

**EFEKTIVITAS KONSELING *BEHAVIORAL* TEKNIK *SELF*
MANAGEMENT DALAM MENINGKATKAN DISIPLIN BELAJAR
PADA SISWA SMAN 2 SINGARAJA**

Oleh:

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ABSTRAK

Rendahnya disiplin belajar siswa masih menjadi permasalahan pada proses pembelajaran di sekolah menengah atas, yang ditunjukkan melalui kurangnya pengelolaan waktu belajar, kebiasaan menunda tugas, serta rendahnya perhatian dalam kegiatan belajar. Penelitian ini bertujuan untuk menguji efektivitas konseling behavioral dengan teknik self-management dalam meningkatkan disiplin belajar siswa di SMAN 2 Singaraja. Penelitian ini menggunakan desain kuasi eksperimen dengan model nonequivalent control group design. Sampel penelitian terdiri atas 12 siswa kelas X yang memiliki tingkat disiplin belajar rendah, yang dibagi menjadi kelompok eksperimen dan kelompok kontrol masing-masing enam siswa. Kelompok eksperimen diberikan layanan konseling behavioral teknik self-management, sedangkan kelompok kontrol tidak diberikan perlakuan. Data dikumpulkan menggunakan angket skala Likert dan lembar observasi. Analisis data dilakukan melalui uji normalitas, uji homogenitas, uji beda rata-rata, analisis N-Gain, serta perhitungan ukuran pengaruh. Hasil penelitian menunjukkan bahwa peningkatan disiplin belajar pada kelompok eksperimen lebih tinggi dibandingkan kelompok kontrol. Data kedua kelompok berdistribusi normal dan bersifat homogen. Terdapat perbedaan rata-rata peningkatan disiplin belajar yang bermakna antara kedua kelompok, serta ukuran pengaruh menunjukkan kategori kuat. Dengan demikian, konseling behavioral teknik self-management terbukti efektif dalam meningkatkan disiplin belajar siswa. Temuan ini menunjukkan bahwa pengembangan kemampuan pengelolaan diri siswa berperan penting dalam pembentukan perilaku belajar yang lebih terarah dan konsisten.

Kata Kunci: Disiplin Belajar; Konseling Behavioral; Kuasi Eksperimen; Self-management; Siswa

THE EFFECTIVENESS OF BEHAVIORAL COUNSELING AND SELF-MANAGEMENT TECHNIQUES IN IMPROVING LEARNING DISCIPLINE IN STUDENTS OF SMAN 2 SINGARAJA

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ABSTRACT

Low student learning discipline remains a problem in senior high school learning processes, indicated by poor time management, procrastination of assignments, and low attention during classroom activities. This study aimed to examine the effectiveness of behavioral counseling using self-management techniques in improving students' learning discipline at SMAN 2 Singaraja. A quasi-experimental study with a nonequivalent control group design was employed. The sample consisted of 12 grade X students with low learning discipline, divided into an experimental group and a control group of six students each. The experimental group received behavioral counseling with self-management techniques, while the control group received no treatment. Data were collected using Likert-scale questionnaires and observation sheets. Data analysis included normality and homogeneity tests, mean difference testing, N-Gain analysis, and effect size calculation. The results showed that the experimental group experienced greater improvement in learning discipline compared to the control group. The data were normally distributed and homogeneous. There was a meaningful difference in improvement between both groups, and the effect size indicated a strong effect. Therefore, behavioral counseling with self-management techniques was effective in improving students' learning discipline. The findings indicate that strengthening students' self-management skills plays an important role in shaping more structured and consistent learning behavior.

Keywords: Behavioral Counseling; Self-Management Technique; Learning Discipline; Quasi-Experimental Design