



## The Effect of Group Guidance on Self-Management Techniques to Increase Students' Awareness of Time Management

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### Abstract

***The Effect of Group Guidance on Self-Management Techniques to Increase Students' Awareness of Time Management.*** This research aims to determine the effect of group guidance using self-management techniques to increase awareness of time management among class VIII students at SMP Negeri 2 Menes for the 2023–2024 academic year. The population in this study was 90 students in class VIII at SMP Negeri 2 Menes. This research uses a pre-experimental method with a one-group pre-test and post-test design. Through a non-probability sampling method, the purposive sampling technique. The pre-test results showed that out of a total of 90 students, 3 were in the very low category, 39 were in the low category, 37 were in the high category, and 4 were in the very high category. Treatment was given to 8 students during 8 meetings. The research hypothesis test was carried out using the Wilcoxon test. There is a difference between time management abilities before and after treatment is carried out through group guidance with self-management techniques. With  $N = 8$ , the Z value is  $-2.524b$ , and the result is an Asymptotic Sig. (2-tailed) of 0.012. This value is smaller than 0.05, which means the hypothesis is accepted ( $H_a$ ). From the results of these calculations, it can be concluded that group guidance using self-management techniques can increase awareness of time

*management among class VIII students at SMPN 2 Menes for the 2023–2024 academic year.*

**Keywords:** *Group Guidance, Self Management Techniques, Student Awareness, Time Management*

## **A. Introduction**

Education is a forum for someone to be able to develop their potential through encouragement and the provision of facilities in the teaching and learning process. The first education that is produced starts in the family, school, and community environment (Alpian, Anggraeni, & Wiharti, 2019). Junior High School (SMP) students are those whose age is starting to enter the early teenage age category, with an age range of 12–15 years. At this age, students are in puberty, where transitions and developments occur in them both physically, psychologically, and socially (Sarwono, 2011). Papalia and Olds (in Putro, 2018) explain that adolescence is a period of movement from childhood to adulthood, especially in the developmental process and starts from the age of 12 years and ends when a person has started to reach the age of 20 years. In this age range, students are also in the development phase towards maturity and personal maturity. Therefore, students must prepare themselves to have a correct view of personal maturity, one of which is about how to manage their daily time (Riyanto, Yusmansyah, and Diah, 2020).

Recently, we have often found many students who have difficulty managing their daily time. Whether it's due to a lack of knowledge and information regarding time management or the students themselves are still unable to apply it in their daily lives regarding how to manage time well, In the end, there are still many students who are not competent at maximizing their potential because they feel confused about how to divide their time amidst their busy lives (Riyanto, Yusmansyah, and Diah, 2020). Time management skills are important for students because if students have skills in time management, especially in terms of studying,

then they will be able to understand how to divide their time well. Besides that, students will also have skills in making critical decisions that do not depend on circumstances, which makes them more disciplined, especially in completing assignments given by teachers at school or other work, so that students can be responsible for the assignments given to them (Riyanto, Yusmansyah, and Diah, 2020). As explained by Nurhidayati (in Nafisah, Ariadi, Sri, and Muyana, 2021), time management is a daily process that is useful for managing time, designing a schedule, recording a list of activities to be carried out, delegating tasks, and other systems that can help to utilize time effectively.

Based on the results of a preliminary study conducted by researchers with Mr. Lukman Hakim S.Psi as a guidance and counseling teacher at SMPN 2 Menes through light discussions, it is known that there are still students who do not have skills in time management, namely with indications that students submit assignments past the deadline. As determined, a small number of students are still late arriving at school. There are several inhibiting factors for students in implementing it, namely social interactions and the intensity of playing online games excessively, so they forget their mandatory duties as students, namely studying. If this problem is not resolved immediately, it will make students feel stressed because there are too many assignments that must be completed in a limited time. Apart from that, when students are in a hurry and are forced to complete assignments in a short time, then the quality of their assignments will also suffer. Decreases due to time constraints, and the last is reduced time to rest at night due to staying up late to complete assignments, so that the impact will be felt when students become less focused on learning at school.

The provision of guidance and counseling services will, of course, develop over time with the rapid development of technology. In the past, the provision of counseling services was dominated only by discussion; now, guidance and counseling teachers are required to be more creative. The use of media, such as modules that are interesting and easy for students to understand, can provide new innovations in providing counseling services. One of the counseling services is

group guidance. Winkel and Hastuti (in Mustakim, 2022) say that "guidance is a process of providing assistance individually to understand themselves and their environment." They also state that "a group means an association consisting of two or more people." It can be concluded that group guidance is an effort to provide assistance to someone by forming a group and using group dynamics to obtain useful information. According to Corey (in Sona and Yanti, 2020), self-management is a series of techniques for changing behavior, thoughts, and feelings. Self-management techniques are a person's efforts to plan, focus, and evaluate all activities carried out. By using the discussion method in group dynamics, which allows students to share ideas with each other for making decisions,

Strengthened by the results of research conducted by Dita Dwi Julyana and Ayong Lianawati in the same year 2020 with the title "Practicing Time Allocation in Effective Self-Management to Improve Student Learning Management" in class XI SMA Sejahtera Surabaya students showed a result of 65.4% out of 10 The research sample indicated experiencing time management problems in a total population of 56 students. After being given treatment, there is the application of self-management strategies in group guidance regarding student study time management. The formulation of the problem in this research is to answer the researcher's question regarding the description, application, and influence of group guidance services with self-management techniques to increase students' awareness of time management. The purpose of this study is to find out what happens when students get help from a group using printed modules created by Windy Aulya Aprilianti in 2022. The modules are called "Development of Time Management Skills Modules to Reduce Academic Procrastination in Students" and they were used at SMP Negeri 2 Menes in Pandeglang Regency.

## **B. Method**

### **1. Research Design**

This research uses quantitative experimental research methods. Experimental research, according to Sujarweni (in Henti, 2019), is a type of

research that aims to identify the influence of a variable on other variables under carefully controlled conditions and aims to identify cause-and-effect relationships between these variables. In this research, a pre-experimental method was used, which means that this research did not use a control group, and respondents were selected according to criteria. This research uses a one-group pre-test and post-test design.

## 2. Population and Sample

The population in this study was all 90 class VIII students at SMP Negeri 2 Menes. Sampling in this study used a non-probability sampling method with a purposive sampling technique. Sugiyono (in Purnama, 2022) defines this sampling technique as a sampling technique based on special considerations. The sample in this research consisted of 8 students.

### 3. Research Instruments

In this research, a Likert scale was used. The Likert scale was developed by Rensis Likert and published in 1932 in the Archives of Psychology under the title "A Technique for Measurement of Attitudes." The form of the Likert scale questionnaire used is a statement accompanied by a measurement scale, where the scale is a choice of attitudes related to the statement, which can be chosen by respondents based on their attitude towards the statement (Suasapha in Purnama, 2022).

The scale used contains a description of students' time management abilities, and to create a measurement scale for these two variables, a Likert model scale was used with four alternative responses adapted to the research objectives. The creation of variable measuring instruments uses a Likert model scale with four alternative answers, namely: always (SL), often (SR), rarely (J), and never (TP).

### 4. Validity and Reliability

In this study, researchers adopted existing time management instruments. An instrument that was developed by Windy Aulya Aprilianti in 2022 with the title of her thesis, namely "Development of a Time Management Skills Module to Reduce Academic Procrastination in Students." Before using this instrument, the researcher obtained a permission letter from the developer

of the time management instrument, namely Windy Aulya Aprilianti. The validity test of statement items in this study was calculated and analyzed using Microsoft Excel 2013 using a reliability scale, where there will be several statement items that are not invalid. The method for making decisions in the Pearson product moment validity test is that if  $r_{count} > r_{table}$ , then the statement item is declared valid, but if  $r_{count} < r_{table}$ , then the statement item will be declared invalid. The results obtained from  $N = 24$  mean that the  $r_{table}$  used is 0.388. We used Microsoft Excel and SPSS to calculate the data for 24 statements about time management and found that they had a reliability value ( $r_{count}$ ) of 0.884. All of these reliability values fell into the high interpretation category. This means that the instrument can consistently produce scores on each item that are suitable for use in research.

## C. Discussion

### 1. Student Time Management Ability

Adebisi (in Aprilianti, 2022) said that time management is simply defined as the art of arranging, organising, planning, and budgeting time so that someone can do their work better and be more productive. Another opinion, according to Surya (Luthfiyanti, Supardi, & Setiawan, 2020), is that time management is the action of managing and utilising time in the most effective way. The research was carried out at SMP Negeri 2 Menes in the odd semester of the 2023–2024 academic year. The research began to be carried out on October 13–November 1, 2023. The population of this research was all students in class VIII of SMP Negeri 2 Menes, consisting of 3 classes, namely VIII A, VIII B, and VIII C, totaling 90 students.

Table 1

Average Description (mean) and Percentage of Students' Time Management Abilities (N = 83)

No	Sub-Indikator	Skor							
		Ideal	Max	Min	Skor	Mean	Mean%	SD	Ket
1	Able to make activity plans (2 item)	8	8	2	426	5,13	64,16%	1	T
2	Make daily, weekly and monthly schedules (5 item)	20	20	5	977	11,77	58,86%	2,5	R
3	Setting goals (2 item)	8	8	2	521	6,27	78,46%	1	T
4	Determine the priority scale (3 item)	12	12	3	688	8,28	69,08%	1,5	T
5	Ability to control time (6 item)	24	24	6	1193	14,37	59,89%	3	R
6	Able to carry out activities according to plan (3 item)	12	12	3	638	7,68	64,06%	1,5	T
7	Evaluate time use (3 item)	12	12	3	634	7,63	63,65%	1,5	T
	<b>Time Management Ability</b>	96	96	24	5077	61,13	65,45%	12	T

Based on table 1, it can be seen that the student's skill ability regarding time management reached an average of 61.13 from the ideal score of 96. Meanwhile, the average percentage of student scores was 65.45% with a standard deviation of 12 and was included in the high category regarding understanding of time management. However, there are still 2 points in the sub-indicator in the low category. point 2 sub-indicators with a total of 58.86% regarding making daily, weekly, and monthly

schedules, and point 5 sub-indicators with a total of 59.89% regarding the ability to control time. So it requires the implementation of group guidance services on self-management techniques regarding time management. Then, after the description of students' skills regarding time management in class VIII SMPN 2 Menes was known, the researcher processed the data to categorise students according to the categorization levels that had previously been designed as follows:

Table 2

Frequency of Description of Time Management Ability in Class VIII Students of SMPN 2 Menes

No	Score Range	Category	Frequency	Percentage
1	$\geq 72$	Very High (VH)	4	5%
2	60 - 72	Height (H)	37	44%
3	48 - 60	Low (L)	39	47%
4	$\leq 48$	Very Low (VL)	3	4%
<b>Total</b>			83	100%

Based on table 2, out of a total of 90 students, only 83 filled out the pre-test questionnaire. The results obtained were 3 students with a percentage of 4% in the very low category, 39 students with a percentage of 47% in the low category, 37 students with a percentage of 44% in the high category, and as many as 4 students with a percentage of 5% in the very high category. The treatment will be carried out on eight low-category students who are willing to take part in the treatment process.

Table 3

Pre-Test Results of Research Subjects

No	Name	Post-test Score	Category
1	ADS	51	Low
2	LRW	54	Low
3	FN	50	Low



4	LR	55	Low
5	RJ	46	Very low
6	AR	49	Low
7	SRM	48	Very low
8	SH	47	Very low

Based on table 3, it was found that the pre-test results in the research sample were in the low and low category of 5 students and in the very low category of 3 students who were willing to take part in the treatment process, namely: ADS, LRW, FN, LR, RJ, AR, SRM, and SH. The treatment will be given over eight meetings using group guidance services and self-management techniques.

Table 4

## Post-Test Results of Research Subjects

No	Name	Post-test Score	Category
1	ADS	80	Very High
2	LRW	70	High
3	FN	72	High
4	LR	74	Very High
5	RJ	63	High
6	AR	61	High
7	SRM	73	Very High
8	SH	76	Very High

From the results of Table 4, it is known that after being treated with group guidance services using self-management techniques, there were 4 subjects who had scores in the very high category and 4 subjects who had the high category. In this study, to test the hypothesis, the Wilcoxon Signed Rank Test is used, which is included in the non-parametric statistical group, with the aim of finding out whether there is an average difference between two samples (2 groups) that are related to each other. The application used is SPSS 21.0, with the following results:

Table 5

Wilcoxon Signed Rank Test Results

<b>Ranks</b>				
		N	Mean Rank	Sum of Ranks
Post-Test Pre-Test	<i>Negative Ranks</i>	0 <sup>a</sup>	.00	.00
	<i>Positive Ranks</i>	8 <sup>b</sup>	4.50	36.00
	<i>Ties</i>	0 <sup>c</sup>		
	<b>Total</b>	8		

Information :

a = post-test < pre-test

b = post-test > pre-test

c = post-test = pre-test

From the results of the data above, it can be seen that the negative rank value, both the N value, mean rank, and sum of ranks are all worth 0. A value of 0 indicates that there is no decrease from the pre-test value to the post-test value. Next, the positive ranks column is 8, which means there was an increase in 8 subjects from the pre-test score to the post-test score with an average increase or mean rank of 4.50 and a total of positive ranks or sum rank of 36.00. The ties value means the similarity value between the pre-test and post-test; the ties value is 0, which means there are no similar values between the pre-test and post-test scores.

Table 6

Results of the Wilcoxon Signed Rank Test Statistics

<b>Test Statistics<sup>a</sup></b>	
	Post-Test - Pre-Test
Z	-2.524 <sup>b</sup>

<i>Asymp. Sig. (2-tailed)</i>	0.012
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Information :

a = Wilcoxon Signed Ranks Test

b = Based on Positive Ranks

Hypothetical decision-making process: (a) If the value of Asymp. Sig (2-tailed) < 0.05, then the hypothesis is accepted (Ha). (b) If the value of Asymp. Sig (2-tailed) > 0.05, then the hypothesis is rejected (H0).

It can be observed that the statistical test results of the Asymp. Sig (2-tailed) value using SPSS 21.0 through Wilcoxon Signed Ranks Test analysis are known to have a value of 0.012. As referring to the hypothesis decision-making process, the value of 0.012 is lower than 0.05 ( $0.012 < 0.05$ ). Ho is rejected and Ha is accepted, so it can be concluded that the hypothesis is accepted. These results show that group guidance services using self-management techniques are stated to be able to increase students' awareness of time management in class VIII of SMPN 2 Menes for the 2023–2024 academic year.

Table 7

Comparison Results of Pre-test and Post-test Scores

No	Name	Results		Gain	Information
		<i>Pre-Test</i>	<i>Post-Test</i>		
1	ADS	51	80	29	Increase
2	LRW	52	70	18	Increase
3	FN	50	72	22	Increase
4	LR	55	74	19	Increase
5	RJ	46	63	17	Increase
6	AR	49	61	12	Increase
7	SRM	48	73	25	Increase
8	SH	47	76	29	Increase

Based on the results of the comparison table of pre-test and post-test values above, there is a difference between the pre-test and post test scores. Average values of subjects before treatment were in the low category. Then after being treated with guidance services in self-management techniques, the whole subject is in the highest category. During the treatment process, both students are actively involved in the group to always give their opinions and answer the given questions. While the students who started AR had the lowest gain score improvement, which is 12 points. The students were less optimistic in following the treatment process because they were absent for three meetings. As for other students with different score improvements, among them LRW initial students had a score improvement of 18 points, FN initial student had an increase of 22 points, LR initial student experienced a score increase of 19 points, RJ initial student increased 17 points, and SHM initial student improved 25 points. Normalized Gain (N-Gain) calculation results using the SPSS 21.0 application to see if the provided service is already effective or not.

	N	Mean	Category
NGain_Score	8	0,46	Currently
NGain_Persen	8	56.43	Effective
Valid N (listwise)	8		enough

Figure 1 N-Gain Pretest and Posttest

Based on Figure 1, the mean result is 0.46, or more than 0.3, which is in the medium category, and the mean N-gain percent is 56.43%, which is in the quite effective category.

Adebisi (in Apriliyanti, 2022) said that time management is simply defined as the art of organizing, planning, and budgeting time so that

someone can do their work better and be more productive. Another opinion, according to Surya (Luthfiyanti, Supardi, & Setiawan, 2020), is that time management is the action of managing and utilizing time in the most effective way. To be able to manage time well and make work feel more effective and efficient.

Good time management is essential to cope with the pressures of the modern world without experiencing too much stress. Managing time well does not mean one has to do a lot of work in a short amount of time, but rather focusing on specific tasks and making a difference, whether at work or in life as a whole. One must learn how to manage time well, which will help to feel more relaxed, focused, and controlled (Idayu, 2020). Students who lack time management skills can be seen in daily activities such as doing homework at school, arriving late, studying for daily tests until late at night, waking up late, being confused about what to do the next day, and being confused about what goals they want to achieve in school short-term and long-term, and spend a lot of time with communication tools such as cellphones. Additionally, students report feeling worn out because many activities take place during the time that they should be resting (Julyana & Lianawati, 2020).

The results of the descriptive analysis show that before being given group guidance services using self-management techniques, there were 3 students in the very low category, 39 students in the low category, 37 students in the high category, and 4 students in the very high category. After that, the researchers took 8 students in the low category to be given treatment or treatments for 8 meetings. Based on research conducted on class VIII students at SMP Negeri 2 Menes for the 2023–2024 academic year, it shows that out of a total of 90 students, only 83 filled out the pre-test questionnaire. The results were 3 students in the very low category, 39 students in the low category, 37 students in the high category, and 4 students in the very high category. After that, the researchers took eight

students who were in the very low and low categories to be given treatment. It can be concluded from the pre-test results that the level of time management ability of class VIII students at SMPN 2 Menes is in the low and high categories.

Researchers provided group guidance services using self-management techniques to eight subjects during eight meetings. The students participated in the treatment very well; even though there was 1 student who was absent during 3 meetings, the other 7 students were always present and followed the group guidance service process well. Overall, there was a noticeable change from each group counseling service meeting. Even at the beginning of the meeting session, group members still felt surprised, embarrassed, and nervous when giving opinions or answering several questions from the researcher. This is because it is their first time participating in group guidance services with researchers. However, things gradually improved, and in the end, each group member had the courage to express his opinion or answer the researcher's questions and no longer felt embarrassed or nervous. Posttest questionnaires were distributed to group members after giving treatment for 8 meetings, and the results showed an increase in the average score of 71.12 from the previous 49.75.

## **2. Application of Group Guidance with Self-Management Techniques to Improve Time Management Skills**

Group guidance has a special approach to dealing with student problems. In order for students to help each other, a good group must be able to liven up group dynamics. By communicating the perspectives of each group member, you can liven up group dynamics (Sona and Yanti, 2020). Gazda (Amanah and Ari, 2023) explains that group guidance is the process of providing assistance to individuals through a group atmosphere so that individuals can develop the necessary insight and understanding regarding a particular problem and can explore and determine the best options for

solving the problem in developing their personality. In the personal-social aspect, group guidance can be used as an effort to help students improve their time management skills. Nurhidayati (Julyana and Lianawati, 2020) explains the meaning of time management as the process of managing time according to one's priorities and goals. Completing to-do tasks becomes easier with time management skills. Indicators for measuring time management in students, according to Haynes (Dewi in Apriliyanti, 2022), are time planning, time organising, time coordinating, and time monitoring. Factors that influence time management abilities are age and gender. The ability to manage their time increases with age. This results from the maturation process, in which a person learns numerous lessons from numerous experiences. Women manage their time better than men; analysis shows that women spend more time on more important things than on unimportant things.

Group guidance in research uses self-management techniques. Self-management, according to Liang the Gie, is about managing all elements of personal ability to achieve good things and encouraging oneself to continue to develop and perfect various aspects of personal life. Self-management aims to encourage students to accept responsibility for implementing their strategies in everyday life, especially in the process of carrying out their learning process (Rofi'ah, 2021). According to Gie (in Hidayat, 2019), there are at least 4 aspects of self-management in learning for students, namely: (1) self-motivation; (2) self-organisation; (3) self-control; and (4) self-development. The stages of self-management techniques (Gantina in Hidayat, 2019) to increase students' awareness of time management are as follows: 1) self-monitoring or self-observation stage; 2) self-evaluation stage; 3) reinforcement stage.

The researcher provided treatment to a predetermined sample of eight students and carried out the study over eight meetings. Providing guidance services to self-management technique groups using Windy Aulya

Aprilianti's media module entitled "Time Management Skills". Each group member is given one module. The contents of this module cover the four aspects of management, such as time planning, time organisation, time coordination, and time monitoring, with several materials created in an interesting way using language that is easy to understand for junior high school (SMP) students. There are several quizzes and exercises for making to-do lists in the module. The students participated in the treatment very well; even though there was 1 student who was absent during 3 meetings, the other 7 students were always present and followed the group guidance service process well. Even at the beginning of the meeting session, group members still felt shocked, embarrassed, and nervous when giving their opinions. However, things gradually improved, and in the end, each group member had the courage to express his opinion or answer the researcher's questions and no longer felt embarrassed or nervous. After all series of group guidance have been completed, students are given a questionnaire stating their satisfaction and impressions of the messages they felt during the treatment. The post-test results showed an improvement in the 8 subjects who took part in the treatment process.

### **3. The Effect of Self-Management Techniques on Improving Time Management Skills**

Self-management skills are needed to manage all students' strengths and abilities. Self-management skills are a set of special methods that a person needs to apply to organise and structure their behavior. Self-management techniques can be used to enable students to monitor themselves, starting with controlling emotional and behavioural aspects (Saka, 2021). The advantage of self-management techniques is that the changing individual is in control of the problem and can change on his own. Individuals make changes based on their own desires, and the change process can last a long time and be accepted by themselves (Fahmi, Ramli, and Nur, 2019).



Self-management techniques aim to enable students to take a more active role in the counselling process, to ensure that students' skills persist beyond the counselling session, to ensure steady and continuous change towards appropriate procedures, to produce new learning skills that are appropriate to what is expected, and to enable students to develop desired patterns of behaviour and emotions (Rahmad in Marhamah, 2020). According to Gie (in Hidayat, 2019), there are at least 4 aspects of self-management in learning for students, namely: 1) self-motivation; 2) self-organisation; 3) self-control; and 4) self-development.

Self-management techniques are considered appropriate for increasing students' awareness of time management because time management requires students to allocate time to different tasks and activities and understand how to complete tasks effectively on time, especially in terms of learning. However, time management is not an easy task, and many people try to manage their time so as not to fall into unproductive routines. This skill allows students to set specific, measurable goals and allocate time to achieve them. It also helps students to manage their schedules effectively and ensure that they have enough time to complete the required assignments.

Results of statistical hypothesis testing carried out after providing group guidance services using the Wilcoxon signed rank test. To determine whether there is an influence on group guidance services with self-management techniques to increase students' awareness of time management, the following hypothesis is proposed:

- a. Working Hypothesis ( $H_a$ ): So  $H_0$  is rejected and  $H_a$  is accepted (Self-management techniques can increase students' awareness of time management.).

- b. Null Hypothesis (H<sub>0</sub>): So H<sub>0</sub> is accepted and H<sub>a</sub> is rejected (Self-management techniques cannot increase students' awareness of time management.).

If you make a decision with a probability  $< 0.05$ , then the hypothesis is accepted, and if the probability is  $> 0.05$ , then the hypothesis is rejected. The research results of the Asymp. Sig (2-tailed) statistical test using SPSS 21.0 through Wilcoxon Signed Ranks Test analysis were found to have a value of 0.012. As referring to the hypothesis decision-making process, the value of 0.012 is lower than 0.05 ( $0.012 < 0.05$ ). H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, so it can be concluded that the hypothesis is accepted. These results show that group guidance services using self-management techniques are stated to be able to improve time management skills in class VIII students at SMPN 2 Menes for the 2023–2024 academic year. The results of the pre-test and post-test, which demonstrated an improvement in students' time management ability scores after receiving treatment, support this assertion. Based on statistical data calculations, it can be concluded that group guidance using self-management techniques has an effect on increasing students' awareness of time management in class VIII of SMP Negeri 2 Menes for the 2023–2024 academic year.

#### **D. Conclusion**

Based on the results of the implementation carried out by researchers regarding the influence of group guidance on self-management techniques to increase students' awareness of time management, it can be seen that the description of the time management skills of class VIII students at SMPN 2 Menes for the 2023/2024 academic year shows that the total number of students is 90. Only 83 students filled out the pre-test questionnaire. The results obtained were 3 students in the very low category, 39 students in the low category, 37 students in the high category, and 4 students in the very high category. After that, the

researchers took eight students who were in the very low and low categories to be given treatment. The statistical test results of the Asymp. Sig value (2-tailed) using SPSS 21.0 through Wilcoxon Signed Ranks Test analysis were found to have a value of 0.012. As referring to the hypothesis decision-making process, the value of 0.012 is lower than 0.05 ( $0.012 < 0.05$ ).  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that the hypothesis is accepted. These results show that group guidance services using self-management techniques are stated to be able to increase students' awareness of time management in class VIII of SMPN 2 Menes in the 2023–2024 academic year. The results of the normalized gain (N-Gain) calculation using the SPSS 21.0 application to see whether the services provided are effective or not obtained a mean result of 0.46 or more than 0.3, which is in the medium category, and a mean N-gain percent of 56.43%, which is in the quite effective category.

Limitations in this research: 1) During the process of providing services, researchers experienced obstacles in the place to be used. Because there are no special room facilities for guidance and counseling, treatment is carried out in empty or unused rooms such as laboratory rooms, of course with permission from the teacher; apart from that, also in the library room, or looking for a comfortable place for the members; 2) There were group members who did not take part in the treatment for approximately 3 meetings. This is certainly an obstacle because the student missed several sessions that he should have attended. 3) The limitations that exist in individual researchers are because they are still in the learning stage, so there are still many imperfections and shortcomings when providing group guidance services.

The suggestions given by researchers are based on research that has been carried out, namely for students. Researchers hope that students will continue to practice regularly so that they can get used to managing time in their daily lives. For guidance and counseling teachers at Menes 2 State Middle School, guidance and counseling teachers are expected to routinely carry out guidance and counseling service programs for groups or individuals. In particular, this self-

management technique is still rarely implemented in schools, so this research can be used as material for consideration to add references for guidance and counseling teachers. For schools, it is hoped that they will be able to always support all guidance and counseling service programs, one of which is to improve time management skills so that students have awareness of managing their daily time. For future researchers, it is hoped that they can develop group guidance services using other techniques so that the results obtained will be better.

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