APPLICATION OF SELF-MANAGEMENT TECHNIQUES IN GROUP GUIDANCE SERVICES TO IMPROVE THE FURTHER STUDY PLANNING ABILITY OF CLASS X.3 STUDENTS OF STATE HIGH SCHOOL 10 PALEMBANG

Andi Mulia, Maulida Yulia Kartika, Yosef
[1,2,3] Universitas Sriwijaya, Palembang

[1] andimulia021099@gmail.com, [2] maulidakartika96@guru.sma.belajar.id, [3] josephbarus@unsri.ac.id

Abstract

This Classroom Action Research in the field of Guidance and Counseling (CAR-GC) aims to determine the effectiveness of using self-management techniques to improve advanced study planning skills among Grade X.3 students of SMA Negeri 10 Palembang through group counseling services. The research involved seven students (MFA, BNI, MPAR, KPS, ASP, MBA, MS) as subjects and was conducted over three cycles, each consisting of planning, implementation, evaluation, and reflection stages. Data were collected using participatory observation and semi-structured interviews. The findings of this study indicate that self-management techniques are proven effective in enhancing students' ability to plan for further studies. (Detailed results of each cycle will be presented in the results and discussion section). This research is expected to make a positive contribution to guidance and counseling practitioners in improving their ability to support students in planning their future education.

Keywords: *Self-management, Advanced study planning, Senior High School*

Abstrak

Penelitian Tindakan Kelas dalam bidang Bimbingan dan Konseling (PTK BK) ini bertujuan untuk mengetahui efektivitas penggunaan teknik self-management dalam meningkatkan kemampuan perencanaan studi lanjut pada siswa kelas X.3 SMA Negeri 10 Palembang melalui layanan bimbingan kelompok. Penelitian ini melibatkan tujuh siswa (MFA, BNI, MPAR, KPS, ASP, MBA, MS) sebagai subjek dan dilaksanakan dalam tiga siklus, yang masing-masing mencakup tahap perencanaan, pelaksanaan, evaluasi, serta refleksi. Pengumpulan data dilakukan menggunakan metode observasi partisipatif dan wawancara semi-terbuka. Temuan dari penelitian ini menunjukkan bahwa teknik self-management terbukti efektif dalam meningkatkan kemampuan siswa dalam merencanakan studi lanjut. (Rincian hasil dari setiap siklus akan diuraikan dalam bagian hasil dan pembahasan). Penelitian ini diharapkan dapat menjadi kontribusi positif bagi para praktisi bimbingan dan konseling dalam meningkatkan kemampuan mereka dalam mendampingi siswa merancang studi lanjutan mereka.

Kata Kunci: *Self-management*, Perencanaan studi lanjut, Sekolah Menengah Atas

INTRODUCTION

Education is a crucial aspect of human life because it provides direction in determining future steps. During adolescence, readiness for the future becomes crucial. One way to prepare for the future is through higher education. While not the sole determinant of success, higher education can provide added value in the competitive world of work. In accordance with Article 11, Paragraph 2 of the Minister of Education and Culture Regulation Number 111 of 2014, the academic qualification of a Bachelor of Education (S-1) in guidance and counseling, as well as completion of professional education for prospective counselors or guidance and counseling teachers, is crucial.

The ability to plan further study plays a crucial role in determining the right choice of higher education. Based on initial observations, it was found that the further study planning of students at SMA Negeri 10 Palembang was not yet optimal, including the implementation of guidance and counseling services, particularly in the career field. Initial interviews with several students indicated a lack of clarity in understanding their talents, interests, and the direction of their further study plans. Some students lacked a clear plan, while others remained uncertain and undecided about their next steps.

Guidance and counseling services play a significant role in helping individuals develop their personalities, including in planning further study. Group guidance is one form of service that addresses various aspects related to career choices, such as skills, information about jobs and institutions, and information about higher education (Giyono, 2015:74). Self-management techniques are known to be effective in implementing group guidance. Previous research (Nurhayati et al., 2021) indicates that the use of self-management techniques in group guidance services can enhance students' career maturity.

This study aims to determine the effectiveness of self-management techniques in group guidance services in improving students' ability to plan further study. The hypothesis of this study states that the application of self-management techniques will improve students' ability to plan further study. In addition to providing theoretical contributions to the development of guidance and counseling science, this research is also expected to provide practical benefits for guidance and counseling practitioners in assisting students in planning further education.

Further Study Planning
Further study planning is the process or steps taken by individuals in planning their education after completing school. This type of education includes higher education such as universities, institutes, colleges, polytechnics, and academies. According to (Nadiarenita & M. Muslihati, 2017:18), advanced study planning is a student's ability to develop systematic plans related to their future. According to Winkel (in L. Sitompul, 2018:320), several factors influence advanced study planning, namely: a) life values, b) physical condition, c) community environment, d) socioeconomic conditions of the country or region, including the rate of economic growth, e) the child's position in the family, f) the family's views on the roles of boys and girls, g) the people living with them, h) the family's socioeconomic level, including parental

education, income, parental occupation, location of residence, and ethnic background, i) peer influence, j) school education, including the views and attitudes expressed by educators and mentors, and k) lifestyle, parental marital status, and family circumstances.

According to (Saifuddin, 2018: 7–8), one of the consequences of not having a career plan is choosing the wrong major. The negative impacts of this mistake include: a) wasting time due to confusion at the beginning of the study period and only realizing it after a considerable period of study, b) wasting energy and thought by studying something that doesn't align with your abilities, c) wasting money by spending money on studies that don't align with your potential, and d) loss of motivation or demotivation, which results in decreased enthusiasm and achievement due to feeling unable to change the major you've already chosen.

Group Guidance Services

Group guidance services are a form of service that utilizes group dynamics to help group members resolve problems, in this case, planning for further study after graduating from high school. According to (Prayitno, 2012: 149), group guidance is an activity that utilizes group dynamics to convey things that are beneficial to their personal lives and helps group members overcome problems.

They are wrong. Topics discussed in group guidance are usually general issues that are relevant and of concern to all group members.
According to (Prayitno et al., 2017:58–78), the group guidance process generally consists of five stages: the formation stage, the transition stage, the activity stage, the conclusion stage, and the termination stage. According to (Nurihsan, 2017:15), the formation stage includes the introduction, involvement, and integration of group members. Activities include: (a) explaining the meaning of guidance and groups, (b) providing information by the counselor about the procedures and principles of group guidance, (c) introductory activities, (d) implementing special techniques, and (e) playing games to build camaraderie.

In the transition stage (Nurihsan, 2017:15), several activities are carried out, such as: 1) the counselor explaining the next activity, 2) checking the readiness of group members, 3) discussing the developing atmosphere, 4) increasing member participation, and 5) repeating parts of the previous stage, if necessary.

The activity stage is the core of group guidance. According to (Nurihsan, 2017:16), this stage includes: 1) presentation of the problem by the counselor or group leader, 2) in-depth discussion of unclear topics, 3) thorough discussion of the problem by group members, and 4) interlude activities.
According to (Prayitno et al., 2017:78), the conclusion stage includes: 1) completion of the BMB3 form by group members, 2) review of the form's contents, and 3) members' commitment to implementing the activity results in real life. The final or closing stage consists of: 1) information from the group leader that the activity is ending soon, 2) conveying impressions and results to all participants, 3) planning follow-up activities, and 4) conveying hopes and messages.

Self-Management

According to Merriam and Caffarella (in Nurzaakiyah & Budiman, 2005:13), self-management, or the ability to direct oneself, is an individual's effort to plan, focus, and evaluate the activities undertaken. Psychological factors are the primary driving force in this process because they help individuals make decisions, establish choices, and determine the appropriate path to achieving goals. From this opinion, it can be concluded that self-management is a technique that plays a role in helping individuals organize themselves, establish plans, focus their attention, and evaluate their activities, which will be very useful in dealing with various problems.

According to (Suwanto, 2016:3), the goals of self-management are: (a) changing behavior through managing an individual's internal and external behavior with one or more strategies, (b) encouraging individuals to accept behavior change programs, (c) making individuals agents of change for themselves, (d) maintaining the results achieved and generalizing them in everyday life by taking responsibility for the strategies implemented, (e) teaching problem-solving skills to achieve change, (f) preventing the emergence of unwanted problems and learning to avoid situations that inhibit behavior, and (g) enabling individuals to control thoughts, feelings, and actions.

According to Gie The Liang (in Miska, 2020:23–24), the stages in self-management techniques include: a) self-monitoring, namely observing and recording behavior and things related to oneself consciously, by paying attention to the frequency, intensity, and duration of behavior (Komalasari, et al. in Imran, 2021), b) self-evaluation, namely the stage of comparing previous records with behavioral targets, which aims to assess the success of the program and evaluate if necessary, and c) providing reinforcement, elimination, and punishment, namely the process in which individuals control themselves by providing reinforcement, eliminating, or punishing certain behaviors. According to (Komalasari, et al. in Imran, 2021), seeing the consequences and goals to be achieved can be used as a guideline in changing behavior, which is called a contract or agreement with oneself.

METHOD

Desain Penelitian
The method used in this research is Classroom Action Research for Guidance and Counseling (CAR). CAR is "research on actions taken in a specific class/place with the aim of improving service quality. The guidance and counselor teacher desires improvements, enhancements, and changes in service delivery so that service objectives can be optimally achieved" (Budiono, 2021, p. 62). This research applies self-management techniques in group guidance services to improve the planning skills of students in grade X.3 of SMA Negeri 10 Palembang.

Research Subjects
The subjects of this research consisted of seven students in grade X.3 of SMA Negeri 10 Palembang with the initials MFA, BNI, MPAR, KPS, ASP, MBA, MS. They were selected because, based on initial interviews, they expressed their desire to continue their studies at university but were still confused and lacked a clear plan.

Based on the interview results, it was discovered that a number of students expressed a desire to continue their education to higher education, but were still confused about choosing their further studies, and some even had no plans at all.

Data Collection Tools
a. Observation
In this BK PTK Proposal, the researcher used a participant observation method, where the researcher played a direct role in the service without making it obvious that they were observing. The researcher still carried out their duties as a subject or researcher, but with the aim of observing the service process, similar to espionage methods. As explained by Sutja (2021:125), in participant observation, the researcher is directly involved, resulting in a deeper understanding of the process.
b. Interviews
In this BK PTK Proposal, the researcher used semi-open interviews. According to Sutja (2021:133), semi-open interviews are a combination of structured and open interviews. In semi-open interviews, the questions are carefully prepared but provide space for the informant to provide further explanation. This interview was conducted with Mrs. Maulida Yulia Kartika, S.Pd., M.Si., a guidance and counseling teacher at SMA Negeri 10 Palembang on January 12, 2025, in the BK room. This interview was used to obtain initial data for designing this research. In addition, interviews were conducted with seven 10th-grade students at SMA Negeri 10 Palembang, identified as MFA, BNI, MPAR, KPS, ASP, MBA, and MS, on February 16 and 17, 2025. The interviews aimed to determine the extent to which students had plans for further study.

Research Procedure
The research in this PTK BK Proposal is planned to use three cycles. However, the number of cycles in PTK BK is unlimited. This cyclical process is dynamic, with two main conditions for stopping the research: (1) when the researcher has achieved the desired results, and (2) when the researcher has found an effective action. If both of these conditions are met, the research can be stopped. Each cycle is implemented through planning, implementation, evaluation, and reflection procedures. This research began with the first cycle on February 20, 2025, followed by the second cycle on April 23, 2025, and the third cycle on May 5, 2025.

Data Analysis Techniques
Data was analyzed based on success criteria using a percentage formula. Based on the criteria proposed by Sutja et al. (2017), if the assessment falls within the range of 60-88%, it can be considered successful. Therefore, in this PTK BK Proposal, the research is considered successful if 80% of group members achieve success indicators that indicate improved ability to plan further study, with several indicators as follows:
1. Knowledge of self-understanding, which includes students' ability to identify their talents, interests, personal goals, and strengths and weaknesses.
2. Understanding the requirements for success, which includes students' knowledge of information related to further study at university.
3. Knowledge of further study and employment, which includes students' understanding of further education that is appropriate to their circumstances and their ability to plan further study.

RESULT AND DISCUS

RESULT
Based on observations conducted with collaborators, there was an increase in students' ability to plan further studies after the implementation of self-management techniques in group guidance, which was carried out three times. The most optimal increase occurred in the third

cycle. The first cycle, carried out on February 20, 2025, showed an increase in students' ability to plan further studies by 57.14%, although there were still a number of shortcomings. To improve on the shortcomings found in the first cycle, the researchers continued with the second cycle, which was carried out on April 23, 2025. The results of this cycle showed a more significant increase, reaching 80%, although there were still aspects that needed improvement. Furthermore, the third cycle was carried out on May 5, 2025, as a follow-up to the previous cycle. At this stage, improvements were only made to small aspects that were not optimal. The results obtained in the third cycle showed an increase in students' ability to plan further studies to 89%, which means it has exceeded the set success criteria of 80%. The implementation process was carried out effectively and systematically. The self-management technique was implemented well, students showed active participation in activities, and almost all participants had a clear picture of their further study plans, and some had even prepared alternative plans.

DISCUS

This research employed a Classroom Action Research (CAR) approach designed in three cycles. The three-cycle model not only follows basic CAR procedures but also serves as a systematic strategy to ensure that each corrective action taken can be evaluated, refined, and improved on an ongoing basis. According to A. Sutja (2017), a minimum of two cycles are required in CAR and can be continued as needed to achieve optimal behavioral change in clients. Therefore, the three-cycle implementation in this research demonstrates a commitment to implementing the action process to achieve optimal results in line with the intervention objectives.

Each cycle in this research consists of planning, implementation, observation, and reflection. These stages are repeated to maximize the effectiveness of the guidance and counseling services provided. In the first cycle, the focus is on identifying client problems and introducing the group guidance techniques used. Reflections on the first cycle then form the basis for designing corrective actions in the second cycle, where service strategies focus on increasing participation, strengthening group dynamics, and delving deeper into the problems experienced by each client. Next, the third cycle was implemented to refine the action, ensuring that the changes truly demonstrated significant and consistent improvement according to the success indicators.

The research subjects consisted of seven 10th-grade students at SMA Negeri 10 Palembang, who participated in intensive group guidance activities. The use of initials—MFA, BNI, MPAR, KPS, ASP, MBA, and MS—is a form of research ethics to maintain the confidentiality of the clients' identities. Participants were selected based on shared characteristics of problems relevant to the research focus, allowing the guidance process to be more focused and effective. Through three cycles of action, this study sought to describe the behavioral changes, improvements in interpersonal skills, and developments in other psychosocial aspects achieved by the participants after participating in the group guidance intervention.

With this iterative and directed cyclical structure, this study not only yielded empirical data on the effectiveness of the service but also provided a comprehensive picture of how the group guidance process can positively impact student development, in line with the basic principles of PTK BK: collaborative, reflective, and oriented toward continuous improvement.

CONCLUSION

Based on the research results obtained after implementing self-management techniques in group guidance three times, the results showed that in the third cycle, the average activity implementation reached 2.90 or 97%, indicating that the process was proceeding very well. The average group member activity was 2.9, and students' advanced study planning skills increased to 89%, exceeding the established success criteria of 80%.

Therefore, the researcher concluded that the implementation of self-management techniques was effective in improving the advanced study planning skills of class X.3 students at SMA Negeri 10 Palembang. This research is part of a PTK BK Proposal by PPG Pre-Service students and is not part of a thesis.

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