

Effectiveness of self management techniques to reduce truant students behavior in middle school

Leny Latifah^{1*}¹Universitas Kanjuruhan Malang, Indonesia*Corresponding author, e-mail: lenyatifah@unikama.ac.id

Abstract

Truancy is an undisciplined behavior in the form of absence in the learning process. This behavior is one form of student delinquency. It does not deal if truancy with it can have a bad impact and become a habit that led to students. Therefore, we need a technique or method to reduce truancy behavior. The technique of self management is one technique of changing behavior. Through self-management techniques that are implemented, it is hope that individual truant behavior can be reduced. The purpose of this study was to determine the effectiveness of self-management techniques to reduce truant behavior. The research subjects were seven students of class VIII of Muhammadiyah Middle School 4 Singosari Malang. This research is a Quasi Experiment study using the Pretest-Posttest One Group design. The instrument used in this study was the scale of truant behavior, experimental guidelines, and observation guidelines. Data analysis using Wilcoxon (Wilcoxon's Signed Rank Test). The results showed that the score of truant pre-test behavior was 31.2 (high category), while the post-test results showed a score of 17 (medium category). And based on the results of the Wilcoxon test got a significant of 0.018 <0.05 means that the effective self-management technique to reduce truancy behavior.

Keywords: Truant behavior, self management techniques, middle school students

How to Cite: Latifah, L. (2019). Effectiveness of self management techniques to reduce truant students in middle school. *Konselor*, 8(1), 17-22. DOI: <https://doi.org/10.24036/0201981103804-0-00>



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2019 by author.

Introduction

Students at the junior high school level are students at puberty (Simmons, 2017). I fill adolescents at puberty with confusion, conflict, instability and are influence (Berenbaum et al., 2015). his condition can have a negative impact on his role as a student (Pfefferbaum et al., 2016). Irregular attendance is a major problem in schools today (Tutiona et al., 2016). It includes according to (Asmani, 2012 in one form of student delinquency which if not resolved can have a more severe impact and become a habit attached to students. (Baier, 2016) states that there are several factors that influence students ditching among them are fear of entering because they do not make assignments, are influence by friends who like to play truant and are less interested in learning. In addition, (Dahl, 2016) shows that truant behavior is because of the low awareness of responsibility among students. The core components in teaching and learning activities are teachers and students (Pane & Dasopang, 2017). If one part is not present, the process of transfer and transformation of knowledge to it to carry students out (Febriyanti & Seruni, 2015).

The results of a preliminary study conducted for one month in mid-February to mid-March 2017 in Muhammadiyah 4 Singosari Middle School Malang, got data, there are some classes VIII students enter information, information and some do not care about the learning outcomes that have been achieved. The results of interviews conducted to class VIII students showed that some students claimed to have never entered without take ditching because they woke up late, at the invite friends, felt unable to learn, and lazy to go to school. In addition, researchers based on the results of the teacher's absentee recap got the data over the past two months.

Exposure to this phenomenon is part of the footage of a teenager's life with a detrimental decision for both, themselves and parents. This situation is support by a statement (Fehér et al., 2018) that adolescents still prioritize satisfaction and comfort, and do not take into account other factors. The involve adults such as parents in the family sphere and educators in the school environment plays a role in training and guiding adolescents to improve behavior (Wentzel et al., 2016).

Guidance and counseling as an integral part of education have an important role in supporting the application and success of character education in schools (Prasetiawan, 2016). Self management technique is one technique of developing adaptive behavior where students direct their own behavioral changes, using one strategy or combination (Lent et al., 2016). Self- management techniques can help individuals manage behavior through one or more strategies that are carried out so they direct individuals to a positive change. (Nursalim, 2013) mentions there are three main strategies for using self- management techniques, (a) self-monitoring (self-monitoring) is a process where the counselee observes and records everything about himself and records it, (b) stimulus control (stimulus control) emphasizes the realign of environmental modification specific a specific or specific response, (c) self-reward is use to strengthen or enhance behavior with the consequences produced.

Self-management techniques in this study are used because: (a) can help individuals to manage themselves both thoughts, feelings and actions so they can develop, (b) by involving individuals it will lead to feelings of freedom from other people's control, (c) by putting the responsibility for change on the individual. He will assume that changes occur because of his own efforts and are more durable, (d) individuals can be able to lead a life that is self-directed and not dependent on counselors to deal with their problems (Alamri, 2015). In addition, previous research on self-management proved to reduce the need to skip students, including research by (Handoko, 2013) with the title "Overcoming truant behavior through individual counseling using a behavioral approach with self-management techniques in class X TKJ SMK Bina Nusantara Ungaran 2012 school year / 2013 (Alamri, 2015) with the title" Group guidance services with self- management techniques to reduce late school entry behavior (studies in class x high school one gebog students in 2014/2015)".

Based on the above explanation related to the technique of self-management as a method or intervention, I can conclude it that the self-management technique is an innovative intervention method using procedures, stages of application procedures including; self - monitoring, stimulus control, and self reward. Based on several advantages of self-management techniques, it interests the researchers in testing the effectiveness of self- management techniques to reduce truancy behavior in middle school students.

Method

His research is a quantitative study with experimental design (Creswell & Creswell, 2017). he designs used is One Group Pretest-posttest to determine the difference in the level of truant behavior of students before the pretest and after being treated (posttest) (Creswell & Creswell, 2017). Sampling is done by purposive sampling method, which is choosing to accord to the research objectives. The research subjects were seven students of class VIII of Muhammadiyah Middle School 4 Singosari Malang from the total population of class VIII A and B totaling 42 students who often skipped based on the results of observations and attendance recap every month. The research instrument was in the truant's form behavioral scale of the students, and the observation guidelines were used to measure the level of truant behavior of students at the time before treatment and after treatment, while the experimental guidelines were used to test whether the research was design. Data analysis in this study used Wilcoxon (Wilcoxon's Signed Rank Test).

This study includes three stages, (1) the preparation stage; conduct literature studies of relevant theories regarding training techniques used, compile and validate treatment materials, and determine the implementation groups of guidance (2) implementation phase; provide preliminary

tests to measure truant behavior of students before being given treatment, giving treatment through self-management techniques in the form of group activities, which contain there stages,; self-monitoring, stimulus control, and self-reward, provide the final test to measure changes in truant behavior of students after being given treatment (3) at the end of the research; processing data from pretest and posttest results, analyzing research data, discussing research findings, giving conclusions based on the results of data processing, and providing recommendations based on research results.

Results and Discussion

It gave the pre-test to class VIII students of Singosari Malang Muhammadiyah 4 Middle School to screen students who had a high truant level of truancy. Based on table 1, I can explain it that for one month, seven classes VIII students of Muhammadiyah Middle School 4 Singosari Malang AB, MA, AA, SR, NZ, SZ, NP had a high score on truant behavior with different descriptions. Based on the results of the pre-test, it can be explain that AB has a score of 27, MA with a score of 25, AA with a score of 27, SR with a score of 26, SZ has a score of 37, and NP with a score of 48. Seven subjects belong to the category the level of ditching is high and high. I can see more details in table 1 below:

Table 1 The results of the truant pre-test behavior of class VIII students

No.	Name	Aspects observed					Total score	Category
		Number of alpha	Leave the class	Leave school	Fake license	Go during recess		
1	AB	4	11	4	4	4	27	High
2	MA	4	9	4	4	4	25	High
3	AA	4	11	4	4	4	27	High
4	SR	4	10	4	4	4	26	High
5	NZ	5	9	5	5	5	29	High
6	SZ	7	9	7	7	7	37	Very high
7	NP	9	12	9	9	9	48	Very high

It gave the pre-test to class VIII students of Singosari Malang Muhammadiyah 4 Middle School to screen students who had a high truant level of truancy. Based on table 1, I can explain it that for one month, seven classes VIII students of Muhammadiyah Middle School 4 Singosari Malang AB, MA, AA, SR, NZ, SZ, NP had a high score on truant behavior with different descriptions. Based on the results of the pre-test, it can be explained that AB has a score of 27, MA with a score of 25, AA with a score of 27, SR with a score of 26, SZ has a score of 37, and NP with a score of 48. Seven subjects belong to the category the level of ditching is high and high. I can see more details in table 1 below:

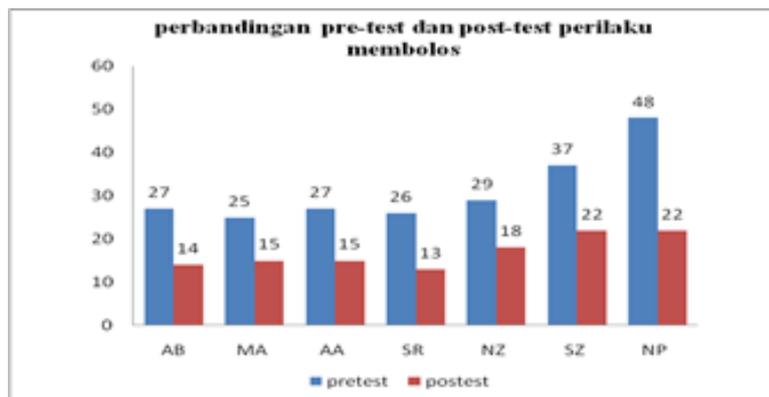
Table 2 Results of truant behavioral tests of class VIII students

No	Name	Aspects observed					Total score	Total score
		Number of alpha	Leave the class	Leave school	Fake license	Go during recess		
1	AB	2	6	2	2	2	14	Medium
2	MA	2	7	2	2	2	15	Medium
3	AA	2	7	2	2	2	15	Medium
4	SR	2	5	2	2	2	13	Medium
5	NZ	3	6	3	3	3	18	Medium
6	SZ	4	6	4	4	4	22	Medium
7	NP	4	6	4	4	4	22	Medium

Based on the data in table 2, I can explain it that class VIII students of Muhammadiyah 4 Junior High School Singosari Malang experienced a decrease in truant behavior after giving treatment and committed to applying self-management techniques. The following is a comparison of the pre-test and post-test scores in graph 1.

Based on the graph 1 posttest results of self-management techniques to reduce truant behavior of students, shows data that there are seven students from 42 students who have been high to high truant behavior levels. Of the seven students are AB, MA, AA, SR, NZ, SZ, and NP. The pre-test results of the subjects of AB, MA, AA, SR, and NZ were subjects who had high truant truancy behaviors, while SZ and NP had high truancy behaviors. Based on the results of the seven students' pretest, the researcher give a treatment in the form of self-management techniques to reduce truant behavior. From the description above, it can say that most students experience positive changes, reduced behavior, ditching students after

being given a self-management technique, this is because the students know that ditching is one behavior that can be detrimental.



Graph 1 Results of Pre-Test and Post-Test Scores

The hypothesis in the study was tested by WSRT (Wilcoxon's Signed Rank Test), namely that the use of effective self-management techniques to reduce behavior ditched junior high school students. In testing this hypothesis used pretest score and posttest score from the experimental group, the results of analysis with Wilcoxon (Wilcoxon's Signed Rank Test) are presented in the following table:

Table 3 Results of Analysis with Wilcoxon

	Posttest – Pretest
Z	-2.371 ^a
Asymp. Sig. (2-tailed)	.018

The analysis results show that z-count -2,371 and Sig. (2-tailed) are 0.018 If the probability is > 0.05, then H0 (we accept Zero Hypothesis), H1 (Alternative Hypothesis) is rejected and if the probability.

Self-management techniques are give in the form of self-monitoring where students are trains able be able to observe their own behavior and record it(Wilmot et al., 2016), self-contracting so students can promise themselves, stimulus control where students are train able be able to control stimuli to reduce desired behavior (Ferguson et al., 2015) and self-reward where students are trained the self-reward strengthen behavior through self-reward (Jeske & Axtell, 2017). he provisions of self-management techniques is done through group counseling for eight sessions, to help the counselee be responsible for the manager negative activities, can change negative behavior and develop (Briesch DuBois et al., 2017). Because if it does not deal truant behavior with, I fear it that negative will have a negative impact on itself and others (Fatchurahman et al., 2018). Self-management is important for individuals to make themselves as qualified individuals in carrying out life missions. Research reinforces this(Sholihah, 2013) that self management influences increasing student discipline.

Thus through a self-management strategy besides students being able to achieve the desired change can also develop the ability to manage themselves (Alamri, 2015). After giving treatment, observing or re-abusive truant behavior of class VIII students of Muhammadiyah 4 I used Singosari Middle School to compare the effects or consequences of giving treatment.

During the research, the overall research subjects seemed enthusiastic in taking part in the activity. They are also active in answering and discussing, even though some students seem shy when answering or expressing their opinions. From implementation these treatment students can gain new experience and knowledge on how to implement self-management to manage their behavior.

Conclusion

Based on the results of the research that has to do, I can conclude it that: 1) The level of ditching 7th grade VIII students of Muhammadiyah Middle School 4 Singosari Malang before being given treatment using self-management techniques was in the high category; 2) After being given self-management technique training, the level of ditching 7th grade VIII students at Muhammadiyah 4 Singosari Middle School in Malang showed a decline, and was in the medium category; 3) Based on the results of data analysis using the Wilcoxon test shows that sig. (2-tailed) 0.018. Based on the results, the recommended suggestions are: For school counselors (a) self-management techniques reduce students' truant behavior. Therefore, the counselor can make an alternative in carrying out guidance activities to reduce truancy behavior; (b) counselors need to motivate any changes experienced by students and continue to provide additional insight into the diversity of character values that are considered good; (c) the counselor needs to provide the time lag between treatment one with the other treatment so that the results got by students, are from the results of treatment.

Acknowledgment

This research can We can use this research reference in conducting research with self-management techniques. Self-management techniques are effective in reducing truant behavior of students, but need continuous and measurable efforts to find out the high truant behavior of students, and for the next researcher can use the control group in carrying out experimental activities.

References

- Alamri, N. (2015). Layanan Bimbingan Kelompok Dengan Teknik Self Management Untuk Mengurangi Perilaku Terlambat Masuk Sekolah (Studi Pada Siswa Kelas X SMA 1 Gebog Tahun 2014/2015). *Jurnal Konseling GUSJIGANG*, 1(1).
- Asmani, J. M. (2012). *Kiat Mengatasi Kenakalan Remaja di Sekolah*. Yogyakarta: Buku Biru.
- Baier, D. (2016). The School as an Influencing Factor of Truancy. *International Journal of Criminology and Sociology*, 5, 191–202.
- Berenbaum, S. A., Beltz, A. M., & Corley, R. (2015). The importance of puberty for adolescent development: conceptualization and measurement. In *Advances in child development and behavior* (Vol. 48, pp. 53–92). Elsevier.
- Briesch DuBois, J. M., Briesch, A. M., Hoffman, J. A., Struzziero, J., & Toback, R. (2017). Implementing self-management within a group counseling context: Effects on academic enabling behaviors. *Psychology in the Schools*, 54(8), 852–867.
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications.
- Dahl, P. (2016). Factors associated with truancy: Emerging adults' recollections of skipping school. *Journal of Adolescent Research*, 31(1), 119–138.
- Fatchurahman, M., Syarif, D. F. T., & Turohmi, S. (2018). Efektivitas Layanan Konseling Kelompok Menggunakan Teknik Problem Solving dalam Menurunkan Perilaku Membolos Siswa. *Indonesian Journal of Educational Counseling*, 2(1), 55–68.
- Febriyanti, C., & Seruni. (2015). Peran Minat dan Interaksi Siswa dengan Guru dalam Meningkatkan Hasil Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 4(3).
- Fehér, D. J., Bartók, M., & Fehér, L. (2018). The Effects of Computer Games on Teenagers. In 2018 IEEE 12th International Symposium on Applied Computational Intelligence and Informatics (SACI) (pp. 261–266). IEEE.
- Ferguson, S. G., Frandsen, M., Dunbar, M. S., & Shiffman, S. (2015). Gender and stimulus control of smoking behavior. *Nicotine & Tobacco Research*, 17(4), 431–437.
- Handoko, A. (2013). Mengatasi perilaku membolos melalui konseling individual menggunakan pendekatan behavior dengan teknik self management pada siswa kelas X Tkj SMK Bina Nusantara Ungaran tahun ajaran 2012/2013. Universitas Negeri Semarang.
- Jeske, D., & Axtell, C. (2017). Effort and Reward Effects: Appreciation and Self-Rated Performance in e-Internships. *Social Sciences*, 6(4), 154.
- Lent, R. W., Ezeofor, I., Morrison, M. A., Penn, L. T., & Ireland, G. W. (2016). Applying the social cognitive model of career self-management to career exploration and decision-making. *Journal of Vocational Behavior*, 93, 47–57.
- Nursalim, M. (2013). *Strategi dan intervensi konseling*. Jakarta: Akademia Permata.
- Pane, A., & Dasopang, M. D. (2017). Belajar dan pembelajaran. *Fitrah: Jurnal Kajian Ilmu-Ilmu Keislaman*,

-
- 3(2), 333–352.
- Pfefferbaum, A., Rohlfing, T., Pohl, K. M., Lane, B., Chu, W., Kwon, D., ... Cummins, K. (2016). Adolescent development of cortical and white matter structure in the NCANDA sample: role of sex, ethnicity, puberty, and alcohol drinking. *Cerebral Cortex*, 26(10), 4101–4121.
- Prasetiawan, H. (2016). Peran Bimbingan Dan Konseling Dalam Pendidikan Ramah Anak Terhadap Pembentukan Karakter Sejak Usia Dini. *Jurnal CARE (Children Advisory Research and Education)*, 4(1), 50–60.
- Sholihah, N. (2013). Penerapan Strategi Self-Management Untuk Meningkatkan Disiplin Belajar Pada Siswa Tunadaksa Cerebral Palsy Kelas IV SDLB-D YPAC Surabaya. *Jurnal BK Unesa*, 3(1).
- Simmons, R. G. (2017). *Moving into adolescence: The impact of pubertal change and school context*. Routledge.
- Tutiona, M. Y., Munir, A., & Ratu, B. (2016). Upaya mengurangi perilaku membolos melalui konseling individual dengan teknik behavior contract pada siswa SMP Negeri 6 Palu. *Jurnal Konseling Dan Psikoedukasi*, 1(1), 69–78.
- Wentzel, K. R., Russell, S., & Baker, S. (2016). Emotional support and expectations from parents, teachers, and peers predict adolescent competence at school. *Journal of Educational Psychology*, 108(2), 242.
- Wilmot, M. P., DeYoung, C. G., Stillwell, D., & Kosinski, M. (2016). Self- monitoring and the metatraits. *Journal of Personality*, 84(3), 335–347.