The Effectiveness of Group Counseling with Self-Management Techniques to Improve the Student Learning Independence

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Article Info	Abstract
	The purpose of this research was to determine the effectiveness of self-management technique group counseling to improve the learning independence of the junior high school students. The research method is an experiment using the design of one group pre-test and post-test by involving 7 students who have low learning independence as a group members. The results of this research indicate the students' learning independence before being given counseling group self-management techniques, average learning independence of 107.71 (SD = 8.51), then an increase after group counseling was 136.86 (SD 9.02). Paired sample t-test results showed that the self-management technique group counseling was effective to improve the independence of junior high school students ($t_{(6)}$ = 13.743, $p < 0.01$). This research confirms that group counseling with self-management techniques can be applied to improve student learning independence.

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INTRODUCTION

Junior high school students are individuals with the range of the ages of 13 to 16 who are in the developmental stage of adolescence, which is a time of turmoil, many face problems, challenges, conflicts, and confusion in the process of finding the identity, and finding its position in society. Adolescence is a very dynamic, and sensitive period for individuals, and often causes various problems, both emotional, social, and cognitive. Some psychological factors that are considered as the emergence of adolescent problems are impaired thinking (cognitive), emotional turmoil, erroneous learning process, and problematic relationships Santrock (2003). Students are unique individuals with all the characteristics that have the potential, interests, talents, and creativity that are all developed towards independence, so they can lead a more effective life.

The main task of a student is to learn. According to Prabowo, Setyowani & Kurniawan (2014), learning is an effort to seek knowledge by learning through books, receiving lessons in class or in the library so that there are behavioral changes that were not known to know things caused by experience. Learning can be defined as the stages of change in all individual behaviors that are relatively settled as a result of experience, and interaction with the environment involving cognitive processes.

In the learning process, students are expected to obtain good learning achievement. Learning achievement is very important as an indicator of the success of the teaching, and the learning process for both counselors, and students. For teachers, student learning achievement can be used as a guide to the assessment of success in student learning activities. There are no students who do not want good learning achievement. However, to get all of them is not easy because of the differences of each individual both in the independence of their learning, their motivation, their character, their ideas, and so on. The implementation of the learning process is inseparable from learning problems that arise as well as influencing student learning outcomes. One problem that often arises is learning independence.

Ali & Asrori (2004); Desmita (2012) explain the independence of learning is characterized by students can determine their own destiny, creative, and initiative, not easily influenced by others, and dare to take decisions based on understanding the consequences, and actions. In the expert's opinion can be interpreted independence in students is everything that is felt, though, and decisions taken based on themselves, and can account for it when facing problems can overcome them. Learning independence is an activity/learning activity carried out by students on their own volition without being dependent on others, and having high self-confidence in completing their tasks.

Based on the observation of independence of learning in junior high school, the students still have low learning independence. This is shown by learning irregular time, still hesitant about their own abilities, often copying friends' homework, collecting tasks not on time, studying when there are tests. Seeing the condition of the independence of learning in junior high school is still low, it is necessary to handle to increase student learning independence. One way that can be done through guidance, and counseling activities, including group counseling. Group counseling has great benefits for individuals, by utilizing group dynamics that aim to explore and develop themselves. Group counseling is very appropriate for adolescents because it provides an opportunity to convey ideas, feelings, problems, release self-doubt, and in fact, they will be happy to share their experiences, and complaints with their peers. In group activities, the counselee is not the only person who has problems or difficulties.

This was strengthened by Wibowo (2005) Group counseling is a dynamic interpersonal process that emphasizes (decides) the thinking, and behavior awareness, involves a therapeutic function, is oriented towards comfort, there is mutual trust in trust, understanding, acceptance, and assistance. Corey (2009) group counseling has the goal of prevention and improvement, in general, group counseling has a particular focus

such as education, career, social, and personal. The use of techniques in group counseling has a function to focus on the goals to be achieved, as stated by Romlah (2001) explains that technique is not a goal but as a tool to achieve goals.

Efforts to improve student learning independence require the right techniques, then the technique or strategy that functions to change behavior is by applying self-management techniques. Self-management is a behavior change strategy that in the process the counselee directs his own behavior changes with a technique or a combination of Cormier & Cormier therapeutic techniques (1985). This technique is also an effort to assist students in directing, planning, managing, and controlling themselves in doing activities, especially in learning so that students can use their time as efficiently, and effectively as possible. This is in line with the research of Isnaini & Taufik (2015) finding that self-management techniques are effective to improve the learning discipline of junior high school students. Wahyuningrum (2017) shows that self-management techniques are effective in increasing learning independence in MTs students. Azisah (2018) found that self-management techniques can improve learning independence in junior high school. Umrani (2012) shows that self-management techniques are effective for increasing learning independence in high school students. From several research that has been done, self-management techniques are widely applied in schools, both junior high school, and senior high school, thus the research can identify students in other schools who have the same problem, namely low learning independence. This research is directed to increase learning independence in junior high school students.

METHODS

This research uses one group post-test design which consists of one group that has low learning independence then given treatment in the form of group counseling with self-management techniques. The implementation of group counseling with this self-management technique involves 7 students of Junior High School 1 Balerejo, Madiun Regency which has low learning independence.

Data collection techniques used in this study are using a learning independence scale consisting of 52 statement items. Based on the validation results of the testing, and the reliability of items, it shows that the initial learning independence scale amounted to 60 items, 52 items were declared valid, and 8 items were declared invalid. The reliability test results show the learning independence scale with the Alpha formula has a coefficient of 0.94.

RESULTS AND DISCUSSION

Analysis of the results showed that mean of pre-test of student learning independence was 107.71 with SD 8.5, while at post-test the mean was 136.86 with SD 9.02. In table 1 it can be seen that there is a difference in the average value of the pre-test and post-test which shows that there is a change in students' independence in learning increases after getting self-management group counseling.

Table 1. Mean and SD of students' Learning Independence

Assessment	M	SD
Pre-test	107.71	8.51
Post-test	136.86	9.02
t	13.743	
p	< 0.01	

In harmony with the results of pre-test and post-test measurements, it can be seen that there is an increase in student learning independence. This means that self-management technique group counseling is effective to improve the learning independence of junior high school students. The results of the t-test analysis, paired sample t-test confirms that self-management technique group counseling can be applied to improve the learning independence of junior high school students ($t_{(6)} = 13.743$, $p < 0.01$)

Learning independence is very important for the student's life because with high learning independence students will find it easier to get achievements so they can achieve success. Group counseling has an important role in helping to

increase learning independence. Counseling groups of self-management techniques are group counseling with a change, and development strategy that emphasizes effort, and personal responsibility to change, and develop their own behavior. Changing this behavior in the process is mostly done by students, while counselors provide treatment in group counseling interventions.

Nalindra, Latif, & Utaminingsih's research results (2013) shows that student learning independence can be improved by using group counseling. Besides that, the research conducted by Sastrawan, Suarni, & Putri (2013) found that the Yates model of self-management model can help students to improve learning independence. This is in line with Wahyuningsih's research (2014) shows that individually self-management techniques are effective in increasing the learning independence of junior high school students. One of the advantages of a self-management program is to increase individual understanding of the environment and reduce dependence on counselors or others, Nursalim, et al. (2005). Consideration of choosing self-management techniques that the treatment is given is very helpful in alleviating the problems experienced so that there is an increase in the independence of learning in students.

In the counseling process, students' self-management techniques are directed to determine the target behavior that they want to change. Students conduct an evaluation with self-monitoring, namely making a note of the behavior that appears, and has been achieved in accordance with the target set. Students also record any insights, and difficulties experienced when in the process of achieving the set of behavioral targets. This result can be achieved because of the awareness, and intention of the students themselves to improve learning independence by taking part in self-management techniques seriously, and enthusiastically. In addition, self-management techniques can help students change the behavior that is considered detrimental to emphasize the help of others. Group counseling with self-management techniques implemented in Junior High School 1 Balerejo's student in Madiun Regency showed effectiveness in improving the learning independence of junior high school students.

CONCLUSION

This research was conducted to improve student's independent learning through self-management technique group counseling services. The results of this study indicate that the self-management technique group counseling service can significantly improve the learning independence of junior high school students. This is based on the acquisition of pre-test and post scores on the scale of student learning independence after being given assistance (treatment) by researchers through counseling of self-management technique groups. School counselors should implement group counseling services with self-management techniques because this model after being tested has proven effective to improve the learning independence of junior high school students.

School counselors are expected to continue to develop their competencies, especially in providing group counseling to improve the learning independence of junior high school students. Further researchers are expected to be able to use self-management technique group counseling but with different problems, approaches, and research subjects.

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