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THE EFFECTIVENESS OF INFORMATION SERVICES USING SELF MANAGEMENT TECHNIQUES TO REDUCE STUDENT PROCRASTINATION IN LEARNING IN CLASS X MIA STUDENTS AT MUHAMMADIYAH 01 SMA MEDAN

Amrina Fatanah*¹, M. Fauzi Hasibuan²

Universitas Muhammadiyah Sumatera Utara

Email: fatanaamrina@gmail.com

Corresponding Author's * Amrina Fatanah

Abstract

This research aims to determine the description of student procrastination in learning at Muhammadiyah 01 Medan High School students. The purpose of this research is to describe the difference in scores in reducing student procrastination in learning among experimental group students before and after being given information service treatment using self-management techniques. Meanwhile, the control group was given treatment before and after being treated with information services. This research is quantitative research with an experimental research type. The objects of this research were class X MIA students at SMA Muhammadiyah 01 Medan. The data collection technique in this research used a questionnaire to students to determine students' procrastination in learning. The results of this research show that students have high levels of procrastination in learning, resulting in students' inability to control their time while studying, especially in the school environment and while studying. The analysis test results used the Wilcoxon Signed Ranks Test and the Kolmogorov Smirnov Two Independent Samples analysis test. Thus, based on the results of research conducted, among others: (1) there is a significant difference in student procrastination in learning in the experimental group before (pretest) and after (posttest) with information services using self-management techniques. (2) there is a significant difference in student procrastination in learning in the control group before (pretest) and after (posttest) with information services. (3) there is a significant difference in student procrastination in learning in the experimental group and the control group who were given treatment. Thus, information services using self-management techniques to reduce student procrastination in effective learning are carried out at SMA Muhammadiyah 01 Medan.

Keywords: Information services, Self Management techniques, Student Procrastination In study

INTRODUCTION

Guidance and counseling is the process of assistance provided by the counselor to the counselor through face-to-face meetings or a reciprocal relationship between the two so that the counselor has the ability and skill to see and find the problem and has the

ability to solve the problem himself. Apart from that, there are many benefits that can be taken, students can make various plans that are directed at optimizing their potential, interests and talents. Guidance and Counseling should be able to provide a feeling of comfort to students by being able to provide solutions to the problems faced by students, one of which is a problem that often occurs in schools, namely procrastination behavior.

Procrastination is the act of postponing important work without a logical reason, even though one can do it on time according to a previously made plan. Procrastination is considered a dangerous habit resulting from laziness in completing an important task, because these bad habits and behavior can waste time, reduce performance and increase stress. In relation to the academic sphere, procrastination is explained as the behavior of postponing academic tasks, such as doing homework, preparing for exams, or doing papers and other school assignments until the deadline of the available time.

The impact of procrastination, as a behavior, has a psychological impact in the form of negative emotional disturbances for students. Negative emotions will produce unpleasant feelings such as anxiety. Procrastination can cause stress and influence individual psychological dysfunction, because the perpetrator will face a deadline. (Triyono & Khairi, 2018)

In the world of counseling, information is something that is very important, because conveying information to individuals can be of interest to their life and development. Information is one of the services provided by a counselor to individuals or clients. With the existence of information services and self-management techniques in schools, it is hoped that it can reduce the act of delaying and avoiding school work or what is called academic procrastination. Self-management techniques are behavior change strategies that encourage clients to get involved and direct changes in their own behavior with a combination of therapeutic techniques. Couselee involvement in self-management techniques consists of several or all of the basic components, namely: 1) determining the behavior that is the target of change; 2) monitoring behavior; 3) determine the procedures to be implemented; 4) implement the procedures that have been determined; 5) evaluate the effectiveness of the established procedures (Safithry & Anita, 2019)

Self management is an effort to provide assistance to students in directing, planning, managing and controlling themselves in carrying out activities, especially in learning so that students can use their time as efficiently and effectively as possible. The

ability of students to master self-management skills reflects the extent or extent of the student's work ability (Astuti & Lestari, 2020).

The results of a research journal conducted by (Nurhidayatullah & Erwan, 2019) entitled the application of self-management techniques to reduce students' academic procrastination behavior at SMA Negeri 12 Makasar emphasizes that information services with self-management techniques need to be applied in schools in order to solve problems. which occurs in students, especially the problem of high levels of procrastinating behavior (academic procrastination) of students, so that students are able to achieve success in school and in society because one of the criteria for the success of guidance and counseling services in schools is the creation of students who are able to achieve their tasks. Sukardi's learning development (in Nurhidayatullah, 2019).

The next journal was conducted by Research, (Triyono & Khairi, 2018). Pointing out that academic procrastination at one of the N high schools in Sukoharjo stated that the habit of procrastinating on assignments or academic procrastination is something that students usually do. The reasons why students procrastinate include being busy or doing other more important tasks, being lazy, not understanding the assignment, and waiting for the deadline for submission. The average tendency for students' academic procrastination at this school is 29% (low category), 63% (medium category), and 8% (high category), finding that the internal factors causing academic procrastination are physical condition (69%) and psychological condition (73%). The external factors causing academic procrastination are seen from family conditions (75%), school environment (67%, and community environment (66%).

Based on the description above, it can be concluded that self-management techniques with several treatments can help students reduce procrastination behavior (academic procrastination). This means that the use of self-management techniques can reduce students' procrastination behavior (academic procrastination). Sukardi (in Nurhidayatullah, 2019).

Self Management Techniques to Reduce Student Procrastination in Learning in Class X MIA Students. The reason researchers conducted research at SMA Muhammadiyah 01 Medan was that from the results of previous observations, it was still found that some students liked to procrastinate school work or procrastinate.

There are 4 advantages of Self Management techniques, including: (1) The implementation is quite simple. (2) its application is combined with several other

trainings. (3) This training can change individual behavior directly through their feelings and attitudes. (Mulyadi et al, 2017)

The alternative solution to the problem of social prejudice experienced by students that the researcher implemented is not a total solution but only an initial solution. determined at the beginning (Nurazmi and Kurniawan, 2017). The existence of good cooperation between counselors and counselees supports students to be able to control themselves to achieve their desired goals positively and consider other things to make them better.

The aim of this research is to determine the effectiveness of information services using self-management techniques to reduce student procrastination in learning.

METHOD

This research uses a quantitative method, this method is a scientific/scientific method because it meets scientific principles, namely concrete/empirical, objective, measurable, rational, systematic, and replicable/repeatable.

According to (Sugiyono, 2018:150) "Quantitative methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations or samples, collecting data using research instruments, quantitative/statistical data analysis, with the aim of describing and testing hypotheses which has been set".

In this research, a Quantitative Experimental Approach is used, according to (Sugiyono, 2018: 111) "The experimental method is a quantitative research method used to determine the effect of the independent variable (treatment) on the dependent variable (results) under controlled conditions." In this case, the experiment is carried out to find out or measure how influential the variables to be tested are.

RESULT AND DISCUSSION

Results of Pre Test and Post Test Data in the Control Group

In accordance with the purpose of the pre-test, post-test, it is to be able to find out about the picture of student procrastination in learning before students are given treatment. The results of the pretest and posttest that were obtained in the control group were not much different. The results of the pretest post test can be analyzed using the SPSS data processing program version 25. Based on the pretest results of 25 students in the

control group who had procrastination learning behavior in the very high category 19 and those in the high category 4 and the moderate category 2. Meanwhile, the posttest results were in the control group, high 3, medium 9, and low category 13.

Table 1. Pretest and Posttest Results: Student procrastination in learning in the Control Group

Category	Interval	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Very High	>92	19	76%	-	0%
High	91-73	4	16%	3	12%
Medium	72-54	2	8%	19	76%
Low	53-35	-	0%	13	52%
Very Low	<34	-	0%	-	0%
Total		25	100%	25	100%

Based on the table, it is known that 19 of the 25 students in the control group in the pretest had procrastination behavior in the very high category and 4 in the high category, 2 in the low category. Meanwhile, in the posttest results, there were 3 in the high category, 9 in the low category, 9 in the low category.

Where students who had very high pre-test procrastination behavior were 76% and in the high category 16% and in the medium category 8%. And in the high post-test control group 12% and in the medium category 76% in the low category 52%.

Data Results of student procrastination in learning in the Experimental Group

In accordance with the aim of conducting the pretest and posttest, namely to find out a picture of the procrastination behavior of students who have been given treatment. The pretest and posttest results obtained were analyzed using SPSS version 25 data processing. The following pretest control conditions for students' procrastination behavior in learning in the experimental group are presented.

Table 2 Comparison of students' procrastination in learning in the Experimental Group Pretest

No	Code	Pretest		Posttest	
		Score	Category	Score	Category
1	K1	97	Very High	41	Low
2	K2	98	Very High	59	Medium
3	K3	100	Very High	46	Low
4	K4	98	Very High	40	Low
5	K5	90	High	44	Low
6	K6	94	Very High	43	Low
7	K7	100	Very High	40	Low

8	K8	99	High	35	Low
9	K9	110	Very High	33	Very Low
10	K10	87	High	43	Low
11	K11	91	High	33	Very Low
12	K12	95	Very High	32	Very Low
13	K13	93	Very High	31	Very Low
14	K14	97	Very High	41	Low
15	K15	96	Very High	38	Low
16	K16	99	High	36	Low
17	K17	100	Very High	42	Low
18	K18	97	Very High	43	Low
19	K19	93	Very High	39	Low
20	K20	98	Very High	33	Very Low
21	K21	107	Very High	31	Very Low
22	K22	98	Very High	33	Very Low
23	K23	95	Very High	41	Low
24	K24	99	Very High	43	Low
25	K25	79	High	33	Very Low
Average	96	Very High	Rata-rata	37,72	Low

Based on the pre-test results of 25 students in the experimental group who had student procrastination behavior in learning in the very high category 19 and the high category 6. Meanwhile, the posttest results in the experimental group were in the low category, 17, very low, 8. The differences in the frequency of student procrastination in learning in the experimental group from the pretest and posttest results can be seen in the table below and are as follows:

Table 3 Results of Pretest and Posttest Procrastination of students in the Experimental Group

Category	Interval	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Very High	>92	19	76%	-	0%
High	91-73	6	24%	-	0%
Medium	72-54	-	0%	-	0%
Low	53-35	-	0%	17	68%
Very Low	<34	-	0%	8	32%
Total		25	100%	25	100%

Based on Table 3, it is known that of the 25 students in the experimental group, students' procrastination behavior in pre-test learning was in the very high category 19 and in the high category 6, where students who had procrastination behavior in the high category were very high 76% and in the very high category 24%. And in the post-test experimental group, it was found that 17 of the 25 students had procrastination behavior

in the low category and 28 in the very low category, of which students who had procrastination behavior in studying were in the low category, 68% were very low, 32%.

Table 4. Comparison of Pre Test Scores for Each Student's Procrastination in Learning in the Experimental Group and Control Group

Experimental Group			Control Group		
Student code	Score	Category	Student code	Score	Category
E1	97	Very High	K1	100	Very High
E2	98	Very High	K2	120	Very High
E3	100	Very High	K3	115	Very High
E4	98	Very High	K4	111	Very High
E5	90	High	K5	126	Very High
E6	94	Very High	K6	136	Very High
E7	100	Very High	K7	133	Very High
E8	99	High	K8	118	Very High
E9	110	Very High	K9	129	Very High
E10	87	High	K10	128	Very High
E11	91	High	K11	99	Medium
E12	95	Very High	K12	92	Medium
E13	93	Very High	K13	104	High
E14	97	Very High	K14	83	High
E15	96	Very High	K15	116	Very High
E16	99	High	K16	93	Very High
E17	100	Very High	K17	110	Very High
E18	97	Very High	K18	101	High
E19	93	Very High	K19	133	Very High
E20	98	Very High	K20	127	Very High
E21	107	Very High	K21	117	Very High
E22	98	Very High	K22	132	Very High
E23	95	Very High	K23	130	Very High
E24	99	Very High	K24	126	Very High
E25	79	High	K25	89	High
Rata-rata	96	Very High	Rata-rata	114	Very High

Table 5. Comparison of Post Test Scores for Each Student's Procrastination in Learning in the Experimental Group and Control Group

Experimental Group			Control Group		
Student code	Score	Category	Student code	Score	Category
E1	41	Low	K1	72	Medium
E2	59	Medium	K2	78	High
E3	46	Low	K3	50	Low
E4	40	Low	K4	65	Medium
E5	44	Low	K5	66	Medium
E6	43	Low	K6	75	High
E7	40	Low	K7	50	Low
E8	35	Low	K8	72	Medium
E9	33	Very Low	K9	70	Medium
E10	43	Low	K10	28	Low
E11	33	Very Low	K11	25	Low

E12	32	Very Low	K12	32	Low
E13	31	Very Low	K13	32	Low
E14	41	Low	K14	40	Low
E15	38	Low	K15	38	Low
E16	36	Low	K16	50	Low
E17	42	Low	K17	48	Low
E18	43	Low	K18	76	High
E19	39	Low	K19	50	Medium
E20	33	Very Low	K20	45	Low
E21	31	Very Low	K21	70	Medium
E22	33	Very Low	K22	71	Medium
E23	41	Low	K23	67	Medium
E24	43	Low	K24	40	Low
E25	33	Very Low	K25	35	Low
Rata-rata	37,72	Low	Rata-rata	53,8	Medium

Comparison of pre-test scores for each student's procrastination in learning in the experimental group and control group in the pre-test and post-test. Based on the table above, it can be seen that students' procrastination in the experimental group and control group experienced changes or reductions after being treated with information services using self-management techniques.

Hypothesis test

To be able to test the hypothesis, this is done through a non-parametric test using the Wilcoxon Signed Ranks Test formula using SPSS version 25. The Wilcoxon Signed Ranks Test is used to analyze the results of paired observations of two data whether the data has differences or not. Meanwhile, for independent data, the Kolmogorov Smirnov 2 Independent Samples formula can be used. The hypotheses that will be tested in this research are:

1. There is a positive and significant difference in student procrastination in learning in the experimental group before and after being given information service treatment using self-management techniques.
2. There is a positive and significant difference in students' procrastination in learning in the control group before and after being treated with information services using self-management techniques.
3. There is a positive and significant difference regarding student procrastination in learning in the experimental group which was given information service treatment using self-management techniques, with the control group which was given information service.

The decision criteria for hypothesis testing are as follows:

- a. Accept H0 and reject H1 if probability (sig 2-tailed) > alpha ($\alpha = 0.05$)
- b. Reject H0 and accept H1 if probability (sig 2-tailed) < alpha ($\alpha = 0.05$)

First Hypothesis Testing

The first hypothesis proposed in this research is "There is a positive and significant difference in student procrastination in learning in the experimental group before and after being treated with information services using self-management techniques.

This hypothesis testing was carried out using the Wilcoxon Signed Ranks Test statistical analysis technique using the SPSS version 25 program. Based on this, the calculation results were obtained as summarized in the table below:

Table 7 of Wilcoxon Signed Ranks Test Analysis Results of Differences in Student Procrastination in Pretest and Posttest Learning for the Experimental Group Test Statistics^a

	Posttest - Pretest
Z	-4,378 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the table above, it can be seen that the probability number Asymp. Sig. (2-tailed) student procrastination in learning in the experimental group was 0.000 or probability below alpha 0.05 ($0.000 < 0.05$). From these results, H₀ is rejected and H₁ is accepted. Thus, the first hypothesis tested in this research can be accepted, namely "There was a decrease that occurred in the experimental group and after being treated with information services using self-management techniques".

Table 8. Direction of Difference between Pretest and Posttest Student procrastination in learning Experimental Group Ranks

		N	Mean Rank	Sum of Ranks
Posttest – Pretest	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	25 ^b	13,00	325,00
	Ties	0 ^c		
	Total	25		

a. Posttest < Pretest

b. Posttest > Pretest

Based on table 8, a positive Ranks 25b value means that of the 25 experimental group respondents involved in the calculation, all of them experienced a significant decrease from pretest to posttest. Therefore, it can be interpreted that the experimental group experienced a change or decrease in student procrastination in learning after receiving information service treatment using self-management techniques. This can be seen from the posttest results being smaller than the pretest results.

2. Second Hypothesis Testing

Second Hypothesis Testing

The second hypothesis tested in this research is "There is a positive and significant difference in student procrastination in learning in the control group before and after being given information service treatment using self-management techniques." The second hypothesis of this research will also be tested using statistical analysis using the Wilcoxon's Signed Ranks Test technique with the help of the SPSS version 25 program. This analysis was chosen because this technique uses paired data with two related samples. The calculation results are summarized in the following table.

Table 9 Results of the Wilcoxon Signed Ranks Test Analysis of Differences in student procrastination in learning in the Pretest and Posttest Control Group

		Ranks		
		N	Mean Rank	Sum of Ranks
posttest – pretest	Negative Ranks	25 ^a	13,00	325,00
	Positive Ranks	0 ^b	,00	,00
	Ties	0 ^c		
	Total	25		
a. posttest < pretest				
b. posttest > pretest				
c. posttest = pretest				

Based on the table above, a positive Ranks 25a value means that of the 25 control group respondents involved in the calculation, all of them experienced a significant decrease from pretest to posttest. Therefore, it can be interpreted that the control group experienced a change or decrease in student procrastination in learning after receiving information service treatment. In the data description section, it can be seen that the experimental group and control group both experienced a significant decline. However, the reduction was much lower in the experimental group compared to the control group.

Third Hypothesis Testing

The third hypothesis tested in this research is "There is a positive and significant difference regarding student procrastination in learning in the experimental group after being given information service treatment using Self Management techniques, with the control group after being given information service treatment." To test this third hypothesis we also used with the help of the SPSS version 20.0 program with the Kolmogorov Smirnov 2 independent samples technique. Based on this technique, test results were obtained as summarized in the following table:

Table 10. Results of Kolmogorov Smirnov Analysis 2 Independent Samples of Student Procrastination in Learning in the Experimental Group and Control Group

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		25
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	15.95358627
	Absolute	.117
Most Extreme Differences	Positive	.117
	Negative	-.112
Kolmogorov-Smirnov Z		.584
Asymp. Sig. (2-tailed)		.000

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, it can be seen that the Z score for the data test is 0.000 with the probability figure Asymp.Sig (2-tailed) Student procrastination in student learning in the experimental group and control group is 0.000 or probability below 0.05 ($0.000 < 0, 05$). From these results, H_0 is rejected and H_1 is accepted, thus the hypothesis in this study is accepted, namely "there is a positive and significant difference in the procrastination behavior of students in the experimental group after being given information service treatment using self-management techniques with the control group before being given treatment information services.

Research result

The research findings were that there was a decrease in students' procrastination behavior in learning in the experimental group and the control group. Next, to better

conceptually understand the research results, a discussion of the research results was carried out.

An overview of student procrastination in learning

The results of the research show that during the pretest, students' procrastination in studying at SMA Muhammadiyah 01 Medan was in the moderate category. After being given information service treatment using self-management techniques in the experimental class and information services in the control class, there was a change in decreasing students' procrastination in studying in high school. Muhammadiyah 01 Medan is in the very low category.

Differences in student procrastination in learning in the Experimental Group (Pretest and Posttest)

Based on the results of testing the first hypothesis which states that there is a positive and significant difference regarding student procrastination in learning among high school students in class X MIA at SMA Muhammadiyah 01 Medan in the experimental group before and after being given information service treatment using self-management techniques. believes that students' procrastination in learning can be imitated by providing information service treatment using self-management techniques. This can be seen from the results of the average score of the experimental group which was initially in the high category, becoming the low category.

Differences in student procrastination in control group learning (pretest and posttest) In this service, the control group was only given information services, without being given treatment using self-management techniques related to students' high level of procrastination in learning so that it did not involve as much student activity in developing insight and thinking as in the experimental group. develop insight and thoughts like the experimental group. After being given information service treatment to the control group, there were differences in students' procrastination in learning during the pretest and posttest, but these differences did not decrease like the experimental group. The research results showed that the difference in students' adjustment scores in the pretest and posttest in the control group was not too big compared to the experimental group. Providing information services to students for the control group was also well implemented, however, the implementation process resulted in student procrastination in learning not being optimal.

This is known when observing students who are silent and just listen to what is being explained, students are less enthusiastic when being provided with services. This is due to the provision of information services without using self-management techniques which makes students less enthusiastic and does not arouse enthusiasm. Based on the opinion above, it can be seen It was concluded that information services using self-management techniques were also effective in improving students' self-adjustment, this can be seen from the results of the average score of the control group which was initially in the high category to low.

Differences in students' procrastination control in learning in the control and experimental groups

The research results showed that there was an increase in the experimental group students who were given information services using self-management techniques compared to the control group who were given information services without using self-management techniques. This can be seen from the average posttest of the experimental group and the control group. Based on the scores above, it can be seen that the average score between the experimental group's posttest is smaller than the control group. Although these numbers are not much different. However, of course there is a significant difference, where information services using self-management techniques are more effective than information services without using self-management techniques. This is due to the existence of components in information services that use self-management techniques to reduce students' procrastination behavior in learning. This self-management technique helps students to make it easier and easier to understand what procrastination is, what causes procrastination behavior and how to deal with procrastination behavior. In the treatment of information services using self-management techniques, it is able to help students to optimize and can help reduce behavior. procrastination of students in learning more actively and enthusiasm to participate in the information services provided. Meanwhile, in the control group, which only provided information services without using power points, it was monotonous, where the students just watched and did not actively ask questions or respond when the researcher explained the material provided., and confident in managing their abilities in dealing with situations or other conditions.

CONCLUSION

Based on research results that have been analyzed statistically and have been presented and tested for hypotheses, it can be concluded that the effectiveness of information services using self-management techniques is to reduce student procrastination in studying at SMA Muhammadiyah 01 Medan for the 2022/2023 academic year. There is a significant difference, namely that information services with self-management techniques are more effective than providing no service approach. This is due to the existence of components in information services with a self-management technique approach which is an advantage in reducing student procrastination in learning taste. Self-management techniques need to be applied in schools in order to resolve problems that occur among students, especially the problem of high levels of student procrastination (academic procrastination), so that students are able to achieve success at school and in society because of one of the The criterion for the success of guidance and counseling services in schools is the creation of students who are able to achieve their learning development tasks. There is a positive and significant difference in student procrastination in learning in the experimental group before and after being given information service treatment using a self-management technique approach. There is a positive and significant difference in student procrastination in learning in the control group before and after being given information service treatment. There is a positive and significant difference in students' procrastination in learning in the experimental group after being given information service treatment using self-management techniques, with the control group after being given information service treatment.

Based on the results of the analysis, discussion and conclusions in the research that has been put forward, there are several suggestions that can be recommended as a follow-up to this research, including the following. Researchers can help students who need help not only through individual counseling, but also through group counseling with other techniques. If they find the same problem, researchers can utilize the research results and implement information services with alternative service self-management techniques to overcome the problem of student procrastination in learning. Implementing information services properly using self-management techniques requires an understanding of theory and skills. Therefore, researchers can allocate time to attend training at relevant schools regarding the application of information services using self-management techniques.

The school principal can give permission or assign guidance and counseling teachers to take part in training at the relevant school regarding information services using self-management techniques to reduce student procrastination in learning so that they are able

to master theory and skills well. The results of this research can be used as reference material or consideration for other research by considering the following: Expanding this research by paying attention to other factors that appear to be controllable by researchers. Develop or use self-management approaches or techniques so that it can be empirically tested for differences in the effectiveness of the approaches or techniques used on student procrastination in learning.

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