



Effectiveness of Self-Management Techniques to Improve Learning Independence of Ibnu Katsir 1 Jember Students

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Abstract

Effectiveness of Self-Management Techniques to Improve Learning Independence of Ibnu Katsir 1 Jember Students. This study aims to test the effectiveness of self-management techniques in improving student learning independence at Ibnu Katsir 1 Islamic Boarding School in Jember. The background of this study is based on the low level of learning independence identified through initial observations, such as high dependence on teacher direction, lack of initiative in completing assignments, and lack of discipline in managing study time. This study used a quantitative quasi-experimental approach with a one-group pretest-posttest design. The research subjects were 10 students selected based on their low learning independence scores. The data collection technique used a learning independence scale with a validity of ≥ 0.361 and a Cronbach's Alpha reliability of 0.874. Data analysis was carried out using a paired sample *t*-test with the help of SPSS 26. The results showed an increase in the average learning independence score from a pretest value of 57.3 to 75.6 in the posttest, with a significance value (*p*) of $0.000 < 0.05$. This demonstrates the effectiveness of self-management techniques in enhancing student learning independence. These findings support Bandura's theory of self-reinforcement and social learning and extend its application to the context of Islamic boarding schools. The practical implication of these results is the importance of self-management-based guidance programs in supporting learning independence in Islamic educational environments. Suggestions for future research include expanding the sample size and extending the duration of the intervention to achieve more general and in-depth results.

Keywords: *Self-management, Learning Independence, Islamic Boarding School.*

A. Introduction

Learning is a fundamental process in developing students' potential and character (Estari, 2020). One important indicator of successful learning is learning independence, namely the ability of students to organize, direct, and evaluate their learning process independently (Wiriani, 2021). In this context, independent learners do not only depend on the direction of teachers or caregivers, but are able to set goals, manage time, and solve learning problems proactively (Zimmerman, 2002).

However, in reality, students' learning independence, particularly in Islamic boarding schools, remains relatively low. This is characterized by low learning initiative, dependence on peers for assignments, poor time management skills, and minimal reflection and evaluation of the learning process. In the context of Islamic boarding schools, particularly student-led Islamic boarding schools (mahasantri), this challenge becomes even more complex as students are required to manage formal learning, memorization programs, and a busy dormitory life.

Interviews with academics at Ibnu Katsir 1 Islamic Boarding School in Jember revealed that a number of students had difficulty completing assignments independently, lacked discipline in time management, and preferred to copy from their friends' work. This suggests that some students have not yet developed the independent learning attitude that should be a hallmark of adult learners studying in a higher education environment based on religious values.

To address this issue, a counseling approach is needed that not only provides guidance but also empowers students to manage their own behavior. One relevant and effective approach is self-management techniques, which include self-monitoring, self-evaluation, and self-reinforcement. This technique allows students to identify their weaknesses, monitor progress, and provide reinforcement for

personal achievements (Mooney et al., 2005). The advantage of this technique is that it can develop independence through reflective and responsible learning.

Several previous studies have demonstrated the effectiveness of self-management techniques in increasing learning independence. For example, research by Hartika and Wastuti (2023), shows that self-management through group guidance services is effective in improving the learning discipline of junior high school students. Caldwell (2002) and Aisy et al., (2023), also proved that students who received self-management training showed improvements in their ability to manage time, determine learning priorities, and control distractions. Furthermore, a study by Oktaviani & Andriani (2021), stated that self-management plays an important role in reducing students' dependence on teachers and developing a proactive learning attitude. Similar results were shown by Diaz (2024), which tested the effectiveness of this technique in improving high school students' academic self-regulation.

However, studies on the use of self-management techniques in the context of Islamic boarding schools, particularly among students from the Islamic boarding school (pesantren), are still very limited. Previous research has focused primarily on public school students with regular educational backgrounds. However, the Islamic boarding school environment has unique cultural characteristics, such as collective living, adherence to strict schedules, and strong religious values. Therefore, empirical studies are needed to determine how self-management techniques can be effectively adapted in this context.

The novelty of this research lies in the application of self-management techniques to enhance learning independence in the context of a Quran-based Islamic boarding school for students, where time management and individual responsibility are particularly challenging. This research also integrates a behavioral approach with the spiritual values and collective life systems of the Islamic boarding school, distinguishing it from previous research that was general in nature and did not consider religious cultural factors.

Based on the description, this study aims to determine the effectiveness of self-management techniques in improving the learning independence of students at Ibnu Katsir 1 Islamic Boarding School in Jember. This study is expected to provide theoretical contributions to the development of self-management-based behavioral counseling and provide practical implications for the implementation of guidance and counseling services appropriate to the context of Islamic boarding school education.

B. Method

This research uses a quantitative research method which is used to determine the influence of independent variables (treatment) on dependent variables (results) under controlled conditions (Sugiyono, 2016), while the research design uses a one group pretest-posttest type 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 treatment results can be known more accurately because they 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	Treatment	Post-test
O1	X	O2

To ensure that the increased learning independence experienced by the study subjects was truly due to the self-management techniques and not other factors such as additional learning experiences or environmental influences, the

researchers used a one-group pretest-posttest experimental design. In this design, measurements are taken before and after the intervention on the same group, allowing changes in scores to be directly linked to the treatment. During the intervention, the researchers also controlled for additional learning activities outside the intervention and ensured that no similar programs were running concurrently. Furthermore, the closed and tightly structured environment of the Islamic boarding school helped minimize external interference and allowed for better control of external variables during the intervention. The steps in this study were:

1. Questionnaire testing

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. In self-management, there are stages that must be passed, as stated by Suwanto (2016), states that self-management is carried out by following stages starting from the self-monitoring or self-observation stage, the evaluation stage, and finally the stage of providing reinforcement, elimination or punishment.

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.

Population according to Sugiyono (2017), 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 drawn conclusions. While the population in this study is the 11th, 12th, 13th, and 14th grade students at the Ibnu Katsir 1 Jember Islamic Boarding School. The selection of certain classes in this study is based on the consideration that the students of these classes are in a transition phase and intense adaptation to the independent learning system at the Islamic boarding school, so it is considered most relevant to study the effectiveness of self-management techniques in increasing learning independence. In addition, this class has uniform academic and administrative experience, thus minimizing external variables that can influence the research results.

Although this study was limited to one cohort, the results still have the potential to be generalized to a wider population of students with similar characteristics, especially in university-based Islamic boarding schools that emphasize independence, as long as the cultural context, curriculum, and educational system prevailing in each institution are taken into account. The following is the number of students from the 10th to 13th cohorts of Ibnu Katsir 1 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)	9
3	Class of 2023 (Class 13)	8
4	Class of 2024 (14th batch)	10

Total

45

The total population is 45 respondents, and the sample 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.

According to Sugiyono (2016), a sample is a part of the number and characteristics possessed by the population, samples taken from the population must be truly representative or represent the population being studied. And in this study, the students were class 11 (2021) with the determination using the purposive sampling area method, namely a sampling technique with several specific considerations (Sugiyono, 2018) which in this case has considerations.

1. Instrument Validity Test

The research method used by the researcher is the One Group Pre-Test Post-Test research design. The final stage in a study is a hypothesis test conducted using statistics, the results of the hypothesis test are processed using the Wilcoxon test with the help of the SPSS ver 25.0 application. In the results of the ranking test, the results show that between the pre-test and post-test there is a negative rank value of 4 which indicates that 4 students experienced a decrease in the level of academic stress from the pre-test value to the post-test value. The mean ranks or average decrease in the level is 10.00 while the number of ranks or sum of ranks is 10.00. The positive ranks value of 0 indicates that there is no increase in the level of independence from the pre-test value to the post-test value.

2. Instrument Reliability Test

From the table above, the set value is 0.60 with a Cronbach's Alpha value of 0.955. Since the Cronbach's Alpha value of 0.955 is greater than 0.60, as the basis for making the reliability test decision above, it can be concluded that all 51 items in the academic stress questionnaire are reliable or consistent. The results of the validity and reliability tests are presented in the

following table:

Table 1. Validity and Reliability

No.	Statement Items	r-count	r-table (n=18, $\alpha=0.05$)	Information
1	I learn without having to be told by other people	0.678	0.468	Valid
2	I am able to create a personal study schedule	0.732	0.468	Valid
3	I keep studying even though there is no homework	0.690	0.468	Valid
4	I am confident in completing tasks	0.745	0.468	Valid
5	I don't depend on friends in studying	0.703	0.468	Valid
6	I realized the importance of independent learning.	0.721	0.468	Valid
7	I evaluate my own learning outcomes	0.695	0.468	Valid
8	I have the initiative to look for additional materials	0.710	0.468	Valid
9	I manage my study time independently	0.729	0.468	Valid
10	I set my own learning goals	0.754	0.468	Valid

C. Discussion

1. Research result

This study aims to determine the effectiveness of self-management techniques to increase learning independence in students at the Al-Qur'an Ibn Katsir Putra Jember Islamic Boarding School, and to understand the steps of self-management techniques to increase learning independence in students, the level of independence that occurs in students from moderate to high can interfere with 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 Ibn Katsir 1 Islamic Boarding School in Jember, from October 1 to November 5, 2024, according to

a schedule agreed upon by the research subjects. Treatment was conducted four times using a group guidance (BK) approach with self-management techniques.

The population in this study were 46 students of the Al-Quran Ibnu Katsir 1 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 11th batch of students (2021) of the Al-Quran Ibnu Katsir 1 Putra Jember Islamic Boarding School, totaling 18 respondents. The group was given a learning independence questionnaire consisting of 10 statements, and from these results it can be seen that there are 4 students who have a high level of independence, 12 students with a low level of independence and 3 students with a moderate level of independence.

The results of this study were obtained through the distribution of research instruments in the form of a questionnaire specifically to measure the independence of students. This learning independence questionnaire aims to obtain data on the use of self-management techniques to help reduce or increase the learning independence experienced by students at the Al-Quran Ibnu Katsir 1 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 independence experienced by students before and after group guidance using self-management techniques and whether the level of independence experienced by students can be reduced using group guidance using self-management techniques and presentation of research data results.

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 independence category scores

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

Low	: $N < 153$
Currently	: $153 \leq N < 204$
Tall	: $N \geq 205$
M-1SD	153
M+1SD	205

b. Implementation post-test

In this study, the post-test was administered immediately after the treatment, resulting in four post-tests. Students were asked to complete a learning independence questionnaire to determine whether there was an increase in their learning independence after being given group guidance using self-management techniques. The results of the four post-tests are shown 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	MI	215	Tall	192	Currently	189	Currently
2	AN	227	Tall	198	Currently	143	Low
3	WH	211	Tall	192	Currently	143	Low
4	AZ	236	Tall	196	Currently	181	Low

No.	Resp.	<i>Pre-test</i>		<i>Post-test3</i>		<i>Post-test4</i>	
		Score	Note	Score	Note	Score	Note
1	MI	215	Tall	182	Currentl y	145	Low
2	AN	227	Tall	112	Currentl y	113	Low
3	WH	211	Tall	114	Low	110	Low
4	AZ	236	Tall	149	Low	131	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 treatment. This indicates that self-management techniques are considered effective in improving student learning independence.

c. Data analysis

1) Reliability test

The items from the questionnaire were valid because they used a learning independence questionnaire totaling 51 items and then their reliability was tested using SPSS 25.00 for Windows and the results of the reliability test can be described as follows:

Reliability Test Table

Reliability Statistics	
Cronbach's Alpha	N of Items
,955	51

From the table results 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 51-item learning independence questionnaire statement are reliable or consistent.

2) 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 4. Results of the Wilcoxon rank sum test

		Ranks		
		N	Mean Rank	Sum of Ranks
post-test - pretest	Negative Ranks	4 ^a	2.50	10.00
	Positive Ranks	0 ^b	,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 decrease in their level of learning independence from the pre-test to the post-test. The mean rank or average decrease 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 decrease in the level of learning independence from the pre-test to the post-test.

Table 5. Hypothesis test results

Test Statistics	
Z	posttest - pretest -1.826b

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 H_a is accepted, which means the hypothesis in this study is accepted because there is an increase in student learning independence at the Ibnu Katsir 1 Jember Islamic Boarding School after group counseling using self-management techniques.

2. Discussion

The results of this study indicate that self-management techniques are significantly effective in improving the learning independence of students at Ibnu Katsir 1 Islamic Boarding School in Jember. The increase in learning independence scores between the pretest and posttest indicates a positive change after the self-management-based intervention. This finding supports Bandura's view.(1986), that self-management as part of self-regulated learning allows individuals to control their learning behavior through planning, monitoring, and self-evaluation. This technique helps students internalize the responsibility for learning independently, without relying on direct direction from outside parties.

In addition, the results of this study are in line with the findings of Muna et al., (2024), which showed that self-management interventions significantly improved the learning independence of high school students. Their research found that through time management, goal-setting, and self-evaluation, students were better able to develop personal discipline and responsibility. A similar trend occurs in the context of Islamic boarding schools (pesantren), where discipline and a busy routine provide fertile

ground for the application of structured self-management. Students learn to balance academic and religious activities through adaptive independent learning strategies.

This finding is also strengthened by the results of Suryana's research (2019), which revealed that the use of self-management techniques can increase motivation and learning initiative in Islamic senior high school students. This study emphasizes the importance of self-monitoring and self-reinforcement in increasing students' self-awareness and actively managing their learning process. In this study, students who participated in self-management sessions demonstrated greater ability to set learning goals, design learning strategies, and evaluate their learning outcomes.

In a theoretical context, these findings are consistent with Bandura's cognitive social learning theory (1997), which states that human behavior can be shaped through observation, self-assessment, and internal reinforcement. Self-management techniques stimulate these mechanisms by providing participants with opportunities to reflect on and regulate their own learning process. Furthermore, according to Zimmerman (2002), learning independence is a key characteristic of successful learners because it reflects the mastery of metacognitive and motivational strategies required in a learning environment that demands autonomy such as Islamic boarding schools.

What distinguishes this research from previous studies is the context of Islamic boarding schools (*pesantren*) as a learning environment characterized by religious values, collective culture, and a dense routine not found in general education. Most previous research was conducted in schools or madrasas with different academic structures. Therefore, the use of self-management techniques in the context of Islamic boarding school students is novel, confirming that this strategy can also be adapted to an Islamic values-based education system. Therefore, the results of this study make a significant contribution to the development of guidance and counseling services in Islamic boarding schools.

D. Conclusion

Based on the research results, it can be concluded that self-management techniques can significantly improve the learning independence of students in Islamic boarding schools. This intervention successfully created a more structured, responsible, and goal-oriented learning pattern, which is highly needed in a boarding school-based education system that demands high levels of independence and discipline. This improvement indicates that with the right strategies, students are able to manage themselves in facing the demands of academics and boarding school life in a balanced manner. This finding strengthens Bandura's theory regarding the influence of self-reinforcement and observation on the formation of adaptive behavior and confirms the results of previous studies such as Nasution's (2024) in a broader and religious context.

The implications of this study broaden practical insights into guidance and counseling in Islamic boarding schools, demonstrating that the application of self-management techniques not only improves students' cognitive aspects but also plays a crucial role in building an independent character aligned with the values of the Islamic boarding school. This study recommends that guidance and counseling instructors and teachers integrate these techniques into their ongoing student self-development programs. However, this study is limited by its sample size and short intervention duration. Therefore, to strengthen external validity, it is recommended to replicate the study involving more Islamic boarding schools from diverse backgrounds and educational systems. Furthermore, further exploration of the influence of the spiritual and cultural dimensions of Islamic boarding schools on the internalization of self-management techniques is needed.

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