

ABSTRAK

Hodijah, Imas Siti (2025), *Efektivitas Konseling Cognitive Behavioral dengan Teknik Self Management untuk Meningkatkan Kedisiplinan Belajar dan Kontrol Diri Siswa di SMK PUI Jatibarang*. Tesis, Bimbingan Konseling, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: kedisiplinan belajar, konseling *cognitive behavioral*, kontrol diri siswa, *self-management*.

Permasalahan rendahnya kedisiplinan dan lemahnya kontrol diri sering kali menjadi hambatan utama dalam pencapaian prestasi akademik serta perkembangan karakter siswa. Penelitian ini bertujuan untuk menguji efektivitas layanan konseling *cognitive behavioral* dengan teknik *self-management* untuk meningkatkan kedisiplinan belajar dan kontrol diri siswa. Jenis penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu *pretest-posttest control group design*, melibatkan 60 siswa kelas X TSM 1 dan kelas X TSM 2 dari SMK PUI Jatibarang yang dibagi ke dalam kelompok eksperimen (30 siswa kelas X TSM 1) dan kelompok kontrol (30 siswa kelas X TSM 2). Instrumen pengumpulan data berupa kuesioner kedisiplinan belajar dan kuesioner kontrol diri yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan melalui Uji MANOVA setelah memenuhi uji prasyarat normalitas, homogenitas, dan multikolinearitas. Hasil penelitian menunjukkan bahwa siswa yang mengikuti layanan konseling *cognitive behavioral* dengan teknik *self-management* mengalami peningkatan yang signifikan pada kedua variabel secara simultan ($p < 0,5$). Temuan dari hasil penelitian ini bahwa konseling *cognitive behavioral* dengan teknik *self-management* efektif dalam membantu siswa mengenali pola pikir negatif, menetapkan tujuan belajar, mengatur perilaku secara mandiri, dan memperkuat kontrol diri terhadap dorongan impulsif. Implikasi dari penelitian ini mendorong integrasi konseling *cognitive behavioral* teknik *self-management* dalam layanan bimbingan dan konseling di sekolah sebagai upaya strategis dalam membentuk kedisiplinan akademik dan kemandirian emosional siswa secara berkelanjutan.

ABSTRACT

Hodijah, Imas Siti (2025), *The Effectiveness of Cognitive Behavioral Counseling Using the Self-Management Technique to Enhance Students' Learning Discipline and Self-Control at PUI Vocational High School Jatibarang*. Thesis, Guidance and Counseling, Graduate Program, Ganesha University of Education.

This thesis has been examined and endorsed by Supervisor I: Prof. Dr. I Ketut Gading, M.Psi and Supervisor II: Dr. Dewi Arum Widhiyanti Metra Putri, S.Psi., M.A., M.Psi., Psikolog.

Keywords: cognitive behavioral counseling, learning discipline, self-management, student self-control.

Low levels of academic discipline and poor self-control often serve as major barriers to students' academic achievement and character development. This study aimed to examine the effectiveness of cognitive behavioral counseling using the self-management technique in enhancing students' learning discipline and self-control. Employing a quantitative approach with a quasi-experimental pretest-posttest control group design, the research involved 60 tenth-grade students from SMK PUI Jatibarang 30 students from class X TSM 1 (experimental group) and 30 from class X TSM 2 (control group). Data were collected using validated and reliable questionnaires measuring learning discipline and self-control. Data analysis was conducted using MANOVA after ensuring the assumptions of normality, homogeneity, and multicollinearity were met. The findings indicated that students who participated in the cognitive behavioral counseling sessions with self-management techniques showed significant simultaneous improvements in both variables ($p < 0.05$). The study concludes that cognitive behavioral counseling with a self-management approach is effective in helping students recognize negative thought patterns, set learning goals, regulate behavior independently, and strengthen control over impulsive actions. These results suggest that integrating this counseling model into school guidance and counseling services is a strategic step to foster students' academic discipline and emotional self-regulation in a sustainable manner.