



APPLICATION OF SELF MANAGEMENT TECHNIQUES IN IMPROVING CHILDREN'S LEARNING DISCIPLINE WHILE AT HOME IN ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

Basic education is fundamentally in the formal path that underlies the level of secondary education held in educational units in the form of elementary schools and ibtidaiyah madrasahs or other equivalent forms. The development of elementary school age children is the development of children with categories that have undergone many drastic changes both mentally and physically. Self Management is one of the abilities related to one's own state and skills by which the individual can manage and organize himself for the direction of changes in his own behavior to learn by manipulating stimuli and responses both internally and externally. Purpose to find out the application of self-management techniques to the child's learning discipline system both at home and at school. The type of research used is a quantitative method using questionnaires as a data collection technique. The number of subjects 4 people with inclusion criteria is children aged 7-10 years, parents allow children as respondents, children in healthy and cooperative conditions, then the exclusion criteria are children who are not present at meetings scheduled by researchers. The instruments used are observation sheets and SOPs with univariate test analysis. The results were obtained on self-management which increased by 2 people, from good enough to good there was 1 person, and there was a decrease of 1 person. In the discipline of learning, children found that the results increased by 2 people, and there was also a decrease of 2 people. Self-management has increased from poor to good there are 2, from good enough to good there is 1 person but also there is a decrease from very good to good there is 1 person. In the discipline of learning, children found that the results increased from good enough to good 2 people, and there were also those who experienced a decrease from good enough to good, there were 2 people.

Keywords: discipline; school children; self management

INTRODUCTION

Learning is essentially a process of interaction between the human being and his environment, which may be in the form of a person, fact, concept or theory. Learning is not solely due to the coercion of parents or the obligations of each student in general, but if learning is something that has been felt as a responsibility for every student or student at school. This means that learning responsibility is an obligation that must be present to every student in carrying out their learning duties in the hope that it can be used as capital in achieving academic and non-academic achievements. (Asmara, 2021).

Responsibility in learning for students is also very important because in addition to being a demand in learning is also one aspect of the adolescent development task that they must carry out for personal and social development in their daily lives which will later be used as a provision when they enter in a wider environment. The implementation of traditional learning that is usually carried out in the classroom definitely helps students in understanding a subject. The learning process must be designed in a conducive and enjoyable manner and provide opportunities for students to find the objectives of learning outcomes independently (Prasetyo et al., 2021).

A study of education, Program for International Student Assessment Anjani et al., (2020) reveals that the classroom atmosphere and student discipline in learning affect learning achievement. Of the 65 countries involved in the 2009 study, Indonesia ranked 19th with a percentage of orderly students and learning disciplines of 79% in 2009 at that time. Japan is at the top of the rankings with 93%, while Argentina and Greece occupy the bottom 2 rankings with 62% each. The phenomenon, students spend more time on entertainment activities than academics. This can be seen from the habit of staying up late, watching television, being addicted to online games and delaying doing tasks (Anjani et al., 2020).

Learning models or styles as individualistic patterns of learning that help learners to learn better. Students' approaches to learning, problem solving, and information processing differ from one another. Learners are created differently, so they learn differently from each other (Ayu, Fitria Kusumaningtyas & Putro, 2021). Paying attention to the needs and prioritizing the principle of developing the potential of school-age children optimally, is a necessary thing for an effort to help through one of the approaches in guidance to improve the child's learning system while at home, namely with a cognitive behavioral approach using self-management strategies.

Anjani et al., (2020) explaining self-management is a strategy to encourages the individual to be able to direct his own behavior with responsibility for his actions to achieve self-progress. The reason for using self-management is because self-management is effective in behavior change efforts, it is explained (Asmara, 2021) self-management is effective and effective in changing individual behavior as desired. It is also explained that in applying self-management techniques, counselors have full responsibility for the success of a counseling process. The emphasis of applying self-management techniques although the counselor can carry out the stages of self-management for the client, it is better for the client to carry it out himself with as little as possible the assistance provided by the counselor, so as to highlight the client's view as an individual who can learn or direct himself (Suwanto, 2016).

As for the differences in the research conducted by Amaliasari & Zulfiana, (2018) to the previous study, namely: this study used a different high school student subject from the previous study. This study uses self-management variables that cover a wider range of aspects. The calculation results using SPSS for windows version 16 on 60 statement items obtained a reliability price (r calculate) of 0.87 at $\alpha=0.05$. Based on the results obtained by (Anjani et al., 2020), it is known that the reliability price of the instrument is at a very high degree of reliability. Or very strong It means that the instrument of learning discipline is able to produce scores on each item consistently and reliably and worthy of use in research as produced on Janah & Loviana, (2016) The calculation results using SPSS for windows version 16 on 60 statement items obtained a reliability price (r calculate) of 0.87 at $\alpha=0.05$. Based on the results obtained, it is known that the reliability price of the instrument is at a very high degree of reliability. Or very strong It means that the instrument of learning discipline is able to produce scores on each item consistently and reliably and worthy of use in research. This case study was taken in Ngrandah Village, Toroh District, Grobogan Regency, which was carried out for two days on June 27 to 28, 2022. Each of the stages has a time frequency of 30 minutes.

METHOD

The type of research used is quantitative with two approaches, namely the associative approach, to see a significant influence between two or more variables and a management approach, to see in terms of school management regarding Self-Management on the discipline of students. The population and samples in this case study were pre-school age children of 7-10 years. In collecting objective data in the field, researchers use questionnaires as a data collection

technique. In this study, questionnaires were used to get answers according to the research problem, namely whether there is an influence on Self-Management and how much influence it has on the learning discipline of students while at home which later researchers will distribute questionnaires or questionnaires directly to respondents with their instruments, namely Observation Sheets and Standard Operating Procedures (SOPs). This research was conducted in Ngrandah Village, one of the villages located in Grobogan Regency, Toroh District. The data analysis used in this case study is a univariate analysis, which means that the independent variable in this case study is the Self-Management Technique, while the bound variable is the Child's Learning Discipline.

RESULTS

Table 1.
Results of Pre and Post Questionnaires for Self-Management (n=4)

No	Subject	Pre		Post	
		Score	Category	Score	Category
1	Initial I (8 Years)	68	Less Good	75	Good Enough
2	Initial H (10 years)	91	Great	83	Good
3	Initial A (8 Years)	78	Good Enough	83	Good
4	Initial V (7 Years)	69	Poor	72	Good Enough

Table 2.
Results of Pre and Post Questionnaires for Learning Discipline (n=4)

No	Subject	Pre		Post	
		Score	Category	Score	Category
1	Initial I (8 Years)	25	Good Enough	24	Good Enough
2	Initial H (10 years)	28	Good Enough	31	Good
3	Initial A (8 Years)	22	Good Enough	29	Good Enough
4	Initial V (7 Years)	31	Good	29	Good Enough

Table 3.
Results of Pre and Post Interviews Self-Management and Discipline Questionnaire (n=4)

No	Subject	Data Focus (Pre)	Data Focus (Post)
1	Initial I (8 Years)	"While eating, And lying down"	After Koran in Killa House, I study but a few minutes.
2	Initial H (10 years)	"Playing Phone, Play Pen"	I like to play Pen when I study.
3	Initial A (8 Years)	"Watching Television, Scrolling Tiktok"	Learn Indonesian Bro
4	Initial V (7 Years)	"Playing Cars, Watching Youtube"	Go with Father, I'm not Study.

DISCUSSION

The analysis from tables 1, and 2 showed that the self-management questionnaire and learning discipline in children of primary school age, were very effective by showing by subject one showing a significant increase when given a self-management questionnaire from 68 (Less Good) to 75 (Good Enough), although in learning discipline the child experienced a decrease of one point, namely 25 (Good Enough) to 24 (Good Enough), and for the second subject showed a significant decrease when given a self-management questionnaire from 91 (Excellent)

to 83 (Good) and for the questionnaire his discipline experienced an increase from 28 (Good Enough) to 31 (Good), for the third subject the self-management and discipline questionnaires also increased, namely 78 (Good Enough) to 83 (Good) and 22 (Good Enough) to 29 (Good Enough) and for the final project to experience a fairly significant increase and subjugation, namely in the self-management questionnaire from 69 (Less Good) to 72 (Good Enough) and the disciplinary questionnaire 31 (Good) to 29 (Good Enough). The interventions that researchers carried out in children aged 7-10 years, self-management had an influence in improving children's learning discipline, the average child who was given a questionnaire found the results of an increase in score.

This research is in line with the research of Isnaini & Taufik, (2016) if the increased learning discipline is caused by the provision of group counseling treatment with self-management strategies and not caused by other factors. Analysis from tables 4.1, and 4.2 shows that self-management questionnaires and learning discipline in children of primary school age, very effectively by being shown by subject one showed a significant increase when given a self-management questionnaire from 68 (Less Good) to 75 (Good Enough), although in learning discipline the child experienced a decrease of one point, namely 25 (Good Enough) to 24 (Good Enough), and for the second subject showed a significant decrease when given a self-management questionnaire from 91 (Excellent) to 83 (Good) and for the questionnaire his disciplinaries experienced a change increase from 28 (Good Enough) to 31 (Good), for the third subject of the self-management and discipline questionnaires also increased, namely 78 (Good Enough) to 83 (Good) and 22 (Good Enough) to 29 (Good Enough) and for the final project to experience a significant increase and subjugation, namely in the self-management questionnaire from 69 (Less Good) to 72 (Good Enough) and the disciplinary questionnaire 31 (Good) to 29 (Good Enough). The interventions that researchers carried out in children aged 7-10 years, self-management had an influence in improving children's learning discipline, the average child who was given a questionnaire found the results of an increase in scores. This research is in line with the research of Isnaini & Taufik, (2016) if the increased learning discipline is caused by the provision of group counseling treatment with self-management strategies and not caused by other factors.

CONCLUSION

The discipline of the child's learning system before the application of self-management techniques is carried out in improving the discipline of children's learning while at home in elementary school students before the child gets self-management techniques and the discipline of the child is not aware that the little things done can interfere with their learning concentration. Describing the discipline of the child's learning system after the application of self-management techniques in improving children's learning discipline while at home in elementary school students after getting self-management techniques, children will understand better and realize what things can interfere with their concentration while studying and start to avoid being able to avoid. Analyzing the application of self-management techniques in improving children's learning discipline while at home in elementary school students by finding results in self-management that have increased from poor to good there are 2, from good enough to good there is 1 person but also there is a decrease from very good to good there is 1 person. In the discipline of learning, children found that the results increased from good enough to good 2 people, and there were also those who experienced a decrease from good enough to good, there were 2 people

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