

## THE INFLUENCE OF GROUP COUNSELING USING SELF-MANAGEMENT TECHNIQUES ON STUDENTS' SELF-CONCEPT

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**Abstract** : This study investigates the impact of group counseling using self-management techniques on students' self-concept. Students with low levels of self-concept often encounter various developmental obstacles such as teenage acquaintances, procrastination, and drastic mood changes, which can lead to personal disturbances. These issues can be addressed effectively through self-management techniques in a group counseling setting. Self-concept refers to an individual's perception of themselves, shaped by their experiences and interactions with the world. The purpose of this research is to determine the effect of group counseling using self-management strategies on students' self-concept. The study employs a quantitative methodology without the use of a control or comparison group, utilizing a one-group pre-test post-test design with a single experimental class. The Wilcoxon test was conducted, yielding asymptotic statistical results. The findings indicate that the hypothesis ( $H_a$ ) is accepted, demonstrating a significant difference between pre-test and post-test scores, specifically an increase in post-test scores compared to pre-test scores. The sig (2-tailed) value is 0.042. Therefore, it can be concluded that group counseling using self-management strategies significantly influences the self-concept of students.

**Keywords** : Group Counseling; Self-Management; Self-Concept.

**Abstrak** : Penelitian ini menyelidiki dampak konseling kelompok menggunakan teknik manajemen diri terhadap konsep diri siswa. Siswa dengan tingkat konsep diri yang rendah sering menghadapi berbagai hambatan perkembangan seperti pergaulan remaja, penundaan, dan perubahan suasana hati yang drastis, yang dapat menyebabkan gangguan pribadi. Masalah-masalah ini dapat ditangani secara efektif melalui teknik manajemen diri dalam setting konseling kelompok. Konsep diri merujuk pada persepsi individu tentang diri mereka sendiri, yang dibentuk oleh pengalaman dan interaksi mereka dengan dunia sekitar. Tujuan dari penelitian ini adalah untuk menentukan pengaruh konseling kelompok menggunakan strategi manajemen diri terhadap konsep diri siswa. Penelitian ini menggunakan metodologi kuantitatif tanpa menggunakan kelompok kontrol atau perbandingan, dengan menggunakan desain one-group pre-test post-test hanya dengan satu kelas eksperimen. Uji Wilcoxon dilakukan, menghasilkan hasil statistik asimptotik. Temuan menunjukkan bahwa hipotesis ( $H_a$ ) diterima, menunjukkan perbedaan yang signifikan antara skor pre-test dan post-test, khususnya peningkatan skor post-test dibandingkan dengan skor pre-test. Nilai sig (2-tailed) adalah 0,042. Oleh karena itu, dapat disimpulkan bahwa konseling kelompok menggunakan strategi manajemen diri secara signifikan mempengaruhi konsep diri siswa.

**Kata Kunci** : Konseling Kelompok; Manajemen Diri; Konsep Diri.

## INTRODUCTION

Education in Indonesia is currently insufficient to develop students' potential to the maximum, resulting in various unresolved developmental problems within individuals (Winandar, Agustin, Listiana, & Windayana, 2022). Therefore, this article discusses counseling techniques to help students achieve their maximum potential. Education can enhance the quality of human life for both individuals and groups (Saputro & Sugiarti, 2021). It can assist generations in achieving advanced civilization by facilitating human work in all fields (Richa, 2018; Šlaus & Jacobs, 2011). People are an integral part of education. The teachers impart knowledge to their students, and humans themselves are the subjects of this education (Putri & Rustika, 2017).

According to Article 1 Paragraph 1 of the Law of the Republic of Indonesia No. 20 of 2003, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation, and state (Listrianti & Mundiri, 2020). The 1945 Constitution of the Republic of Indonesia and Pancasila function as the foundation for the implementation of national education, as stated in Article 1 Paragraph 2 of Law No. 20/2003 (Limpo, Bachri, Ilmar, & Patittingi, 2018; Nurdin, 2015). Religious teachings, Indonesian national culture, and the ability to adapt to the demands of changing times are the cornerstones of Indonesian national education (Anzaikhan, 2022).

Developing a positive self-concept comes from learning (Fitriyani & Solihati, 2022). To cultivate a positive self-concept and learn to differentiate between good and bad traits within themselves, students can study the personality and character of their peers (Amiruddin, 2019). A person's self-concept is their perception of themselves shaped by their experiences and interactions with the world around them (Rianti, 2018). Self-concept can encompass various dimensions, including psychological, social, spiritual, and physical (Amaliyah, 2020). A positive and stable self-concept can provide self-confidence and motivate individuals to achieve their life goals (Schunk, 1990; White, 2009). Student self-concept is the perception or view that a student has of themselves, in terms of abilities, character, and their strengths and weaknesses (Trautwein & Möller, 2016).

Researchers observed a phenomenon at SMP Negeri 23 Gresik where students still violate school regulations, such as frequently leaving school before hours, skipping school, dressing inappropriately by not wearing uniforms according to regulations, having long hair when they should have a neat appearance, and often experiencing stress due to an inability to control emotions, leading to problems with friends. Researchers also noted external factors influencing student behavior, related to low self-concept. This research aims to train social sensitivity in each group member and build friendships through group counseling and self-management techniques. In group counseling, several individuals with related or comparable problems meet for a counseling session (Sumini, Saputra, & Suardiman, 2020). The counselor facilitates the progress of the group to improve the

emotional and mental health of each member (Berg, Landreth, & Fall, 2017; Corey, Corey, & Corey, 2018). Through sharing and discussions with other group members, group counseling aims to help participants solve their problems (Sumini et al., 2020).

Self-management techniques combined with group counseling aim to help clients become more adept at self-management (Amaliyah, 2020; Kessler & Liddy, 2017). Through implementing self-management strategies, individuals can become more effective and efficient in recognizing, understanding, and overcoming obstacles in their lives (Dineen-Griffin et al, 2019). When using self-management techniques in group counseling, participants work together and support each other to achieve their goals (Amaliyah, 2020). This process can enhance participants' abilities and strengthen their sense of togetherness (Munfiatik, 2023).

At UPT SMP Negeri 23 Gresik, the self-concept of seventh-grade students will be examined and analyzed in relation to group counseling using self-management techniques. It is hoped that these strategies will be explored to determine the best way to improve students' self-perception, maximizing their potential and helping them develop better social skills. The findings from this research can assist schools in creating effective counseling programs and serve as a valuable resource for researchers, educators, and counselors, contributing to the improvement of secondary education standards.

## **METHOD**

The experimental research conducted in this study employed quantitative research methods with a one-group pre-test-post-test design. This approach is chosen to measure the effect of a specific treatment on the participants' self-concept. Unlike traditional experimental designs, this study did not include a control or comparison group, focusing solely on one experimental class. The experimental class was determined based on a measurement scale distributed to the entire population, identifying subjects who would form the experimental group due to their low self-concept. The intervention applied in this study was group counseling using self-management techniques, aimed at improving the self-concept of the participants.

The study population comprised seventh-grade students at UPT SMP Negeri 23 Gresik in 2023. From this population, students exhibiting signs of low self-esteem were selected for the intervention. An initial assessment identified five students with low self-esteem, who then became the subjects of the study. The independent variable in this research is the group counseling intervention using self-management techniques, while the dependent variable is the students' self-concept. Data collection using questionnaire and utilized a Likert scale to measure the self-concept of the students before and after the intervention. Reliability and validity of the data collection instruments were ensured through appropriate testing. Specifically, Cronbach's Alpha was used to assess reliability,

resulting in a score of 0.648, indicating acceptable internal consistency. The validity test confirmed that 20 out of 60 items on the scale were valid. Data collection was performed through pre-tests and post-tests to capture changes in self-concept attributable to the intervention.

Data analysis was conducted using the Wilcoxon test to evaluate the significance of changes in self-concept before and after the intervention. The Wilcoxon test is particularly suitable for this study due to its ability to handle non-parametric data and small sample sizes, which is essential given the limited number of participants in this research. The choice of the Wilcoxon test ensures that the analysis is robust and reliable, even with the inherent variability and non-normal distribution of the data. The analysis results revealed a significant change in self-concept among the students, as indicated by an Asymp. Sig (2-tailed) value of 0.042. This p-value is below the conventional threshold of 0.05, suggesting that the observed improvements in self-concept are statistically significant and unlikely to be due to chance. Therefore, the findings support the hypothesis that the group counseling intervention using self-management techniques had a meaningful and positive impact on the self-concept of the students in the experimental group. This outcome underscores the effectiveness of such interventions in educational settings, particularly for students struggling with low self-esteem. The significant change observed validates the intervention method, highlighting its potential for broader application in similar educational contexts.

## RESULT AND DISCUSSION

This study examines the impact of group counseling using self-management techniques on students' self-concept. Students with low self-concept often face developmental challenges such as difficulty forming relationships, procrastination, and drastic mood changes, which can lead to personal disturbances. These issues can be effectively managed with self-management techniques in group counseling settings. Self-concept refers to an individual's perception of themselves, shaped by their experiences and interactions with the world. The purpose of this study is to determine how group counseling using self-management strategies affects students' perceptions of themselves.

### 1. Pretest and Posttest Assessment

To measure the impact of the intervention, five students with low self-concept were selected based on their initial self-concept scores. These scores were categorized into low, medium, and high ranges to ensure a clear understanding of each student's starting point. The selected students underwent a pretest to establish their baseline self-concept levels. The intervention consisted of self-management techniques applied in a group counseling setting. Following the intervention, a posttest was administered to evaluate the changes in their self-concept. The comparative findings of the pretest and posttest scores are presented in Table 1, showing significant improvements in each student's self-concept after the intervention.

**Table 1: Comparison of Pretest and Posttest Scores**

No.	Student Initials	Pre-Test (x)	Category	Post-Test (y)	Category	Comparison
1	SSA	41	Currently	62	Tall	21
2	PWS	39	Low	56	Currently	17
3	RDA	37	Low	57	Currently	20
4	JBN	41	Currently	63	Tall	22
5	ANA	40	low	56	currently	16

The data in Table 1 clearly illustrates the positive impact of the intervention on students' self-concept. Each student showed a significant increase in their self-concept scores from pretest to posttest. For instance, SSA's score improved from 41 (medium) to 62 (high), indicating a 21-point increase. Similarly, PWS's score rose from 39 (low) to 56 (medium), a 17-point improvement. RDA and JBN also demonstrated notable improvements, with their scores increasing by 20 and 22 points, respectively, moving them from low or medium categories to higher levels. ANA's score increased from 40 (low) to 56 (medium), showing a 16-point gain. These results highlight the effectiveness of the self-management techniques applied during group counseling sessions. The results of the students' self-concept at SMP Negeri 23 Gresik were different between the pretest and posttest, which were taken before and after they received group counseling treatment using self-management techniques. This difference can be seen in Figure 2. Students' self-concept scores have increased, based on the results of the pretest and posttest.



**Figure 1: Comparison Results of Students' Pretest and Posttest Self-Concept**

The significant improvements in students' self-concept scores, as reflected in Table 1, suggest that the group counseling intervention using self-management techniques was highly effective. Students who initially had low or medium self-concept levels experienced considerable enhancement in their self-perception and confidence.

This finding aligns with the study's hypothesis that self-management techniques in a group counseling setting can address developmental challenges such as relationship difficulties, procrastination, and mood instability. The marked increase in posttest scores indicates that students were able to better understand and regulate their behaviors and emotions, leading to improved self-concept. These results underscore the potential of such interventions to support students' personal development and well-being in educational settings.

## 2. Statistical Analysis and Findings

The Wilcoxon test, a non-parametric statistical method, was utilized to assess the significance of changes in students' self-concept before and after the intervention. This test is particularly appropriate for this study due to its ability to handle small sample sizes and non-normally distributed data. By comparing pretest and posttest scores, the Wilcoxon test evaluates whether the observed changes are statistically significant. The results, summarized in Table 2, reveal an Asymp. Sig (2-tailed) value of 0.042, which is below the conventional threshold of 0.05. According to the decision criteria, if the Asymp. Sig (2-tailed) value is less than 0.05, the hypothesis (Ha) is accepted.

**Table 2: Wilcoxon Test Results**

Test Statistics <sup>a</sup>	
	Posttest-Pretest
Z	-2,032
Asymp. Sig. (2-tailed)	,042

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

The Wilcoxon test results clearly indicate a significant change in self-concept scores following the intervention. The Asymp. Sig (2-tailed) value of 0.042 is a critical finding, as it falls below the 0.05 threshold, thereby supporting the acceptance of the hypothesis (Ha). This suggests that the changes observed in the students' self-concept scores are not due to random chance but are a direct result of the group counseling intervention using self-management techniques. The statistical analysis thus confirms the effectiveness of the intervention, providing robust evidence for its positive impact on the students' self-concept.

The significant value of 0.042 obtained from the Wilcoxon test validates the hypothesis that group counseling using self-management techniques significantly improves students' self-concept. This positive impact is evident in the substantial increase in posttest scores compared to pretest scores. The statistical confirmation of the intervention's effectiveness underscores the potential of such counseling methods to address self-concept issues among students. By enhancing self-perception and confidence, the intervention helps students better manage developmental challenges

such as relationship difficulties, procrastination, and mood instability. These findings highlight the importance of incorporating self-management techniques in group counseling to foster personal growth and well-being in educational environments.

The results of this study underscore a significant enhancement in students' self-concept following the intervention using self-management techniques within a group counseling framework. The marked increase in posttest scores compared to pretest scores is indicative of the intervention's efficacy. For instance, SSA's self-concept score escalated from 41 (medium) to 62 (high), while PWS's score rose from 39 (low) to 56 (medium). Such improvements highlight the potential of self-management strategies to foster a positive self-concept among students, which is crucial for their overall development and psychological well-being (Rosenberg, 2017).

Self-concept plays a pivotal role in an individual's ability to navigate social and academic challenges (Schunk, 1990; Trautwein & Möller, 2016). Students with low self-concept often exhibit symptoms such as procrastination, relationship difficulties, and mood swings, which can hinder their academic performance and social integration (Burke, 2022; He, 2020; Marsh, 1990). The intervention's success in enhancing self-concept suggests that self-management techniques enable students to better understand and regulate their behaviors and emotions. This finding aligns with previous studies indicating that improved self-concept is associated with higher academic motivation, better peer relationships, and greater overall life satisfaction (Hattie, 2012; Pajares & Schunk, 2001).

The developmental challenges faced by students with low self-concept can be profound, impacting both their academic and personal lives (Wang & Neihart, 2015). The study's findings indicate that group counseling sessions utilizing self-management techniques effectively mitigate these challenges. By fostering a supportive group environment, students were able to share their experiences and strategies, enhancing their understanding of self-management and its application in daily life (Corey et al., 2018; Lawn, Zhi, & Morello, 2017). This collaborative approach is essential, as it helps students build resilience and develop coping mechanisms to handle stress and peer pressure.

Moreover, the intervention's impact on students' self-regulation skills is noteworthy. Self-regulation is critical for academic success and personal development, as it involves setting goals, monitoring progress, and adjusting behaviors to achieve desired outcomes (Edossa et al., 2018; Greene, 2017; Schunk & Zimmerman, 2012). The significant improvements in self-concept scores suggest that students were better equipped to set realistic goals and manage their emotions effectively. This development is crucial for their long-term success and well-being, as self-regulated learners are more likely to persist in the face of challenges and achieve higher academic outcomes (Rodríguez et al., 2022).

The use of the Wilcoxon test to analyze the data provides robust statistical validation for the study's findings. The test's Asymp. Sig (2-tailed) value of 0.042 confirms the statistical significance of the observed changes in self-concept scores, supporting the hypothesis that the intervention was effective. This non-parametric test is particularly suitable for the study's small sample size and non-normally distributed data, ensuring the reliability of the results. The statistical evidence strengthens the study's conclusion that group counseling with self-management techniques can significantly enhance students' self-concept. Statistical validation is crucial in educational research as it provides objective evidence of an intervention's effectiveness. The significant value obtained from the Wilcoxon test validates the hypothesis that self-management techniques, when applied in a group counseling setting, can lead to substantial improvements in self-concept. This finding is consistent with previous research demonstrating the efficacy of self-management interventions in promoting psychological well-being and academic success (Bandura, 1997; Schunk & Zimmerman, 2012). The statistical confirmation of these results provides a solid foundation for recommending the implementation of such interventions in educational settings.

The findings of this study have important implications for educational settings. Implementing self-management techniques in group counseling sessions can significantly enhance students' self-concept, which is a critical component of their overall development and academic success. Educators and counselors should consider incorporating these techniques into their programs to support students facing self-concept issues. The positive impact observed in this study suggests that such interventions can be a valuable tool in addressing developmental challenges and promoting student well-being (Barry, Clarke, & Dowling, 2017; Domitrovich et al., 2017).

Furthermore, the study highlights the need for schools to provide comprehensive support systems that address students' psychological and emotional needs. By integrating self-management techniques into the school curriculum, educators can help students develop essential life skills, such as self-regulation, goal setting, and emotional management (Muali, Aisyah, & Faizah, 2023; Smith, 2019). These skills are not only beneficial for academic success but also for students' overall well-being and future success in life (Ramdhani, Wimbari, & Susetyo, 2018). The study's findings underscore the importance of a holistic approach to education that considers students' psychological and emotional development alongside their academic progress.

While this study provides robust evidence of the effectiveness of self-management techniques in group counseling, future research should explore the long-term effects of such interventions. Longitudinal studies could examine whether the improvements in self-concept are sustained over time and whether they translate into other areas of students' lives, such as academic achievement and social relationships. Additionally, expanding the



sample size and including diverse student populations could enhance the generalizability of the findings (Creswell, 2011). Future research should also investigate the mechanisms through which self-management techniques influence self-concept. Understanding these mechanisms can help refine and improve intervention strategies, making them more effective for different student populations. Moreover, exploring the role of other variables, such as teacher support, peer relationships, and family environment, can provide a more comprehensive understanding of the factors that influence self-concept development. By addressing these research gaps, future studies can contribute to the development of more effective interventions that support students' overall development and well-being. This study successfully demonstrates the positive impact of group counseling using self-management techniques on students' self-concept. The significant improvements in self-concept scores, supported by statistical analysis, highlight the potential of these techniques to address developmental challenges and promote personal growth. These findings underscore the importance of incorporating self-management strategies in educational interventions to support students' well-being and development. By enhancing self-perception and confidence, the intervention helps students better manage developmental challenges such as relationship difficulties, procrastination, and mood instability (Hattie, 2012; Zimmerman, 2000).

The study's implications for educational settings are profound, suggesting that educators and counselors should consider implementing self-management techniques in their programs. Future research should continue to explore the long-term effects and underlying mechanisms of these interventions, contributing to the development of more effective strategies for supporting students' overall development and well-being. The study's findings provide a solid foundation for further research and practice in the field of educational psychology, highlighting the importance of holistic approaches to student development.

## **CONCLUSION**

This study found that the use of Electronic Student Worksheets based on Problem-Based learning significantly enhances students' problem-solving capabilities. This finding indicates that the combination of educational technology and problem-based learning approaches can create a more interactive learning environment that supports the development of students' cognitive skills. The research results show that the integration of technology in education not only increases students' motivation and engagement but also provides quick and effective feedback, which is crucial in improving and developing students' problem-solving skills. Furthermore, Problem-Based learning helps students connect theory with practice through real-world problem contexts, thereby deepening their understanding of the subject matter.

The primary strength of this study lies in its contribution to the field of education, particularly in the use of digital technology to enhance problem-solving skills. This research provides empirical evidence on the effectiveness of E-Worksheets in supporting both independent and collaborative learning. It also offers new insights into how technology can be integrated with traditional learning methods to achieve better learning outcomes. However, this study has several limitations that should be noted. The study is limited to specific contexts, such as certain cases and locations, which may not fully represent the broader population. Additionally, the variation in the age and gender of the students involved in this study is limited, so generalizing these findings to different groups should be done cautiously. The research methods used may also have limitations in terms of the variety of data collection and analysis approaches, which could affect the interpretation of the results. Therefore, further research is needed to explore the effectiveness of PBL-based E-Worksheets in a broader and more diverse context, and with more comprehensive research methods, to confirm these findings and develop a deeper understanding of how technology can support effective learning.

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