Development of a Self Management Module to Improve Student Learning Discipline at MAN 1 Lebak

Alfira Putri Sabila
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia
firaputs25@gmail.com

Rochani
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia
rochani1966@untirta.ac.id

Rahmawati
Universitas Negeri Jakarta, Indonesia
rochani1966@untirta.ac.id

Meilla Dwinurnala
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia
meilla.dwi.nurmala@untirta.ac.id

Abstract

Development of a Self Management Module to Improve Student Learning Discipline at MAN 1 Lebak. *This research and development aims to determine the development of the Self Management module in improving student learning discipline, the phenomenon of undisciplined learning behavior in schools makes researchers worried about the future of students, the need for media development that is able to minimize these problems, and one of them is using media. a self-management module that can be used as a reference for guidance and counseling teachers in dealing with learning discipline problems. As mentioned above, this research is research that uses the research and development method or research and development with the ADDIE development model or analysis, Design, Development, Implementation and Evaluation. The data collection technique in this research used data analysis in the form of distributing learning discipline questionnaires to*

71 students, of which 14 students or 19.7% were in the high category, then 24 students or 33.8% of students were in the medium category and there were 33 students or 46 % categorized as low. Furthermore, a feasibility test was carried out with media, material and practitioner experts and the average score was 88% or in the very suitable for use category. Furthermore, the module was tested on a limited basis with 7 students who were detected to have a low level of learning discipline. And it was found that the average percentage of N-gain was 80.62% or categorized as effective in helping students improve their learning discipline.

Keywords: *Module, Self Management, Learning Discipline*

A.   Introduction

Education is a place for students to develop the potential that exists within them (Pratiwi, 2017). Attached to the goals of education itself as stated in Law no. 20 of 2003, attaches the role of national education in building strong abilities and character with the aim of being able to educate the nation so that it is easy to advance the potential of students by making them into people with character, an independent, creative, democratic and responsible spirit. For this reason, education is very important for life, and one of the most important things in education is learning which is defined as changes in cognitive, affective and psychomotor behavior in life (Bastomi, 2020). From this statement it can be seen that learning is an effort in the life process, one of which is learning about discipline.

Learning is the most important key in the progress of an education, without studying seriously it can mean that there is no education in life (Istiadah, 2020: 67). Learning is defined as the process of changing cognitive, affective and psychomotor behavior in one's life (Susanti, 2018). From this statement it can be seen that learning is an effort in the life process, one of which is learning about discipline. Hurlock (In Rufaedah, 2021), believes that discipline is a person's effort to build self-control and practice being aware of behavior that may or may not be carried out in accordance with the rules and regulations in the surrounding environment. In this case, discipline can help individuals realize their expected goals. This is also in

accordance with learning discipline which has a strong urgency in realizing the learning process and perfect results. In this regard, discipline will be a very positive thing if students can go through the learning process well (Setianingsih, 2008). A person who has disciplined behavior in learning can be defined as an individual who is able to utilize time well, who is able to design learning strategies according to his abilities, and can comply with the rules at school. Students who have good learning discipline will be seen in optimal learning process and increased learning achievement so that when these two things have shown improvement then the developmental task has gone well (Faridah et al., 2024).

It is stated in the POP BK (In Rachman et al., 2020), stated that one of the developmental tasks at the SMA/MAN level is to behave ethically, where students must understand and apply the norms that exist in their environment, such as at school or in society. However, apart from the obligations of students that must be implemented, it is still clearly illustrated that there are still many students who ignore disciplinary learning behavior in Indonesia, as shown by the results of research by Pusbang Kurdandik (Center for Curriculum Development and Educational Facilities) on 4994 students in Javanese high schools. West, Lampung, West Kalimantan and Jati, found that 696 of the high school students (13.94%) experienced difficulties in carrying out learning activities and 497 other students were caused by behavior such as being unruly, fighting against teaching staff and being anti-social and this was accurate. with student learning outcomes in the low category(Wiguna, 2000). This shows that quite a few students pay attention to disciplinary learning behavior in Indonesia, both in terms of their behavior and their learning.

Through a preliminary study conducted at MAN 1 Lebak, namely by interviews with guidance and counseling teachers and reinforced by distributing questionnaires regarding learning discipline, information was found that students still often engage in behavior that does not reflect their learning discipline, namely forgetting their study obligations such as skipping class, leaving school before watunta, didn't do his homework until he came to school late. Then, in the results of

the learning discipline questionnaire that was distributed, 19.7% or 14 students were in the high category, then 33.8% or 24 students were in the medium category and in the low category there were 46.4% or a total of 33 students. Based on the overall preliminary study data obtained, it can be said that the level of learning discipline of MAN 1 Lebak students is in the low category and to overcome this learning discipline problem, it is necessary to provide assistance services for students to be able to minimize learning discipline problems in helping to improve learning discipline student.

A strategy that can help students to change their behavior is by implementing self-management within themselves (Sari, 2014). Self Management is a strategy that can change a person's behavior through rules and monitoring, control and giving rewards (Fatimah et al., 2019). Self-management or self-management helps students to push them further forward and of course trains them in managing themselves so that they can become more fully developed people (Depie & Fatchurahman, 2017). For this reason, self-management has a mission to make students who have low learning discipline change their behavior which is caused by reason, conscience and actions carried out in their environment, especially at school. In implementing self-management, assistance services are needed that can guide students in self-improvement, one of which is the facilities provided by guidance and counseling teachers, who have a big task in nurturing students to become individuals who have good behavior. information was obtained through interviews during a preliminary study with the guidance and counseling teacher, handling student problems to date has only been by calling students and lecturing them, of course this cannot be said to be effective in changing student behavior because looking at field data, where there are still many students who violates school rules, apart from that guidance and counseling teachers do not have other alternative media to help improve student learning discipline (Aisy et al., 2023).

Based on the problems presented above, the researcher came up with the idea of developing a media module to help Bk teachers in dealing with learning discipline problems. This self-management module has been proven to be effective

through research conducted by Wida Safirah (2022), in this research it has been shown that this self-management technique module has proven its effectiveness in improving the learning discipline of high school students. supported in the statement explained by Praswoto (2019: 89), which states that this module covers many aspects that are completely arranged, such as basic competencies that students must master and of course students are able to understand the directions for using the module so that it is hoped that the use of module media will run effectively.

B. Method

This research uses the Research and Development (R&D) research method. Sugiyono (2016: 105), believes that this research model is used to create certain media and afterward its effectiveness will be tested. In this research method, the product developed can be educational media such as teaching methods, teaching materials, modules, evaluation systems and other educational media (Haryati, 2012). According to Creswell (2017: 134), explains that this R&D method is a process of collecting data, analyzing and presenting a matter related to the research objectives.

And according to Borg & Gall (2007: 67), this research and development research method is known as a research and development method which is based on the development and validity of educational products, and if a conclusion is drawn it can be explained that research and development (R&D) is the process of collecting data, reviewing the processes used to develop and validate educational products related to research objectives. This is in line with this research which will apply research and development (R&D) methods in developing the self-management module.

The research and development model in this research is ADDIE, which was developed by Branch (2009: 87). In this ADDIE development model, researchers must go through 5 stages, namely analysis, design, development, implementation and evaluation. The selection of the ADDIE model is based on a research and development model which can be effective if developing products with educational

themes (Branch, 2009: 90) which is in line with the theme of this research, namely regarding the creation of educational media. Apart from that, the ADDIE development model is a model that can be understood by researchers and has systematic work stages. The description of the ADDIE development model:
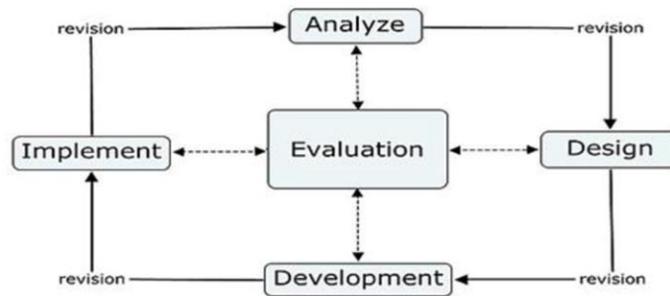

Figure 3.1 ADDIE Research Model (Mulyatiningsih, 2015: 98)

In the ADDIE Research Model there are procedures for this research and development, including:

1. Analysis Stage

    In this stage, researchers analyze problems in the field with the aim of obtaining as accurate data as possible. In this stage, researchers carried out a needs assessment in the form of distributing questionnaires and also discussions with Guidance and Counseling teachers. Based on the results of discussions conducted by guidance and counseling teachers at MAN 1 Lebak, it can be seen that it is not uncommon for teachers to find students who neglect their learning obligations, such as playing truant, leaving school before time, not doing assignments, coming late to school and the results. The assessment carried out by researchers shows that the learning discipline of MAN 1 Lebak students can be categorized as low and there needs to be new, innovative treatment which is certainly effective in improving student learning discipline.

2. Design Stage (Design)

    At this preparation stage, the researcher begins to design the development design. In developing teaching materials there must be instructional objectives, task analysis and assessment criteria that are

appropriate to the module that will be compiled (Sugianti, 2020). In this stage the researcher creates a module structure regarding self-management, starting with designing material regarding self-management, self-management objectives, designing LKS (student worksheet), evaluation series, creating RPL (service implementation plan), designing technical assessment, creating a user guide. .

3. Development Stage

The stage where development is in accordance with what you want to develop. If the development plan is learning then it must be carried out in accordance with the development field itself. The development steps carried out by the researcher are: material development, in this case the researcher needs to develop the material that will be used in the module product, (2) then develop the module product, make the module designed using the Canva Pro application (3) assess or test by experts to determine the suitability of the product (formative evaluation) (Branch, 2009: 92).

4. Implementation Stage

This stage contains the implementation of the design in the form of testing products that have been developed by researchers in situations that correspond to reality, namely in the classroom. There are objectives in this implementation stage, including: a) Guiding students in achieving learning objectives b) Ensuring that the products that have been developed can be used well in overcoming problems in the learning process c) Guaranteeing that in learning activities, there are changes that increase from before

5. Evaluation Stage

The evaluation stage is the final stage in the ADDIE development model. This evaluation stage is a process of providing value to the product to find out deficiencies when implementing the product. The results of this evaluation are used to provide a response to the product. In this final stage, the aim is to find out students' attitudes towards ongoing learning activities, then to find out changes in students' improvement in their attitudes towards learning.

Research using the ADDIE development model will be produced through data analysis carried out at the MAN 1 Lebak School which is located on Jl. Pasir Ona, Rangkasbitung, District. Rangkasbitung, Kab. Lebak, Prov. Banten. Apart from analyzing data, researchers will carry out product trials that have been developed.

The subjects in this research were 71 students of class XI MAN 1 Lebak. By using a non-probability sample. Sugiyono (2016: 108), Explaining that the sample is part of the aspects in the population that have been determined by the researcher and this sample must be representative, for this reason the sampling technique used is purposive sampling where this technique is chosen based on research criteria.

Data collection techniques are the first step in research, where the aim is to obtain data in various ways and various sources (Sugiyono, 2016: 110). The techniques used in data collection were unstructured interviews, questionnaires and literature studies. Sugiyono (2016: 112), explained that unstructured interviews are a method of gathering information which does not use systematic interview conditions, but only uses provisions based on the main problem that you want to ask about. In this method, researchers conducted unstructured interviews to obtain a preliminary study regarding the description of learning disciplinary behavior that occurs in schools and asked about the service methods provided by guidance and counseling teachers. Next, for the questionnaire instrument itself, the researcher distributed an instrument in the form of a questionnaire regarding learning discipline to see a picture of the level of student learning discipline and the needs of the students themselves. Apart from that, the questionnaire was used to assess the feasibility of the product provided by material experts, media and practitioners and finally the study. literature used in obtaining theoretical studies through books, various journals related to the research title.

Suwartono (2014), states that research instruments are tools used to gain the ability to solve research problems. This research instrument uses a Likert scale, where the Likert scale is a type that can measure attitudes, opinions and perceptions of a person or group of people towards social phenomena (Sugiyono, 2016: 116). In

this case, the Likert scale uses ratings 1, 2, 3, and 4 on the learning discipline questionnaire and product feasibility test questionnaire.

Category	Score Range
Low	X< 68
Currently	68 ≤ X < 102
Tall	X ≥ 102

Table 1 Description of Learning Discipline Behavior Categories (Azwar, 2007: 89)

Information:

X = Score result

< = "Less than"

≤ = "Less than equal to"

≥ = "More than equal to"

No	Qualification Attainment Level	Qualification
1	86%-100%	Very Worth It
2	76%-85%	Worthy
3	56%-75%	Decent Enough
4	<55%	Not Worth It

Table 2 Product Feasibility Criteria (Sugiyono, 2019)

Percentage (%)	Interpretation
< 40	Ineffective
40 – 55	Less Effective
56 - 75	Quite Effective
> 76	Very Effective

Table 3 Categorization of N-Gain Effectiveness Interpretations (Hake, 1999).

C.   Discussion

1.   Development of a Self Management Module to Improve Student Learning Discipline

The results of the study discipline questionnaire which was distributed to 71 students, showed that students' study discipline behavior was in the high category of 19.7% or 14 students, then students in the medium category were 24 students or 46.4% and finally There were 33 students in the low category or a percentage of 46.4%. Based on this data, it has been shown that student learning discipline behavior is still in the low category, this has prompted guidance and counseling teachers to handle this problem, namely by summoning students who are involved in violating school rules, but this handling cannot be said to be optimal. If you look at the number of learning disciplines which have decreased, this is due to a lack of adequate infrastructure and also guidance and counseling teachers do not yet have media for assistance in providing services that can improve students' learning discipline, in this regard there is a need for assistance services that can help students. so that in the future no one will violate school rules so that students' learning discipline will increase and one of them is through the Self Management module.

In this research, researchers created a product in the form of a Self Management module which aims to help facilitate the implementation of guidance and counseling services in improving students' disciplinary learning behavior. This module product is based on the ADDIE development model, which contains 5 stages, including Analysis, Design, Development, Implementation and Evaluation, Sugiyono (2017). The explanation is as follows:

1.   Analysis

This analysis stage is the first stage in developing the Self Management module, namely by analyzing problem phenomena in schools with the aim of obtaining data. At this stage, researchers obtained data that at MAN 1 Lebak, especially class VII students, were skipping classes, not doing assignments for

the reason that they did not understand the assignments given, and even leaving class before the subject hour was over. These negative things occur due to a lack of self-awareness regarding the things that must be obeyed at school and those that must be avoided when at school. The same thing was triggered by Tu'u (2008), that discipline will be created if there is awareness within oneself, even though there is external encouragement, discipline will not grow if it is not accompanied by awareness of one's behavior and one's own responsibilities

2. Design

This module contains material regarding self-management, learning indicators, a guide to using the module, an explanation of the learning methods used, how to apply self-management, motivational words, student worksheets and an evaluation sheet at the end of the module which is packaged in a barcode. In this case, researchers were assisted with the design applications Addobe Illustrator and Canva Pro.

3. Development

The product that has been designed is then tested for feasibility by validators and practitioners. The implementation of the expert test is carried out by validators, namely media and material experts and also practitioner experts themselves, namely MAN 1 Lebak guidance and counseling teachers. After that, product feasibility tests are carried out by validators and practitioners using instruments to assess product feasibility, equipped with a description column, comments and suggestions which can later be used as an evaluation for further product development. The evaluation notes in this module media are summarizing the material and including a complete explanation of the material. into the QR Code, Varying the font in each sub-chapter, Correcting incorrectly typed words, Adding elements on several pages and Changing the color to be brighter.

4. Implementation

Entering the implementation stage, researchers conduct limited trials on products that have been designed and have passed the product feasibility test

stage. In this implementation stage, researchers carried out limited trials with 7 respondents who were students in the lowest category. After that, students were given an instrument along with a worksheet complete with a column for respondents' comments regarding the Self Management Module. This aims to determine the effectiveness and development of students after providing guidance and counseling services using media that have been developed by researchers.

5. Evaluation

At this final stage, is the stage where the researcher evaluates student needs and then prepares media modules, tests the product on validators and practitioners and analyzes the instrument after implementing a limited trial to see the level of effectiveness of the product and the development of students after providing the service. The results obtained show that the product that has been developed, namely the Self Management module, is in the very feasible and usable category.

This product goes through a feasibility test with experts who have been previously recommended, and in this feasibility test process, values will be obtained as well as input or revisions regarding the product created. The media expert validation was carried out with Mrs. Lenny Wahyuningsih, M.Pd. as a guidance and counseling lecturer, then validation of material experts with Mrs. Putri Dian Dia Conia, M.Psi., Psychologist. Who is also a lecturer in guidance and counseling, and expert practitioner by Father Ruyatna, M.Pd. namely as a Guidance and Counseling Teacher at MAN 1 Lebak. And the results obtained in the product feasibility test are in the form of a Self Management module which will be described in the table below.

No	Assessment Aspects	Assessment Score	Category
1	Media	87.5%	Very worthy
2	Material	83.3%	Worthy
3	Practitioner	93.3%	Very Worth It
Total Product Feasibility Test Average Score		**88%**	**Very Worth It**

Table 4. Product Feasibility Test Results

Based on the results obtained from the self-management module product feasibility test, it can be concluded that the product is good and can be categorized as Very Suitable for implementation with students with a total score obtained of 88%. Apart from that, the product that has been tested for suitability is then tested on selected students with the lowest level of learning discipline. This product trial is carried out on a limited basis or only on 7 students, this is to see how effective and its impact on use of self-management modules in improving student learning discipline. then a trial by distributing pre-test instruments or before providing services to see the increase in learning discipline. The results obtained from product trials use the N-Gain calculation formula along with the categorization created by Hake (1999). The acquisition is presented in the table as follows:

Table 5 Results describing the level of student learning discipline (Post test)

NO	Responden t	Mark		Post-Pre	Ideal score (100-pre)	N-Gain score	N-Gain (%)	Categorizatio n
		Pre	Post					
1	R1	64	94	30	36	0.8333	83.33%	Tall
2	R2	63	97	34	37	0.9189	91.89%	Tall
3	R3	62	90	28	38	0.7368	73.68%	Tall
4	R4	61	85	24	39	0.6154	61.53%	Currently
5	R5	64	98	34	36	0.9444	94.44	Tall
6	R6	60	88	28	40	0.7	70%	Tall
7	R7	62	96	34	38	0.8947	89.47%	Tall
	Average	**62.28**	**92.57**	**30.28**	**37.7142**	**0.8062**	**80.62%**	**High/Very Effective**

The pre-test and post-test N-gain obtained above can be seen if there is an increase between before the service was provided using the module media and after the service was provided using the module and if you look at the average score it shows a score of 80.62%, which means the level The effectiveness of the self-management module product is in the "high or very effective" category in helping improve student learning discipline.

In line with the above, one of the factors for the success of this research is the results of the problem analysis which is supported by the measuring tools used that

have gone through a judgment questionnaire/instrument, then this module-based learning media is designed systematically and structured so that it can attract readers' interest so that the appearance of the module must look attractive. Module updates have been developed in an interesting way in terms of suitability of the material to the learning objectives, down to the color composition, combination of elements and completed by implementing the module and equipped with student worksheets which can help guidance and counseling teachers to see a picture of students' understanding of the material. which has been explained. The usefulness of this module for guidance and counseling teachers in supporting student success is that it can make it easier for teachers to explain the material they want to convey.

2. Discussion

Guidance and counseling services and for guidance and counseling teachers, this self-management module can be useful as teaching material and guidance which can later be used as a learning benchmark in providing guidance and counseling services, which is also in line with the aim of self-management itself, namely so that a person is able to control their thoughts, behavior to feelings in order to prevent involvement in negative actions and of course must increase positive behavior (Suwanto, 2016).

The research results show that the application of this module is able to improve students' regularity in managing time and academic tasks. This research was supported by a quasi-experimental method involving MAN 1 Lebak students, where researchers compared disciplinary behavior before and after the module intervention. This finding is in line with Arum's previous study (2022), which also highlights the importance of independent learning (self-directed learning) in increasing students' academic responsibility.

This research contributes to the development of a self-management based pedagogical approach, which has been proven in several previous studies. For example, Bandura & Wessels(1997), in his theory of self-efficacy emphasizes the role of self-management as an important skill for academic success, especially in time

management and goal achievement. Another study by Baumeister et al. (2007), found that self-control can have a direct impact on learning discipline, where students who are skilled in self-management tend to be more disciplined and successful in achieving academic goals. This latest research strengthens these results by providing tools in the form of special modules to improve self-management among students.

Methodologically, this research uses a module development approach that follows the research and development (R&D) framework by Borg & Gall (2007), which was also used in previous educational research. This research makes it clear that intervention in the form of training modules is able to provide a significant positive impact on student disciplinary behavior. These results are in line with the findings of Franco et al., (2010), which states that learning modules that focus on developing self-management are able to improve students' overall academic achievement.

D. Conclusion

Based on the research that has been carried out by researchers, it can be concluded that the product being developed is a Self Management Module, product determination is obtained through the results of the needs assessment that has been carried out, the results of which show that the level of learning discipline at MAN 1 Lebak is categorized as low. So this is what prompted researchers to design a module product regarding Self Management and the hope that it can help students manage themselves so that they can slowly change their behavior to become someone who has disciplined learning behavior. Next, the product that has been designed is tested for feasibility by validator experts, and the average score from the feasibility test is 88% or can be said to be in the "very suitable" category for use.

Implementation carried out by product trials was carried out on a limited basis with 7 students who had the lowest level of learning discipline. A limited trial was carried out to see the effectiveness of the self-management module product and

a picture of student learning discipline behavior after being provided with guidance and counseling services. The percentage results obtained in the limited trial were 80.62%, which if the self-management module product was categorized as effective in improving students' disciplinary learning behavior. Despite the success of this research, the researcher has limitations in carrying out this research, namely research and development requires quite a long time at the planning stage, and the implementation process is hampered, because students who have been determined to be respondents can be considered difficult to contribute to this implementation stage. However, thanks to the help and assistance of guidance and counseling teachers at school, in the end the 7 respondents were able to be involved quite well during the implementation process.

REFERENCES

Aisy, A. R., Dalimunthe, R. Z., & Handoyo, A. W. (2023). The Effect of Group Guidance on Self-Management Techniques to Increase Students' Awareness of Time Management. *KONSELING EDUKASI "Journal of Guidance and Counseling," 7*(2), 175. https://doi.org/10.21043/konseling.v7i2.23844

Arum, A. S. (2022). *Pengaruh Literasi Digital dan Efikasi Diri Akademik terhadap Self Directed Learning pada Mahasiswa Universitas Islam" 45" Bekasi*. Universitas Islam" 45" Bekasi.

Azwar, S. (2007). *Metode Penelitian*. Pustaka Pelajar.

Bandura, A., & Wessels, S. (1997). *Self-efficacy*. Cambridge University Press Cambridge.

Bastomi, H. (2020). Pemetaan Masalah Belajar Siswa SMK Negeri 3 Yogyakarta Dan Penyelesaiannya (Tinjauan Srata Kelas). *KONSELING EDUKASI : Journal Of Guidance And Counseling*, 4 No. 1. https://doi.org/http://dx.doi.org/10.21043/konseling.v4i1.7418

Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. *Current Directions in Psychological Science*, *16*(6), 351–355.

Borg, W. R., Gall, M. D., & Gall, J. P. (2007). *Educational Research: An Introduction*. Longman.

Branch, R. M. (2009). *Instructional design: The ADDIE approach* (Vol. 722). Springer.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Depie, D., & Fatchurahman, M. (2017). Konseling Kelompok Gestalt Dengan Reversal Technique Untuk Meningkatkan Pemahaman Tentang Self-Management Dalam Belajar Peserta Didik Kelas VIII di SMP. *Suluh: Jurnal Bimbingan Dan Konseling*, *2*(2), 19–25.

Faridah, F., Afiati, E., & Rahmawati. (2024). Development of Book Planner Self-Management Media to Improve Disciplinary Behavior of High School Students. *Konseling Edukasi: Journal Of Guidance and Counseling*, *8*(1), 43–58. https://doi.org/http://dx.doi.org/10.21043/konseling.v8i1.24793

Fatimah, A. N., Sujayati, W., & Yuliani, W. (2019). Efektivitas Teknik Self-Management Untuk Meningkatkan Kedisiplinan Belajar Siswa Sma. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, *2*(1), 24–29.

Franco, R. C., Wang, L., O'Rourke, P., Breeze, B., Künzl, J., Govekar, C., Govekar, C., Labigne, A., Biggers, C. S., Kraeger, P., Bour, O., Hölz, M., List, R., Real, C. C., O'Halloran, K., Kraeger, P., Lingelbach, G., McGregor-Lowndes, M., O'Halloran, K., … Brainard, L. A. (2010). Civil Society and Democracy. In *International Encyclopedia of Civil Society* (pp. 186–192). Springer US. https://doi.org/10.1007/978-0-387-93996-4_29

Hake, R. R. (1999). Analyzing Change/Gain Scores. Dept. of Physics Indiana University. *Physics Indiana Edu*.

Haryati, S. (2012). Sebagai Salah Satu Model Penelitian Dalam. *Academia*, *37*(1), 13.

Istiadah, F. N. (2020). *Teori-teori belajar dalam pendidikan*. edu Publisher.

Mulyatiningsih, E. (2015). *Metode penelitian terapan bidang pendidikan*. Uny Press.

Prastowo, A. (2019). *Panduan kreatif membuat bahan ajar inovatif menciptakan metode pembelajaran yang menarik dan menyenangkan*. DIVA press.

Pratiwi, S. S. (2017). Pengaruh keaktifan mahasiswa dalam organisasi dan motivasi belajar terhadap prestasi belajar mahasiswa Fakultas Ekonomi Universitas Negeri Yogyakarta. *Jurnal Pendidikan Dan Ekonomi*, *6*(1), 54–64.

Rachman, A., Rachman, F., Sugianto, A., & Setiawan, M. A. (2020). Sosialisasi Layanan BK di Sekolah Berbasis POP BK bagi Anggota PD ABKIN Kalimantan Selatan. *E-Dimas: Jurnal Pengabdian Kepada Masyarakat*, *11*(3), 282–287.

Rufaedah, E. A. (2021). Peran Guru BK dalam Meningkatkan Kedisiplinan Siswa Kelas VIII di SMP Negeri 2 Balongan. *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam*, *2*(1), 8–15.

Safirah, W. (2022). *Pengembangan Modul Konseling Kelompok Dengan Strategi Self Management Untuk Meningkatkan Disiplin Belajar Siswa Sekolah Menengah Atas (SMA)*. Universitas Pendidikan Ganesha.

Sari, P. P. (2014). *Penerapan Teknik Self Management Untuk Mengatasi Rendahnya Disiplin Belajar Siswa Kelas XI MM SMK Tamansiswa Kudus. .* Universitas Muria Kudus.

Setianingsih, D. (2008). *Perbedaan kedisiplinan belajar siswa ditinjau dari pola asuh orangtua*. Universitas Muhammadiyah Surakarta.

Sugianti, Y. H. R. D. (2020). Penelitian pengembangan model ADDIE dan R2D2: Teori dan praktek. *Pasuruan: Lembaga Academic Dan Research Institute*.

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R& D*. Alfabeta.

Susanti, R. D. (2018). Strategi Guru Kelas Dalam Mengatasi Kesulitan Belajar Akademik Siswa Dalam Pembelajaran Di Sekolah Dasar. *KONSELING EDUKASI "Journal of Guidance and Counseling," 2*(1). https://doi.org/10.21043/konseling.v2i2.4470

Suwanto, I. (2016). Konseling behavioral dengan teknik self management untuk membantu kematangan karir siswa SMK. *Jurnal Bimbingan Konseling Indonesia*, *1*(1), 1–5.

Suwartono, M. (2014). *Dasar-dasar metodologi penelitian*. Penerbit Andi.

Wiguna. (2000). Seluk Beluk Kesulitan Belajar Pada Anak. In *Simposium Awam Kesulitan Belajar Pada Anak dan Permasalahannya*. Klinik Anakku.