

**EFEKTIVITAS KONSELING KOGNITIF *BEHAVIOR* DENGAN TEKNIK
SELF-MANAGEMENT TERHADAP PENINGKATAN KONSENTRASI
BELAJAR SISWA AKIBAT KONSUMSI VIDEO PENDEK**

Oleh

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ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas layanan konseling individual dengan pendekatan Konseling Kognitif Behavior melalui teknik *self-management* dalam meningkatkan konsentrasi belajar siswa yang mengalami gangguan akibat konsumsi video pendek (seperti TikTok, Reels, dan Shorts). Jenis penelitian ini adalah kuasi eksperimen (*quasi-experimental*) dengan rancangan *pretest-posttest control group design*. Subjek penelitian melibatkan 10 siswa kelas XI di SMA Negeri 2 Singaraja yang teridentifikasi memiliki intensitas konsumsi video pendek yang tinggi dan konsentrasi belajar rendah. Pemilihan sampel menggunakan teknik *purposive sampling*, yang kemudian dibagi secara merata menjadi 5 siswa dalam kelompok eksperimen dan 5 siswa dalam kelompok kontrol. Data dikumpulkan menggunakan instrumen kuesioner konsentrasi belajar skala Likert (36 butir pernyataan valid, reliabilitas Alpha Cronbach 0,920). Intervensi pada kelompok eksperimen dilakukan dalam lima sesi yang mencakup tahapan *self-observation*, *goal-setting*, *self-monitoring*, *stimulus control*, dan *self-reward*. Analisis data menggunakan statistik non-parametrik *Wilcoxon Signed-Rank Test*. Hasil penelitian menunjukkan adanya peningkatan skor konsentrasi belajar yang sangat signifikan pada kelompok eksperimen dibandingkan dengan kelompok kontrol. Hasil uji hipotesis memperoleh nilai Asymp. Sig. (2-tailed) sebesar $0,005 < 0,05$, sehingga H_0 ditolak dan H_1 diterima. Dapat disimpulkan bahwa layanan konseling kognitif behavior dengan teknik *self-*

management efektif dalam merestrukturisasi kognitif dan memulihkan konsentrasi belajar siswa SMA yang terdampak konsumsi video pendek.

Kata Kunci: Konseling Kognitif Behavior, *Self-Management*, Konsentrasi Belajar, Video Pendek



THE EFFECTIVENESS OF COGNITIVE BEHAVIORAL WITH SELF-MANAGEMENT TECHNIQUE ON IMPROVING STUDENT LEARNING CONCENTRATION AFFECTED BY SHORT VIDEO CONSUMPTION

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ABSTRACT

This study aims to examine the effectiveness of individual counseling services using a Cognitive Behavioral approach with self-management techniques in improving the learning concentration of students who experience distraction due to the consumption of short videos (such as TikTok, Reels, and Shorts). This research is a quasi-experimental study with a pretest-posttest control group design. The subjects of this study involved 10 eleventh-grade students at SMA Negeri 2 Singaraja who were identified as having high intensity of short video consumption and low learning concentration. The sample was selected using a purposive sampling technique, which was then divided equally into 5 students in the experimental group and 5 students in the control group. Data were collected using a Likert scale learning concentration questionnaire (36 valid items, Cronbach's Alpha reliability 0.920). The intervention for the experimental group was conducted in five sessions covering the stages of self-observation, goal-setting, self-monitoring, stimulus control, and self-reward. Data analysis utilized the non-parametric Wilcoxon Signed-Rank Test. The results showed a highly significant increase in learning concentration scores in the experimental group compared to the control group. The hypothesis test results obtained an Asymp. Sig. (2-tailed) value of $0.005 < 0.05$, meaning that H_0 is rejected and H_1 is accepted. It can be concluded that cognitive behavioral counseling services with self-management

techniques are effective in cognitive restructuring and restoring the learning concentration of high school students affected by short video consumption.

Keywords: Cognitive Behavioral Therapy, Self-Management, Learning Concentration, Short Video

