

Implementing Self-Management Techniques to Enhance Learning Motivation Among Eighth-Grade Students at SMP Muhammadiyah 12 GKB Gresik

Samda Awalia Azzahra^{1*}

¹Program Studi Psikologi, Universitas Muhammadiyah Gresik
Jl. Sumatera No.101 61121 Gresik East Java - Indonesia
Email: samdaazzahra31@gmail.com

*Correspondence

Abstract:

This research aims to examine more deeply the effectiveness of self-management techniques in class VIII students who experience decreased motivation to learn. The data collection method used in this activity is collecting student learning motivation data using the questionnaire method as the main data, then observing and interviewing related parties. Observations are carried out by digging up information and observing students' conditions in classroom learning. From the results of interviews with several teachers and homeroom teachers, several categories of students were selected. Each class is represented by 6 students, namely classes VIII A, VIII B, VIII F. Based on the research results, it is known that students' low learning motivation can be increased after being provided with individual counseling services using Self Management techniques. The average student learning motivation is in the range of 50-60% which is included in the low category. Then, after implementing self-management techniques, there was an increase in learning motivation in the range of 70-85%. So it can be concluded that the application of individual counseling using Self Management techniques can be implemented effectively to increase student learning motivation

Keywords: *Self-Management Techniques, Individual Counseling, Learning Motivation, Gresik*

1. Introduction

Education is a crucial investment for a nation to progress towards advancement. According to Law Number 20 of 2003 concerning the National Education System, Article 1 Paragraph 1, education is defined as the provision of a learning environment that enables students to realize their potential in religious and spiritual strength, self-control, character, and conscious and deliberate efforts to create the learning process, intelligence, noble character, and the skills necessary for themselves, society, the state, and the nation. Through learning, students become intelligent individuals who are capable and ready to face the future. This motivates students to succeed, particularly in achieving good academic performance.

Motivation is a driving force that increases through human actions and activities. Essentially, motivation provides answers to three questions: what activities a person wants to engage in, what outcomes they want to achieve, and what their motivation is in doing something, as well as the process they go through to achieve the desired results. Learning motivation is the overall driving force within a student that stimulates learning activities, ensures the continuity of learning activities, and provides direction to learning activities so

that the desired learning objectives can be achieved. Students who lack learning motivation will find it difficult to study, feel no need to learn, and ultimately fail to achieve their learning goals (Sardiman, 2018:75).

Students who lack learning motivation will perceive studying as a burdensome task and no longer consider it a necessity, which leads to the failure of their learning objectives. Based on information from the Guidance and Counseling (BK) teacher at SMP Muhammadiyah 12 GKB Gresik, interviews revealed that some eighth-grade students exhibited low learning motivation. The challenges faced by these students included a lack of enthusiasm for learning or participating in classroom activities, easily feeling bored due to learning activities that they found uninteresting, and reluctance to express their opinions when called upon by teachers. Additionally, some students disliked certain subjects and felt lazy about studying.

Teaching and learning activities require motivation because if a student, for example, does not engage in an expected task, the reasons must be investigated. These reasons may vary, such as disinterest, hunger, personal problems, and so on. This indicates that there is no energy change within the student and no purpose because they lack a learning need. Therefore, students need stimulation to foster motivation within themselves (Djamarah, 2010:114). According to Sardiman (2011:83), the characteristics of learning motivation include perseverance in completing tasks, resilience in facing difficulties, interest in various issues, preference for independent work, quick boredom with routine tasks, maintaining opinions, not easily giving up on beliefs, and enjoyment in seeking and solving problems.

Due to low learning motivation, there is a need to observe behavioral changes based on willingness, awareness, and individual determination. One technique to enhance student learning motivation is individual counseling using the self-management technique. Self-management involves monitoring or observing one's own behavior and using various techniques to modify behavior (Hilgard, 2004:317). The benefits of the self-management technique include helping individuals manage their thoughts, feelings, and actions to develop optimally. By actively involving individuals, they feel a sense of freedom from external control and take full responsibility for their own changes. As a result, they perceive that the changes occur due to their own efforts, making them more sustainable. The application of this technique assists students in controlling their personal conditions and environment. If successful, self-management can serve as a guideline for improving learning motivation. Based on this issue, the author formulates the problem of applying the self-management technique to increase the learning motivation of eighth-grade students at SMP Muhammadiyah 12 GKB Gresik.

2. Methods

a. Preparation

Preparation for gathering information and data sources was carried out by collecting information through an approach with teachers or homeroom teachers. This information was also obtained through teacher recommendations by collecting data and daily observations. Teachers suggested selecting eighth-grade students, with each class consisting of 30 students. However, only six students from each class—VIII A, VIII B, and VIII F—were selected.

Before implementing the self-management technique, the researcher ensured that an explanation of the self-management technique was provided first so that students would not

be confused during the implementation process.

b. Activity Planning The stages of activity planning are as follows:

1. Gathering information through interviews and observations conducted by the BK teacher.
2. Coordinating with classroom teachers regarding the challenges faced in classroom learning.
3. Observing and gathering information on the learning motivation of eighth-grade students.
4. Coordinating with classroom teachers regarding activity plans and scheduling individual counseling sessions to apply the self-management technique.
5. Preparing and delivering materials on self-management techniques to eighth-grade students and distributing a pre-test questionnaire.
6. Conducting a post-test to evaluate the implementation of self-management techniques in increasing students' learning motivation.

c. Activity Implementation This activity was carried out from February 16 to March 19, 2023, at a junior high school in Gresik. The activities included:

1. Students gathering information about low learning motivation.
2. Students interviewing the BK teacher about the challenges faced in the classroom learning process.
3. Students approaching teachers to identify students recommended for the self-management technique to improve learning motivation.
4. Students compiling information and analyzing problems through discussions and preparing individual counseling plans.
5. Students coordinating with the homeroom teachers of VIII A, VIII B, and VIII F regarding the planned self-management activities.
6. Students conducting a pre-test to assess students' learning motivation levels.
7. Conducting individual counseling and applying self-management techniques to enhance students' learning motivation.

d. Implementation Techniques

1. Initial Stage of Individual Counseling This stage begins when the counselee meets the counselor and continues until the counseling process defines the counselee's problem based on issues, concerns, or difficulties. The initial counseling process includes:
 - a. Building a counseling relationship involving the counselee.
 - b. Clarifying and defining the problem.
 - c. Negotiating a contract.
2. Middle Stage (Working Stage) In this stage, the researcher conducts individual counseling using the self-management technique, which includes the following steps:
 - a) Assessment This stage aims to determine the counselee's current actions, including their real activities, feelings, and thoughts.
 - b) Goal Setting The counselor and counselee establish counseling goals based on mutual agreement.

According to Burks and Engelkes (1978), the goal-setting phase involves three steps:

- a. Helping the counselee view their problem based on desired goals.
- b. Considering the counselee's goals based on potential situational obstacles and measurable learning objectives.
- c. Breaking down goals into sub-goals and structuring them sequentially.

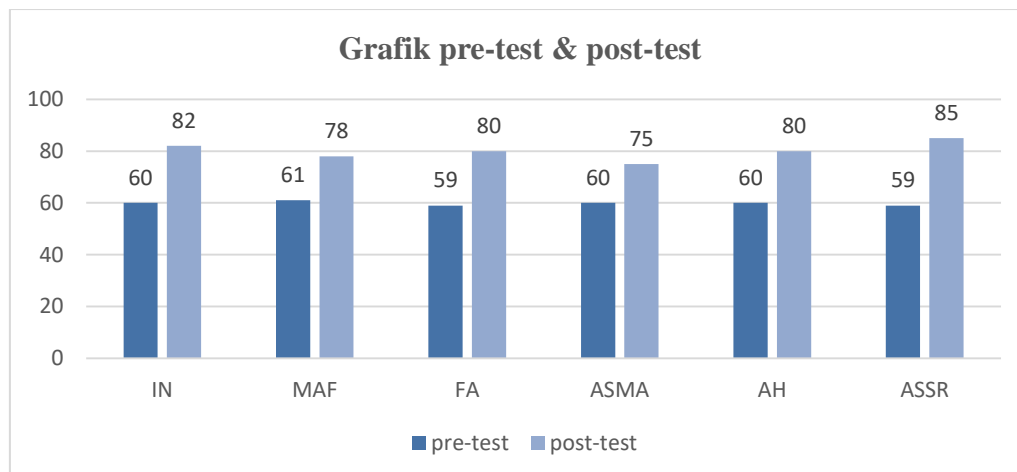
d. Implementation of Self-Management

Technique Once counseling goals are established, the counselor and counselee determine the best learning strategies to help achieve the desired behavioral changes.

1. Self-Monitoring Stage The counselee deliberately observes and records their behavior in detail using checklists or qualitative observation records.
2. Self-Evaluation Stage (Stimulus Control) The counselee compares their behavioral records with targeted behavior to evaluate the effectiveness and efficiency of the program.
3. Self-Reward Stage The counselee regulates themselves by providing reinforcement, removing, and administering self-discipline, ensuring sustained behavioral changes.

b. Result

The results obtained during the implementation of the self-management technique were observed through pre-test and post-test results among students. A total of six students in the class were given the same set of questions with identical items. The results were categorized using the codes STS (Strongly Disagree), TS (Disagree), S (Agree), and SS (Strongly Agree).



Based on the pre-test results and individual counseling sessions conducted with six eighth-grade students, it was found that their motivation to learn had decreased. Their declining motivation was due to a lack of focus when studying at home and at school. This issue arose because the students often had poor moods, admitted to spending excessive time on mobile phones and online games at home, and had limited closeness with their parents, leading to a lack of parental encouragement to study. However, the students expressed a desire to change this and improve their learning motivation.

To address this issue, the author conducted individual counseling sessions and

explained the intervention techniques used to boost their motivation. The self-management technique was implemented over four weeks, with structured activities designed to help students enhance their learning motivation.

The self-management technique began with self-monitoring, where students observed their own behaviors that hindered their learning motivation. After self-monitoring, they proceeded to self-evaluation, comparing their behavioral records with the target behaviors set by the counselor. This comparison aimed to assess the effectiveness and efficiency of the program. If the program was ineffective, it required reassessment to determine whether the target behaviors were too ambitious or unsuitable.

The final stage was self-reward, where students rewarded themselves if the self-management technique was successful. The rewards could be in the form of their favorite items or additional pocket money. The post-test results showed a significant increase in learning motivation, as students began to reduce their time spent on online games and mobile devices. This indicates that the implementation of self-management techniques effectively improved the learning motivation of eighth-grade students.

c. Discussion

Kartika (as cited in Qurrotu A'yunin, 2019) states that the self-management technique allows individuals to regulate and control their own behavior using methods and procedures they choose. This process involves self-confidence, self-regulation, competence, and motivation, which eventually lead to positive behavioral changes.

According to Isnaini & Taufik (2015), implementing self-management strategies requires three stages for students:

1. Commitment – The individual commits to changing their behavior toward a positive direction to enhance learning motivation.
2. Self-Management Application – This includes monitoring, control, and reward mechanisms.
3. Evaluation – The student assesses the behavioral changes.

Self-management is highly effective when supported by proper learning strategies that foster responsibility. Increased responsibility in learning leads to enhanced motivation.

The first stage, self-monitoring, involves tracking study habits and identifying unmet learning goals. The second stage, self-control, helps students regulate themselves to overcome distractions and obstacles. The final stage, self-reward, serves as positive reinforcement for successfully implementing planned learning activities.

The self-management strategy is expected to help students maintain and enhance their learning motivation over time.

d. Conclusion

The internship findings indicate that individual counseling using the self-management technique positively impacts students' learning motivation in eighth grade. The effectiveness of this approach was evident in the pre-test and post-test scores, which showed significant improvement after the implementation of self-management techniques.

Several factors contributed to students' low motivation, including lack of encouragement, inadequate preparation, disinterest in certain subjects, and difficulty

understanding lessons. Extrinsic factors included the need to study with peers rather than independently, difficulty absorbing lessons quickly, and learning challenges.

However, after receiving individual counseling with the self-management technique, students exhibited positive behavioral changes, such as:

- a. Perseverance in completing tasks
- b. Resilience in facing difficulties
- c. Increased interest in various academic problems
- d. Preference for independent work
- e. Reduced boredom with routine tasks
- f. Ability to defend their opinions
- g. Persistence in holding onto their beliefs
- h. Enjoyment in solving complex problems

Thus, it can be concluded that the self-management technique positively influences the learning motivation of eighth-grade students.

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