikumpulkan menggunakan angket, kemudian dianalisis dengan uji non-parametrik Wilcoxon Signed Ranks Test dan Mann-Whitney U Test. Hasil analisis menunjukkan bahwa pada kelompok eksperimen terdapat perbedaan yang signifikan antara skor pre-test dan post-test dengan nilai Asymp. Sig. (2-tailed) sebesar 0,005 ( $p < 0,05$ ), yang mengindikasikan penurunan perilaku membolos secara signifikan setelah diberikan layanan konseling kelompok dengan teknik self-management. Sementara itu, kelompok kontrol tidak menunjukkan perubahan yang signifikan. Hasil uji Mann-Whitney U pada skor post-test menunjukkan nilai Asymp. Sig. (2-tailed) sebesar 0,001 ( $p < 0,05$ ), yang menandakan adanya perbedaan signifikan antara kelompok eksperimen dan kelompok kontrol. Kebaruan penelitian ini terletak pada integrasi unsur 7 Kebiasaan Anak Indonesia Hebat (7 KAIH) dalam pelaksanaan konseling kelompok dengan teknik self-management, seperti kebiasaan bangun pagi, beribadah, berolahraga, gemar belajar, dan tidur lebih awal sebagai strategi pendukung pembentukan perilaku disiplin siswa. Berdasarkan hasil penelitian dapat disimpulkan bahwa konseling kelompok dengan teknik self-management terbukti efektif secara signifikan dalam mereduksi perilaku membolos siswa Kelas X di SMA Negeri 1 Patianrowo.

**Kata kunci:** *Self-management, Konseling Kelompok, Perilaku Membolos, Siswa SMA.*

## INTRODUCTION

Discipline is a cornerstone of academic success and character development in school. High school is a crucial phase for students in internalizing norms and responsibilities. However, one form of indiscipline that remains a latent and serious problem in schools is truancy (absenteeism without a valid excuse). This behavior not only harms students personally due to missed coursework and declining academic performance but also disrupts the school's overall academic climate (Sinaga et al., 2022). The phenomenon of truancy at the high school level is often triggered by internal factors such as a lack of self-control and motivation to learn, as well as external factors such as peer influence and the school environment (Rifani et al., 2022). Students' inability to manage themselves in the face of pressure and temptations to skip school is the root of the problem that needs to be addressed specifically and in depth.

Based on realistic preliminary data from State High School 1 Patianrowo at the start of the 2023/2024 academic year, it was found that truancy is one of the most prominent disciplinary issues. The average rate of unexcused absences (truancy) among 10th-grade students reached 12.5% of total school days in a month, with approximately 35% of all 10th-grade students falling into the category of high truancy (skipping school 3 times or more per month). This figure far exceeds the school's tolerance limit. This problem requires an intervention focused on specific behavioral change and the assignment of full responsibility to students. One relevant and proven effective approach is Group Counseling using the *Self-Management* technique. The *Self-Management* technique in counseling aims to teach individuals how to observe, evaluate, and modify their own behavior consciously and productively (Gunarso in Putrawijaya, 2019). When applied in a group context, this technique enables students to learn together, engage in mutual monitoring (*self-monitoring*), establish behavioral contracts (*self-contracting*), and

provide self-reinforcement, thereby strengthening their commitment to change (Yosef et al., 2022).

Given the urgency of this issue, this study focuses on empirically testing how effective Group Counseling using the Self-Management technique is in reducing truancy among 10th-grade students at State High School 1 Patianrowo. Truancy is generally defined as a student's failure to attend school without a valid reason or leaving school early without official permission (Nickerson et al., 2016). According to Basaroh et al., (2024), truancy has negative impacts on both academic aspects (decreased motivation and academic performance) and non-academic aspects (character development and the formation of bad habits).

Theoretically, the factors causing truancy are complex, encompassing internal factors (low self-control, lack of motivation, boredom with lessons or teachers) and external factors (peer influence, an indifferent family environment) (Ranisa et al., 2025). The strong influence of peers is a dominant factor during adolescence (Aqib, 2020), making interventions that involve group dynamics particularly relevant. Group counseling is a guidance and counseling service that utilizes group dynamics as a means to help individuals resolve personal issues through interaction, sharing experiences, and providing feedback among group members. Through these dynamics, students are encouraged to learn from one another, reflect on their behavior, and develop a deeper self-understanding, thereby enabling behavioral change to occur naturally and sustainably (Budianto, 2023).

One technique widely used in group counseling based on a behavioral approach is the self-management technique. This technique places the primary responsibility for behavioral change on the individual themselves—in this case, the students—so that they actively serve as agents of change for themselves. According to Bejan, (2023), self-management involves a series of fundamental procedures that include self-monitoring, self-contracting, stimulus control, and self-reinforcement. Through the process of self-monitoring, students are trained to observe and record the frequency and situations in which truancy occurs, thereby fostering awareness of the behavioral patterns they have been exhibiting. Subsequently, students are guided to set realistic and measurable goals for behavioral change, particularly regarding the reduction in the frequency of truancy. This process is reinforced through self-contracting, which involves creating an agreement or behavioral contract with oneself and the group as a form of commitment to implementing the change plan. Additionally, self-reinforcement is implemented by rewarding oneself every time a student successfully reduces or avoids truancy, thereby strengthening adaptive behaviors (Zannah et al., 2023).

From a social cognitive theory perspective, *self-management* techniques have a strong theoretical foundation. Bandura, (1997) explains that individuals inherently possess the capacity to regulate and control their own behavior through a cognitive process known as *self-regulation*. Through mechanisms of self-observation, self-evaluation, and self-

reinforcement, individuals can modify maladaptive behavior into more constructive behavior. In an educational context, this self-regulation ability is a crucial aspect in shaping students' disciplinary behavior. In line with this perspective, Zannah et al., (2023) emphasize that self-management techniques are effective in guidance and counseling services because they position students as active agents responsible for their own behavioral changes.

Empirical findings from recent research also consistently support the effectiveness of self-management techniques in addressing student discipline issues, particularly truancy. Yohanes,(2021) found that group counseling services incorporating self-management techniques were able to significantly reduce student truancy after the intervention. The decrease in truancy scores indicates that students experienced improved self-control and awareness of the consequences of their behavior. Similar results were reported by Ranisa et al., (2025), who concluded that *self-management* techniques are effective in reducing various maladaptive student behaviors, including disciplinary issues leading to truancy, as these techniques foster continuous personal responsibility and self-control. Furthermore, Wibowo & Belia, (2023) emphasizes that group counseling serves as a strategic platform for addressing adolescent behavioral issues, and the use of behavioral techniques such as *self-management* can optimize the effectiveness of group counseling services through the support of group dynamics and social learning processes.

## **METHOD**

This study employed a quantitative approach using a quasi-experimental design and a non-equivalent control group design. This design was chosen because the researcher was unable to randomly assign research subjects to the experimental and control groups. The study was conducted at Patianrowo State Senior High School 1 during the current academic year. The population in this study consisted of all 10th-grade students at Patianrowo State High School 1. The sample was selected using purposive sampling, specifically 10th-grade students identified as having high rates of truancy based on initial screening results and confirmation from guidance and counseling teachers. The sample size for this study was 17 students, who were subsequently divided into two groups: the experimental group and the control group. The experimental group consisted of 8 students who received an intervention in the form of group counseling using the self-management technique, while the control group consisted of 9 students who received non-specific group counseling services in the form of general discussions as a comparison treatment.

The variables in this study consisted of independent and dependent variables. The independent variable was group counseling using the self-management technique, while the dependent variable was student truancy behavior. Truancy behavior was measured using a truancy behavior questionnaire developed based on indicators of truancy behavior, including unexcused absences from school and leaving school without permission. Research data were obtained through pre-test and post-test measurements in both groups. Data analysis was conducted using non-parametric statistical techniques, given the relatively small sample size and the assumption that the data were not normally

distributed. The Wilcoxon Signed Ranks Test was used to determine differences in truancy behavior scores before and after the intervention within each group, while the Mann–Whitney U Test was used to test differences in post-test truancy behavior scores between the experimental and control groups.

## **RESULT AND DISCUSSION**

The measurement of student truancy behavior in this study was conducted in two main stages: a pre-test before the intervention was administered and a post-test after the entire series of group counseling sessions using self-management techniques had been completed. Higher truancy scores indicate a higher frequency and greater tendency to skip school, while lower scores reflect a decrease in the frequency of truancy and an improvement in student attendance discipline. This repeated-measurement approach is considered relevant for objectively and accurately assessing behavioral changes, particularly in the context of counseling interventions aimed at modifying problematic behavior (Creswell, 2014). The results of the descriptive analysis indicate that prior to the intervention, the experimental group and the control group had relatively equivalent mean truancy behavior scores, both falling within the high category. The pre-test mean score for the experimental group was 110.50 and for the control group was 112.11. This similarity in initial conditions indicates that both groups were at a homogeneous level of truancy behavior; thus, it can be concluded that differences in post-intervention results were not caused by differences in students' initial characteristics but rather by the effectiveness of the intervention provided. This initial homogeneity is a crucial prerequisite in quasi-experimental research to ensure the internal validity of the study's results (Amat et al., 2020).

After the intervention, the changes observed in the experimental group showed a starkly contrasting pattern compared to the control group. The experimental group, which received group counseling services using self-management techniques, experienced a 41% average reduction in truancy scores, moving from the high category to the low category. This reduction is not only statistically significant but also educationally and psychologically significant. This means that the intervention provided not only reduced truancy rates but also helped foster changes in students' mindset, habits, and sense of responsibility regarding attendance. This success is inseparable from the key characteristics of the self-management technique, which positions students as active agents in the behavioral change process. Through the self-monitoring process, students are trained to observe, record, and reflect on the frequency and situations that trigger truancy. This awareness serves as a crucial foundation because students no longer view truancy as a behavior that occurs spontaneously or uncontrollably, but rather as a behavior that can be identified, measured, and changed. This aligns with the perspective of Prayitno and Amti (2018), who emphasize that self-awareness is the starting point for behavioral change in guidance and counseling services.

The subsequent stages—self-evaluation and self-contracting—reinforce this change process. Students are guided to evaluate the alignment of their actual behavior with established targets, such as a commitment to full attendance for one week or one month. Setting specific and realistic targets fosters a sense of personal responsibility and enhances students’ emotional engagement with the change process. According to Corey, (2017), the client’s active involvement in goal-setting is a key factor in counseling success, particularly within the behavioral-cognitive approach. Additionally, the application of self-reinforcement plays a crucial role in sustaining behavioral change. Every time a student succeeds in meeting an attendance target, this is reinforced through a mutually agreed-upon form of self-reinforcement, whether in the form of symbolic rewards or specific positive experiences. This mechanism builds a sustainable intrinsic motivation system, where students learn that disciplined behavior yields positive consequences for themselves. These findings align with the results of a study by (OECD, 2022), which stated that self-reinforcement can improve the consistency of behavioral changes in secondary school students.

The effectiveness of the intervention in this study is further strengthened by the integration of elements from the “7 Habits of Great Indonesian Children,” particularly the habits of waking up early, praying regularly, enjoying learning, and going to bed early. The cultivation of these habits helps students establish structured daily routines, improve time management, and reduce situational factors that often trigger truancy, such as oversleeping or fatigue. Research by Duckworth et al., (2007) indicates that consistent positive routines significantly contribute to improved self-regulation and impulse control in adolescents. In contrast, the control group, which received only non-specific group counseling, showed a very minimal decrease in truancy scores—approximately 3.10%—and remained in the high category. The Wilcoxon test results indicated no significant difference between pre-test and post-test scores in this group. These findings suggest that group counseling without concrete self-management skill training tends to be less effective in changing deeply ingrained truancy behavior. Group discussions alone are not sufficiently powerful to drive behavioral change without systematic self-regulation strategies (Carpani, 2023).

The results of the Mann–Whitney U Test, which showed a significant difference between the experimental and control groups ( $p < 0.05$ ), further confirm the effectiveness of the self-management intervention. The difference in the mean post-test score rankings indicates that students in the experimental group exhibited significantly lower levels of truancy compared to the control group. Thus, the intervention provided has been empirically proven to be superior to non-specific group counseling services. Theoretically, the findings of this study provide empirical support for Social Cognitive Theory. According to Bandura, (1997), individuals have the capacity to regulate their behavior through the mechanisms of self-observation, self-evaluation, and self-reinforcement. These three mechanisms are clearly reflected in the stages of the self-

management techniques applied in group counseling, thereby enabling students to modify their truancy behavior consciously and sustainably.

These research results are also consistent with the findings of Rezaldy et al. (2023) and Wibowo (2021), who affirm that group counseling is an effective context for behavioral interventions because group dynamics provide social support, accountability, and positive role models. Interactions among group members encourage students to mutually reinforce their commitment to change, making it easier to sustain adaptive behaviors in the long term. Thus, it can be affirmed that group counseling using self-management techniques enriched with the 7 Habits of Great Indonesian Children is a comprehensive, structured, and theory-based intervention for reducing student truancy. This intervention is not only statistically effective but also practically relevant in fostering students' independence, responsibility, and self-regulation—essential foundations for their future academic success and psychosocial development.

## CONCLUSION

Based on the research findings, it can be concluded that group counseling using self-management techniques has been shown to be significantly effective in reducing truancy among 10th-grade students at Patianrowo State High School 1. The experimental group showed a much greater reduction in truancy scores compared to the control group, and this difference was supported by the results of the Wilcoxon Signed Ranks Test and the Mann–Whitney U Test with a significance level of  $p < 0.05$ . The effectiveness of this intervention was achieved through the systematic teaching of self-management skills, including self-monitoring, self-contracting, and self-reinforcement, enriched by the incorporation of the 7 Habits of Great Indonesian Children. Thus, self-management-based group counseling is an effective, structured, and practical approach to addressing truancy among high school students.

## REFERENCES

- Amat, S., Bakar, A. Y. A., Sahid, S., Mahmud, M. I., Shah, K. M., & Karim, D. N. F. M. (2020). Validation of Multicultural Counselling Competencies Scale among Malaysian Counsellor Trainees: A Confirmatory Factor Analysis. *Journal of Education and E-Learning Research*, 7(4), 373–379.
- Aqib, Z. (2020). *Bimbingan dan Konseling*. Yrama Widya.
- Bandura, A. (1997). *Self-efficacy: The exercise of control* (pp. ix, 604). W H Freeman/Times Books/ Henry Holt & Co.
- Basaroh, E. A., Nabiha, K. A., Aditya, N. N., Putri, S. A., & Fachresha, Z. C. F. (2024). KONSELING MULTIKULTURAL: PENTINGNYA TOLERANSI NILAI DALAM PROSES KONSELING. *Jurnal Kajian Ilmiah Interdisiplinier*, 8(6). <https://sejurnal.com/pub/index.php/jkii/article/view/2438>

- Bejan, nduša-M. (2023). THE ROLE OF SELF-ESTEEM IN THE BUYING DECISION PROCESS. A THEORETICAL APPROACH. *Studia Universitatis Babeş Bolyai - Negotia*, 68(1), 67–80.
- Budianto, A. A. (2023). PENTINGNYA PENDIDIKAN INKLUSIF: MENCIPTAKAN LINGKUNGAN BELAJAR YANG RAMAH BAGI SEMUA SISWA. *Jurnal Kajian Pendidikan Dan Psikologi*, 1(1), 12–19. <https://doi.org/10.61397/jkpp.v1i1.10>
- Carpani, S. (2023). *Absolute Freedom. The l+l (Individuation + Individualization) as a Metanarrative of Self-Development in a Second-Late-Modern Society* [Doctoral, Univerisy of Essex]. <https://repository.essex.ac.uk/35353/>
- Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>
- Nickerson, A., Cloitre, M., Bryant, R. A., Schnyder, U., Morina, N., & Schick, M. (2016). The factor structure of complex posttraumatic stress disorder in traumatized refugees. *European Journal of Psychotraumatology*, 7, 10.3402/ejpt.v7.33253. <https://doi.org/10.3402/ejpt.v7.33253>
- OECD. (2022). Building Trust to Reinforce Democracy: Main Findings from the 2021 OECD Survey on Drivers of Trust in Public Institutions. *Building Trust in Public Institutions*. <https://doi.org/10.1787/b407f99c-en>
- Ranisa, S., Maryani, B., Hariani, N., Aslamiah, & Cinantya, C. (2025). Manajemen Pelayanan Mutu dalam Mewujudkan Sekolah Unggul. *Didaktika: Jurnal Kependidikan*, 14(4 Nopember), 7421–7434. <https://doi.org/10.58230/27454312.3146>
- Rifani, E., Susilawati, S., & Anggraini, W. (2022). Sikap Multikulturalisme Konselor Sekolah. *Bulletin of Counseling and Psychotherapy*, 4(2), 415–420. <https://doi.org/10.51214/bocp.v4i2.231>
- Sinaga, M. H. P., Qurrata, K., & Andini, V. (2022). Pola Pelaksanaan Manajemen Bimbingan dan Konseling di Sekolah Menengah Atas. *Bulletin of Counseling and Psychotherapy*, 4(1), 110–116. <https://doi.org/10.51214/bocp.v4i2.166>
- Wibowo, M. S., & Belia, L. A. (2023). Partisipasi Masyarakat Dalam Pengembangan Pariwisata Berkelanjutan. *Jurnal Manajemen Perhotelan dan Pariwisata*, 6(1), 25–32. <https://doi.org/10.23887/jmpp.v6i1.58108>

Yohanes, Y. (2021). Peran Kepala Sekolah dalam Manajemen Bimbingan dan Konseling untuk Meningkatkan Kinerja Konselor Sekolah. *Prosiding Seminar Nasional Pascasarjana*, 4(1), 426–431.

Yosef, Y., Rozzaqyah, F., & Sucipto, S. D. (2022). School Counsellor's Perception of Multicultural Guidance and Counseling. *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 947–958. <https://doi.org/10.35445/alishlah.v14i1.1417>

Zannah, M., Nurmala, F. M., & Saepulrohimi, A. (2023). BIMBINGAN PRIBADI SOSIAL MELALUI TEKNIK SELF MANAGEMENT UNTUK MENGURANGI KECANDUAN PENGGUNAAN MEDIA SOSIAL PADA SISWA. *Irsyad: Jurnal Bimbingan, Penyuluhan, Konseling, Dan Psikoterapi Islam*, 11(3), 265–284. <https://doi.org/10.15575/irsyad.v9i1.28154>