Self-Management Technical Modules As Personal Guidance and Counseling Media For High School Students

Tuti Wantu[1]*, Maryam Rahim[2], Arwildayanto[3], Idriani Idris[4], Nurul Maulida Alwi[5], Mohamad Awal Lakadjo[6], Melsin Dunggio[7]

[1,2,3,4,5,6,7] Department of Guidance and Counseling, Universitas Negeri Gorontalo, Gorontalo City, Indonesia

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ABSTRAK

Fenomena yang terjadi saat ini menunjukkan bahwa masih banyak siswa yang memiliki tingkat manajemen diri yang rendah. Hal ini menunjukkan pentingnya meningkatkan manajemen diri siswa SMA. Tujuan penelitian ini yaitu menghasilkan modul teknik manajemen diri yang layak digunakan sebagai media bimbingan dan konseling pribadi bagi siswa SMA. Penelitian ini menggunakan metode Research & Development (R&D) dengan tahapan sebagai berikut: potensi dan permasalahan, pengumpulan data, desain produk, validasi desain, revisi desain, pengujian produk, dan revisi produk. Subjek uji ahli terdiri dari ahli media bimbingan dan konseling, ahli bimbingan dan konseling pribadi, dan ahli bahasa Indonesia. Penelitian ini melibatkan kelompok kecil yang terdiri dari empat orang guru Bimbingan dan Konseling sebagai subjek eksperimen. Kuesioner digunakan untuk pengumpulan data. Data hasil validasi ahli dan uji kelompok kecil dianalisis secara kualitatif. Hasil validasi ahli dan pengujian produk menyimpulkan bahwa "modul teknik manajemen diri cocok digunakan untuk siswa SMA sebagai alat bimbingan dan konseling pribadi". Dengan demikian, modul manajemen diri ini dapat direkomendasikan untuk diterapkan sebagai media bimbingan dan konseling pribadi bagi siswa SMA.

ABSTRACT

The current phenomenon shows that there are still many students who still need to gain a higher level of self-management. It shows the importance of improving high school students' self-management. This research aims to produce a self-management technique module that is suitable for use as a medium for personal guidance and counseling for high school students. This research uses the Research and development (R&D) method with the following stages: potential and problems, data collection, product design, design validation, design revision, product testing, and product revision. The expert test subjects consisted of media guidance and counseling experts, personal guidance and counseling experts, and Indonesian language experts. This research involved a small group consisting of four Guidance and Counseling teachers as experimental subjects. Questionnaires were used for data collection. Data from expert validation and small group testing were analyzed qualitatively. The results of expert validation and product testing concluded that "the self-management techniques module is suitable for use by high school students as a personal guidance and counseling tool." Thus, this self-management module can be recommended for application as a medium for personal guidance and counseling for high school students.

1. INTRODUCTION

Education is currently experiencing changes, developments and improvements in accordance with developments in all areas of life. Changes and improvements in the field of education include various components involved in it, including implementing education in the field (teacher competency and quality of teaching staff), curriculum tools, quality of education, educational facilities and infrastructure and the quality of educational management including changes in learning methods and strategies. more innovative (Ariessanti et al., 2020; Kholili & Fajaruddin, 2020; Primasari & Zulela, 2019). These changes and improvement efforts aim to bring better quality to Indonesian education (Khaerawati et al., 2023; Sari, 2017). In order to make the nation's life more intelligent, improving the quality of education is very important for sustainable development in all aspects of human life. The national education system must

Corresponding author
E-mail addresses: tuti98@gmail.com (Tuti Wantu)

always be developed in accordance with the needs and developments that occur at the local, national and global levels (Makhrus et al., 2018; Rattu, 2017; Warif, 2019). Education is also an element that cannot be separated from humans. Starting from the womb until adulthood and old age, humans experience an educational process obtained from parents, society and the environment (Kuswanto et al., 2017; Susetyo et al., 2018; Waruwu et al., 2022; Widyastuti et al., 2019). Education has a very important role in the progress of a nation. Therefore, education must continue to be improved both in terms of quality and quantity. One of the education that students receive is secondary school. High school students are in their early adolescent years, from 13 to 17 years old. This period signifies a transition from childhood to adulthood. During this time, adolescents' emotions are still developing, rendering them susceptible to environmental influences (Arriany et al., 2020; Hochweber & Vieluf, 2018). The environment substantially influences adolescence, particularly social relationships, and individuals regarded as idols or role models. Therefore, it is anticipated that students can control their behaviors, be problem solvers and take responsibility (Khoiriyah & Husamah, 2018; Nur et al., 2020; Rosidah et al., 2018). Students are also required to work independently on their school assignments. For instance, refraining from copying a peer's homework demonstrates an understanding of their responsibility as students to learn and perform tasks well. In brief, this signifies the anticipation that students possess self-management skills.

However, a current phenomenon reveals that a significant number of students possess low levels of self-management. Data from preliminary studies shows that 87% of students lack self-management, with behavioral symptoms including frequent tardiness, absenteeism, non-adherence to prayer (for Islam religion), and procrastination which leads to non-submission of school assignments. This indicates the importance of enhancing high school students' self-management. Other research state that self-management is a method to modify oneself in order to develop self-management strategies (Alwi et al., 2020; Arimbi, 2020). Previous research findings also stated that there are still many students who have low self-management (Arimbi, 2020; Isnaini & Taufik, 2016; Setiawan & Dharsana, 2018).

Self-management refers to an individual's ability to progress and regulate a combination of intrinsically controlled skills involving responsibility for oneself and the environment. It entails a general self-modification process that includes self-control over thoughts, speech, and actions, thereby promoting the avoidance of negative behaviors and encouraging exemplary behavior (Seabra et al., 2023; Velde et al., 2019). Self-management enables one to integrate what is thought, spoken, and done by ensuring consistency and alignment between thoughts, words, and actions (Isnaini & Taufik, 2016; Setiawan & Dharsana, 2018). This skill fosters the development of an individual who possesses quality and contributes meaningfully to fulfilling their life's purpose. For students, self-management greatly aids in managing their thoughts, emotions, and behaviors. Students with self-management skills are more prepared to handle life's obstacles, cultivate positive relationships with others, and excel in studies as well as achievements (Alwi et al., 2020; Astuti & Lestari, 2020). One way is through personalized guidance and counseling using self-management technique modules. Modules are teaching materials that are systematically arranged in language that is easy to understand so that they can learn independently with minimal guidance from educators (Dewi et al., 2017; Fathoni et al., 2020; Puti & Jumadi, 2015). The use of modules in learning aims to enable students to learn independently without or with minimal assistance from teachers (Riwanti & Hidayati, 2019; Roziyah & Kamaludin, 2019). In learning, the teacher is only a facilitator. In the learning process, the module is used as a provider of basic information because the module presents various main materials that can still be developed further (Rhilmanidar et al., 2020; Roziyah & Kamaludin, 2019); as instructional material or guidance for students (Puti & Jumadi, 2015; Rhilmanidar et al., 2020); as well as complementary material with communicative illustrations and photos (Andani, 2020; Rhilmanidar et al., 2020). The use of the module is an effective teaching guide for teachers and as teaching material to practice for students in carrying out self-assessment. Previous findings state that the module is intended to make it easier for students to achieve a set of predetermined goals (Andriani et al., 2019; Wahyudi & Lestari, 2019). Other findings also state that modules are part of a planned learning unit designed to help individual students achieve learning goals (Fitriani et al., 2022; Rahmawati et al., 2017). Based on this, the module is expected to facilitate student learning. This research aims to develop a self-management technique module that is suitable for use as a medium for personal guidance and counseling for high school students.

2. METHOD

Jenis penelitian ini yaitu penelitian pengembangan. Kajian Research and Development (R&D) ini memanfaatkan sudut pandang (Sugiyono, 2019). Penelitian ini meliputi identifikasi potensi masalah, pengumpulan informasi, desain produk, validasi desain, revisi desain, dan pengujian produk. Subyeknya melibatkan 1 orang ahli desain, 1 orang ahli bahasa, 1 orang ahli bimbingan dan konseling, dan 4 orang

guru BK. Metode yang digunakan dalam mengumpulkan data yaitu observasi, wawancara, dan kuesioner. Metode observasi dan wawancara digunakan untuk mengumpulkan permasalahan yang terjadi didalam kegiatan pembelajaran. Metode kuesioner digunakan untuk mengumpulkan data masukan atau penilaian yang diberikan oleh para ahli, guru dan siswa. Instrument pengumpulan data menggunakan lembar kuesioner. Kisi-kisi kuesioner disajikan pada Tabel 1, dan Tabel 2. Teknik analisis data yang digunakan dalam penelitian ini yaitu analisis deskriptif kualitatif. Analisis data deskriptif kualitatif dilakukan untuk mengolah data hasil validasi ahli dan uji kelompok kecil.

Table 1. Guidance and Counseling Expert Validation Results

No.	Assessment Aspect
1	The suitability of the title and content
2	Sentence explanations in the materials
3	Material explanation
4	Modules aid counseling teachers in providing self-management services.
5	The contents of the module are easy to understand
6	The module serves as personal counseling media
7	The suitability of material in the module for personal counseling media
8	The suitability of student/counselee worksheets

Table 2. Indonesian Language Expert Validation Results

No.	Assessment Aspect
1	The suitability of writing technique with Indonesian language norms
2	The suitability of language with general rules
3	Clarity of sentence presentation
4	The suitability usage of terms according to good writing norms
5	The suitability of sentences with PEUBI
6	Module writing neatness
7	Sentence writing coherence
8	Paragraph writing coherence

Table 3. Learning Media Design Expert Validation Results

No.	Assessment Aspect
1	The suitability of the front and back cover design
2	The suitability of images on the front cover
3	The suitability of font style
4	The suitability of images in the module content
5	The suitability of sentences with PEUBI
6	The suitability of table colors
7	The suitability of module size with general module standards
8	Appealing physical appearance

3. RESULT AND DISCUSSION

Result

This study's development has yielded a self-management technique module suitable for personal guidance and counseling of high school students. This outcome was obtained through the following stages. First, Potential and Problem. The initial study identified some problems: students struggle with self-management, lack understanding of attitudes and responsibilities, and the lack of personalized guidance and counseling media, especially for self-management. This data suggests the potential to develop a self-management module. Thus, students are expected to improve their self-management skills, while guidance and counseling teachers can use them as personal counseling media. Second, Information. In this stage, a review of relevant literature on media, module development, and self-management techniques for high school students is conducted. Third, Product Design. The module product design involved these stages: (1) identifying core content suitable for the service's objectives, (2) organizing core content in a logical and systematic order, (3) outlining student/counselee learning activities, (4) reviewing learning activities to meet objectives, and (5) identifying necessary tools for module-based learning. Fourth, Design Validation (Expert Validation). Expert validation was conducted by guidance, counseling, Indonesian

language, and design experts. Guidance and Counseling Expert Validation Results showed in Table 4, Table 5, and Table 6.

Table 4. Guidance and Counseling Expert Validation Results

No.	Assessment Aspect	Suitable	Somewhat suitable	Unsuitable
1	The suitability of the title and content	✓		-
2	Sentence explanations in the materials	✓		-
3	Material explanation			
4	Modules aid counseling teachers in providing self-management services.	✓		-
5	The contents of the module are easy to understand	✓		-
6	The module serves as personal counseling media	✓		-
7	The suitability of material in the module for personal counseling media	✓		-
8	The suitability of student/counselee worksheets	✓		-

Table 5. Indonesian Language Expert Validation Results

No.	Assessment Aspect	Suitable	Somewhat suitable	Unsuitable
1	The suitability of writing technique with Indonesian language norms	✓		-
2	The suitability of language with general rules	✓		-
3	Clarity of sentence presentation			
4	The suitability usage of terms according to good writing norms	✓		-
5	The suitability of sentences with PEUBI	✓		-
6	Module writing neatness	✓		-
7	Sentence writing coherence	✓		-
8	Paragraph writing coherence	✓		-

Table 6. Learning Media Design Expert Validation Results

No.	Assessment Aspect	Suitable	Somewhat suitable	Unsuitable
1	The suitability of the front and back cover design	✓		-
2	The suitability of images on the front cover	✓		-
3	The suitability of font style			
4	The suitability of images in the module content	✓		-
5	The suitability of sentences with PEUBI	✓		-
6	The suitability of table colors	✓		-
7	The suitability of module size with general module standards	✓		-
8	Appealing physical appearance	✓		-

Figure 1. Results of the Revised Module Developed

The results of data analysis based on assessments given by experts showed that the modules developed were suitable and therefore suitable for use in learning. Following the design validation, the module was revised based on the validation results to refine the product while considering aspects evaluated by the validators. First, Correct the writing of the word "*di*" as a prefix with "*di*" as a preposition. Second, use the same font style for the cover page. Third, correct the font in the table of contents. The revised results of the module developed are presented in Figure 1. The product trial was in the form of a small group test to assess the product's suitability for subsequent implementation in personal guidance and counseling services. The trial involved four Guidance and Counseling teachers from SMK State 1 Gorontalo Vocational High School, SMK State 2 Gorontalo Vocational High School, and SMA State 3 Gorontalo Senior High School. The results of data analysis show that the Self Management Technique Module resulting from this research is suitable for use as a medium for personal guidance and counseling for high school students.

Discussion

This self-management technique module was validated by experts and tested for guidance and counseling teachers as the module's users. The experts found it suitable based on its content, visuals, language, presentation, layout, and utility. The trial with teachers also showed that the module is suitable for assisting high school students in improving their self-management skills, such as punctuality, attendance, following religious practices, and meeting deadlines for school assignments. Personal guidance and counseling play a crucial role in assisting students/counselees in developing their potential and addressing individual problems (Ardi et al., 2017; Kadafi et al., 2021; Widiarti, 2017). Suitable service delivery media are essential in order to enhance the effectiveness of the implementation and outcomes of personal guidance and counseling services (Hastuti et al., 2020; Putra & Agustiana, 2021; Seruni et al., 2020). One such media used is printed visual modules. Modules serve as media that aids students in developing themselves effectively (Handayani et al., 2021; Seruni et al., 2020). For instance, guidance and counseling teachers can utilize the Self-Management Technique Module to assist students/counselees in cultivating self-management skills. The self-management technique is a component of the behavioral approach that empowers learners/clients to address their problems independently by transforming or modifying maladaptive behaviors into adaptive ones.

In basic terms, self-management means an individual's skill to handle themselves independently. This includes managing behaviour, emotions, personal potential and finding solutions to problems. Self-management includes self-control or managing behaviour as a conflict-resolution process (both tangible and anticipated) aimed at guiding oneself to achieve independence and maintain a productive life (Alwi et al., 2020; Amalia et al., 2022; Moomin et al., 2022). Using self-management techniques for intervention is simpler than other forms of psychotherapy (Damayanti, 2019; Lean et al., 2019). It can be applied individually, in groups, digitally, or through bibliotherapy. Self-management involves self-driven advancement, organizing personal abilities, and controlling efforts to achieve positive outcomes. Self-management includes (1) Self-control, which refers to the ability to consciously manage oneself to achieve goals without harming (Isnaini & Taufik, 2016; Suwanto, 2016). (2) Trustworthiness refers to honest, reliable individuals who admit mistakes while maintaining integrity. (3) Prudence, refers to individuals who possess reliability and responsibility in meeting commitments and obligations, coupled with careful and organized work towards goals. Modules are also referred to as media for self-directed learning, as they contain instructions for self-learning, which allows the reader to study without the presence of an instructor (Riwanti & Hidayati, 2019; Roziyah & Kamaludin, 2019). This module's language, patterns, and other elements are designed to resemble the teacher's language when delivering instruction. Therefore, this media is often referred to as self-learning material (Rhilmanidar et al., 2020; Roziyah & Kamaludin, 2019). A module is a systematically organized and appealing printed teaching material designed to facilitate independent learning for students and assist teachers in delivering services. Thus, modules simplify message delivery, serve as evaluation tools and references, and overcome space, time, funds, facilities, and resource limitations (Andani, 2020; Rhilmanidar et al., 2020). This aims to aid learners/counselees in learning independently and mastering specific service objectives effectively.

The developed self-management module is suitable for use as a personal guidance and counseling media, particularly in improving the self-management skills of students/counselees. However, further research in large-scale group trials using experimental methods is necessary to ascertain the module's effectiveness in improving self-management skills. Numerous developed guidance and counseling service media products have been assessed as suitable. In summary, a guidance and counseling module is printed material designed to contain service objectives, service content with tasks or exercises, and evaluations. It is intended for self-learning by students or counselees. The module contains a set of planned learning experiences, aiding guidance and counseling teachers effectively. Therefore, providing self-management

technique modules can guide learners/counselees to transform unhealthy behaviors into healthier ones and foster discipline. These modules serve as references for addressing personal problems, outlining steps and guidance for self-management, and time organization in daily activities.

4. CONCLUSION

The results of this research indicate that the Self-Management Technique Module is suitable for use by guidance and counseling teachers as a medium for improving high school students' self-management. This is because the modules developed have very good qualifications. Therefore, this module is recommended for adoption by relevant teachers as a medium for personalized guidance and counseling services.

5. ACKNOWLEDGE

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