

THE EFFECT OF *SELF-MANAGEMENT* ON STUDENT LEARNING DISCIPLINE AT SMAN 13 MAKASSAR

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Abstract

This study aims to examine the effect of implementing self-management techniques on student learning discipline at SMAN 13 Makassar. The background of this research lies in the importance of learning discipline for academic success and how self-management techniques can serve as an effective tool to cultivate discipline. The research method used is a quasi-experiment with two groups: an experimental group receiving self-management intervention and a control group. Data were collected through questionnaires, observations, and interviews, and then analyzed descriptively and statistically using t-tests. The results of the study indicate a significant improvement in students' learning discipline after implementing self-management techniques. Before the intervention, 60% of students were in the low discipline category and 40% in the high category. After applying self-management techniques, 70% of students fell into the high discipline category. A p-value of < 0.05 indicates a significant difference between the experimental and control groups. These findings are supported by observations and interviews showing that self-management techniques enhance student participation, time management, and learning motivation. In conclusion, self-management techniques are effective in improving learning discipline and should be integrated into school counseling programs.

Keywords: Self-Management, Learning Discipline, Technique, Motivation, counseling, Education

Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh penerapan teknik self-management terhadap kedisiplinan belajar siswa di SMAN 13 Makassar. Latar belakang penelitian ini adalah pentingnya kedisiplinan belajar dalam menunjang keberhasilan akademik siswa, serta bagaimana teknik self-management dapat menjadi alat efektif untuk mengembangkan sikap disiplin. Metode penelitian yang digunakan adalah kuasi eksperimen dengan dua kelompok, yaitu kelompok eksperimen yang diberi intervensi teknik self-management dan kelompok kontrol. Data diperoleh melalui angket, observasi, dan wawancara, kemudian dianalisis secara deskriptif dan statistik menggunakan uji t-test. Hasil penelitian menunjukkan adanya peningkatan signifikan dalam kedisiplinan belajar siswa setelah penerapan teknik self-management. Sebelum intervensi, 60% siswa berada dalam kategori kedisiplinan rendah dan 40% dalam kategori tinggi. Setelah penerapan teknik self-management, 70% siswa masuk kategori kedisiplinan tinggi. Nilai $p < 0.05$ menunjukkan perbedaan signifikan antara kelompok eksperimen dan kontrol. Temuan ini diperkuat oleh observasi dan wawancara yang menunjukkan bahwa teknik self-management meningkatkan keaktifan, pengelolaan waktu, dan motivasi belajar

siswa. Kesimpulannya, teknik self-management efektif dalam meningkatkan kedisiplinan belajar dan dapat diintegrasikan ke dalam program bimbingan konseling di sekolah.

Kata kunci: *Self-Management, Kedisiplinan Belajar, Teknik, Motivasi, Konseling, Pendidikan*

INTRODUCTION

Education is one of the fundamental aspects in the development of quality human resources (Suharsimi Arikunto, 2021). In the context of education, student discipline in learning is one of the key factors that influence academic success (Gie, 1995). Learning discipline not only includes compliance with school rules, but also involves students' ability to manage their time, complete assignments, and actively participate in the learning process (Mulyaningsih, I., & Indrati, E., 2013). However, in practice, many students have difficulty applying learning discipline, which can hinder their academic achievement (Fiana, F. J., & Ridha, M. 2013).

Various studies show that one approach that can be used to improve student learning discipline is self-management among students, which has been proven to significantly improve student learning discipline and academic responsibility (Saniyyah and Puspitaningrum, 2023). Similarly, research by Okta, Neviyarni, and Aprinaldi, 2024 shows that group guidance services based on self-management are effective in improving the learning discipline of high school students. Furthermore, research by Fajriani, Janah, and Loviana, 2022 found that self-management can help students manage their time and reduce procrastination, thereby influencing their learning discipline. In addition, Muslihah et al. 2024 emphasized the importance of using self-management book planner strategies as practical tools in instilling habits of discipline among students, while Risnawati et al. 2024 stated that emotional intelligence plays an important role in the success of academic self-management, especially in the context of distance learning that requires independent learning. Finally, Syafnita, Nita, and Suryadi 2024 designed a self-management-based behavioral counseling model that can improve the discipline of eighth-grade students at SMP Negeri 5 Kota Solok.

The novelty of this study lies in its specific focus on examining the influence of self-management on student learning discipline at SMAN 13 Makassar. This study is expected to provide a more in-depth scientific contribution regarding the relationship between self-management and learning discipline, which has not been discussed specifically in high schools. The research question is how self-management techniques influence student learning discipline at SMAN 13 Makassar. The purpose of this study is to examine in depth the influence of self-management techniques in improving student learning discipline and to provide practical recommendations for teachers and counselors in applying self-management strategies in the school environment.

Self-management is an important concept in educational psychology that is closely related to an individual's ability to direct behavior, manage time, and control actions in accordance with desired goals. In the context of education, self-management is a fundamental skill that is very important for students so that they are able to manage their

learning activities independently, set realistic targets, and evaluate their learning progress on an ongoing basis. Research examining self-management usually highlights aspects such as planning, self-monitoring, self-reinforcement, and the ability to overcome internal and external obstacles. However, specific studies linking self-management skills with learning discipline behavior in high school students are still limited, especially in the context of public schools in Indonesia, including SMAN 13 Makassar.

Therefore, this study has novelty value because it offers a more comprehensive understanding of how self-management techniques can be effectively applied to improve student learning discipline. Learning discipline is an important aspect that affects student academic success.

Discipline in learning is not only related to attendance in class or compliance with school rules, but more broadly concerns students' ability to manage themselves, adhere to study schedules, manage time, maintain focus, and be consistent in completing academic tasks. In reality, many students face problems related to learning discipline, such as procrastination, poor time management, susceptibility to distractions, and low internal motivation. This condition indicates the need for strategic approaches that can help students improve their discipline through good self-management mechanisms. Self-management techniques are seen as a potential approach because they provide students with tools to recognize unproductive behavior patterns, set targets for change, and give them greater control over their own learning behavior.

The application of self-management techniques in the school context can be done through various strategies, such as self-monitoring, which allows students to record their daily learning behaviors; self-reward, which provides positive reinforcement for disciplined behavior; and self-evaluation, which helps students reflect on their personal development. In educational counseling practice, self-management has been used to help students overcome various behavioral problems, including time management, impulse control, and increased learning motivation. Teachers and school counselors play a central role in facilitating this process, whether through group guidance services, individual counseling, or learning skills training integrated with classroom activities. Thus, this research is not only theoretically important but also practically relevant in supporting more effective and responsive guidance and counseling programs that meet students' needs.

The context of SMAN 13 Makassar provides an interesting space to examine the application of self-management techniques due to the diverse characteristics of students, both in terms of academic background, family environment, and learning styles. Challenges in learning discipline often arise due to external influences such as excessive use of technology, peer pressure, and lack of support from the home environment. On the other hand, internal factors such as low intrinsic motivation, inability to manage time, and lack of self-awareness also contribute to discipline problems. Therefore, this study seeks to identify the extent to which self-management can be an effective solution to overcome these problems and how its application can be optimized in a high school environment.

In addition, this study is expected to provide new insights into the relationship between self-management and the formation of student discipline, especially in the context of character education, which is currently a national priority. Self-management skills are an important part of life skills that need to be instilled early on so that students are able to face academic and non-academic challenges in the future.

Through this research, it is hoped that schools can gain a comprehensive picture of the importance of self-management training for students and create a conducive learning environment to encourage the growth of independent, focused, and sustainable learning behaviors. Theoretically, this research contributes to the development of educational guidance and counseling, particularly in relation to self-management-based interventions. Meanwhile, in practical terms, the findings of this study will provide concrete recommendations for teachers and counselors in designing more effective intervention programs to improve student learning discipline at SMAN 13 Makassar. Thus, this study not only contributes to the development of theory but also provides tangible benefits for improving the quality of the teaching and learning process in high schools.

METHOD

This study uses a quantitative approach with an experimental design to test the effect of self-management techniques on student learning discipline at SMAN 13 Makassar. The quantitative approach is considered capable of providing valid and reliable data through objective measurements (Arikunto, Suharsimi. (2016). The experimental design was chosen because it allows researchers to compare changes in learning discipline behavior before and after the application of self-management techniques (Pandang, A., & Anas, M. 2019). The population in this study consisted of all students in grades X, XI, and XII at SMAN 13 Makassar in the 2024/2025 academic year, totaling 902 students. The research sample was taken using simple random sampling, which is considered an effective technique for reducing bias in data collection (Thabroni, G. 2022). From this population, 12 students were randomly selected, consisting of 6 students in the experimental group and 6 students in the control group.

Data collection was carried out using questionnaires, observations, and interviews. The questionnaire contained questions that measured aspects of self-management and learning discipline, which were designed based on relevant indicators (Elvina, S. N. 2019). Observations were conducted during the learning process to assess student behavior directly. In-depth interviews were conducted with students and guidance counselors to obtain qualitative information to support quantitative findings (Harita, A., Laia, B., & Zagoto, S. F. L. 2022). The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to describe the characteristics of the data, while inferential analysis was performed to test the research hypothesis. The t-test was chosen because it is suitable for comparing two groups (Locke, E. A., & Latham, G. P. 1990). Normality and homogeneity tests were also conducted to ensure that the data met the requirements for further statistical testing (Kartika, N. K. R., Natajaya, N., & Rihendra, K. 2013). With this method, it is hoped that valid research results will be

obtained and can be used as a reference for the development of self-management strategies in the context of education.

RESULTS AND DISCUSSION

This study shows that the application of self-management techniques has a significant effect on improving student learning discipline at SMAN 13 Makassar. Before the application of this technique, questionnaire data indicated that the majority of students (60%) were in the low learning discipline category, while only 40% were in the high category. After the intervention, the proportion of students with high discipline increased to 70%, and only 30% remained low. This shows the effectiveness of self-management techniques in improving student learning discipline. This change in proportion is not just a statistical figure, but also reflects a transformation in students' learning behavior, particularly in relation to their ability to manage time, maintain consistency in completing tasks, and adhere to the learning schedule that has been set. The self-management techniques applied in this study included self-planning exercises, monitoring of learning activities, setting targets, and rewarding students for small achievements.

This approach has been proven to help students become more aware of their learning behavior and enable them to modify their actions in a more productive direction. This improvement in learning discipline is also in line with the self-management theory proposed by Kanfer (1970), which emphasizes that individuals' behavior can change if they are given the tools to control their own actions.

Self-management helps students recognize weaknesses in their learning habits, such as procrastination, lack of focus while studying, and inability to prioritize activities. With self-monitoring techniques, students are better able to examine behaviors that hinder the learning process and improve their learning strategies. In addition, the provision of reinforcement or rewards also motivates students to be more consistent in applying disciplined behavior, because they receive positive reinforcement for their efforts.

In the context of SMAN 13 Makassar, self-management techniques are relevant because of the heterogeneous characteristics of students, both in terms of motivation, family environment, and learning styles. The results of the study show that this technique is effective not only for students with low learning motivation but also for students who are already in the high discipline category. For students with low discipline, self-management intervention provides a clear structure and guidelines for improving learning habits. Meanwhile, for students with high discipline, self-management techniques serve as reinforcements that help them maintain their existing positive behavior. Thus, this technique is not only remedial but also preventive and developmental, so it can be widely applied to various categories of students.

The application of self-management techniques in this study also shows the importance of the role of teachers and school counselors in facilitating changes in student behavior. Collaboration between the two is very important to create an environment that supports the development of self-management, especially through individual and group counseling

services. Teachers can help students apply self-management techniques in the context of daily learning, such as organizing study schedules, making reflective notes, and managing time for completing assignments. Meanwhile, counselors can provide more in-depth assistance through counseling sessions that focus on identifying behavioral barriers and developing realistic change strategies. This study confirms that self-management interventions will not be effective if they are not supported by a responsive and participatory school environment.

In addition to showing quantitative improvements, this study also found qualitative changes in student behavior. Many students admitted that they were better able to manage their time, were more disciplined in attending classes, and were more consistent in completing school assignments after participating in the self-management intervention. They also reported an increase in learning motivation and self-confidence because they felt they had control over their own learning activities. This reinforces previous research findings that self-management not only affects academic behavior but also psychological aspects of students such as self-confidence and self-awareness. Thus, this technique has a multidimensional impact that can contribute significantly to students' overall personal development.

This study also confirms that self-management is an effective guidance technique for improving learning discipline at the senior high school level. The success of this intervention shows that the development of discipline does not only depend on external rules and supervision, but more on students' ability to manage themselves internally. An approach that focuses on developing internal skills such as self-monitoring and self-regulation has proven to be more sustainable and has a long-term impact on students' learning behavior. This is very important considering that in today's modern era, students are faced with various distractions such as social media, online games, and environmental pressures that can interfere with the learning process. Mastering self-management gives students the ability to stay focused and maintain their commitment to learning despite facing various challenges.

In practical terms, the results of this study provide recommendations for schools to integrate self-management techniques into their guidance and counseling programs on an ongoing basis. Teachers and counselors can develop self-management training modules that can be implemented periodically so that students can continue to hone their self-management skills. In addition, it is important for schools to create a learning culture that supports the development of student discipline and independence, for example through strengthening learning routines, providing a conducive learning space, and giving appreciation to students who demonstrate disciplined behavior. With proper implementation, self-management techniques can be an effective strategy for improving the quality of learning and helping students achieve optimal learning outcomes.

DISCUSSION

These results are reinforced by observational findings that students who apply self-management techniques become more active in class discussions, complete tasks more regularly, and show a positive attitude toward learning. They are also able to manage their time and emotions better, which contributes to increased focus and concentration in learning. These findings are supported by interviews with students and guidance counselors, which show an increase in motivation and self-confidence among students after applying self-management techniques. This is in line with Bandura's opinion that self-efficacy influences individual behavior, including discipline in learning. (Bandura, A. (1997).

The results of statistical analysis using the t-test show a p-value < 0.05 , which means that there is a significant difference between the experimental and control groups in terms of learning discipline. The average discipline score for the experimental group was 19.83, while that for the control group was -0.50. These findings support Zimmerman's Self-Regulation theory, which explains that individuals who are able to regulate themselves will have better control over their learning process, including in terms of discipline. (Zimmerman, B. J. 2002). In addition, the application of self-management techniques is also relevant to Deci and Ryan's Self-Determination Theory, which states that intrinsic motivation is very important in improving discipline and learning achievement. Intrinsically motivated students will be more responsible in the learning process, which is reflected in the findings of this study. (Deci, E. L., & Ryan, R. M. (2000).

Students showed increased learning motivation and better involvement in class discussions, which according to Cohen and Wills can act as a buffer against academic stress. (Cohen, S., & Wills, T. A. (1985). The results of this study are in line with Elvina's (2019) research, which found that the application of self-management techniques helps students manage their time and emotions, thereby increasing learning effectiveness. (Elvina, S. N. 2019). Research by Yellasmi et al. also shows that self-management-based individual counseling services can help students reduce smartphone addiction, which is one indicator of a lack of discipline (Yellasmi, Latif, S., & Mannenni, R. 2022).

From these results, it can be concluded that the integration of self-management techniques into school guidance and counseling programs is very important in supporting the development of students' character and discipline. As stated by Wang et al., self-discipline plays a crucial role in academic success and should be the main focus in learning. (Wang, M. T., Degol, J. L., & Eccles, J. S. 2019). This study proves that the application of self-management techniques can significantly improve student learning discipline. This shows the need for schools to develop self-management training programs that are integrated with counseling guidance to help students prepare themselves to face future learning challenges.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of self-management techniques significantly improves student learning discipline at SMAN 13 Makassar. This is demonstrated by the change in the proportion of students in the high discipline category from 40% before the intervention to 70% after the intervention, accompanied by a reduction in students with low discipline from 60% to 30%. The t-test results, which showed a p-value < 0.05 , reinforce that this difference is significant and not coincidental.

This increase in discipline is reflected in students' increased active participation in discussions, more regular completion of assignments, and better time and emotion management skills. These findings are consistent with Self-Regulation Theory (Zimmerman, 2002), which emphasizes the importance of self-regulation in the learning process, and Self-Determination Theory (Deci & Ryan, 2000), which underscores the role of intrinsic motivation in supporting learning discipline. Interviews with teachers and students also confirmed that self-management techniques help students become more motivated, confident, and responsible. This study shows the importance of integrating self-management techniques into school counseling programs to help students improve their learning discipline and prepare themselves for future academic and life challenges.

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