

Self-management training program by using cognitive technique (a quasi experiment on the students of UPI Kampus Serang)

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Abstract

The goal of this study is to construct an effective program which can improve students' self-management of UPI Kampus Serang by using cognitive technique. The starting point of this study is begun at the revealed undisciplined students behaviors such as tardiness in attending classes, tardiness in submission of assignments, unable to use their free-time effectively and productively and the others disorderly behaviors. Cognitive technique hopefully brings a self-management which effectively changes the inadequate idea in the mind and bad feeling in the heart into an acceptable quality of this mental and behavior. Furthermore, this technique hopefully emerges a basic change in the procedure of self management. Research design applies the Latin Square technique which is derived from one of Within Subject technique (Heppner, Wampold, Kivlighan, 2008). In this study, population of students was trained in their self-management (SM) skill. The aspects of SM skill which are trained to the students namely time management (TM), social skill (SS), and self-directed learning (SDL). The training of these three SM skills applied three different cognitive technique that are planning (P), problem solving (PS) and self-instruction (SI). Thus students formerly divided into three groups of population to give treatment to each of the SM aspects (TM, SS, SDL) for each group by applying the three different cognitive aspects (P, PS, SI). The final outcome of this study shows that there are no significance different results in the applying of those three cognitive techniques in order to improve the students' SM skills. Nevertheless, this training program has empirically proven that the program can improve the SM skills of the students at the rate of 30% better than before. Then, the final product of this study is a program of students Self Management Training by using Cognitive Technique.

Keywords: Training Program, Self-management Skill, Cognitive

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Introduction

At college, students are prepared to be able to develop their abilities as optimal as possible, it is also expected in the Law of the Republic of Indonesia Number of 12 Years 2012 on higher education, in article 4 explained that higher education served: (a) To develop capacity and build character and civilization of the dignified nation in developing the intellectual life of the nation; (b) To develop innovative, responsive, creative, skilled, competitive and cooperative academic civic by implementing Tridharma; and (c) To develop science and technology by taking into account and applying the value of the Humanities. Section

5, the objectives of Higher Education are: (a) To develop the potential of students to be faithful and devout, morally good, healthy, educated, qualified, creative, self-reliant, skilled, competent and cultured in the national interest; (b) To produce graduates proficient in branches of science and/or technology to meet the national interest and improve the competitiveness of the nation.

In reaching those expected goals as have planned in the law of the Republic of Indonesia concerning higher education, every university attempts to provide curriculum, learning process, primary learning facility, educator and staff, counseling guidance, and supporting facilities. Students as learner-subject have always filled with surrounding problem, start from course material, the assignments, learning management, assignment completion, friend and or lecturer relationship, and so on. Some students cannot overcome those problems. The students' inability in adaptation can interfere with the process of education on the campus itself. For example about the completion of studies resulting overdue in graduation or even they are not be able to complete their education.

Based on the review of Technical Implementation Unit Service Guidance and Counseling (UPT-LBK) in 2009 (in Mamat Supriatna, 2010) shows that the problem of academic faced by students UPI, among these: (a) the difficulty in managing learning time adapted to many demands, course activity, and other student activities; (b) lack of motive or spirit of learning; (c) any incorrect learning activities; (d) lack of curiosity to explore science and engineering; (e) lack of interest in their field.

The results of the survey through a questionnaire in June 2013 on a student campus UPI Serang, known to the recognition of students (55%) that they are still using the "up-all-night system" for the exam preparation or assignment's completion. If this continues, it will harm students themselves in the face of an increasingly competitive life. Though most of them (97.5%) said that they had always wanted to do something better and expected for a bright future and a happy life. It can be concluded that the students are aware of the importance of a bright and good future, but their incompetence and ignorance manage themselves that cause their behavior to seem indiscipline. Students' ability in managing themselves is expected to have an impact on developing their capacity optimally. The ability to manage themselves or self-management (SM) is expected to be appeared in every individual's life, it can be indicated that someone has developed and then expected to live their lives well. Watson & Tharp (in Choi and Chung (2012) define self-management as '...the ability to modulate one's own thought, control behavior, and regulate internal processes'.

Steward et al. (In Jumarin, 2012) define self-management as '... refer to the ability of an individual to direct his or her behavior'. The term shows that self-management is the ability to drive themselves. To Hackney and Cormier (Jumarin, 2012), self-management has a similar meaning to the term of self-control, self-directed, self-regulation. Some practitioners and researchers in the field of self-management strategy used different terms, all of which are associated with the changes. Some says self-control, self-regulation, self-management. The terms have the same meaning, and are used interchangeably.

"Guidance and counseling services at the college level in order to support the development of personal, academic social and required student career. Like a counselor at kindergarten, elementary school, or high school level, the counselors of college also must develop and implement curriculum of basic services of counseling and guidance, individual student planning, responsive services and support system. However, the allocation of time of college counselor more on supporting individual student career planning and implementation of responsive services " (Depdiknas, 2008).

As empirical facts shows above, realities of student life in the management of themselves indicates that students' ability to manage itself is a study in the area of guidance and counseling (Luthans. 2002; Sultana. 2012; Dean & Fornaciari. 2007). The ability of students in self-management and become good character for themselves can reach to the achievement of educational goals. The task of the counselor of guidance and counseling at campus is to build the character as well as mastery of hard skills and soft skills. The service of guidance and counseling at campus more focused on services to stabilize their careers, as much as possible the most suitable to their educational record and the need to actualize themselves as a productive, prosperous and useful person (Depdiknas, 2008).

Based on the background and phenomenon that happened to a student at UPI Serang, the purpose of the research is to produce a training program that is effective in enhancing the ability of self-management with cognitive techniques for students. Theoretically, this study is expected to provide benefits and develop the resources of knowledge in the theory of guidance and counseling, especially the theory of self-management. The practical benefit is expected to be taken into consideration for institutions in campus UPI Serang for student guidance. For supervisor, counselor and academic supervisor (PA), they can help students in self-management.

The main problem with this research is to find an effective training program of self-management for students. One of the techniques that are used in this study is cognitive techniques. According to Yates (1985) cognitive technique is a relatively new in the realm of self-management. The basic assumption of this technique is people will contribute to their psychological problems in the way they interpret events and situations in their lives (Corey, 1995). Donald H. Weiss (1999) states that there are six competences will be possessed by self-management acquisition; these six aspects are illustrated in the following figure:

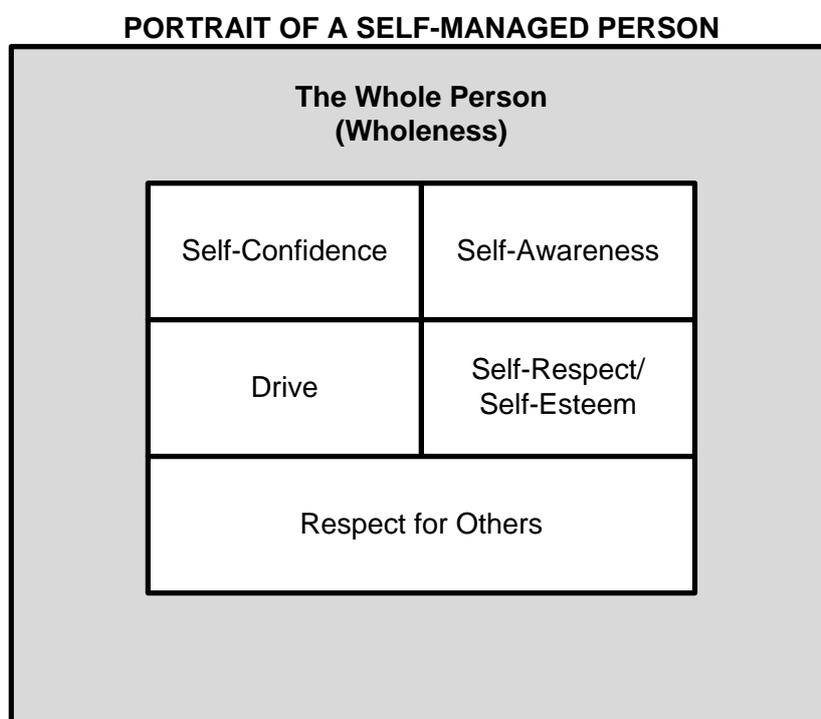


Figure 1. Six competences of self-management (Weiss, Donald H., 1999)

The above scheme explains that the ability of self-management at the individual has six competences, both coming from outside and from within himself, that wholeness which includes: (1) personal background, support self-including the experience, cognitive skills and affective and actions; (2) The confidence to what they would do; (3) self-awareness to take an action; (4) encouragement or motivation to take an action; (5) awards to themselves or respect for the effort already done and must be done, and (6) respect for others who are having some effect on the success of himself in self-management.

Dembo (2004) describes the strategy to manage behaviors related to time management, management of physical and social environment in achieving an expected academic behavior, it is as illustrated in Figure 2:

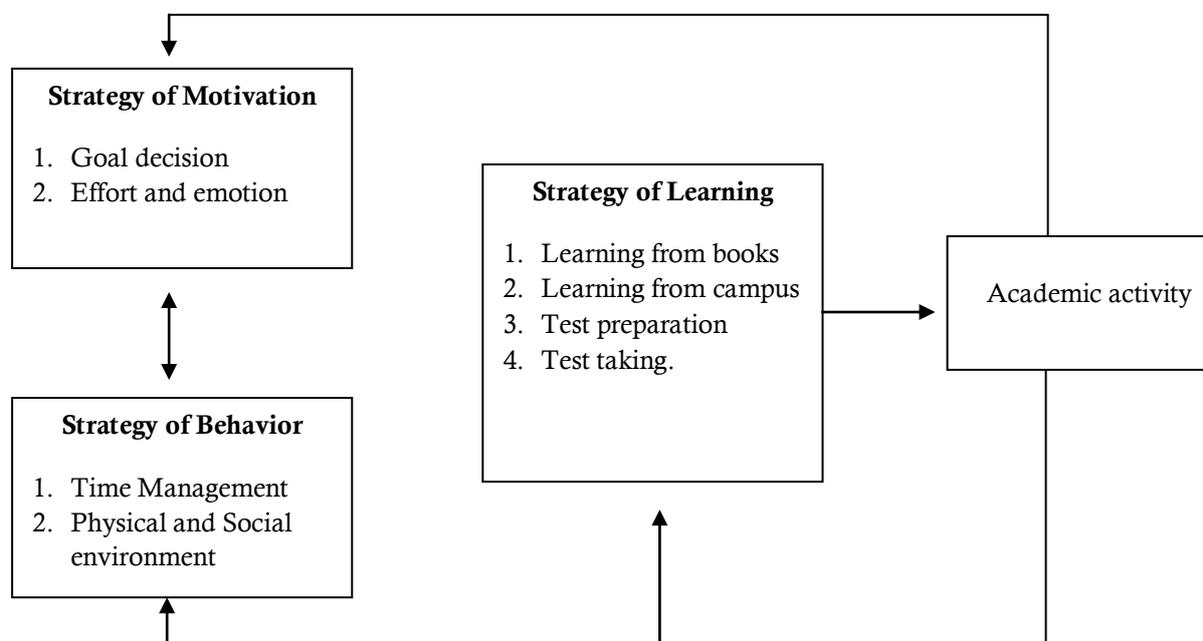


Figure 2. the scheme of behavior management strategy (Dembo, 2004)

This study used three self-management techniques: planning (P), self-instruction (SI) and problem solving (PS) in the self-management skills training program. The skill that will be trained is time management skills (TM), social skills (SS), and self-direction to learn (SDL). The independent variable in this study is three cognitive techniques (P, SI, PS), and the dependent variable is the students' mastery of skills Self-management (TM, SS, and SDL).

Method

The research design is Latin Square Designs, which is one type of design Within-subjects designs. One of the strengths of this design is to minimize the variance of the error, by making each participant serves as his own control (Heppner, Wampold, Kivlighan, 2008). Sampling was done first with the purposive sampling technique, which is by selecting students who have low and medium value on the skills of self-management. The samples were subsequently chosen randomly divided into three groups. Each group will receive three vocational training by using different techniques. For more details, research design can be described in the table below:

Table. 1
Research Design Self management training program

Skills	Group 1	Group 2	Group 3
Time management (TM)	Technique of Planning (<i>P</i>)	Technique of Problem Solving (<i>PS</i>)	Technique of Self-Instruction (<i>SI</i>)
Social skills(SS)	<i>PS</i>	<i>SI</i>	<i>P</i>
Self-directed learning (SDL)	<i>SI</i>	<i>P</i>	<i>PS</i>
Post test	<i>Post test</i>	<i>Post test</i>	<i>Post test</i>

Participants are split into three groups, group 1, 2 and 3. Each group received three kinds of skills that are time management (*TM*), social skills (*SS*), self-directed learning (*SDL*). Cognitive technique used in the training of Self-management is planning technique (*P*), the technique of self-instruction (*SI*) and technique of problem solving (*PS*). The training is done by using different techniques in one skill for each group. *TM* skills training in group 1 use *P*, while the second group on the same training using the technique of *PS*, and the third group using techniques *SI*. *SS* skills training in group 1 uses the *PS*, group 2 used a technique *SI* and group 3 using techniques *P*. *SDL* skills training in group 1 uses *SI*, while the second group used a technique *P* and group 3 using *PS* technique. Each group received each type of skills training with different techniques, so it can be discovered the results of their respective skills training *SM* with each different technique.

The training program is conducted in eight meetings, starting with the pre-test activities and learning contract. Each skill is done with group counseling techniques, and delivered with lecturing, *Q* and *A*, discussion, games, direct practice, assignments and methods of playing. The training program concludes with a post-test. Data analysis was used SPSS 18.0.

Results and Discussions

The results showed that:

- a. Test the mean difference of the data pre-test *TM* technique *P*, *PS* and *SI* is known that these three variables normally distributed but is not homogeneous, then used a non-parametric statistical tests using the Kruskal-Wallis test techniques. The result Asymp. Sig amounted to $0.093 > 0.05$, it can be concluded that H_0 accepted, meaning that there was no significant difference in mean pre-test engineering group with *P*, *PS* and *SI*. This means that the three groups of samples have the same skills in *TM*.
- b. Test the mean difference of the data pre-test *SS* technique *P*, *PS* and *SI* is known that there are two variables with normal distribution and one variable distribution is not normal although the three variables homogeneous. Subsequently then used non-parametric statistical tests using the Kruskal-Wallis test techniques. The result Asymp. Sig amounted to $0.344 > 0.05$, it can be concluded that H_0 accepted, meaning that there was no significant difference in mean pre-test in group with technique of *P*, *PS* and *SI*, or in other words before the training program of Self-Management turns three sample groups have the skills Social skills are relatively equal.
- c. Test data is pre-test mean difference *SDL* with techniques *P*, *PS*, and *SI*, turns three variables with normal distribution and homogeneous, to test the average used Anova test data obtained as follows:

Table. 2
Test of mean difference Pre-Test Data of SDL

Skills	Source	Quadrate amount	Df	Quadrate mean	F	Sig	Explanation
<i>SDL</i>	Between groups	48,932	2	24,466	1,105	0,351	There is no difference
	Inter-groups	442,894	20	22,145			
	Total	491,826	22				

The data above says that the three variables were no significant difference, proved sig 0.351 > 0.05. It can be concluded that when the three sample groups would follow vocational training program SDL, SDL skills they have relatively similar.

- d. Test data is post test mean difference TM with technique P, PS, and SI, which is known to have normal distribution and homogenous and tested mean the Anova test, the results are as follows:

Table. 3
Test of mean difference Post-Test Data of TM

Skills	Source	Quadrate amount	Df	Quadrate mean	F	Sig	Explanation
<i>TM</i>	Between groups	38,36	2	19,180	1,644	0,218	There is no difference
	Inter-groups	233,379	20	11,669			
	Total	271,739	22				

From the data in the table above three variables stated that there was no significant difference, proved sig 0.218 > 0.05. This means that after three groups of students attend a training program using different techniques (techniques P, PS and SI) turned out to have management capabilities are relatively the same time.

Post test results the data in each group the mean of data obtained with the P technique at 63.36 (pre test amounted to 46.82), with the PS technique at 64.67 (pre-test 44.5), while the technique of SI at 66, 50 (pre-test of 50.17). The data illustrates that the group of students who attend training TM using different techniques showed increased ability of relatively equal. This means that three of the techniques used in the training of TM have the same relative impact on the ability of the student TM. Time management (TM) with technique of planning (P), self-instruction (SI) or with engineering problem solving (PS) is relatively equal, it illustrates that for time management (TM) is as effective as using three different techniques (P, PS, SI). Time management requires clarity of purpose to be implemented and the managing of detail time schedule, while relating to the strong desire of the individual concerned to push himself towards the goal to be achieved. Through this technique, P, students are invited to set goals at the macro, meso and micro level, as well as sketching steps towards the goals and implement what is already defined in the previous step. Likewise with the PS technique, it requires students to define the problem clearly and in detail so that makes it easier to carry out activities within the predetermined time. Through the technique SI, students are forced by themselves by making instructions or orders to him to do in the availability of time. Through the use of TM, the problem of managing time can make a student maximize the available time for the beneficial activities. A good utilization of time can bring progress in the academic field. Gordon and Borkan (2015) state that time management effectively will potentially generate productivity, progress, burnout and satisfaction. Through the use of cognitive techniques students can perform cognitive restructuring respectively. The participant of SM trained to improve their way of thinking or cognitive restructuring either through techniques P, SI or PS.

- e. Test post test mean difference of data with technique SS P, PS and SI, used non-parametric test using the Kruskal-Wallis test. Asymp.Sig generated. $0.084 > 0.05$, means that H_0 accepted. It means also that there are no significant differences in the data post test skills Social Skills (SS) technique P, PS, SI. This means that the three groups of skills training SS using different training techniques (techniques P, PS, SI) produces relatively equal ability. All three groups experienced an increase in the ability of the SS, it can be seen from the score pre test and post test in each group, namely the technique group P average pre-test at 55 and post-test at 72.36; reviewed the technique PS group the average pre-test at 53.91 and the mean post test at 72,36. While in technique SI group the average pre test at 56.67 and post test of 75.83. From the statistic analysis above shows that SS skills training techniques P, PS and SI showed the same results. This indicates that the technique P, PS, SI has the same effectiveness in improving the ability of social relationships. The skills of social relations in question is in campus life and the surrounding environment, the ability to interact with others, ability to tolerate the people around, the ability to participate in activities, the ability to organize themselves, the ability to resolve conflicts that exist in social life. Through Cognitive approach, the students developed to transform ideas and feelings to be better. Cognitive techniques are also changing thoughts, behaviors and feelings. Formulated with a familiar way, eliminate and replace anything that is reflected in antecedent and consequence (Yates, 1985).
- f. Test data is post-test mean difference Self-directed learning (SDL) techniques P, PS and SI. The third unknown variable normal distribution of data and homogeneous. Anova test results as follows:

Table. 4
Test of mean difference Post-Test Data of SDL

Skills	Source	Quadrate amount	Df	Quadrate mean	F	Sig	Explanation
<i>SDL</i>	Between groups	104,101	2	52,051	3,077	0,68	There is no difference
	Inter-groups	338,333	20	16,917			
	Total	442,435	22				

The table above shows that there are no differences between the mean post-test result data on technique P, PS, and SI proved $\text{sig. } 0,068 > 0.05$. It can be concluded that all three groups are training skills uses SDL with different techniques, produces post test on three groups of relatively similar. SDL skills training program using techniques P, PS, and SI resulted in an increase from its original state, proved to post test results with the technique P at 76.50 (pre-test of 56.67). The mean value of post test group with the technique of 80.17 PS (pre test at 57.83) and the mean post-test on a group of 75 SI techniques (pre-test at 54.45). The third group SDL skills training using different techniques, resulting in post-test scores were relatively similar. Results of research and the discussion above provide empirical evidence that training program with three techniques cognitive SM (P, PS, and SI) have relatively the same level of effectiveness.

Conclusions

The results show that self-management training program with three cognitive techniques (P, PS, and SI) produce equally good results. Training participants experienced a significant improvement in the skills of self-management that consists of Time-management, Social skills, Self-Directed Learning. Empirically, it can improve self-management skills, in general, the average can increase 30% from the previous SM skills. This indicates cognitive technique is a technique that can drive mind to change the behavior of SM to a better direction.

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