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### LITERATURE REVIEW: GROUP GUIDANCE SELF-MANAGEMENT TECHNIQUE AS AN ALTERNATIVE INTERVENTION FOR STUDENT SELF-CONTROL

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#### ABSTRACT

Student's self-control is one of the problems that often occurs in completing assignments, so techniques are needed to overcome these self-control problems. The purpose of this article is to explain group guidance self-management techniques as an alternative intervention for student self-control. The method used in this research is library research. The research implementation process is as follows: 1) topic selection; 2) exploration of information; 3) determining the focus of the research; 4) collection of data sources; 5) preparation of data presentation; and 6) preparation of the report (Mirzaqon & Purwoko, 2018). The study in this research is related to self-management strategies through group guidance for student's self-control so that students are able to manage time well.

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**Keyword:** Group conseling; self-management; self-control

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#### ABSTRAK

Kontrol diri siswa menjadi salah satu masalah yang sering terjadi dalam menyelesaikan tugas, sehingga diperlukan teknik dalam mengatasi masalah kontrol diri tersebut. Tujuan dari artikel ini adalah untuk menjelaskan bimbingan kelompok teknik *self-management* sebagai alternatif intervensi untuk kontrol diri siswa. Metode yang digunakan dalam riset ini adalah studi kepustakaan (library research). Adapun proses pelaksanaan riset, sebagai berikut: 1) pemilihan topik; 2) eksplorasi informasi; 3) menentukan fokus penelitian; 4) pengumpulan sumber data; 5) persiapan penyajian data; dan 6) penyusunan laporan (Mirzaqon & Purwoko, 2018). Kajian dalam riset ini terkait strategi *self-management* melalui bimbingan kelompok untuk kontrol diri siswa agar siswa mampu mengelola waktu dengan baik.

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**Kata kunci:** Bimbingan kelompok; manajemen diri; kontrol diri

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## INTRODUCTION

Social media is online media that allows users to easily share, create, download, and communicate in online networks. Social media is media on the internet that allows users to interact, cooperate, share, communicate with other users, and form virtual social ties (Nasrullah, 2016). There are several media that can be used in the digital world, such as: blogs, social networks, wikis, virtual world forums, and many others. Blogs and social networks are the most commonly used forms of social media around the world. A social

media user can access anytime and anywhere using his or her smartphone. Social media users are free to edit, add, modify text, images, videos, graphics and various other content models. Of course, through social media it can connect people with each other without distance and at high speed.

Access to communication that is so easy and fast without any distance and time limits makes social media loved by all circles. Not only loved by adults, teenagers, and even children have been addicted to social media. Lestary (2020) mentions that children and teenagers use social media as a means of finding entertainment and doing assignments from school. Not only that, social media also has a considerable influence on the development of communication technology where most teenagers and adults often use or use social media (Sari, et al., 2017).

Interesting facts were found related to internet usage among young people. According to the Association of Indonesian Internet Service Users/APJII (2018), internet users in Indonesia come from the young age group, aged 19 - 34 years with around 98.64% of the total users. The consequences of not being able to control the use of social media will have an impact on habits, student social relationships, and even addiction. Corroborated by Daviz (2001); Aprilia, et al. (2020) teenage age is very vulnerable to not being able to control the use of social media. A pleasant situation leads to addiction and addiction will make the duration of use increase (Aprilia, et al., 2020). As well as when gathering teenagers prefer to hold cellphones and access social media rather than chatting with friends around them. Social media addiction will affect people's ability to restrain behavior in using social media. Teenagers who are too fond of games in cellphone facilities tend not to care about situations and conditions that often result in less time for them to study, thus reducing learning outcomes (Aprilia, et al., 2020). In addition, many students sometimes lose track of time when browsing social media, making them forget about schoolwork. Social media tends to be used for non-academic things that are not related to the learning process, such as social networking, messaging, chatting, online shopping, and even playing online games (Zelfia, 2018).

Social media addiction impacts people's ability to limit behavior when using social media. The less controlled a person is in their behavior, the higher they become in limiting their addictive behavior on social networks (Aprilia, et al., 2020). As a result of the symptoms that appear, students at the school lose self-control regularly because they cannot use social media at the right time. Based on the results of interviews with

counseling teachers at SMP Negeri 01 Suruh, 8th grade students are more likely to experience low self-control over the use of social media. Observations were also made as a result when the teaching and learning process began, not a few students stole the situation to open their cellphones. In addition to replying to messages, they also open social media. but when in class only a few students dare because in the junior high school it does not allow students to bring cellphones unless there is a need that must bring a cellphone. It is different when they are outside the classroom. When at home or outside the home, almost the majority of students hold cellphones. Not a few students are cool opening their social media rather than playing or chatting with their friends who mostly open Instagram, Facebook or WhatsApp. Too many other subject teachers find students who have access to social media in class, the subject teacher reports it to the counselor so that students need to receive guidance and counseling services.

Based on the facts found, there is a need for efforts to control the use of social media. Several efforts to manage self-control over social media use have been carried out through several previous studies. Research conducted by Lestary & Winingsih (2020) proves that group counseling with self-management techniques can reduce adolescent social media use. Similar to what Wirati, et al. (2022) did, efforts to increase self-control over internet use were carried out by providing group counseling services for self-control techniques. Reinforced by Patel (2019) behavioral approach counseling with self-control techniques can reduce addiction to using the tiktok application. Not only through counseling, efforts are also made using guidance. Himawan's research, et al. (2020) proves that self-control can be improved through classical guidance with the jigsaw method.

Referring to the results of previous research, it is assumed that self-control can be trained using group guidance with self-management techniques. This has been proven by the results of previous research that self-control management is carried out in a group frame (Lestary & Winingsih, 2020; Wirati, et al. (2022; Himawan, et al., 2020). Self-management was chosen in this study because self-management can effectively change and reduce and can regulate self-control in the use of social media.

The importance of self-management is reinforced by Allah's words in Surah An-Naziaah verse 40.

وَأَمَّا مَنْ خَافَ مَقَامَ رَبِّهِ نَهَىٰ النَّفْسَ عَنِ الْهَوَىٰ

“And as for those who fear the greatness of their Lord and restrain themselves from the desires of their lusts” (QS. An-Naaziah: 40)

Through this verse, it can be learned that an individual must be able to control themselves as well as self-control over the use of social media. In the previous explanation, it has been explained that successful interventions have been given for self-control, using certain strategies and techniques, such as: group guidance, group counseling, self-management techniques. Based on these studies, this research aims to examine group guidance self-management techniques as an alternative intervention for student self-control.

## **METHOD**

The research method used in this research is library research. Literature study is a series of research activities carried out by collecting literature sources, reading, and processing and reviewing literature based on research topics (Mirzaqon & Purwoko, 2018). Data were obtained using primary and secondary data sources. Primary data sources are taken through research articles and secondary sources come from books, teaching materials, documents, and so on. The procedures carried out in this research include: 1) topic selection; 2) exploration of information; 3) determining the focus of the research; 4) collection of data sources; 5) preparation of data presentation; and 6) preparation of reports (Mirzaqon & Purwoko, 2018).

## **RESULTS AND DISCUSSION**

### **Group Guidance**

Group guidance is a group activity that involves the counselor as a leader and the counselee as a member of more than one person, in which there is a counseling relationship in a warm, open, permissive and familiar atmosphere with the aim of self-development of the counselee (Alamri, 2015). Group guidance is a group activity carried out between counselors and counsees by utilizing group dynamics, namely by interacting with each other to express opinions, provide responses, suggestions, where the counselee provides useful information. These activities have the aim of helping counsees achieve optimal development from both personal, social, learning and career aspects (Puluhulawa et al., 2017). Group guidance is an activity effort that utilizes group dynamics as an effort aimed at developing an aspect contained in the individual in the form of attitudes, skills, and courage that is social in nature (Fadilah, 2019). Based on this

understanding, it can be concluded that group guidance is a process of helping individuals to achieve optimal development, prevent problems that hinder the progress of individual potential, carried out in a group situation where they are free to express and respond to opinions and provide input with the aim and achieve mutual success.

In general, group guidance has preventive and developmental goals. Fadilah (2019) explains that the purpose of group guidance is to provide direction for counselees to optimize relationships, both with themselves and with others. In addition, Alamri (2015) explains that the purpose of group guidance focuses more on the goals to be achieved by creating a constructive atmosphere so that it is more passionate and does not get bored quickly following it. It can be concluded that the purpose of group guidance is to train students to improve their abilities and realize effective behavior both verbal and non-verbal.

There are 4 stages of group guidance according to Fadilah (2019), namely: 1) the formation stage which contains introduction, self-involvement in the group atmosphere; 2) the transition stage is a stage to prepare the counselee to enter the work stage, at this stage there will be a lot of discussion about the atmosphere that occurs and skills in group nuances; 3) the work stage is the core stage of group guidance in which group dynamics and the process of self-development of the counselee occur; 4). Finally, the termination stage is the final stage of the group guidance process. Furthermore, Lestyaningsih, et al. (2016) also argue about the stages of group guidance, namely the formation stage of group guidance services in developing student achievement motivation, the transition stage of group guidance services in developing student achievement motivation, the activity stage of group guidance services in developing student achievement motivation, the termination stage of group guidance services in developing student achievement motivation. From the description of several researchers, it can be concluded that the stages of group guidance are: preparation stage, transitional stage, work stage and termination stage.

### **Self-Management**

Self-management is a technique in the behavioral approach which has the concept that every human being has positive and negative tendencies. Every human behavior is the result of the learning process (experience) in responding to various stimuli from the environment (Alamri, 2015). The basic assumption of Self-management is a cognitive behavioral technique is that every human behavior is the result of the learning process (experience) in responding to various stimuli from the environment. All human behavior is

the result of the learning process in responding to various stimuli from the environment (Suwanto, 2016). In addition, self-management is one of the techniques in behavioral counseling, which studies behavior (human individuals) which aims to change maladaptive behavior into adaptive. Self management is a procedure where individuals regulate their own behavior (Elvina, 2019). Based on several explanations, it can be concluded that self-management is a strategy for managing oneself, making a vision and mission for one's own life, in order to change from behaviors that cannot adjust to behaviors that can adjust to their environment.

Suwanto (2016) suggests Self-management aims to help counsees solve problems through the process of regulating themselves. Another opinion regarding the purpose of self-management is that it is able to make individuals a better and tidier person in their behavior, of course individuals are expected to be able to sort and decide on their priority scale and individuals do not compare themselves with others (Nuraini, et al., 2020). It can be concluded that the purpose of self-management is the process of organizing oneself so that the conditions expected by oneself and the environment can be achieved.

According to Elvina (2019) the stages of self-management, namely: 1) the counselee identifies and records the target behavior and controls its causes and consequences; 2) the counselee identifies the expected behavior in the direction of change; 3) the counselee explains the possible self-management strategies; 4) the counselee chooses one or more self-management strategies, 5) the counselee verbally expresses agreement to use the self management strategy; 6) the counselor provides instructions and models the selected strategy, the counselee repeats the understanding of the selected strategy; 7) the counselee uses the selected strategy; 8) the counselee records the use of the strategy as well as the level of target behavior; 9) the counselee's data is examined by the counselor together with the counselee and the counselee continues or makes program revisions; 10) making notes and presenting data to oneself and reinforcers for progress. Isnaini & Taufik (2016) say that the stages of the self-management process are: 1) self-monitoring; 2) stimulus control and (self-reward); and 3) evaluating behavior change. Self-monitoring is used to provide complete data on activities in implementing plans and deadlines that have not been kept. Stimulus control is used to overcome the failure of learning activities according to a predetermined schedule due to the habit, this habit can be managed to control. Meanwhile, self-reward is used to provide positive reinforcement after successfully completing learning activities within the predetermined schedule. With this reinforcer, it is expected

that the activity can be maintained or improved. Miltenberger (2008) explains in detail that there are nine stages of self-management, namely: 1) Make a commitment to self-management; 2) Determine target behavior and competitor behavior; 3) Set goals; 4) Self-monitor; 5) Assess the causes and consequences of emergent or non-emergent behaviors; 6) Choose appropriate self-management strategies; 7) Evaluate changes; 8) Reevaluate self-management strategies; and 9) Implement maintenance strategies.

From these three views, it can be concluded that the stages of self-management are 1) Commit to self-management; 2) Determine the expected target behavior; 3) Set goals; 4) Monitor yourself; 5) Look for causes and consequences of behavior to appear or not appear; 6) Determine appropriate self-management strategies; 7) Evaluate changes; 8) Reevaluate self-management strategies; and 9) Implement maintenance strategies.

### **Self-Control**

The definition of self-control is how individuals control themselves, emotions and behavior from within themselves (Harahap, 2017). Self-control is the ability of individuals to control behavior and resist temptations that arise from within so that they are able to take an action to achieve the desired results and avoid unwanted consequences (Muna et al., 2014). Self-control is a control of one's behavior that tends to act positively in thinking (Ahmad, 2022). Based on this explanation, it can be concluded that self-control is an act of self-control to direct his own behavior so that it can lead to positive things.

According to Averill (in Nurmala, 2007) there are three aspects of self-control, namely: 1) Behavior control, which is the ability to modify an unpleasant situation, this ability consists of the ability to control behavior, namely the ability to determine who controls the situation; 2) Cognitive control, which is the ability of individuals to process unwanted information by interpreting, assessing to integrate an event in a cognitive framework as a psychological adaptation or reduce pressure; and 3) Decisional control, which is the ability to choose an action based on something that is believed or approved. Self-control can simply be interpreted as the power of control over oneself, by oneself. In general, the experts' explanations provide the meaning that self-control is a set of fundamental abilities and personal attributes inherent in individuals to regulate actions that will form patterns of behavior in their environment, which include cognitive, affective, and psychomotor aspects (Marsela & Supriatna, 2019). Based on the explanation of previous researchers, it can be concluded that aspects of self-control are the ability to control the implementation and ability to modify behavior, the ability to control oneself to

process information and the ability to control oneself to choose an action based on what is believed and approved.

The characteristics of people who are able to control themselves are able to deal with unwanted stimuli by preventing away from stimuli, delaying satisfaction, anticipating events relatively objectively, interpreting events by paying attention to subjective positive aspects and the ability to make decisions on things that are believed (Lubis & Sovitriana, 2011). A person who has the ability to control himself is not easily influenced by anger, is tolerant of opposing stimuli, and is obedient to repeated tasks despite dealing with various kinds of disturbances (Mukhtar et al., 2016). From this statement, it is concluded that the characteristics of self-control are able to control unwanted stimuli by preventing and being able to anticipate situations through various evaluations relatively and objectively.

### **Group Guidance with Self-Management Technique for Self Control**

This section will discuss the relationship between group guidance with self-management techniques for students' self-control in using social media. There are at least two factors that influence the use of social media, namely internal and external factors (Li et al., 2013; Pratiwi, 2016). Internal factors from within individuals such as: self-control, trust in social media applications, satisfaction with social media and attitudes in using social media. External factors such as parenting in the form of limiting behavioral control in adolescents. Li et al. (2013) emphasized that the highest internal factor affecting social media addiction is low self-control.

According to Averill in Nurmala (2007), there are three aspects of self-control: cognitive control, decision control, and behavioral control. So that to improve the ability of individuals to control themselves, there must be interventions that are able to touch these three aspects. This is in line with the concept of self-management techniques which have nine phases, namely: 1) Make a commitment to self-management; 2) Determine target behavior and competitor behavior; 3) Set goals; 4) Self-monitoring; 5) Assessing the causes and consequences of behaviors appearing or not appearing; 6) Choose appropriate self-management strategies; 7) Evaluate changes; 8) Reevaluate self-management strategies; and 9) Implement maintenance strategies (Miltenberger, 2008).

Self-control of the counselee will be formed by following the process of self-management stages systematically. Cognitive control can be formed when the counselee goes through the process of making a commitment to self-management, determining target behavior and setting goals. This certainly involves aspects of the mind when setting the



right goals for himself. Decision control will be formed in the process of determining the right strategy. The selection of the right strategy is the result of reflection on oneself starting from monitoring oneself and looking for causes and consequences that occur. Through this reflection process, the counselee learns to control the decisions made with full responsibility. Behavioral control is formed from the process of periodically evaluating behavior and even after being declared successful still looking for ways to maintain the expected behavior.

Self-management is done with group guidance strategies. The purpose of group guidance is closely related to the function of self-management. Puluhalawa et al. (2017) stated that the purpose of group guidance is to help counselees achieve optimal development of all aspects of themselves, one of which is personal aspects. Through self-management, the counselee will become an independent person and be able to make the right decisions on his behavior, in this case being able to control the use of social media.

## CONSLUSIONS

Social media has become a necessity for everyone, from adults to children and teenagers. The use of social media for teenagers needs to be controlled so as not to become addicted. Self-control is the best option to control the use of social media. Self-control in adolescents can be trained through professional help from counselors. An alternative professional help to control the use of social media for adolescents is through group guidance services with self-management techniques. It is hoped that this literature review can be used as a reference by further researchers to prove the results of this study.

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