The Effectiveness of Groupcounseling with Self-Management Technique to Improve Self-Efficacy and Academic Anxiety

Patuh Ardianto ✉, Edy Purwanto, Awalya Awalya

Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	The anxiety experienced by the students of SMK NU Hasyim Asy'ari Tarub potentially resulted in maladaptive behavior and disrupted examination preparation. Therefore, the present study strived for examining the effectiveness of group counseling with self-management technique to improve self-efficacy and reduce the anxiety of the ninth grade or class XI students in that school. Here, 20 students were involved as the subjects of this study by using a randomized pretest posttest control group design. Based on the results of paired sample t-test and independent sample t-test, this group counseling has been effective to improve the efficacy. Also, the paired sample t-test and independent sample t-test concluded that this intervention could reduce students' academic anxiety. Finally, this study recommends the use of self-management technique to improve self-efficacy and reduce the academic anxiety of students.

✉ Correspondence address:
Gedung A Kampus Pascasarjana Unnes
Jl. Kelud Utara III Semarang 50237
E-mail: ardianto.patuh@gmail.com

INTRODUCTION

Students' success can be determined based on their learning outcomes within a certain period of time, for example one semester or one academic year through examinations held by a school. Achieving good results is not easy, students need to prepare themselves in terms of learning readiness and mental. Mental readiness is needed so that individuals can project their self-performance assessments (Alwisol, 2012). Individuals' readiness can be indicated from their self-efficacy. Self-efficacy is beliefs in self-abilities to achieve success (Bandura, 2003).

If students' self-efficacy improves, they will make some efforts to attain good learning outcomes and counter every single problem they face. However, low efficacy will disrupt students from obtaining maximum results and enable them to deal with anxiety they encounter. (Ghufron and Rini, 2011) have proved efficacy plays an important role in motivating someone to accomplish challenging jobs in relation to efforts in pursuing goals.

Their study is supported by a study conducted by (Putri & Qudsyi, 2016) which shows there is a negative relationship between self-efficacy and students' academic anxiety in facing national examination, namely the higher self-efficacy students have, the lower anxiety they will feel. Even so, an investigation done by (Astuti & Purwanto, 2014) indicates students who join courses have higher self-efficacy.

According to (The SEA's program, 2004) students who have low self-efficacy can be seen from low self-confidence, hesitation about academic abilities, and low efforts to achieve a high score. That is why students with low self-efficacy will be easy to experience anxiety in learning which further will result in the less optimal learning outcomes.

Anxiety is described as worry, fear and pressure accompanied by symptoms of shaking, sweating, headaches (Conger, 1993). It often disrupts the learning process and educational achievement due to the disruption to concentration and memory (Pekrun, 2006). A form of anxiety commonly faced by children at school age is academic anxiety. It has been proved by (Ukhtia, 2016) that the percentages of students' academic anxiety in the low category is 17%, medium category is 67%, and high category is 16%. Having this kind of anxiety can truly cause students to have difficulties to concentrate on various tasks, including writing, listening, and speaking (Pekrun, 2006).

Students' academic anxiety causes them do maladaptive behavior in following the learning process and facing an exam. It usually occurs due to lack mastery of subjects, so they will find it hard to follow the learning, and the condition will get even worse when the exam is about to come.

Academic anxiety was also felt by the students of SMA NU Hasyim Asy'ari Tarub. Even though this school has some outstanding achievements, some students still felt anxious when facing daily exams or final test at the end of semester.

Based on the results of preliminary study with the school counselor, students with academic anxiety were found in almost all classes. It was proved by the results of questionnaires distributed to 105 students in that school, namely 80% of students had a high level of academic anxiety. Academic anxiety is anxiety that can make difficult for students to concentrate on academic matters (Pekrun, 2006).

Regarding the previous explanation, there needed an effort to improve self-efficacy and reduce the anxiety. A possible way applied by the researchers was giving the students group counseling with a cognitive approach. (Sharf, 2012) explains cognitive counseling is a counseling activity focused on expanding knowledge by emphasizing recognition, changing negative thoughts and maladaptive beliefs. (Schunk, 2000) mentions self-efficacy can be improved by using a strategy that is capable of controlling over learning outcomes and motivation. (Situmorang and Awalya, 2018) argue CBT group counseling with passive and active music therapy can effectively reduce academic anxiety and improve university students' self-efficacy.

A feasible counseling technique to change attitudes by involving students so show their confidence is self-management technique. It is a method, strategy, and skills performed by individuals in effectively directing the achievement of their activity goals and organizing their own behavior (Hananto, 2019).

Students' behavioral disorders at school can be reduced using self-management technique (Moore, 2013). Findings in (Putri, 2017) show self-management can be a mediator of the influence of student's anxiety on exam results. The higher the self-regulation of students, the lower the anxiety of students facing exams. The results of (Sa'diyah, 2016) reveal self-management technique can reduce anxiety after being implemented in two groups. Therefore, self-management still has the potential for further studies to determine its effectiveness, especially in reducing academic anxiety.

With regard to the above descriptions, there needed further studies of the effectiveness of group counseling with self-management and self-efficacy to reduce the academic anxiety of the students of SMA NU Hasyim Asy'ari Tarub. It is expected that the findings of this study can enrich the literature of the implementation of self-management to improve self-efficacy and reduce students' academic anxiety.

METHODS

This study involved 20 subjects chosen from 105 students using a purposive sampling technique to sort students who had low up to high self-efficacy for then being grouped into two, namely experimental and control groups.

Achievement Emotions Questionnaire (AEQ) was the scale designed by (Pekrum, 2006) which was adapted and used to measure academic anxiety. Meanwhile, Motivated Strategies for Learning Questionnaire (MSLQ) developed by (Pintrich, 1990) was from assessing self-efficacy. Each questionnaire has 35 and 44 statement items, respectively which previously have been through correspondence processes, including development and back translation in a language center. Both scales have 5 scaling options (STS=1, TS=2, RG=3, S=4, SS=5). The results of the reliability test showed a cronbach alpha of 0.785 for self-efficacy and learning anxiety of 0.789.

The experimental procedure was carried out through several stages. First, giving a pre-test on the self-efficacy scale and academic anxiety scale for the experimental group and the control group. Second, giving treatment/intervention in the form of group counseling with self-management technique with 8 sessions, 4 sessions of group counseling with self-management technique to increase self-efficacy, identifying the client's experience with self-management in problematic situations that are the source of low self-efficacy and 4 Session times for self-management reduce academic anxiety with self-monitoring in self-management to identify academic anxiety related to classroom conditions, study activities and when facing exams. The duration of time for each group is 40 minutes. Third, posttest by giving a self-efficacy scale and an academic anxiety scale in the experimental group and the control group.

RESULTS AND DISCUSSION

To know the effectiveness of the treatment, the data were analyzed using independent t-test and paired sample t-test. The results can be seen as follows:

Tabel 1 The Test Results of the Effectiveness of Group Counseling with Self-Management Technique to Improve Self-Efficacy and Reduce Academic Anxiety

Dependent Variable	Group	Pre-test		Post-test		t_1	p
		Mean	SD	Mean	SD		
Self-Efficacy	KE	146.80	13.415	165.90	13.254	-6.128*	<0.01
	KK	157.90	13.650	150.50	5.874	1.588	>0.05
	t_2		3.359				
	p		<0.01				
Academic anxiety	KE	123.90	11.120	73.00	11.155	15.069*	<0.01
	KK	115.60	19.968	123.10	13.144	-1.512	>0.05
	t_2		-9190				
	P		<0.01				

Notes: t_1= Paired sample T test, t_2= Independent t test, KE=Experimental Group, KK=Control Group

Table 1 presents the results of data analysis based on paired sample t-test and independent t-test. It concluded that the mean and standard deviation of students' self-efficacy prior to the treatment was (M = 146.80; SD = 13.415) with high academic anxiety (M = 123.90; SD = 11.120). Meanwhile, after being given the group counseling treatment with self-management technique, the students' self-efficacy increased to (M = 165.90; SD = 13.254), and academic anxiety decreased to (M = 73.00 SD = 11,155).

According to the paired sample t-test, the experimental group got self-efficacy improvement after the implementation of the group counseling with self-management technique (t1 = -6.128; p<0.01) and reduction on academic anxiety by (t1 = 15.069; p<0.01).

In the control group, the counseling intervention had no effect on increasing students' self-efficacy (t1= 1.588; p>0.05) and reduction of students' academic anxiety (t1=-1.512; p>0.05).

The effectiveness of the group counseling with self-management on self-efficacy and academic anxiety reduction can be seen from the independent t-test results. It was known that the intervention worked effectively on the experimental group indicated by the increase in the value of self-efficacy (t2=3.359; p<0.01). In the same way, the group counseling intervention with self-management technique was effective in reducing academic anxiety (t2=-9.190; p<0.01).

There were two groups in this study, namely experimental and control groups in which each had 10 members. The difference was, the experimental group was given the treatment of self-management technique to improve self-efficacy and reduce academic anxiety.

Some previous studies support the findings of this study. First, a study by (Sarifatunnisa, 2018) mentions group counseling with self-management technique gives impact on the improvement of students' emotional intelligence. Second, there found a significant and positive relationship between self-efficacy and the achievements of the tenth graders in SMA Kristen 1 Salatiga (Anggriyawan, 2014). Here, it is understandable that self-efficacy plays an important role for individuals in sharpening their beliefs in doing tasks. If the efficacy improves, individuals will do various efforts to achieve good results and be able to counter challenges during the learning process.

Self-efficacy is a belief in one's own ability to achieve success (Bandura, 1994).

Individual mental readiness is significantly needed to portray their own skills (Alwisol, 2012). However, a study by Ersan (in Rahma, 2019) found different thing, namely there is a negative and low correlation between university students' self-efficacy and confidence in learning English.

Self-efficacy is the paramount importance in individuals to create beliefs in doing tasks to do. It helps them to accomplish and achieve the best thing based on their abilities (Mohamed & Yunus 2017). It is supported by a study from (Rahmati, 2015) that there is a relationship between self-efficacy and academic anxiety components.

In terms of paired sample t-test in table 1, the intervention of group counseling with self-management technique provided impact on the academic anxiety. From the results of the hypothesis test, it can also be said that the group counseling with self-management technique was effective in reducing academic anxiety experienced by students. Anxiety tends to interfere with the learning process and achievement in education, even interfere with attention, working memory (Pekrun, 2006).

Academic anxiety commonly happens due to one's lack mastery of subjects which results in the difficulty of following the learning process, and this anxiety will further increase when the examination is about to come. (Prawitasari, 2012) explains several negative impact of anxiety. Regarding these ideas, self-management technique was employed to change clients' behavior, in this case is maladaptive behavior resulted by anxiety.

Similar to the above study, a study by (Carr, 2016) found self-management effectively reduces students' aggressiveness. Another study related to self-management is from Briesch & (Briesch&Chafouleas, 2009) that self-management is a strategy done by showing efficacy as an intervention for targeting disruptive behavior, positive effects of individual self-management interventions to increase attention, increase academic productivity.

The findings of this study are associated with what was concluded by (Putri, 2017) in her study, namely self-management has been proved to be a mediator of the influence of students' anxiety on examination results. The higher students' self-management consciously, the lower anxiety to face examinations.

Self-management are methods, strategies, and skills done by individuals to orient them effectively towards their goals and organize themselves (Hananto, 2019). (Gie, 2000) describes four aspects of self-management, including self-motivation, self-organization, self-control, and self-development.

(Jones, 2011) states that self-management is s strategy which can help counselees observe their behavior, set goals, identify suitable reinforcers, planning graded steps (steps that are rated) to achieve their goals and determine when to apply consequences. Changes in behavior due to self-management interventions expected in this study were students' self-efficacy improvement and students' academic anxiety reduction.

Self-management training has been effective to increase junior high school learning skills through self-regulation. That is why group counseling with self-management is effective to improve study habits (Pravesti, 2015). Furthermore, the results of a study conducted by (Rola & Nasution, 2010) show that the higher the student's academic anxiety, the worse self-management would be. Even though the findings of this study are similar to that of the previous one, there still found some limitations in them.

CONCLUSION

Based on the results and discussion session, it can be concluded that the group counseling with self-management technique has successfully improved students' self-efficacy and reduced academic anxiety.

Regarding the findings, school counselors are suggested to use self-management technique in providing any intervention made to improve students' self-efficacy and reduce academic anxiety.

Future studies are suggested to do a follow-up session to see the effect of time on

group counseling with self-management technique. In addition, future researchers are expected to be able to make better plans and focus on taking subjects at different levels with more diverse problems, especially on academic anxiety.

REFRENCES

Alwisol. (2012). Psikologi kepribadian. UMM Press Malang.

Anggriyawan, Rizki. (2015). Hubungan Antara *Self-efficacy* Akademik dengan Prestasi Belajar Siswa Kelas X di SMA Kristen 1 Salatiga. *Scholaria: Jurnal Pendidikan dan Kebudayaan, 5(2).* https://repository.uksw.edu/bitstream/123456789/12389/1/T1_802007080_Full%20text.pdf

Astuti, Risma P., Purwanto, Edy. (2014). Perbedaan Self Efficacy Siswa Dalam Menghadapi Ujian Nasional Di Smp Negeri 1 Boyolali Ditinjau Dari Keikutsertaan Bimbingan Belajar. *Educational Psychology Journal.* http://journal.unnes.ac.id/sju/index.php/epj

Bandura, A., Caprara, G. V., Barbaranelli, C., Gerbino, M., & Pastorelli, C. (2003). Role Of Affective Self-Regulatory Efficacy In Diverse Spheres Of Psychosocial Functioning. *Child Development*, 74(3): 769-782. https://www.jstor.org/stable/3696228?seq=1

Briesch, A. M., & Chafouleas, S. M. (2009). Review and analysis of literature on self-management interventions to promote appropriate classroom behaviors (1988–2008). *School Psychology Quarterly, 24(2), 106–118. https://doi.org/10.1037/a0016159*

Carr. E.M. (2016). Self-management of challenging behaviours associated with autism spectrum disorder: A meta-analysis. *Journal Australian Psychologist (2016). Retrieved From https://onlinelibrary.wiley.com/doi/abs/10.1111/ap.12227*

Conger, J.J. (1993). *Adolescence And Youth: Psychological Development In A Chaning World. 5th*. New York

Ghufron, Nur dan Rini Risnawati. (2011). *Teori-teori Psikologi*. Jakarta : Ar –ruzz Media.

Gie, T.G. (2000). *Cara Belajar yang Baik bagi Mahasiswa edisi kedua*.Yogyakarta: Gadjah Mada University Press.

Hananto, Ipung (2019). Keefektifan Bimbingan Kelompok Dengan Teknik Problem Solving Dan Self Management Untuk Meningkatkan Self Efficacy Peserta Didik. *Seminar Nasional Edusainstek ISBN : 2685-5852 FMIPA UNIMUS 2019* https://prosiding.unimus.ac.id/index.php/edusaintek/article/view/239/242

http://ejournal.radenintan.ac.id/index.php/konseli/issue/view/270

Jones, R.N. (2011). *Teori dan praktik konseling dan psikoterapi (terjemahan).* Yogyakarta: Pustaka Pelajar.

Mohamed, W. H. S. binti W., & Yunus, J. N. bin. (2017). Self-Efficacy and Academic Performance of Secondary Schools Students in Perak: An Exploratory Outlook. Journal of Academic Research in Progressive Education and Development. https://doi.org/10.6007/ijarped/v6-i3/3081

Moore, D.W (2013). Increasing On-Task Behavior in Students in a Regular Classroom: Effectiveness of a Self-Management Procedure Using a Tactile Promp. *Journal of Behavioral Education* 22(4)

Pekrun, R. (2006). The Control-Value Theory Of Achievement Emotions:Assumtions, Corollaries, And Implication For Educational Research And Practice. *Educational Psychology Riview,* 18 (4): 315-341. https://link.springer.com/article/10.1007%2Fs10648-006-9029-9.

Pintrich, Paul R., De Groot, Elisabeth V. (1990). Motivational And Self-Regulated Learning Components Of Classroom

Academic Performance. *Journal Of Educational Psychology*. https://psycnet.apa.org/doiLanding?doi=10.1037%2F0022-0663.82.1.33

Pravesti, Cindy.Asli (2015). Strategi Self-Management Untuk Meningkatkan Kebiasaan Belajar Sisw. *Jurnal WAHANA Vol 65, No 2.(1) ISSN 0853-4403* *http://jurnal.unipasby.ac.id/index.php/whn/article/view/257*

Prawitasari, J. E. (2012). *Psikologi Terapan .Melintas Batas Disiplin Ilmu*. Jakarta: Penerbit Erlangga

Putri & A Qudsyi (2016). "Self-Efficacy And Anxiety Of National Examination Among High School Students". *Procedia - Social And Behavioral Sciences 217 (2016) 268 – 275.* https://www.sciencedirect.com/science/article/pii/S1877042816001075

Putri, Intan M. (2017). Efektivitas Cognitive Behavior Therapy Dengan Teknik Self-Management Untuk Mengurangi Kecemasan Menghadapi Pelajaran Matematika Peserta Didik Kelas VII SMPN 11 Bandar Lampung Tahun Pelajaran 2017/2018. *KONSELI: Jurnal Bimbingan dan Konseling, 5(1).* http://ejournal.radenintan.ac.id/index.php/konseli/issue/view/270

Rahma & Rindi. (2019). Efikasi Diri Yang Positif Sangat Berperan Penting Dalam Meningkatkan Motivasi Belajar Bahasa Inggris Mahasiswa. *Jurnal Ikra-Ith Humaniora 3(3).* https://journals.upiyai.ac.id/index.php/ikraithhumaniora/article/view/683

Rahmati, Zeinab. (2015). The Study Of Academic Burnout In Students With High And Low Level Of Self-Efficacy. *Procedia - Social And Behavioral 49 – 55*

Rola, Nasution (2010), Hubungan Antara Kecemasan Akademik Dengan Academic Self Management Pada Siswa Sma Kelas X Unggulan. *Insight: Jurnal Ilmiah Psikologi* *https://ejurnal.mercubuanayogya.ac.id/index.php/psikologi/issue/view/*

Sa'diyah, Halimatus. (2016). "Penerapan Teknik *Self-Management* Untuk Mereduksi Agresifitas Remaja. *Jurnal Ilmiah Bimbingan dan Konseling 2(1)* (http://ejournal.undiksha.ac.id/index.php/JJBK/article/)

Sarifatunnisa, Rizqi Awliya. (2018). Pengaruh Konseling Kelompok Dengan Teknik Self Management Terhadap Peningkatkan Kecerdasan Emosional Pada Siswa (Penelitian Pada Siswa Kelas VIII D Smp Muhammadiyah Tempuran Magelang). *Jurnal ummgl 3(3).* http://eprintslib.ummgl.ac.id/id/eprint/127

Schunk, D. H. (2000). Coming to terms with motivation constructs. *Contemporary Educational Psychology*, 25(1): 116–119. http://libres.uncg.edu/ir/uncg/f/d_schunk_coming_2000.pdf

Sharf, R. S. (2012). *Theories of psychotherapy and counseling: concepts and cases (5th ed.).* Belmont: Brooks/Cole.

Situmorang, D. D. B., & Awalya, A. (2018). Keefektifan konseling kelompok cognitive behavior therapy (CBT) dengan teknik passive dan active music therapy terhadap academic anxiety dan self-efficacy. *Jurnal Bimbingan dan Konseling*. https://journal.unnes.ac.id/sju/index.php/jubk/issue/view/1256.

The SEA Program*: Model of Self-esteem*. (2004*). The Toll of Coping series and SEA's Program Recovery*. (online). http://www.esteem.model.htm.

Ukhtia, F, Reza, I.F & Zaharudin, Z. (2016). Hubungan Antara Religiusitas Dengan Kecemasan Akademik Pada Siswa Madrasah Aliyah Negeri. *Jurnal Psikologi Islami*, 2(2) ISSN: 2502-7. http://jurnal.radenfatah.ac.id/index.php/psikis/article/view/1186