



Konseling Edukasi

Journal of Guidance and Counseling

https://journal.iainkudus.ac.id/index.php/Konseling_Edukasi

E-ISSN : 2580-9008

Vol. 9 No. 2 Tahun 2025 | 261 – 279

DOI: [10.21043/konseling.v9i2.29953](https://doi.org/10.21043/konseling.v9i2.29953)

Effectiveness of Group Guidance with Self-Management Techniques to Improve the Learning Achievement of 8th Grade Students of PPA Ibnu Katsir 2 Putri Jember

Silaturrohim

Universitas PGRI argopuro jember, Indonesia

stsshila93@gmail.com

Abstract

Effectiveness of Group Guidance with Self-Management Techniques to Improve the Learning Achievement of 8th Grade Students of PPA Ibnu Katsir 2 Putri Jember. This study aims to assess the effectiveness of self-management techniques in improving student achievement in Islamic boarding schools. The problem of suboptimal learning achievement requires personal development-based interventions. The method used was a quasi-experiment with a control and treatment group design, as well as pretest and posttest techniques. The study sample consisted of 40 students selected purposively. The instruments used included a self-management scale and a learning achievement test. Data analysis was conducted using t-tests and gain scores to determine differences and improvements in learning achievement. The results showed that students who received self-management training experienced significant improvements in learning achievement compared to the control group. This finding suggests that the ability to manage time, emotions, and learning motivation positively contributes to academic achievement. The practical implication of these results is the importance of integrating self-management techniques into group guidance services and Islamic boarding school curriculum development. The researchers recommend that educators and counselors strengthen self-management-based learning strategies to foster student academic independence.

Keywords: Group Guidance, Self-Management; Learning Achievement

A. Introduction

Learning achievement is the result of achievements obtained by students after undergoing the learning process, and reflects their level of academic success (Harmalis, 2019; Uyun & Warsah, 2021). Low motivation and academic achievement among some students at the Al-Qur'an Ibnu Katsir 2 Islamic Boarding School in Jember, particularly in learning comprehensive Islamic law. This is reinforced by observations and interviews with educators who complained about the lack of active student participation.

As an effort to improve the quality of learning, students are able to manage themselves, study diligently, and achieve optimal academic results. One proposed method is the implementation of group guidance services using self-management techniques, which can foster independence and personal responsibility in the learning process (Dhamayanti et al., 2021; Widiadnyani et al., 2022).

Previous research has shown a positive relationship between self-management and academic achievement. Chongchong & Singh (2024) and Sabila et al., (2024), identified a significant correlation between self-management skills and academic achievement. Götz et al., (2005), emphasizing the importance of emotional control and time management skills in student life. Luthfiya (2010) and Aisy et al., (2023), linking self-management with self-evaluation and personal development. Widiadnyani et al., (2022), highlighting technical components such as behavioral monitoring and strategy evaluation. Woolfolk (2018), emphasized that students with high self-management can adapt and set better learning priorities.

While these studies have addressed the relationship between self-management and academic achievement, a research gap remains, lacking exploration of the technique's application in the context of Islamic boarding schools and Sharia-based learning. This study seeks to address how self-

management as a group guidance technique can directly impact academic achievement in non-formal Islamic educational settings.

The systematic use of self-management techniques in group guidance services at Islamic boarding schools (pesantren) has not been widely studied in previous literature. This study also highlights the psychological dimensions of Islamic boarding school students that influence their motivation and academic participation, particularly in Islamic-based learning. Practically, the results of this study can serve as a reference for Islamic boarding school educational counselors in designing self-management-based learning achievement improvement programs. Theoretically, this research contributes to the development of Islamic guidance and counseling, particularly in integrating psychological approaches with religious practices typical of Islamic boarding schools.

The purpose of this study was to examine the effectiveness of self-management techniques in improving student achievement at Ibnu Katsir 2 Islamic Boarding School in Jember. This study also aimed to encourage students to be more disciplined, motivated, and able to understand the importance of self-management as an academic and spiritual foundation in their lives (Ajria et al., 2025; Putri, 2024; Sa'adah et al., 2025).

B. Method

This study uses a quantitative research method to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions (Sugiyono, 2020). The research design uses a one-group pretest-posttest design. Arikunto (2010) stated that a one-group pretest-posttest design is a study that provides an initial pretest before treatment is given, and then a final posttest is given after treatment. Based on this understanding, it can be concluded that the results of the treatment can be known more accurately because it can be compared with the conditions before

and after treatment. Subjects were subjected to two measurements in this study. The first measurement was carried out to measure learning independence before being given the pre-test treatment. The second measurement was to measure learning independence after being given the treatment (post-test). The design is described as follows:

Research design

Pre-test	Treatmen t	Post-test
O1	X	O2

The steps in this research are:

1. Initial research questionnaire administration

This test was conducted to measure the validity and reliability of the instrument, specifically the students. This stage was conducted before the pre-test. The results of this test will identify valid and reliable items, which can then be used in the pre-test and post-test.

2. Implementation of the pre-test.

Pre-test Given to students before treatment, the purpose of this pre-test is to determine the learning motivation of final-year students. The variable measurement (pre-test) is administered in the form of a questionnaire.

3. Providing treatment.

Researchers provided treatment using self-management techniques. Self-management involves several stages, as stated by (Jawwad, 2007), who stated that self-management involves following stages, starting with self-monitoring or self-observation, followed by evaluation, and finally, reinforcement, removal, or punishment. These stages can be outlined as follows:

- a. Self-monitoring or self-observation is an action that we can do by observing ourselves and recording all our own behavior and recording all our own behavior carefully.

- b. The evaluation stage is comparing previous behavior with the behavior that will be changed.
 - c. The stage of providing reinforcement, removal or punishment is the stage where a person regulates himself.
4. Implementation of the post-test

A post-test was administered to determine the students' level of learning independence after receiving the treatment. The post-test was administered to students who had received the treatment, which included self-management techniques.

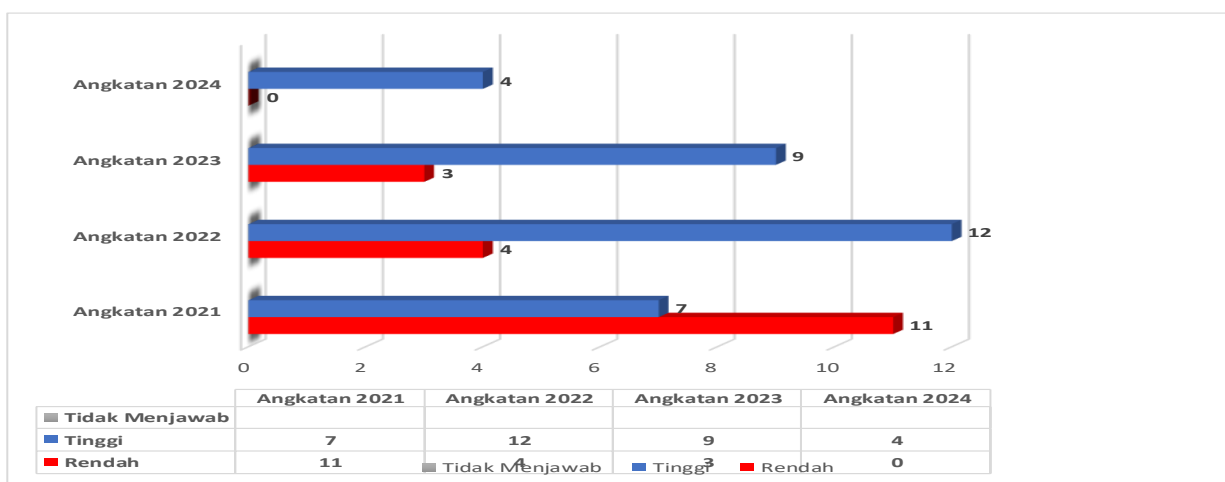
According to Sugiyono (2018), a population is a generalization area (a group) consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. The population in this study was the 8th, 9th, 10th, and 11th grade students at the Ibnu Katsir 2 Islamic Boarding School in Jember.

Table 1. Research Population

No.	Force	Amount
1	Class of 2021 (11th grade)	18
2	Class of 2022 (12th grade)	16
3	Class of 2023 (Class 13)	12
4	Class of 2024 (14th batch)	4
Total		50

The total population size is 50 respondents, and the sample size is a subset of the population and its characteristics. If the research population is large, it is impossible for the researcher to study everyone in the population. Therefore, the sample taken in the study must be truly representative of the research. Therefore, the researcher provided an initial research questionnaire with a learning achievement grid to the students to find a simple framework for this study.

Initial Research Results on Learning Achievement



The total population is 50 respondents, with details.

1. Class of 2021: From the results of the questionnaire above, it was found that there were 11 students who were indicated to have low academic achievement, and 7 students who were indicated to have high academic achievement.
2. Class of 2022: From the results of the questionnaire above, it was found that there were 4 students who were indicated to have low academic achievement, and 12 students who were indicated to have high academic achievement.
3. Class of 2023: From the results of the questionnaire above, it is known that there are 3 students who are indicated to have low academic achievement, and 9 students who are indicated to have high academic achievement.
4. Class of 2024: From the results of the questionnaire above, it is known that there are no students who are indicated to have low academic achievement, and 4 students are indicated to have high academic achievement.

The sample size was determined using the Slovin formula with a 5% error tolerance level, resulting in a minimum of 44 respondents, divided into two groups: experimental and control, each consisting of 22 randomly selected students. The experimental group received a self-management intervention, while the control group underwent regular learning without additional treatment.

The intervention was conducted over four weeks, with a total of eight sessions (two sessions per week) lasting approximately 90 minutes each. The treatment stages followed the model from Jawwad (2007), namely: (1) self-monitoring in the form of self-observation of learning habits, (2) self-evaluation as a process of reflection on learning targets and outcomes, and (3) self-reinforcement involving strengthening and adjusting behavior. Each session was designed to encourage students to recognize their learning patterns, set priorities, and evaluate academic progress independently and in a structured manner.

The learning achievement questionnaire instrument has undergone validity and reliability tests using SPSS version 25. The validity test showed that 48 of the 50 items met the criteria of $r \geq 0.30$ (Anderson, 2017), indicating that the instrument was able to measure the intended concept accurately. The reliability test produced a Cronbach's Alpha value of 0.955, which far exceeds the minimum threshold of 0.60 (Sudaryono, 2016), indicating high internal consistency. Thus, the instrument used can be relied upon to evaluate changes in learning achievement before and after the intervention.

In this study, a homogeneity test was used to ensure that the two groups (experimental and control) had similar variances before the treatment was administered. Homogeneity was tested by comparing variance values between groups using the Levene test or analysis of variance (ANOVA), with results showing no significant differences between groups ($p > 0.05$), thus the homogeneity requirement had been met (Sugiyono, 2020). Meanwhile, a normality test aimed to ensure that the learning achievement data were normally distributed before parametric testing was conducted. This test was conducted using the Kolmogorov-Smirnov method via SPSS version 26.0, with results showing a significance value > 0.05 , which means the data distribution was normal and suitable for further analysis (Santoso, 2009). These two tests are important to support statistical validity in testing research hypotheses.

C. Discussion

1. Research result

This study aims to determine the effectiveness of the technique *self-management* to improve the learning achievements of the students of the Al-Qur'an Ibn Katsir Putri Islamic Boarding School in Jember, and to be able to understand the steps of the technique *self-management* to improve the learning achievement of students, the level of learning achievement that occurs in students from low to high can disrupt the productivity of students in carrying out daily activities such as memorizing the Qur'an, Islamic studies, and lectures.

This research was conducted at the Al-Quran Ibnu Katsir 2 Islamic Boarding School in Jember. The research location is the area or environment where the researcher conducts research. With the research location, the researcher can determine the subjects to be studied. The research location currently being conducted by the researcher is at the PPA Ibnu Katsir Putri Jember located on Jl. Hayam Wuruk Gg.XXI. No. 12, Kaliwates District, Jember. From November 12 to December 5, 2024, according to the schedule agreed upon by the research target. Treatment was conducted in 4 meetings using a group guidance (BK) approach with techniques *self-management*.

The population in this study were 50 students of the Al-Quran Ibnu Katsir 2 Islamic Boarding School in Jember, and then a sample was taken based on the results of the initial questionnaire distribution that had been carried out at the beginning of the study, which in this case were the 8th batch of students (2021) of the Al-Quran Ibnu Katsir 2 Putri Islamic Boarding School in Jember, totaling 18 respondents. The group was given a learning achievement questionnaire consisting of 10 statements, and from these results it can be seen that there are 7 students who have a high level of independence, 11 students have a low level of independence.

Results In this study, data was obtained through the distribution of research instruments in the form of questionnaires specifically to measure the learning achievements of students. This questionnaire aims to obtain data on

the use of techniques *self-management* to help reduce or improve the learning achievements experienced by students at the Al-Quran Ibnu Katsir 2 Jember Islamic Boarding School.

Based on the research objectives, the research results that can be used as a report are regarding changes in the level of learning achievement experienced by students before and after guidance was carried out. group using techniques *self-management* and whether the level of achievement experienced by students can be reduced using group guidance using techniques *self-management* presentation of research data.

a. Implementation of the pre-test

Researchers use a classification system to assess scores that are considered high. This classification helps classify individuals into discrete groups step by step. And From the explanation above, a group or individual can be categorized as low obtained from the formula $N < 153$, N is the score value and 153 is the lowest average score value of 18 respondents, which means the N value must be smaller than the lowest score, namely 153. Can be categorized as medium obtained from the formula $154 \leq N < 204$, N is the final score value and 204 is the average score value of 18 respondents, which means the N value must be smaller than the average score value of 204. And can be categorized as high obtained from the formula $N \geq 204$, N is the final score value and 204 is the average value of the score results of 18 respondents, which means the N value must be greater than the average score value of respondents, namely 204. Which is concluded in the form of a table with the following categorization values and formulas,

Table 2. Learning achievement category scores

Low	0-153
Currently	154-204
Tall	205-255

Low : $N < 153$

Medium : $153 \leq N < 204$

Height: $N \geq 205$

M-1SD: 153

M+1SD : 205

b. Implementation *post-test*

In this study, the post-test was conducted immediately after the treatment, so there were four post-tests. Students were asked to complete a learning achievement questionnaire with the aim of know Is there an increase in the level of learning achievement experienced by students after being given group guidance treatment using self-management techniques?

The results of the four post-tests can be seen in the following table:

Table 3. Post-Test Results of Student Learning Independence

No.	Resp.	<i>Pre-test</i>		<i>Post-test1</i>		<i>Post-test2</i>	
		Score	Note	Score	Note	Score	Note
1	SI	211	Tall	190	Currently	158	Currently
2	SO	216	Tall	193	Currently	162	Currently
3	Republi	210	Tall	191	Currently	159	Currently
	c of						
4	Indones	221	Tall	198	Currently	171	Currently
	ia						
1	SI	211	Tall	182	Currentl	135	Low
					y		
2	SO	216	Tall	112	Currentl	123	Low
					y		
3	Republic	210	Tall	114	Low	111	Low
	of						
	Indonesi						

a							
4	YU	221	Tall	149	Low	126	Low

Judging from the comparison of the pre-test and post-test results, the data presented above shows a significant difference between the results before and after the treatment. This indicates that self-management techniques are considered capable of improving student achievement.

1. Data analysis

a. Reliability test

The items from the questionnaire which were valid because they used the learning achievement scale totaling 50 items were then tested for reliability using SPSS 25.00 for Windows and the results of the reliability test can be described as follows:

Table 4. Reliability TestUS

Reliability Statistics	
Cronbach's Alpha	N of Items
,955	50

From the results of the table above, it can be seen that the set value is 0.60 with a Cronbach's Alpha value of 0.955. Because the Cronbach's Alpha value of $0.955 > 0.60$, then as the basis for making the decision on the reliability test above, it can be concluded that all items in the 50-item learning independence questionnaire statement are reliable or consistent.

b. Hypothesis testing

The research method used by the researchers was a pre-experimental study with a One Group Pre-Test Post-Test design. The final stage of the study was hypothesis testing, conducted using statistics. The following are the results of the hypothesis testing,

processed using the Wilcoxon test using SPSS version 25.0.

Table 5. Hypothesis test results

		Ranks		
		N	Mean Rank	Sum of Ranks
posttest	Negative Ranks	4 ^a	2.50	10.00
- pretest	Positive Ranks	0	,00	,00
	Ties	0 ^c		
	Total	4		

a. posttest1 < pretest
 b. posttest1 > pretest
 c. posttest1 = pretest

The ranking test results showed a negative rank value of 4 between the pre-test and post-test, indicating that four students experienced a decline in their learning achievement levels from the pre-test to the post-test. The mean rank or average decline in the level was 10.00, while the sum of the ranks was 10.00. A positive rank value of 0 indicated that there was no decline in the level of learning independence from the pre-test to the post-test.

Table 5. Hypothesis test results

Test Statistics	
	posttest - pretest
Z	-1.826 ^b
Asymp. Sig. (2-tailed)	,068

a. Wilcoxon Signed Ranks Test
 b. Based on positive ranks.

Based on the results of the Wilcoxon test calculation using SPSS ver 25.0, the Z value was obtained at -1.826 with a symptotic significance for the two-way test of 0.068. From the test results above, the Asymp. Sig (2-tailed) value was 0.068. <0.05, it can be concluded that Ha is accepted, which means the hypothesis in this study is accepted because there is an increase in student learning achievement at the Ibnu Katsir 2 Jember Islamic Boarding School after group

counseling using self-management techniques.

2. Discussion

Self-management theory explains that individuals who are able to manage their behavior, emotions, and time independently are more likely to show improved academic performance. Woolfolk (2018: 87), emphasizing that taking responsibility for one's own actions is key to developing effective learning behavior. Gie(2002: 89), identified four important aspects of self-management: self-motivation, self-regulation, self-control, and self-development, all of which are components designed into this research intervention. Furthermore, Sarafino (2012), explains that self-management enables students to make strategic decisions in learning through the principles of continuous cognitive and evaluative behavior.

A similar study has been conducted by Qomariyah (2011), which proves that self-management training can significantly increase junior high school students' achievement motivation. Fatimah, Sujayati, & Yuliani(2019), shows that this technique improves high school students' learning discipline. Research by Khoiratunnisaa (2016), in high-achieving students who work, it shows that this technique supports the simultaneous management of academics and work. In the context of Islamic education, Jazimah(2014), emphasizing that self-management is highly relevant in shaping students' learning character. Jaeti & Suwarjo (2022), also successfully applied this technique to reduce aggressive behavior among students. Umam & Hasanah (2023), shows the effectiveness of self-management in improving student learning discipline in elementary schools.

The Wilcoxon test results obtained an Asymp. Sig. (2-tailed) value of 0.068, which is smaller than the threshold of $\alpha = 0.05$. This indicates a significant difference between the pre-test and post-test scores of students' learning achievement after receiving self-management technique treatment. Statistically, this indicates that the changes that occurred were not

coincidental, but were a direct impact of the intervention. The negative Z value (-1.826) also indicates a decrease in the scale of achievement from initially high to more realistic, indicating a more adaptive and sustainable process of evaluation and restructuring of learning behavior (Santoso, 2010).

However, the effectiveness of this intervention is inseparable from the presence of external factors that may influence the final outcome. Wasliman (2022), states that learning achievement is determined by the interaction between internal factors such as motivation and interest, as well as external factors such as parental support, the Islamic boarding school environment, and the quality of teaching. The psychosocial conditions of the students, access to learning media, and the unique rhythm of Islamic boarding school life contribute to the complex learning environment. In other words, intervention results must be interpreted contextually, not solely as the sole effect of the techniques provided.

The Islamic boarding school environment, which emphasizes discipline, memorization, and Islamic scholarly study, provides a unique learning environment. Students accustomed to the *halaqah* (religious gatherings), *mudzakarah* (religious gatherings), and *dirosah* (religious counseling) systems may require a more contextual approach to self-management. Therefore, the success of self-management techniques can be viewed as a synergy between group guidance interventions and the Islamic boarding school culture, which supports the holistic development of learning character (Khairani et al., 2022).

Reflections on external influences also include the role of digital media and online learning methods, which are increasingly being integrated into Islamic boarding school education. Prijana & Yanto (2018), shows that easy access to information contributes to academic achievement when managed properly. However, on the other hand, dependence on technology also risks reducing learning focus. Therefore, the self-management

intervention in this study is not merely about improving learning techniques, but also a tool to foster independence in managing the impact of the digital environment on the academic process.

This demonstrates that systematically applied self-management techniques, supported by group counseling services, and grounded in a strong theory of learning behavior, have had a significant impact on student achievement. The success of this method is confirmed by statistical evidence and comparisons with similar studies. However, to obtain a complete picture, further research is needed that takes into account the external dynamics surrounding students' academic lives.

D. Conclusion

Based on the research results, the application of self-management techniques through group guidance services has proven effective in improving the learning achievement of students at Ibnu Katsir 2 Islamic Boarding School in Jember. This is indicated by the statistically significant change in scores between the pre-test and post-test (Asymp. Sig < 0.05 based on the Wilcoxon test). Students experienced improvements in their ability to manage time, set learning goals, and evaluate themselves independently. These findings strengthen the position of self-management as a relevant intervention in the context of Islamic boarding school education, where independence and personal responsibility are integral to the formation of academic and spiritual character.

The implications of this study are both theoretical and practical. Theoretically, these results support the theory of independent learning behavior rooted in a cognitive psychological approach, and extend the study of self-management techniques to the realm of Islamic education. Practically, counselors and educators in Islamic boarding schools can adopt this technique to design more structured programs to improve student achievement. The limitations of this study lie in its design, which only used one Islamic boarding school location and a limited sample size. Suggestions

for further research include expanding the sample across Islamic boarding schools and examining the interaction of this technique with other variables such as religious motivation and students' learning styles, to gain a more comprehensive understanding.

REFERENCES

- Aisy, A. R., Dalimunthe, R. Z., & Handoyo, A. W. (2023). The Effect of Group Guidance on Self-Management Techniques to Increase Students' Awareness of Time Management. *KONSELING EDUKASI "Journal of Guidance and Counseling,"* 7(2), 175. <https://doi.org/10.21043/konseling.v7i2.23844>
- Ajria, P., Hartati, S., & Novianti, R. (2025). Peran Pengurus Pondok Pesantren Dalam Membina Karakter Disiplin Santri Putri Di Pondok Pesantren Hidayatul

- Mubtadiin Jati Agung Lampung Selatan: Penelitian. *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan*, 3(4), 4351–4360.
- Chongchong, Y., & Singh, S. S. B. (2024). The influence of student self-management on academic achievement among students in China. *International Journal of Academic Research in Business and Social Sciences*, 14(10), 2784–2794.
- Dhamayanti, W., Sumanggala, K. J., & Sastrosupadi, A. (2021). Pengaruh self-management dalam meningkatkan prestasi belajar mahasiswa stab kertarajasa, batu. *Perspektif Ilmu Pendidikan*, 35(2), 149–159.
- Fatimah, A. N., Sujayati, W., & Yuliani, W. (2019). Efektivitas Teknik Self-Management Untuk Meningkatkan Kedisiplinan Belajar Siswa Sma. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 2(1), 24–29.
- Götz, T., Frenzel, A. C., Pekrun, R., & Hall, N. (2005). Emotional intelligence in the context of learning and achievement. *Emotional Intelligence: An International Handbook*, 233–253.
- Harmalis, H. (2019). Motivasi belajar dalam perspektif islam. *Indonesian Journal of Counseling and Development*, 1(1), 51–61.
- Jaeti, N. F., & Suwarjo, S. (2022). Application of self-management techniques in group counseling to reduce aggressive behavior among students. *International Seminar on Innovative and Creative Guidance and Counseling Service (ICGCS 2021)*, 164–169.
- Jazimah, H. (2014). Implementasi Manajemen Diri Mahasiswa dalam Pendidikan Islam. *MUDARRISA: Jurnal Kajian Pendidikan Islam*, 6(2), 221–250.
- Khairani, A., Sugianto, A., & Ildiyanita, R. (2022). Teknik self-management untuk meningkatkan nilai karakter mandiri belajar siswa. *Jurnal Bimbingan Dan Konseling Ar-Rahman*, 8(1), 62–69.
- Khoiratunnisaa, N. S. (2016). *Manajemen diri pada mahasiswi berprestasi yang bekerja (studi kasus pada satu mahasiswi D3 bahasa inggris Universitas Gadjah Mada)*. UIN SUNAN KALIJAGA YOGYAKARTA.
- Liang, G. (2002). *Cara belajar yang efisien*. Lembaga Bina Prestasi.
- Prijana, P., & Yanto, A. (2018). Analisis hubungan prestasi akademik mahasiswa

- dengan akses sumber informasi. *Berkala Ilmu Perpustakaan Dan Informasi*, 14(1), 87–94.
- Putri, M. R. (2024). *Pembentukan perilaku disiplin belajar santri melalui penerapan self management (studi kasus di pondok pesantren baitul mustaqim punggur lampung tengah)*. IAIN Metro.
- Qomariyah, N. (2011). *Efektivitas pelatihan self-management untuk meningkatkan motivasi berprestasi siswa SMP*. Universitas Negeri Malang.
- Sa'adah, V., Hanggara, G. S., & Ningsih, R. (2025). Disiplin Belajar Siswa santri. *Prosiding Konseling Kearifan Nusantara (KKN)*, 4, 266–272.
- Sabila, A. P., Rochani, R., Rahmawati, R., & Dwinurnala, M. (2024). Development of a Self Management Module to Improve Student Learning Discipline at MAN 1 Lebak. *KONSELING EDUKASI "Journal of Guidance and Counseling,"* 8(2), 166. <https://doi.org/10.21043/konseling.v8i2.26729>
- Santoso, S. (2010). *Statistik nonparametrik*. Elex Media Komputindo.
- Sarafino, E. P. (2012). *Self-management: Using behavioral and cognitive principles to manage your life*. Wiley Global Education.
- Umam, A. K. U., & Hasanah, M. (2023). Teknik Self-Management pada Layanan Konseling untuk Peningkatan Kedisiplinan Siswa. *AL-MURABBI: Jurnal Studi Kependidikan Dan Keislaman*, 9(2), 57–66.
- Uyun, M., & Warsah, I. (2021). *Psikologi pendidikan*. Deepublish.
- Wasliman, I., & Fatkhullah, F. K. (2022). Management of Teacher Competency Development and Training in Improving Learning Quality. *Journal of Education Research and Evaluation*, 6(3), 520–528.
- Widiadnyani, K., Suranata, K., & Putri, D. A. W. M. (2022). Pengembangan Panduan Bimbingan Kelompok dengan Teknik Self Management Untuk Meningkatkan Kedisiplinan Belajar Siswa. *Jurnal Bimbingan Dan Konseling Indonesia*, 7(1), 27–33.
- Woolfolk, A. E., Hoy, A. W., Hughes, M., & Walkup, V. (2018). *Psychology in education* (13th ed.). Pearson Education.

