

The Effectiveness of Behavioral Group Counseling with Self-Management and Reinforcement Techniques to Reduce Students' Truancy

Khoerotun Nisa^{1✉}, Mungin Eddy Wibowo² & Awalya²

¹ MA Assalafiyah Luwungragi, Brebes, Jawa Tengah, Indonesia

² Professional Counselor Education, Universitas Negeri Semarang Indonesia

Article Info

History Articles

Received:
September 2019
Accepted:
October 2019
Published:
January 2021

Keywords:
group counseling,
self-management and
reinforcement,
truancy

DOI

<https://doi.org/10.15294/jubk.v10i1.34878>

Abstract

This study aimed at examining the influence of behavioral group counseling with self-management and reinforcement techniques to reduce the truancy of MA Assalafiyah Luwungragi Brebes students. To do so, there were 16 students from class XI involved as the subjects of the study. These students were divided into two groups, namely one group with the treatment of self-management technique, and another group with the treatment of reinforcement technique. For more, the sampling technique used by the researchers was purposive sampling. It was done by inspecting students' attendance list from school counselors. The results showed that there was a decrease in students' truancy after receiving behavioral group counseling with self-management and management techniques. Based on these findings, counselors are suggested to apply behavioral group counseling with self-management and reinforcement techniques to reduce students' truancy.

© 2021 Universitas Negeri Semarang

✉ Correspondence address:

Luwungragi, Bulakamba, Brebes, Jawa Tengah, 52253

E-mail: khoerotunnisa333@yahoo.co.id

[p-ISSN 2252-6889](#)

[e-ISSN 2502-4450](#)

INTRODUCTION

School is a formal institution where a student studies and develops his talents, interests, and abilities. In his development, a student will be inseparable from various problems, both personal and social.

The success of counseling service can be seen from changes in students towards more positive behaviors. One of them is decrease in truancy. Truancy can be defined as a situation of students being absent from school regularly without permission.

Soparwoto (2007) states that truancy is realized by leaving school without permission. In turn, it would decline learning achievement because truancy makes students do not join the teaching and learning process. Therefore, the issue of truancy urges to be studied, particularly in form of a study examining the effectiveness of interventions, such as self-management, and reinforcement techniques.

Kartono (2003) argues that "Truancy is a behavior that violates social norms, and as a result of poor environmental conditioning process." Students' development is inseparable from the influence of environment, both physical, and social. It is because the inherent nature of the environment is change (Winkel & Hastuti, 2012). Changes in environment can affect life style. If the changes are hard to predict, or beyond reachability, it would create gaps in the students' development, and cause stagnancy, personal problems or juvenile delinquency in form of truancy.

There were several truancy cases. One of which occurred in Brebes-Tegal areas, namely four students of Junior High School, and 24 students of Senior High School were caught by the operation held by the Youth and Sports Education Office and the Brebes and Tegal District Civil Service Police Units (Radar Tegal, 2018). They were raided while hanging out in the square, coffee shop, bird market, Larangan Munjungagung Kramat Beach, internet cafe and playstation (PS) rental in Tarub, Danawarih Lebaksiu Dam, GBN Slawi Statue, Cacaban Tourism Object, and Wisanggeni Sports Arena.

For more, the reasons they played truant and not go to school varied. There were those who felt boring in classroom, lazy, and also some did it for fun. Previously, dozens of students also netted the raid while hanging out at the playstation rental and coffee shop.

Furthermore, based on students' attendance list data, in one semester of 2018/2019 academic year, there were 149 cases of truancy in 10 schools, Senior and Junior High School levels throughout Brebes Regency.

This behavior needs to get full attention from various parties. Consequently, school needs to hold more active role in solving this problem. According Kartono (2003), truancy would make students fail in their study, disturb classmates learning activities, promiscuity, loss responsibility for learning, and others.

Counseling services in schools/ madrasa are an effort to assist students in developing their personal lives, social lives, learning activities, and planning and developing careers. These services facilitate students' development individually, in groups, and classically based on needs, potentials, talents, interests, developments, conditions, and any opportunities they have. The services also help dealing with weaknesses and obstacles as well as problems owned by students at school.

One possible way to be carried out by counselors in dealing with students' truancy problem is by providing group counseling service. Group counseling service is a service of Guidance and Counseling which enables students obtain opportunities to discuss and solve their problems through group dynamics (Prayitno, 2004).

The use of techniques in group counseling has various functions. Besides focusing the counseling activity on the goals to achieve, the techniques can also make the situation more dynamic. This is in line with Romlah (2001) who states that techniques are not the objectives, but as tools to achieve the objectives. There are a number of techniques possible to implement in behavioral group counseling, namely self-management, and reinforcement techniques.

Bootin in Komalasari (2011) mentions that behavioral counseling is also known as behavior modification, namely an action done with the

aim of changing behaviors. Therefore, this study used behavioral group counseling service to reduce students' truancy through the techniques of self-management, and reinforcement.

Alberto & Trouman (2009) say that people can master self-management in many ways. They can master it either by practices, or no effort. Meanwhile, self-management has some major elements, namely modification principles, and development strategies. These elements are methods or techniques to implement in order to develop an ability of self-management.

Self-management is a strategy to change behavior in which the counseling process directs an individual to change his behavior using one technique or a combination of therapeutic techniques (Comier & Comier, 1985). This is similar to Nurdjana (2015) which concludes that I technique is effective to reduce students' lateness.

The next technique used in this study was reinforcement. Latipun (2008) states that in the perspective of behavioral, human's personality is actually reflected by behaviors shaped from the results of experiences in form of positive reinforcement interactions. Additionally, reinforcement is a formation of behavioral patterns done by giving punishment or reinforcement to any behaviors which are expected to arise. Through positive reinforcement, the expected behaviors would be stably improved or progressed.

Djamarah (2015) presents that reinforcement has the following objectives; (1) improving students' attention and helping them to selectively learn, (2) providing motivation to students, (3) developing students' self-confidence to regulate themselves in learning experiences, (4) controlling and changing students' behaviors which disturb learning process, (5) improving productive learning ways, (6) directing to divergent thinking, and free initiative making. These are relevant to a study by Indayani (2014) that reinforcement technique in behavioral counseling is able to manipulate students' truancy.

Based on the background and findings of the previous studies, this study aimed to examine

the effectiveness of behavioral group counseling with self-management and reinforcement techniques to reduce students' truancy.

METHODS

The subjects of this study were the class XI students of MA Assalafiyah Luwunggragi Brebes with a number of sample of 16 students. They were divided into 2 groups, namely behavioral counseling with self-management group, and behavioral group counseling with reinforcement technique group.

The instrument used was truancy scale. Its validity was tested to 180 students. The results showed that of 35 items, there were 25 items considered valid. In addition, the reliability of this instrument gained reliability coefficient of 0.96 after being tested using alpha technique. Further, the range of score given to the items was: very often (score 4), often (score 3), ever (score 2), never (score 1).

This study used experimental method of pre-experimental design, while the pattern used was pretest and posttest design. The steps of this design were: first, the provision of pre-test, treatment, and post-test.

The treatment of behavioral group counseling with self-management and reinforcement was carried out 8 times. Whereas, the procedures of the implementation were based on the group counseling with behavioral approach guidelines.

RESULTS AND DISCUSSION

The aim of examining effectiveness was to obtain an overview of the success of the intervention of behavioral group counseling with self-management and reinforcement techniques to reduce students' truancy. Specifically, the mean and SD as well as the results of wilcoxon and mann-whitney tests of the students prior to the implementation of counseling can be seen in Table 1.

Based on table 1, it was known that the level of students' truancy during pretest was (self-management group: $M = 89$; $SD = 1.77$.

Reinforcement group: $M = 90.88$, $SD = 2.85$). Thus, it indicated that the level of students' truancy before the provision of intervention was at a high level.

Table 1. Mean, SD and the Results of Wilcoxon and Mann-Whitney Tests

Groups	Pre-test		Post-test		Z_1	P
	Mean	SD	Mean	SD		
Self-management	89	1.77	36	3.12	-2.53	<0.05
Reinforcement	90.88	2.85	37.13	3.44	-2.55	<0.05
Z_2		-1.65		-0.74		
p		>0.05		>0.05		

Information:

Z_1 : The results of Wilcoxon test

Z_2 : The results of mann-whitney test

After the treatment of self-management and reinforcement techniques, there was a reduction in the truant behavior with the results of posttest of (self-management group: $M = 36$; $SD = 3.12$. Reinforcement group: $M = 37.13$; $SD = 3.44$). Therefore, it was understood that the level of students' truancy after receiving the intervention was at a low level.

According to table 1, it was known that the level of truancy of the self-management group experienced more significant reduction in the posttest ($M = 36$; $SD = 3.12$) than those in pretest ($Mean = 89$; $SD = 1.77$; $Z = -2.55$; $p < 0.05$). Similarly, these also happened to the reinforcement group in which this group gained more significant results in the posttest ($M = 37.13$; $SD = 3.44$) than the pre-test ($Mean = 90.88$; $SD = 2.87$; $Z = -2.55$; $p < 0.05$).

To examine which technique was more effective, the researchers used Mann-whitney analysis. Its results showed that there was no significant results in both techniques in terms of reducing truancy level ($Z = -0.74$, $p > 0.05$). In other words, both techniques effectively reduced the students' truancy in a relatively similar level.

This study confirmed that both techniques, self-management and reinforcement were equally effective to reduce the students' truant behavior. These findings are relevant to Revani's study (2010) which shows that operant conditioning technique is effective for treating truancy.

Self-management and reinforcement techniques in this study were equally effective to reduce truancy since these techniques fostered dynamic interactions during the group counseling. Through group counseling, students can interact with group's members by giving

concepts, ideas, and experiences to help solving problems being discussed by the group. (Mungin, 2015).

Based on the findings, it is suggested that school counselors apply group counseling with self-management and reinforcement techniques to reduce students' truancy. It is because, the behavioral group counseling with self-management and reinforcement in this study was a technique to reduce students' truancy by utilizing group dynamics which was established during the group counseling sessions.

CONCLUSION

The results of this study confirms that the behavior group counseling with self-management techniques and effective reinforcement done to reduce student truant behavior. Based on these results the counselor advised to apply self-management techniques and reinforcement counseling services that can reduce student truant behavior. Then, further research is recommended to experiment with repeated measurement methods in order to prove the effectiveness of self-management techniques and reinforcement techniques in the long term.

REFERENCES

- Alberto, PA & Traoutman, A. (2009). *Applied behavior analysis for teachers: 8th ed.* Upper saddle river, NJ: Merrill.
- Comier, W. H., & Comier L. S. (1985). *Strategies for helpers fundamental interviewing and behavioral skill intervention.* California: Publishing Company.
- Djamarah, S. B. (2015). *Psychology of learning.* Jakarta: Rineka Reserved.

- Indayani. (2014). Application of behavioral counseling techniques pengutan with positive for efforts to minimize memobolos students. *Journal of Guidance and Counseling*, 2(1), 3-4.
- Komalasari. (2011). *Theory and techniques counseling*. Jakarta: Index.
- Kartono. (2003). *Guidance for children and adolescents affected*. Jakarta: Rajawali Press.
- Kartono. (2008). *Juvenile delinquency*. Yogyakarta: Rineka copyright.
- Latipun. (2008). *Counseling psychology*. Malang: UMM Press.
- Mungin. (2015). *Group counseling development*. Semarang: UNNES Press.
- Nurdjana, A. (2015). Guidance services group with self mechanical behavior management to reduce late for school. *Journal of Counseling*, 1(1), 3-4.
- Prayitno & Amti. (2004). *Basic Basic guidance and counseling*. Jakarta. Rieneka copyright.
- Revani. (2010). Reducing behavior ditching students with behavior counseling applying conditioning taknik passing through (case study on multiple grade viii c smp negeri 5 kotabumi year 2009/2010). *Journal of Counseling Indonesia*, 2(2), 2-5.
- Romlah, T. (2001). *The techniques of guidance and counseling*. Malang: The Malang State University Press.
- Soeparwoto. (2007). *Developmental psychology*. Semarang. UPT UNNES Press.
- Sucipto. R. (2018). *Students ditching satpol-pp association of brebes-tegal: tegal*. Radar Tegal.
- Winkel. (2005). *Educational psychology*. Yogyakarta: Timeless Media.
- Winkel W. S., & Hastuti, S. (2012). *Guidance and counseling education institution*. Yogyakarta: Timeless Media.