

## Development of Behavioral Counseling guidelines with Self Management Techniques to Increase Hard Work

Hivanly Salawane<sup>1</sup>, Nyoman Dantes<sup>2</sup>, I Ketut Gading<sup>3</sup>

<sup>1,2,3</sup>Program Studi Bimbingan dan Konseling, Program Pasca sarjana Universitas Pendidikan Ganesha, Bali

Email: [hivanlysalawane04@gmail.com](mailto:hivanlysalawane04@gmail.com)<sup>1</sup>, [dantes\\_nyoman@yahoo.id](mailto:dantes_nyoman@yahoo.id)<sup>2</sup>, [iketutgading@undiksha.ac.id](mailto:iketutgading@undiksha.ac.id)<sup>3</sup>

Received Month 2020-08-02;  
Revised Month 2020-10-26;  
Accepted Month 2020-10-19;  
Published Online 2020-10-31

### Conflict of Interest Disclosures:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

**Abstract:** This study aims to determine the acceptance (acceptability) of behavioral counseling guidelines with self-management techniques to improve students' hard work. This guide is an instrument for counselors in providing counseling guidance services in schools. The development procedure in this study follows the 4D development model which is limited to content validation testing. There are five guidance and counseling experts and practitioners who have tested the feasibility of this guide. The instrument used for the assessment consisted of 22 items that referred to the acceptance of the handbook. Analysis of the results of the assessment uses the formulation of the content validity ratio calculation from Lawshe. The results of the analysis show that the validation of the cognitive behavior counseling manual model has a content validity index (CVI) of 0.94, which means very good or special. It has met the eligibility criteria to be used as an instrument in carrying out counseling guidance services.

**Keywords:** Behavioral Counseling, Self Management Techniques, Work Hard, 4D



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2017 by author

**How to Cite:** Hivanly Salawane, Nyoman Dantes, I Ketut Gading. 2020. Development of Behavioral Counseling guidelines with Self Management Techniques to Increase Hard Work. *Bisma*, 4 (2): pp. 167-176, DOI: <http://dx.doi.org/10.23887/bisma.v4i1>

## Introduction

In the laws of the State of Indonesia it is written that the main purpose of education is to educate the life of the nation. Currently education is demanded to be able to change students towards more advanced, intellectual education and character education. In connection with character education the Ministry of National Education formulated 18 Character Values that would be embedded in students as an effort to build national character, one of which was hard work.

---

Hard work is interpreted in a language that is unyielding attitude. Hard work is an activity that is carried out seriously without tiring or stopping before reaching the work target and always put together or prioritize success in every activity that is done. Hard work is also interpreted as working hard to be serious in order to achieve the targeted goals. They always maximize the time so they sometimes don't recognize the difficulties, the distance and the time they face. They are very persistent and enthusiastic and always try hard to achieve maximum results. Septi (2011) in his research conducted on students at SMK PGRI 4 Sukarame explained that one of the factors students find it difficult to have motivation to learn is because students have low grades of hard work as a result students tend to be lazy to learn. Elsa (2016) explained that there were students who had problems at school due to being undisciplined with time. That is often late for school the reason for being late to get up early. When investigated it turned out that the student was lazy to get up early. This shows the effort or hard work of these students to get up early does not exist.

Based on the phenomena outlined above due to the low value of hard work, this can have a negative impact on students, that is, students can get poor academic results at school even wider than that, these students may have more serious problems in their lives in future. Therefore the authors emphasize that this is a big task for counselors in schools. Faridhe Ghazemi (2016) said that the first task of a counselor is to help the counselee to have a good interpretation and be able to adapt to an event that has just happened in his life and can behave well in solving the problem at hand. But the problem at school is that sometimes counselors find it difficult to find the right techniques to apply to students who have low grades of hard work.

Meanwhile, according to Juntika, one of the successes of the counselor can be seen from how the implementation of guidance and counseling that he has done (Juntika, 2005). Based on observations made by researchers, in one of the high schools found there was a student who always got a bad grade in class due to not doing the assignment, often the student was punished for being caught cheating on a classmate's assignment and the student always got a reprimand at school by subject teachers and counseling guidance teachers, after undergoing counseling and investigating it turns out that these students have a low value of hard work, these students are always lazy to do an effort and want something that is fast paced. Therefore, guidance counseling guidance is needed with appropriate techniques and is able to help counselors to increase the value of hard work in students. Therefore, researchers tried to conduct research on the Development of Behavioral Counseling Guides with Self Management Techniques to Improve Student Hard Work.

There are several studies which have also proven the effectiveness of behavioral counseling in self management techniques. Research findings from M. Sukayasa (2014) entitled "The Application of Behavioral Counseling Theory with Self-Management Techniques to Increase Student Interest in Class XI C AP of SMK Negeri 1 Singaraja" Student learning. Then the research conducted by Sus Kurniawan (2014) entitled "The Effect of Individual Counseling Services with Self Management Techniques to Improve Self-Control of Social Media Users in SMP Negeri 2 Semarang" The results of this study indicate that Individual counseling with self-management techniques is effective to improve student control.

Behavioral counseling as a counseling model that has an orientation approach to the change in deviant behavior, using learning principles that aim to get a direct response from the counselee (O Khosniyat , B. Monfaredi Raz dan E. Alizade Mousavi : 2016). According to Rilana F.F. Cima (2014) Behavioral counseling is a psychological model that unites the theories, evidence and methods of a habit based on the learning paradigm. Then this behavioral approach has been expanded with cognitive dimensions, one of which is cognitive restructuring. Daniel F. K. Wong (2016) quoting Cartwright-Hatton, states that Behavioral Therapy is considered a good choice for psychological and behavioral treatment for children. Daniel David (2018) said cognitive behavioral therapy is the first form of psychotherapy tested with the most stringent criteria from an evidence-based framework used in the health field similar to that used in the case of pharmacotherapy.

The role of the counselor in behavioral counseling is to play an active, directive and use scientific knowledge to find solutions to individual problems and also discuss behavioral contracts and problem solving to sustain behavior change (T.M. Damush: 2015). Self management is one of the techniques found in behavioral counseling. Oguzie (2019) states that self management is a process of behavioral intervention in which the counselee changes his own behavior by using a certain procedure that has just been learned and by reorganizing the existing environment. The reason for organizing is to state that self management can improve a specific, cognitive or meta-cognitive skill which is believed to be the main trigger for impulsive control. In his research Mike Armor (2019) also explained the evidence of the effectiveness of self

---

management techniques to intervene in a person's lifestyle and behavior to change for the better with a process that makes the counselee independent. Self management is an effective technique given to counsees who are learning to practice new skills, so they can manage themselves, reduce dependence on outsiders and teach counsees to become managers for themselves. Diana (2020). Anyamene (2016) says self-management techniques are techniques that have emerged as effective approaches to improve good behavior. Self management strategies can be separated into actions based on the principle of contingency management or cognitive control strategies.

Muya (2019) cites Woolfok, self management is a family rooted from conditioning theory with social cognitive techniques. Self management generally involves students in the basic steps in behavior change programs. Robert W. Lent (2016) explained that the self management model was also developed to be able to help explain the process by which a person contributes to developing their education and career independently. Tanja (2016) also said that self management interventions have been described as structured interventions for individuals, which aim to improve self-health behavior, develop self-control skills and increase responsibility. According to Corey (2003) the behavioral approach does not explain in detail certain philosophical assumptions directly about humans. Every human being seen has the same tendency, namely positive tendencies and negative tendencies. Basically, humans are shaped and determined by their social and cultural environment. All human behavior is learned. Steven C. Hayes (2017) explained that cognitive behavioral therapy identifies broadly as a set of psychological treatments with the most extensive empirical support. Behavioral counseling is not monolithic, and has gone through several different eras, generations or waves. The first generation of this tradition is behavioral therapy: the application of learning principles to well-evaluated methods designed to change open behavior.

Winkel (2004) explains that behavioral counseling stems from several beliefs about human dignity, some of which are philosophical and others psychological, namely: (1) Basically, humans are not good or bad, good or bad (2) Humans have the ability to reflect from their own behavior, capturing what they are doing, and independently controlling their behavior (3) Humans are able to acquire and shape their own new behavior patterns through the learning process. (4) Humans are able to influence the behavior of others and also themselves are influenced by the behavior of others. Self-management strategies encourage students to control their own behavior by relying on the encouragement of parents or teachers or external influences, and they help students get involved in generalizing what they learn in various settings naturally, Suk-Hyang Lee (2007).

Based on the explanation of the above opinion, it can be concluded that in essence according to the behavioral view of humans basically do not have any talent, all human behavior is the result of learning. Humans can also influence each other and vice versa. Humans can also use other people as a model of learning.

There are several studies that have proven the effectiveness of behavioral counseling in self management techniques. Research findings from Sus Kurniawan, entitled "The Effect of Individual Counseling Services with Self Management Techniques to Improve the Self Control of Students of Social Media Users in Junior High School 2 Semarang" The results of this study indicate that Individual counseling with self management techniques is effective to improve student control. Research conducted by Ni Megantari entitled "Application of Behavioral Counseling with Self Management Strategies to Increase Student Discipline in Class X Mia-4 High School 3 Singaraja" The results of this study get the results that Behavioral counseling with self management techniques effectively increases student Discipline Interest. Bie Nio Ong (2011) explained explicitly that self management can be a trigger for increasing one's hard work in the narrower sense that it can regulate daily life independently to improve hard work, thus the focus can be directed at one individual to get results the maximum.

Based on the explanation above, found a counseling guide that has been proven effective for increasing the hard work of students or students, namely the behavioral counseling model with self management techniques. Therefore, the purpose of this study is to develop a guidebook that can be used as a guideline in implementing counseling guidance services based on behavioral counseling with self management techniques as an effort to improve students' hard work through a development study entitled "Development of Behavioral Counseling Guidelines with Self Techniques Management To Increase Student Hard Work".

---

## Method

The method that will be used in this research is development research. There are several types of models in the research development method. The model chosen was the development of a 4-D model in this research and development. This 4-D (Four D) development model is a development model of learning tools. The 4D model design was developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974: 5) which was used for the development of instructional development tools (Instructional Development). The 4 stages of the 4D Development Model are define, design, develop, and disseminate.

This model or method was chosen to produce a product in the form of a counseling guide for behavioral approaches to self management techniques. Once developed, the product will be tested for eligibility with product trials and validity tests to determine the extent to which it can improve students' hard work. Research and development method (research and development) is a research method that can be used to produce products and also test their effectiveness. Trianto (Rochmad, 2012) said this model was seen as an instructional development model with stages of define, design, develop and disseminate.

- a. **Define:** At this stage the activities carried out are useful for establishing and defining development requirements. In this definition, the process of analyzing the needs of development is carried out, the terms of product development are in accordance with the needs and the research and development model.
- b. **Design:** After getting the problem from the defining stage, then the planning stage is carried out. This phase aims to plan / design products in the form of behavioral counseling guidelines for self management techniques.
- c. **Develop:** In the development phase carried out to modify the initial product (prototype) behavioral counseling guidebook self management techniques that have been prepared in the previous stage. According to Thiagarajan (1974) at the development stage consists of two activities namely expert validation (expert appraisal) and product testing (developmental testing).
- d. **Disseminate:** After the behavioral counseling guide self management techniques are revised according to the advice of experts at the development stage, then the behavioral counseling counseling guide self management techniques can be used by the counselor as a guide in carrying out counseling guidance services in schools to increase student hard work . At this stage it was not done directly because of several considerations related to the public health situation in the presence of the COVID-19 pandemic.

Subjects are individuals or respondents who are used and used as sources of information to collect research data and then the information is analyzed to obtain research results. The subjects in this study were experts or professionals in the field of Guidance and Counseling. The experts or experts are 3 lecturers of Guidance Counseling at Ganesha University of Education and 2 counselors including the first expert is Prof. Dr. Nyoman Dantes in the field of Psychology, the second expert is Dr. I Ketut Gading, M.Psi, in the Field of Counseling Guidance, the third expert is Prof. Dr.Ni Ketut Suarni, MSKons in the field of Psychology, the fourth expert is Luh Putu Rahmita Yuliana Bintari, S.Pd BK teacher at SMK PGRI 3 Denpasar, and Ni Nyoman Padmawati, S.Pd as a BK teacher at SMP Negeri 1 Mengwi.

The instrument used aims to obtain data related to the assessment of experts and experts of the counseling manual that was developed. The results of the assessment serve as a basis for product improvement / revision in the form of a counseling manual before testing is conducted. The validation sheet for the counseling manual is filled in by experts, namely the lecturers of the counseling guidance program and the guidance counseling teacher. This sheet contains a feasibility assessment sheet for a behavioral counseling guide compiled using a Likert scale with a score of 1-4. The preparation of the validity sheet was developed by focusing on a number of indicators namely utility, feasibility and accuracy.

The results of the assessment by the examiners of each item on the validity sheet of the counseling manual were analyzed using the content validity ratio (CVR) approach proposed by Lawshe (1975). The formula used to calculate CVR is:

$$CVR = \frac{ne - N/2}{\frac{N}{2}}$$

Lawshe (1975)

Information:

CVR : *Content validity ratio*

N : Number of experts

 $n_e$  : Number of experts who provide relevant value

Decision making criteria based on CVR test results are as follows:

If

 $n_e < 1/2 N$  then  $CVR < 0$  (invalid) $n_e = 1/2 N$  then  $CVR = 0$  (invalid) $n_e > 1/2 N$  then  $CVR = 0$  (valid)

Next, the overall validity value is determined using the CVI (content validity index). The determination of CVI Lawshe (1975) uses the following formula:

$$CVI = \frac{\sum CVR}{k}$$

Lawshe (1975)

Information:

CVI : *content validity index* $\sum CVR$  : *total content validity ratio*

k : number of items

## Results and Discussion

Based on this research, including the type of Research and Development with products developed in the form of behavioral counseling guidebooks with self management techniques to enhance student hard work. The development procedure is carried out by following the 4D development model proposed by Thiagarajan (1974) which consists of four stages namely define, design, develop, and disseminate. However, the dissemination phase was not carried out because of the COVID-19 pandemic which was made as a consideration in view of the current public health situation.

The behavioral counseling manual assessment of self management techniques was carried out by 5 judges. The assessment instrument used was a questionnaire consisting of 22 statements. Based on the calculation of the CVR index on each item, it can be seen that the behavioral counseling guide self management techniques meet the validity for all items (22) of the assessment used. The results obtained show that the

---

behavioral counseling guide self management techniques developed are valid based on all assessment items that have been used. However, there are a number of items that have a CVR index <1, namely in item number 13 regarding the appropriateness of time allocation for each counseling session, item number 16 concerning the practicality of the manual and also item number 22 regarding the overall appearance of the book. Some items that have a low index indicate the need for scrutiny and improvement in the guidance of behavioral counseling with self management techniques related to these items.

After knowing the CVR index on each item of the assessment instrument, the content validity index is then calculated as a guide for behavioral counseling guidance on self-management techniques as a whole with CVI formulation (Lawshe, 1975). Basically the CVI calculation is calculating the average CVR value for all items. To determine the criteria for a good CVI index magnitude, Lawshe (1975) suggests that a score above 0.50 is a good index, while a CVI > 0.90 to 1 is a special index. Based on the results of calculations in table 4.3 note that  $\sum CVR = 20.8$  so that the calculation of CVI is as follows.

$$CVI = \frac{20,8}{22} = 0,94$$

The CVI calculation results from the behavioral counseling handbook of self management techniques based on the assessment of 5 experts is 0.94 (special). This result can be interpreted that based on the assessment of experts and practitioners using an assessment instrument consisting of 22 statements, the behavioral counseling guidance for self management techniques developed has a very good or special index of content validity (CVI).

Based on the results of the behavioral counseling manual assessment of self management techniques by the judges there are a number of assessment items related to the manual still having a CVR index <1 indicating the need for improvements to the guidebook related to the item. These items are items number 13, 16 and 22. Item number 13 contains a statement about the allocation of time for each counseling session. The assessment results on this item also indicate the need for improvement related to the allocation of time in each counseling session contained in the guidebook. For this reason, it is necessary to re-examine the procedures for implementing the techniques used to make them more effective. Based on this, an improvement in the time allocation that was previously set at 50 minutes to 60 minutes so that the time needed to carry out counseling is more adequate.

Improvements were also made based on the evaluation in item number 16 which explained the practicality of the guidebook, therefore improvements would be made from the practical side of the book so that it could become more practical.

Improvements were also made to the display of the manual. This improvement was made based on the results of the assessment of item number 22 which is related to the overall appearance of the book. Related to this, it is carried out a careful look and improvement on the design including the cover, layout and drawings contained in the book. The results of the expert assessment showed that there was written input, including this handbook, which had to be discussed again to be revised again with the experts.

Behavioral counseling guide with self-management techniques developed in this study can be used as an instrument in the provision of counseling guidance services in schools so that it will add facilities and infrastructure to support counseling guidance programs. The development of behavioral counseling guidelines for self management techniques in this study will meet the needs of schools, especially related to the availability of devices / instruments of counseling guidance services in schools so that efforts to help students achieve optimal character development and be able to have a complete personality, both in personal, social aspects, study, and career, as well as being able to develop the welfare of psychological aspects in accordance with the goals of counseling guidance contained in Ministry of Education and Culture No. 111 of 2014 can be achieved optimally.

The availability of behavioral counseling manuals on self management techniques will also help counselors, especially in terms of organizing counseling guidance services in an effort to improve student hard work. Behavioral counseling procedure using self-management techniques in the guide follows the stages in accordance with the techniques used. The technique used in the behavioral counseling guide is self management techniques that have relevance for increasing students' hard work. In self management techniques there are 3 important things that will be trained for students, quoting Gita Mahendra who cited Gunarsa (Gunarsa, 1989) states that Self management includes self monitoring, positive reinforcement (self

reward), contracts or agreements with self (self contracting) and mastery of stimuli (stimulus control). This is done so that students can become independent individuals who are responsible and have a high value of hard work.

This study has limitations that need to be anticipated by subsequent researchers, including: Testing of the guidebook in this study is limited to content validity, so information on whether this manual meets the feasibility and has an effective impact if used in schools is unknown. Subsequent researchers who are interested in developing this book or similar need to test the feasibility and effectiveness of this book empirically through experiments or other methods. This study uses an instrument of content validity assessment consisting of 22 items, which include an assessment of the dimensions of usability, accuracy and feasibility. The researcher can then consider using different assessment instruments to obtain more complete information about the validity of the contents of an instrument of counseling guidance services.

## **Conclusion**

Based on the results of this research and development it can be concluded that: This research and development resulted in a product in the form of a Behavioral Counseling Handbook with Self Management techniques to improve Student Hard Work. The development of the guidebook was carried out through several stages following the 4D development model put forward by Thiagarajan (1974). Based on expert validation it can be seen that the behavioral counseling guidebook with self management techniques that was developed has a content validity index (CVI) of 0.94 which means very good (special). Thus the Behavioral Counseling Guidebook with Self Management Techniques to Enhance Student Hard Work developed in this study meets the acceptance criteria for use as an instrument in carrying out counseling guidance services.

Based on the results of this research and development, it can be suggested things as follows: Behavioral Counseling Guidebook Self Management Technique is suggested to be used as an instrument by BK Teachers in Schools to enhance students' hard work. Further research and development on the Behavioral Counseling Handbook needs to be carried out with Self Management techniques to develop other psychological aspects so that they are able to complete the counseling guidance instrument in schools. The results of this research and development are expected to be disseminated so that they can be utilized more broadly.

## **Acknowledgment**

The author would like to thank profusely for all the help, guidance and contributions from all parties for working hard in developing this research. The author would like to thank the supervisors of this study, namely Prof. Dr. Nyoman Dantes as the first counselor, Dr. I Ketut Gading, M.Psi as the second supervisor. To Prof. Ni Ketut Suarni., M.Pd., Kons as the Head of Undiksha Postgraduate Guidance and Counseling, and expert experts namely Luh Putu Rahmita Yuliana Bintari, S.Pd BK teacher at SMK PGRI 3 Denpasar, and Ni Nyoman Padmawati, S.Pd as the BK teachers in Mengwi Public Middle School 1 who have been willing to test expert experts in this study. And all related parties that have provided assistance, advice and motivation until this research went well.

---

## References

- Ada Anyamene, Chinyelu Nwokolo, Ifeanyi Azuji (2016) - Effects of Self-Management Technique on Test Anxiety among Secondary School Students - *The Journal of Social Sciences Research* - [https://www.arpgweb.com/pdf-files/jssr2\(9\)159-166.pdf](https://www.arpgweb.com/pdf-files/jssr2(9)159-166.pdf)
- Amos, Neolaka, M.Pd & Greace Amialia A. Neolaka, S.Pd.,M.Pd (2017) – *Landasan pendidikan dasar pengenalan diri sendiri menuju Perubahan Hidup*. Depok - Kencana
- Corey, Gerald. 2003. *Teori dan Praktek Konseling dan Psikoterapi*. Bandung: Refika.
- Bie Nio Ong, Clare Jinks & Andrew Morden (2011) - The hard work of self-management: Living with chronic knee pain - *International Journal of Qualitative Studies on Health and Well being* - DOI: 10.3402/qhw.v6i3.7035
- Corey, Geral. 2010. *Teori dan Praktek Konseling dan Psikoterapi*. Bandung: Refika Aditama
- Daniel David, Ioana Cristea and Stefan G. Hofmann (2018) - Why Cognitive Behavioral Therapy Is the Current Gold Standard of Psychotherap - *Psychopathology, a section of the journal Frontiers in Psychiatry* - <https://doi.org/10.3389/fpsy.2018.00004>
- Daniel F. K. Wong , Sylvia Y. C. L. Kwok, Yiu Tsang Low, Ka Wai Man, and Priscilla S. Y. Ip (2016) - Evaluating Effectiveness of Cognitive–Behavior Therapy for Hong Kong Adolescents With Anxiety Problems - *Sage Journals* - <https://doi.org/10.1177/1049731516658351>
- Diana, Dewi Wahyu Ningsih. 2020 . *Panduan untuk konselor teknik selfmanagement dalam bingkai cognitive behavior untuk meningkatkan kemandirian belajar*. Jakarta CV. Sanuh Untung
- ELSA DEWI MANDA SARI - (2016) *PENGARUH JENIS PENERAPAN SANKSI TERHADAP TINGKAT KEDISIPLINAN SISWA DI SMA NEGERI 14 BANDAR LAMPUNG TAHUN PELAJARAN 2010/2011*.
- Farideh Ghasemi, Nahid Bolbol-Haghighi, Zahra Mottaghi, etc (2016) - The Effect of Group Counseling with Cognitive-Behavioral Approach on Self-Efficacy of Pregnant Women’s Choice of Vaginal Delivery - doi: 10.5812/ijpbs.7632 - <https://sites.kowsarpub.com/ijpbs/articles/7632.html>
- Kesuma D, Cepi T dan Johar P. 2012. *Pendidikan Karakter*. Bandung. Remaja Rosdakarya
- Lutfifauzan. 2009. *Praktik Teknik Konseling Self Management*. On line at <http://lutfifauzan.wordpress.com/2009/12/23/praktik-teknik-konseling-self-management/> [accessed at 21/12/2011]
- Mega Aria Monica (2016) -*Efektivitas Layanan Konseling Behavioral dengan Teknik Self- Management untuk Mengembangkan Tanggung Jawab Belajar pada Peserta Didik Kelas XI SMA Al-Azhar 3 Bandar Lampung Tahun Ajaran 2015/2016*
- Mike Armour, Justin Sinclair, K. Jane Chalmers & Caroline A. Smith (2019) - Self-management strategies amongst Australian women with endometriosis: a national online survey - <https://doi.org/10.1186/s12906-019-2431-x>
- Muya Barida, Hardi Prasetiawan, Sutarno, Alif Muarifah (2019) - The Development of Self-Management Technique for Improving Students’ Moral Intelligence - *International Journal of Educational Research Review* – <https://pdfs.semanticscholar.org/6280/4c78583bdf5c3ddfd697bb4109e33b3967>
- M. Sukayasa , K. Suranata , K. Dharsana , - PENERAPAN TEORI KONSELING BEHAVIORAL DENGAN TEKNIK SELF-MANAGEMENT UNTUK MENINGKATKAN MINAT BELAJAR SISWA KELAS XI C AP SMK NEGERI 1 SINGARAJA - e-journal Undiksa Jurusan Bimbingan Konseling Volume: 2 No 1, Tahun 2014



- 
- Ni Putu Megarini, Ni Nengah Madri Antari, Nyoman Dantes - PENERAPAN KONSELING BAHAVIORAL DENGAN STRATEGI SELF MANAGEMENT UNTUK MENINGKATKAN DISIPLIN BELAJAR SISWA KELAS X MIA-4 SMA NEGERI 3 SINGARAJA - e-journal Undiksha Jurusan Bimbingan Konseling Volume: 2 No 1, Tahun 2014
- Oguzie Alphonsus Ekejiuba, Obi Joy Sylvia Chisara.PhD, Nnadi Grace Chinyere.PhD (2019) - EFFECT OF SELF-MANAGEMENT TECHNIQUE ON SHYNESS AMONG SECONDARY SCHOOL STUDENTS IN IMO STATE, NIGERIA - *International Journal of Education and Research* - <https://www.ijern.com/journal/2019/May-2019/20.pdf>
- O. Khosniyat, B. Monfareddi Raz, E. Alizade Mousavi (2016) - THE EFFECTIVENESS OF COGNITIVE-BEHAVIORAL GROUP COUNSELING ON STRESS AND SELF-EDUCATION – *Journal of Fundamental and Applied Sciences* - <https://www.ajol.info/index.php/jfas/article/view/142513>
- Rilana F.F. Cima, Gerhard Andersson, Caroline J. Schmidt & James A. Henry (2014) - Cognitive-Behavioral Treatments for Tinnitus: A Review of the Literature - *Journal of the American Academy of Audiology* - <https://www.ingentaconnect.com/content/aaa/jaaa/2014/00000025/00000001/art00004>
- Robert W. Lent, Glenn W. Ireland, Lee T. Penn, Taylor R. Morris, Ryan Sappington (2016) - Sources of self-efficacy and outcome expectations for career exploration and decision-making: A test of the social cognitive model of career self-management – *Journal of Vocational Behavior* - doi: 10.1016/j.jvb.2017.01.002
- Roy Jordan – Detik News (2018) <https://news.detik.com/berita/d-4174869/jokowi-anak-muda-jangan-malas-dan-senang-yang-instan>
- Septi Riyani (2011) - *UPAYA MENINGKATKAN MOTIVASI BELAJAR SISWA DENGAN MENGGUNAKAN LAYANAN KONSELING KELOMPOK PADA SISWA KELAS XI AK SMK PGRI 4 SUKARAME TAHUN PELAJARAN 2010/2011.*
- Siti Nur (2018) *Teknik Self Management dalam mereduksi Body Dysmorphic Disorder* - [http://file.upi.edu/Direktori/FIP/JUR.\\_PSIKOLOGI\\_PEND\\_DAN\\_BIMBINGAN/197102191998021-NANDANG\\_BUDIMAN/TEKNIK\\_SELF\\_MANAGEMENT.pdf](http://file.upi.edu/Direktori/FIP/JUR._PSIKOLOGI_PEND_DAN_BIMBINGAN/197102191998021-NANDANG_BUDIMAN/TEKNIK_SELF_MANAGEMENT.pdf)
- Sofyan S. Willis, 2004, *Konseling Individual* (Bandung: Alfabeta.)
- Steven C. Hayes & Stefan G. Hofmann (2017) - The third wave of cognitive behavioral therapy and the rise of process-based care – *World Psychiatry Official Journal Of The World Psychiatric Association (WPA)* - doi: 10.1002/wps.20442
- Sus Kurniawan (2017) - PENGARUH LAYANAN KONSELING INDIVIDU DENGAN TEKNIK SELF MANAGEMENT UNTUK MENINGKATKAN KONTROL DIRI SISWA PENGGUNA SOSIAL MEDIA DI SMP N 2 SEMARANG – Universitas Negeri Semarang Sukadji, S. (1983). *Modifikasi Prilaku: penerapaaan sehari-hari dan penerapan profesional.* Yogyakarta: Liberti
- Sukadji, S. (1983). *Modifikasi Prilaku: penerapaaan sehari-hari dan penerapan profesional.* Yogyakarta: Liberti
- Suk-Hyang Lee, Richard L. Simpson, and Karrie A. Shogren (2007) - and Implications of Self-Management for Students With Autism:A Meta-Analysis - *SAGE JOURNALS* - <https://doi.org/10.1177/10883576070220010101>
- Sri Hastuti. 2004. *Bimbingan dan Konseling di Institusi Pendidikan.* Yogyakarta: Media Abadi.
- Tanja W. Effing, Jan H. Vercoulen, Jean Bourbeau, Jaap Trappenburg, dkk (2016) - Definition of a COPD self-management intervention: International Expert Group consensus - *Eurpean respiratory journal* - DOI: 10.1183/13993003.00025-2016
- Thiagarajan, S., Dorothy, S. S., & Melvyn, I. S. (1974). *Instructional development for training teachers of exceptional*

---

*children: A sourcebook*. Minnesota: Leadership Training Institute/Special Education, University of Minnesota.  
[https://doi.org/10.1016/0022-4405\(76\)90066-2](https://doi.org/10.1016/0022-4405(76)90066-2)

T.M. Damush, K. Kroenke, M.J. Bair, dkk (2015) - Pain self-management training increases self-efficacy, self management behaviours and pain and depression outcomes – *European Journal Of Pain* -  
<https://doi.org/10.1002/ejp.830>

Vijay, Krina (2018) *Self Management Manifest and Materialize Your Dream* – India –Winkel, W.S. & M.

---

**Article Information (Supplementary)**

**Conflict of Interest Disclosures:**

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

**Copyrights Holder:** <authors><year>

**First Publication Right:** BISMA The Journal of Counseling

<https://doi.org/10.xxxx/xxxxx>

Open Access Article | CC-BY Creative Commons Attribution 4.0 International License.

**Word Count:**

