



Self-Management Technical Modules As Personal Guidance and Counseling Media For High School Students

Tuti Wantu^{1*}, Maryam Rahim², Arwildayanto³, Idriani Idris⁴, Nurul Maulida Alwi⁵, Mohamad Awal Lakadjo⁶, Melsin Dunggio⁷ 

^{1,2,3,4,5,6,7} Department of Guidance and Counseling, Universitas Negeri Gorontalo, Gorontalo City, Indonesia

ARTICLE INFO

Article history:

Received July 08, 2023

Accepted October 10, 2023

Available online October 25, 2023

Kata Kunci:

Bimbingan dan Konseling Pribadi, Media, Modul, Manajemen Diri.

Keywords:

Media, Module, Personal Guidance and Counseling, Self-Management.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Fenomena yang terjadi saat ini menunjukkan bahwa masih banyak siswa yang memiliki tingkat manajemen diri yang rendah. Hal ini menunjukkan pentingnya meningkatkan manajemen diri siswa SMA. Tujuan penelitian ini yaitu menghasilkan modul teknik manajemen diri yang layak digunakan sebagai media bimbingan dan konseling pribadi bagi siswa SMA. Penelitian ini menggunakan metode Research & Development (R&D) dengan tahapan sebagai berikut: potensi dan permasalahan, pengumpulan data, desain produk, validasi desain, revisi desain, pengujian produk, dan revisi produk. Subjek uji ahli terdiri dari ahli media bimbingan dan konseling, ahli bimbingan dan konseling pribadi, dan ahli bahasa Indonesia. Penelitian ini melibatkan kelompok kecil yang terdiri dari empat orang guru Bimbingan dan Konseling sebagai subjek eksperimen. Kuesioner digunakan untuk pengumpulan data. Data hasil validasi ahli dan uji kelompok kecil dianalisis secara kualitatif. Hasil validasi ahli dan pengujian produk menyimpulkan bahwa "modul teknik manajemen diri cocok digunakan untuk siswa SMA sebagai alat bimbingan dan konseling pribadi". Dengan demikian, modul manajemen diri ini dapat direkomendasikan untuk diterapkan sebagai media bimbingan dan konseling pribadi bagi siswa SMA.

ABSTRACT

The current phenomenon shows that there are still many students who still need to gain a higher level of self-management. It shows the importance of improving high school students' self-management. This research aims to produce a self-management technique module that is suitable for use as a medium for personal guidance and counseling for high school students. This research uses the Research and development (R&D) method with the following stages: potential and problems, data collection, product design, design validation, design revision, product testing, and product revision. The expert test subjects consisted of media guidance and counseling experts, personal guidance and counseling experts, and Indonesian language experts. This research involved a small group consisting of four Guidance and Counseling teachers as experimental subjects. Questionnaires were used for data collection. Data from expert validation and small group testing were analyzed qualitatively. The results of expert validation and product testing concluded that "the self-management techniques module is suitable for use by high school students as a personal guidance and counseling tool." Thus, this self-management module can be recommended for application as a medium for personal guidance and counseling for high school students.

1. INTRODUCTION

Education is currently experiencing changes, developments and improvements in accordance with developments in all areas of life. Changes and improvements in the field of education include various components involved in it, including implementing education in the field (teacher competency and quality of teaching staff), curriculum tools, quality of education, educational facilities and infrastructure and the quality of educational management including changes in learning methods and strategies. more innovative (Ariessanti et al., 2020; Kholili & Fajaruddin, 2020; Primasari & Zulela, 2019). These changes and improvement efforts aim to bring better quality to Indonesian education (Khaerawati et al., 2023; Sari, 2017). In order to make the nation's life more intelligent, improving the quality of education is very important for sustainable development in all aspects of human life. The national education system must

always be developed in accordance with the needs and developments that occur at the local, national and global levels (Makhrus et al., 2018; Rattu, 2017; Warif, 2019). Education is also an element that cannot be separated from humans. Starting from the womb until adulthood and old age, humans experience an educational process obtained from parents, society and the environment (Kuswanto et al., 2017; Susetyo et al., 2018; Waruwu et al., 2022; Widyastuti et al., 2019). Education has a very important role in the progress of a nation. Therefore, education must continue to be improved both in terms of quality and quantity. One of the education that students receive is secondary school. High school students are in their early adolescent years, from 13 to 17 years old. This period signifies a transition from childhood to adulthood. During this time, adolescents' emotions are still developing, rendering them susceptible to environmental influences (Arriany et al., 2020; Hochweber & Vieluf, 2018). The environment substantially influences adolescence, particularly social relationships, and individuals regarded as idols or role models. Therefore, it is anticipated that students can control their behaviors, be problem solvers and take responsibility (Khoiriyah & Husamah, 2018; Nur et al., 2020; Rosidah et al., 2018). Students are also required to work independently on their school assignments. For instance, refraining from copying a peer's homework demonstrates an understanding of their responsibility as students to learn and perform tasks well. In brief, this signifies the anticipation that students possess self-management skills.

However, a current phenomenon reveals that a significant number of students possess low levels of self-management. Data from preliminary studies shows that 87% of students lack self-management, with behavioral symptoms including frequent tardiness, absenteeism, non-adherence to prayer (for Islam religion), and procrastination which leads to non-submission of school assignments. This indicates the importance of enhancing high school students' self-management. Other research state that self-management is a method to modify oneself in order to develop self-management strategies (Alwi et al., 2020; Arimbi, 2020). Previous research findings also stated that there are still many students who have low self-management (Arimbi, 2020; Isnaini & Taufik, 2016; Setiawan & Dharsana, 2018).

Self-management refers to an individual's ability to progress and regulate a combination of intrinsically controlled skills involving responsibility for oneself and the environment. It entails a general self-modification process that includes self-control over thoughts, speech, and actions, thereby promoting the avoidance of negative behaviors and encouraging exemplary behavior (Seabra et al., 2023; Velde et al., 2019). Self-management enables one to integrate what is thought, spoken, and done by ensuring consistency and alignment between thoughts, words, and actions (Isnaini & Taufik, 2016; Setiawan & Dharsana, 2018). This skill fosters the development of an individual who possesses quality and contributes meaningfully to fulfilling their life's purpose. For students, self-management greatly aids in managing their thoughts, emotions, and behaviors. Students with self-management skills are more prepared to handle life's obstacles, cultivate positive relationships with others, and excel in studies as well as achievements (Alwi et al., 2020; Astuti & Lestari, 2020). One way is through personalized guidance and counseling using self-management technique modules. Modules are teaching materials that are systematically arranged in language that is easy to understand so that they can learn independently with minimal guidance from educators (Dewi et al., 2017; Fathoni et al., 2020; Puti & Jumadi, 2015). The use of modules in learning aims to enable students to learn independently without or with minimal assistance from teachers (Riwanti & Hidayati, 2019; Roziyah & Kamaludin, 2019). In learning, the teacher is only a facilitator. In the learning process, the module is used as a provider of basic information because the module presents various main materials that can still be developed further (Rhilmanidar et al., 2020; Roziyah & Kamaludin, 2019); as instructional material or guidance for students (Puti & Jumadi, 2015; Rhilmanidar et al., 2020); as well as complementary material with communicative illustrations and photos (Andani, 2020; Rhilmanidar et al., 2020). The use of the module is an effective teaching guide for teachers and as teaching material to practice for students in carrying out self-assessment. Previous findings state that the module is intended to make it easier for students to achieve a set of predetermined goals (Andriani et al., 2019; Wahyudi & Lestari, 2019). Other findings also state that modules are part of a planned learning unit designed to help individual students achieve learning goals (Fitriani et al., 2022; Rahmawati et al., 2017). Based on this, the module is expected to facilitate student learning. This research aims to develop a self-management technique module that is suitable for use as a medium for personal guidance and counseling for high school students.

2. METHOD

Jenis penelitian ini yaitu penelitian pengembangan. Kajian Research and Development (R&D) ini memanfaatkan sudut pandang (Sugiyono, 2019). Penelitian ini meliputi identifikasi potensi masalah, pengumpulan informasi, desain produk, validasi desain, revisi desain, dan pengujian produk. Subyeknya melibatkan 1 orang ahli desain, 1 orang ahli bahasa, 1 orang ahli bimbingan dan konseling, dan 4 orang

guru BK. Metode yang digunakan dalam mengumpulkan data yaitu observasi, wawancara, dan kuesioner. Metode observasi dan wawancara digunakan untuk mengumpulkan permasalahan yang terjadi didalam kegiatan pembelajaran. Metode kuesioner digunakan untuk mengumpulkan data masukan atau penilaian yang diberikan oleh para ahli, guru dan siswa. Instrument pengumpulan data menggunakan lembar kuesioner. Kisi-kisi kuesioner disajikan pada Tabel 1, dan Tabel 2. Teknik analisis data yang digunakan dalam penelitian ini yaitu analisis deskriptif kualitatif. Analisis data deskriptif kualitatif dilakukan untuk mengolah data hasil validasi ahli dan uji kelompok kecil.

Table 1. Guidance and Counseling Expert Validation Results

No.	Assessment Aspect
1	The suitability of the title and content
2	Sentence explanations in the materials
3	Material explanation
4	Modules aid counseling teachers in providing self-management services.
5	The contents of the module are easy to understand
6	The module serves as personal counseling media
7	The suitability of material in the module for personal counseling media
8	The suitability of student/counselee worksheets

Table 2. Indonesian Language Expert Validation Results

No.	Assessment Aspect
1	The suitability of writing technique with Indonesian language norms
2	The suitability of language with general rules
3	Clarity of sentence presentation
4	The suitability usage of terms according to good writing norms
5	The suitability of sentences with PEUBI
6	Module writing neatness
7	Sentence writing coherence
8	Paragraph writing coherence

Table 3. Learning Media Design Expert Validation Results

No.	Assessment Aspect
1	The suitability of the front and back cover design
2	The suitability of images on the front cover
3	The suitability of font style
4	The suitability of images in the module content
5	The suitability of sentences with PEUBI
6	The suitability of table colors
7	The suitability of module size with general module standards
8	Appealing physical appearance

3. RESULT AND DISCUSSION

Result

This study's development has yielded a self-management technique module suitable for personal guidance and counseling of high school students. This outcome was obtained through the following stages. First, Potential and Problem. The initial study identified some problems: students struggle with self-management, lack understanding of attitudes and responsibilities, and the lack of personalized guidance and counseling media, especially for self-management. This data suggests the potential to develop a self-management module. Thus, students are expected to improve their self-management skills, while guidance and counseling teachers can use them as personal counseling media. Second, Information. In this stage, a review of relevant literature on media, module development, and self-management techniques for high school students is conducted. Third, Product Design. The module product design involved these stages: (1) identifying core content suitable for the service's objectives, (2) organizing core content in a logical and systematic order, (3) outlining student/counselee learning activities, (4) reviewing learning activities to meet objectives, and (5) identifying necessary tools for module-based learning. Fourth, Design Validation (Expert Validation). Expert validation was conducted by guidance, counseling, Indonesian

language, and design experts. Guidance and Counseling Expert Validation Results showed in Table 4, Table 5, and Table 6.

Table 4. Guidance and Counseling Expert Validation Results

No.	Assessment Aspect	Suitable	Somewhat suitable	Unsuitable
1	The suitability of the title and content	✓		-
2	Sentence explanations in the materials	✓		-
3	Material explanation			
4	Modules aid counseling teachers in providing self-management services.	✓		-
5	The contents of the module are easy to understand	✓		-
6	The module serves as personal counseling media	✓		-
7	The suitability of material in the module for personal counseling media	✓		-
8	The suitability of student/counselee worksheets	✓		-

Table 5. Indonesian Language Expert Validation Results

No.	Assessment Aspect	Suitable	Somewhat suitable	Unsuitable
1	The suitability of writing technique with Indonesian language norms	✓		-
2	The suitability of language with general rules	✓		-
3	Clarity of sentence presentation			
4	The suitability usage of terms according to good writing norms	✓		-
5	The suitability of sentences with PEUBI	✓		-
6	Module writing neatness	✓		-
7	Sentence writing coherence	✓		-
8	Paragraph writing coherence	✓		-

Table 6. Learning Media Design Expert Validation Results

No.	Assessment Aspect	Suitable	Somewhat suitable	Unsuitable
1	The suitability of the front and back cover design	✓		-
2	The suitability of images on the front cover	✓		-
3	The suitability of font style			
4	The suitability of images in the module content	✓		-
5	The suitability of sentences with PEUBI	✓		-
6	The suitability of table colors	✓		-
7	The suitability of module size with general module standards	✓		-
8	Appealing physical appearance	✓		-



Figure 1. Results of the Revised Module Developed

The results of data analysis based on assessments given by experts showed that the modules developed were suitable and therefore suitable for use in learning. Following the design validation, the module was revised based on the validation results to refine the product while considering aspects evaluated by the validators. First, Correct the writing of the word "di" as a prefix with "di" as a preposition. Second, use the same font style for the cover page. Third, correct the font in the table of contents. The revised results of the module developed are presented in [Figure 1](#). The product trial was in the form of a small group test to assess the product's suitability for subsequent implementation in personal guidance and counseling services. The trial involved four Guidance and Counseling teachers from SMK State 1 Gorontalo Vocational High School, SMK State 2 Gorontalo Vocational High School, and SMA State 3 Gorontalo Senior High School. The results of data analysis show that the Self Management Technique Module resulting from this research is suitable for use as a medium for personal guidance and counseling for high school students.

Discussion

This self-management technique module was validated by experts and tested for guidance and counseling teachers as the module's users. The experts found it suitable based on its content, visuals, language, presentation, layout, and utility. The trial with teachers also showed that the module is suitable for assisting high school students in improving their self-management skills, such as punctuality, attendance, following religious practices, and meeting deadlines for school assignments. Personal guidance and counseling play a crucial role in assisting students/counsees in developing their potential and addressing individual problems ([Ardi et al., 2017](#); [Kadafi et al., 2021](#); [Widiarti, 2017](#)). Suitable service delivery media are essential in order to enhance the effectiveness of the implementation and outcomes of personal guidance and counseling services ([Hastuti et al., 2020](#); [Putra & Agustiana, 2021](#); [Seruni et al., 2020](#)). One such media used is printed visual modules. Modules serve as media that aids students in developing themselves effectively ([Handayani et al., 2021](#); [Seruni et al., 2020](#)). For instance, guidance and counseling teachers can utilize the Self-Management Technique Module to assist students/counsees in cultivating self-management skills. The self-management technique is a component of the behavioral approach that empowers learners/clients to address their problems independently by transforming or modifying maladaptive behaviors into adaptive ones.

In basic terms, self-management means an individual's skill to handle themselves independently. This includes managing behaviour, emotions, personal potential and finding solutions to problems. Self-management includes self-control or managing behaviour as a conflict-resolution process (both tangible and anticipated) aimed at guiding oneself to achieve independence and maintain a productive life ([Alwi et al., 2020](#); [Amalia et al., 2022](#); [Moomin et al., 2022](#)). Using self-management techniques for intervention is simpler than other forms of psychotherapy ([Damayanti, 2019](#); [Lean et al., 2019](#)). It can be applied individually, in groups, digitally, or through bibliotherapy. Self-management involves self-driven advancement, organizing personal abilities, and controlling efforts to achieve positive outcomes. Self-management includes (1) Self-control, which refers to the ability to consciously manage oneself to achieve goals without harming ([Isnaini & Taufik, 2016](#); [Suwanto, 2016](#)). (2) Trustworthiness refers to honest, reliable individuals who admit mistakes while maintaining integrity. (3) Prudence, refers to individuals who possess reliability and responsibility in meeting commitments and obligations, coupled with careful and organized work towards goals. Modules are also referred to as media for self-directed learning, as they contain instructions for self-learning, which allows the reader to study without the presence of an instructor ([Riwanti & Hidayati, 2019](#); [Roziyah & Kamaludin, 2019](#)). This module's language, patterns, and other elements are designed to resemble the teacher's language when delivering instruction. Therefore, this media is often referred to as self-learning material ([Rhilmanidar et al., 2020](#); [Roziyah & Kamaludin, 2019](#)). A module is a systematically organized and appealing printed teaching material designed to facilitate independent learning for students and assist teachers in delivering services. Thus, modules simplify message delivery, serve as evaluation tools and references, and overcome space, time, funds, facilities, and resource limitations ([Andani, 2020](#); [Rhilmanidar et al., 2020](#)). This aims to aid learners/counsees in learning independently and mastering specific service objectives effectively.

The developed self-management module is suitable for use as a personal guidance and counseling media, particularly in improving the self-management skills of students/counsees. However, further research in large-scale group trials using experimental methods is necessary to ascertain the module's effectiveness in improving self-management skills. Numerous developed guidance and counseling service media products have been assessed as suitable. In summary, a guidance and counseling module is printed material designed to contain service objectives, service content with tasks or exercises, and evaluations. It is intended for self-learning by students or counsees. The module contains a set of planned learning experiences, aiding guidance and counseling teachers effectively. Therefore, providing self-management

technique modules can guide learners/counselees to transform unhealthy behaviors into healthier ones and foster discipline. These modules serve as references for addressing personal problems, outlining steps and guidance for self-management, and time organization in daily activities.

4. CONCLUSION

The results of this research indicate that the Self-Management Technique Module is suitable for use by guidance and counseling teachers as a medium for improving high school students' self-management. This is because the modules developed have very good qualifications. Therefore, this module is recommended for adoption by relevant teachers as a medium for personalized guidance and counseling services.

5. ACKNOWLEDGE

Expressions of gratitude are extended to the Rector of Universitas Negeri Gorontalo and the school authorities as the stakeholders in facilitating the implementation of this study. Furthermore, appreciation was also conveyed to the experts who conducted validation on the design of the study outcome product.

6. REFERENCES

- Alwi, N. M., Pandang, A., & Syahril, M. F. (2020). Penerapan Teknik Self Management untuk Mereduksi Kecanduan Gadget dalam Jejaring Sosial pada Siswa. *Jurnal Konseling Andi Matappa*, 4(3), 143–150. <https://doi.org/10.31100/jurkam.v4i2.725>.
- Amalia, I., Artharina, F. P., & Kiwwoyo. (2022). Pengembangan Bahan Ajar Cerita Bergambar Dengan Mengintegrasikan Profil Pelajar Pancasila Kelas I SDN Batursari 5 Mranggen Demak. *Jurnal Pendidikan dan Konseling*, 4(5), 2589–2595. <https://doi.org/10.31004/jpdk.v4i5.7005>.
- Andani, M. (2020). E-Modul Fisika Dasar I Berbasis 3D Pageflip Professional. *Schrodinger Journal of Physics Education*, 1(2), 44–47. <https://doi.org/10.37251/sjpe.v1i2.79>.
- Andriani, M., Muhali, M., & Dewi, C. A. (2019). Pengembangan Modul Kimia Berbasis Kontekstual Untuk Membangun Pemahaman Konsep Siswa Pada Materi Asam Basa. *Hydrogen: Jurnal Kependidikan Kimia*, 7(1), 25. <https://doi.org/10.33394/hjkk.v7i1.1653>.
- Ardi, Z., Putra, M. R. M., & Ifdil, I. (2017). Ethics And Legal Issues In Online Counseling Services: Counseling Principles Analysis. *Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling*, 3(0), 15. <https://doi.org/10.26858/jpkk.v0i0.3657>.
- Ariessanti, H. D., Purwaningtyas, D. A., Soeparno, H., & Napitupulu, T. A. (2020). Adaptasi Strategi Gamifikasi Dalam Permainan Ular Tangga Online Sebagai Media Edukasi Covid-19. *e-Jurnal JUSITI (Jurnal Sistem Informasi dan Teknologi Informasi)*, 9(2), 174–187. <https://doi.org/10.36774/jusiti.v9i2.772>.
- Arimbi. (2020). Konseling Kelompok Teknik Self-Management Efektif Meningkatkan Kepercayaan Diri Siswa Kelas X SMA. *TERAPUTIK: Jurnal Bimbingan dan Konseling*, 4(2), 293–299. <https://doi.org/10.26539/terapeutik.42442>.
- Arriany, I., Ibrahim, N., & Sukardjo, M. (2020). Pengembangan modul online untuk meningkatkan hasil belajar Ilmu Pengetahuan Sosial (IPS). *Jurnal Inovasi Teknologi Pendidikan*, 7(1), 52–66. <https://doi.org/10.21831/jitp.v7i1.23605>.
- Astuti, A. D., & Lestari, S. D. (2020). Teknik Self Management untuk mengurangi perilaku terlambat datang di Sekolah. *Jurnal Bimbingan dan Konseling*, 10(1). <https://doi.org/10.25273/counsellia.v10i1.6304>.
- Damayanti, E. (2019). *Manajemen diri mahasiswa yang aktif berorganisasi*. Skripsi. Universitas Muhammadiyah Surakarta.
- Dewi, E. P., Suyatna, A., Abdurrahman, A., & Ertikanto, C. (2017). Efektivitas Modul dengan Model Inkuiri untuk Menumbuhkan Keterampilan Proses Sains Siswa pada Materi Kalor. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 2(2), 105. <https://doi.org/10.24042/tadris.v2i2.1901>.
- Fathoni, K., Setiowati, Y., & Muhammad, R. (2020). Rancang Bangun Aplikasi Modul Pembelajaran Satwa Untuk Anak Berbasis Mobile Augmented Reality. *Jurnal Media Informatika Budidarma*, 4(1), 32. <https://doi.org/10.30865/mib.v4i1.1797>.
- Fitriani, R., Astalini, A., & Kurniawan, D. A. (2022). studi eksploratif: pengembangan e-modul fisika matematika 1 pada materi diferensial parsial berbasis flip pdf profesional. *al-ulum: jurnal sains dan teknologi*, 7(1). <https://doi.org/10.31602/ajst.v7i1.5462>.

- Handayani, D., Elvinawati, Isnaeni, & Alperi, M. (2021). Development Of Guided Discovery Based Electronic Module For Chemical Lessons In Redox Reaction Materials. *International Journal of Interactive Mobile Technologies*, 15(7), 94–106. <https://doi.org/10.3991/ijim.v15i07.21559>.
- Hastuti, P., Thohiri, R., & Panggabean, Y. (2020). Pengembangan E-Module Berbasis Problem Based Learning Mata Pelajaran Ekonomi Kelas X SMA Negeri 1 Percut Sei Tuan Tahun Ajaran 2018/2019. *PEMBELAJAR: Jurnal Ilmu Pendidikan, Keguruan, dan Pembelajaran*, 4(2), 60. <https://doi.org/10.26858/pembelajar.v4i2.13559>.
- Hochweber, J., & Vieluf, S. (2018). Gender differences in reading achievement and enjoyment of reading: The role of perceived teaching quality. *Journal of Educational Research*, 111(3), 268–283. <https://doi.org/10.1080/00220671.2016.1253536>.
- Isnaini, F., & Taufik. (2016). Strategi Self-Management Untuk Meningkatkan Kedisiplinan Belajar. *Jurnal Penelitian Humaniora*, 16(2), 33–42.
- Kadafi, A., Alfaiz, A., Ramli, M., Asri, D. N., & Finayanti, J. (2021). The impact of islamic counseling intervention towards students' mindfulness and anxiety during the covid-19 pandemic. *Islamic Guidance and Counseling Journal*, 4(1), 55–66. <https://doi.org/10.25217/igcj.v4i1.1018>.
- Khaerawati, Z., Nurhasanah, & Oktaviyanti, I. (2023). Level Kemampuan Membaca Siswa Sekolah Dasar di Kelas Tinggi. *Jurnal Educatio FKIP UNMA*, 9(2), 637–643. <https://doi.org/10.31949/educatio.v9i2.4521>.
- Khoiriyah, A. J., & Husamah, H. (2018). Problem-based learning: creative thinking skills, problem-solving skills, and learning outcome of seventh grade students. *Jurnal Pendidikan Biologi Indonesia*, 4(2), 151–160. <https://doi.org/10.22219/jpbi.v4i2.5804>.
- Kholili, A. N., & Fajaruddin, S. (2020). Manajemen strategik peningkatan mutu lembaga pendidikan Muhammadiyah di Kabupaten Gunungkidul. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 53–69. <https://doi.org/10.21831/jamp.v8i1.31630>.
- Kuswanto, J., Walusfa, Y., Artikel, S., Korespondensi, A., Ratu Penghulu No, J., Sari, K., Baru, T., Raja Tim, B., Ogan Komering Ulu, K., & Selatan, S. (2017). Pengembangan Multimedia Pembelajaran pada Mata Pelajaran Teknologi Informasi dan Komunikasi Kelas VIII. *Innovative Journal of Curriculum and Educational Technology IJ CET*, 6(2), 58–64. <https://doi.org/10.15294/ijcet.v6i2.19335>.
- Lean, M., Fornells-Ambrojo, M., Lloyd-Evans, M., Fornells-Ambrojo, M., B, L.-E., Harrison-Stewart, B., Yesufu Udechuku, A., & Johnson, S. (2019). Self-Management Interventions for People With Severe Mental Illness: Systematic Review and Meta-Analysis. *The British Journal of Psychiatry*, 214(5), 260–268. <https://doi.org/10.1192/bjp.2019.54>.
- Makhrus, M., Harjono, A., Syukur, A. B., & Muntari, S. (2018). Identifikasi kesiapan LKPD guru terhadap keterampilan abad 21 pada pembelajaran IPA SMP. *Jurnal Ilmiah Profei Pendidikan*, 3(2), 124–128. <https://doi.org/10.29303/jipp.v3i2.20>.
- Moomin, S., Rahim, M., Korompot, S., & Alwi, N. M. (2022). Pengaruh Konseling Kelompok Self Management Terhadap Konsep Diri Negatif Siswa SMP. *Jurnal Bimbingan dan Konseling Ar-Rahman*, 8(2), 81–87. <https://doi.org/10.31602/jbkr.v8i2.6482>.
- Nur, A. S., Waluya, S. B., Rochmad, R., & Wardono, W. (2020). Contextual learning with Ethnomathematics in enhancing the problem solving based on thinking levels. *JRAMathEdu (Journal of Research and Advances in Mathematics Education)*, 5(3), 331–344. <https://doi.org/10.23917/jramathedu.v5i3.11679>.
- Primasari, I. F. N. D., & Zulela, F. (2019). Model Mathematics Realistic Education (RME) Pada Materi Pecahan di Sekolah Dasar. *Jurnal Basicedu*, 1(1), 1–9. <https://doi.org/10.31004/basicedu.v5i4.1115>.
- Puti, S., & Jumadi, J. (2015). Pengembangan modul IPA SMP berbasis guided inquiry untuk meningkatkan keterampilan proses dan sikap ilmiah. *Jurnal Pendidikan Matematika dan Sains*, 3(1), 79–90. <https://doi.org/10.21831/jpms.v5i1.7239>.
- Putra, G., & Agustiana, I. (2021). E-LKPD Materi Pecahan dalam Pembelajaran Daring. *MIMBAR PGSD Undiksha*, 9(2), 220–228. <https://doi.org/10.23887/jjpgsd.v9i2.35813>.
- Rahmawati, Budiyo, & Wardi. (2017). Pengembangan Modul Pembelajaran Digital Berbasis Visual Basic for Application (VBA) PowerPoint. *Indonesian Journal of Curriculum and Educational Technology*, 5(1). <https://doi.org/10.15294/ijcets.v5i1.14248>.
- Rattu, J. A. (2017). Penilaian Kompetensi Sikap Pada Mahasiswa Jurusan Ppkn Fis Unima. *Jurnal Civic Education: Media Kajian Pancasila dan Kewarganegaraan*, 1(1), 9. <https://doi.org/10.36412/ce.v1i1.490>.
- Rhilmendar, R., Ramli, M., & Ansari, B. I. (2020). Efektivitas Modul Pembelajaran Berbantuan Software GeoGebra pada Materi Bangun Ruang Sisi Datar. *Jurnal Didaktik Matematika*, 7(2), 142–155. <https://doi.org/10.24815/jdm.v7i2.17915>.

- Riwanti, R., & Hidayati, A. (2019). Pengembangan Modul Pembelajaran Tematik Berbasis Pendidikan Karakter Di Kelas V Sekolah Dasar. *Jurnal Basicedu*, 3(2), 572–581. <https://doi.org/10.31004/basicedu.v3i2.41>.
- Rosidah, Ketut Budayasa, I., & Juniati, D. (2018). An Analysis of Statistical Reasoning Process of High School Students in Solving the Statistical Problem. *Journal of Physics: Conference Series*, 1028(1). <https://doi.org/10.1088/1742-6596/1028/1/012125>.
- Roziyah, D. A., & Kamaludin, A. (2019). Pengembangan Modul Kimia Berbasis Chemoedutainment (CET) Pada Materi Reaksi Redoks. *Journal of Tropical Chemistry Research and Education*, 1(1), 21–28. <https://doi.org/10.37079/jtcre.v1i1.19>.
- Sari, I. P. (2017). Implementasi Pembelajaran Berbasis E-Learning Menggunakan Claroline. *Research and Development Journal of Education*, 4(1), 75–87. <https://doi.org/10.30998/rdje.v4i1.2070>.
- Seabra, P., Boska, G., Sequeira, R., Sequeira, A., Simões, A., Nunes, I., & Sequeira, C. (2023). Structured programs for the self-management of substance addiction consequences in outpatient services: A scoping review. *Current Psychology*, 1–14. <https://doi.org/10.1007/s12144-023-04267-z>.
- Seruni, R., Munawaroh, S., Kurniadewi, F., & Nurjayadi, M. (2020). Implementation of E-module flip PDF professional to improve students' critical thinking skills through problem based learning. *Journal of Physics: Conference Series*, 1521(4), 1–6. <https://doi.org/10.1088/1742-6596/1521/4/042085>.
- Setiawan, G. D., & Dharsana, I. K. (2018). Strategi Self Management Model Yates dan Model Cormier Terhadap Pengembangan Self Outonomy ditinjau dari Pola Asuh. *BISMA The journal of Counseling*, 2(1). <https://doi.org/10.23887/bisma.v2i1.19974>.
- Sugiyono. (2019). *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D*. ALFABETA.
- Susetyo, D. I., Sutrisno, & Sunarto. (2018). Strategi guru pendidikan pancasila dan kewarganegaraan dalam membentuk karakter peserta didik di SMA Negeri 1 Ponorogo dan SMA Muhammadiyah 1 Ponorogo. *EDUPEDIA*, 2(1), 73–86. <https://doi.org/10.24269/ed.v2i1.95>.
- Suwanto, I. (2016). Konseling Behavioral Dengan Teknik Self Management Untuk Membantu Kematangan Karir Siswa SMK. *Jurnal Bimbingan Konseling Indonesia*, 1(1), 5–9. <https://doi.org/10.26737/jbki.v1i1.96>.
- Velde, D., Van De, Zutter, F., De, Satink, T., Costa, U., Janquart, S., Senn, D., & Vriendt, P. De. (2019). Delineating the concept of self-management in chronic conditions : a concept analysis. *BMJ Open*, 16(9). <https://doi.org/10.1136/bmjopen-2018-027775>.
- Wahyudi, W., & Lestari, I. (2019). Pengaruh Modul Praktikum Optika Berbasis Inkuiri Terhadap Keterampilan Proses Sains dan Sikap Ilmiah Mahasiswa. *Jurnal Pendidikan Fisika dan Keilmuan (JPFK)*, 5(1), 33. <https://doi.org/10.25273/jpfk.v5i1.3317>.
- Warif, M. (2019). Strategi Guru Kelas dalam Menghadapi Peserta Didik yang Malas Belajar. *TARBAWI: Jurnal Pendidikan Agama Islam*, 4(01), 38–55. <https://doi.org/10.26618/jtw.v4i01.2130>.
- Waruwu, M., Dwikurnaningsih, Y., Ismanto, B., Iriani, A., Tri, S., & Wasitohadi, S. (2022). Pemberdayaan Kepala Sekolah dan Guru dalam Mengimplementasikan Program Sekolah Penggerak dan Merdeka Belajar. *Jurnal Pengabdian Masyarakat*, 2(3), 440–450.
- Widiarti, P. W. (2017). Konsep Diri (Self Concept) Dan Komunikasi Interpersonal Dalam Pendampingan Pada Siswa Smp Se Kota Yogyakarta. *Informasi*, 47(1), 135. <https://doi.org/10.21831/informasi.v47i1.15035>.
- Widyastuti, I. N., Wiryokusumo, I., & Sugito. (2019). Pengembangan Modul Pembelajaran Dengan Model Dick and Carey dan Menggunakan Concept Mapping Pada Mata Pelajaran Ekonomi Kelas Xi Ips Di Sma Negeri 1 Sampang Semester Ganjil Tahun Ajaran 2018/2019. *Jurnal Education and development*, 7(2), 175–180. <https://doi.org/10.37081/ed.v7i2.924>.