

Improving Student Achievement Through Group Guidance Services with Self-Management Techniques

Lahmuddin Lubis*¹, Nurussakinah Daulay², Zainuddin³

^{1,2,3} Universitas Islam Negeri Sumatera Utara, Medan Indonesia

e-mail: Lahmuddin@uinsu.ac.id¹, Nurussakinahdaulay@uinsu.ac.id² zainuddin02@gmail.com³

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Abstract

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The purpose of this article is to find out group guidance services with self-management techniques in improving the learning achievement of class X aliyah students at the AL-Mukhlisin Islamic boarding school Batubata for the 2020/2021 academic year. The method used in this research is descriptive research method. Instrumentation of data collection in this study using observation, interviews, and documentation. Data analysis techniques in this study are data collection, data reduction, data presentation and conclusion drawing. The result of this article is that group guidance with self-management techniques is carried out to improve the learning achievement of class X aliyah students at the Al-Mukhlisin Batubara Islamic boarding school for the 2020/2021 academic year, it has succeeded in increasing student learning achievement, this can be seen by the increase in grades and students' knowledge when in teaching and learning activities, so it can be concluded that group guidance with self-management techniques is very effective in improving student achievement in class X-I aliyah at the Al-Mukhlisin Batubara Islamic boarding school for the 2020/2021 academic year.

Kata Kunci:

Layanan Bimbingan Kelompok, Teknik Self Management, Prestasi Belajar

Abstrak

Tujuan dari artikel ini adalah untuk mengetahui layanan bimbingan kelompok dengan teknik self managment dalam meningkatkan prestasi belajar siswa kelas X aliyah di pondok pesantren AL-Mukhlisin Batubata Tahun Ajaran 2020/2021. Metode yang digunakan dalam penelitian ini adalah metode penelitian deskriptif. Instrumentasi pengumpulan data dalam penelitian ini menggunakan observasi, wawancara, dan dokumentasi. Teknik analisis data dalam penelitian ini adalah pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil artikel ini adalah dilakukannya bimbingan kelompok dengan teknik self management untuk Meningkatkan prestasi belajar siswa kelas X aliyah di pondok pesantren Al-Mukhlisin Batubara Tahun Ajaran 2020/2021, ternyata telah berhasil meningkatkan prestasi belajar siswa, hal ini dapat dilihat dengan terjadinya adanya peningkatan nilai dan pengetahuan siswa ketika dalam kegiatan belajar mengajar, sehingga dapat disimpulkan bahwa Bimbingan kelompok dengan teknik self manajemen sangat efektif dalam meningkatkan prestasi belajar siswa kelas X-I aliyah di pondok pesantren Al-Mukhlisin Batubara tahun ajaran 2020/2021.

INTRODUCTION

A school is a formal educational institution that provides facilities for students to be able to develop their potential. Schools have an important role after the family, to help children with academic, moral, religious, emotional, and social skills (Debrah et al., 2021; Morris & Rohs, 2021). School according to (Yusuf, 2016) is defined as an educational environment that is intentionally designed and implemented with strict rules such as having to be tiered and continuous so that it is called formal education and school is a special institution, a vehicle, a place to organize education in which there is a teaching and learning process to achieve certain education.

Based on the class explanation in this broad sense, it can be concluded that each class consists of several students who have behavior patterns and how to respond to a situation in different ways from one another. Not a few students violate the rules that have been made. According to (Goyal et al., 2021; Quchani et al., 2021), all children have different behavior patterns and have unexpected responses to various situations. This means that teachers will encounter various kinds of student behavior in the classroom, whether it is good behavior or disruptive behavior (Maunah, 2016).

The behavior shown by students in the classroom and leads to a form of violation can be categorized as undisciplined behavior. There are several examples of phenomena of undisciplined behavior that occur in the school environment, such as the results of research by (Baumrind, 1967; Živkovič, 2016) which found that 35.8% of students behaved undisciplined in class. Quoted from USA Today, the presentation number of students who respect their teachers decreased from 79% to 31%. Then the results of interviews conducted by the Metropolitan Life Survey of the American Teacher (MLSAT) (Banzon-Librojo et al., 2017), on 1000 teachers, 1234 students, and 100 police officers, the results showed that they agreed to disruptive behavior, delinquency or inappropriate behavior, and Aggressive students make discipline and learning in the classroom not conducive and violence in schools can suppress concentration at school.

Students seem lazy, day dreaming, and it seems that the concentration of students is easily distracted by things outside the classroom when the teacher is explaining the lesson. When they are bored, some students will tease their friends and sometimes end up making fun of each other (Kessels & Heyder, 2020; Madsen, 2018). In addition, they will also walk around in class or can't stay calm in their seats. Some children also like to repeat the words said by the teacher, add to the words of the teacher who is reprimanding another friend, and answer or argue with the teacher when being reprimanded. Some students also sometimes start to leave the class when they know the lesson is over but the teacher has not asked them to leave the class (Ma'arif et al., 2022; Nurjannah et al., 2021).

In general, indiscipline can be defined as a child's social behavior that is considered inappropriate in a certain situation where the behavior appears so that it interferes with the learning process (Anderson et al., 2022; Habibi & Supriatno, 2020). Teachers often feel disturbed by student behavior, because it reduces learning time, affecting the quality of teaching, and impair job satisfaction for teachers (Fleckman et al., 2021). In addition, (Birk et al., 2021) revealed that indiscipline in the classroom can disrupt the classroom atmosphere and teaching process, as well as hinder both students and teachers from achieving their goals and lead to time management problems. Not up to 60% percent of the students collect their assignments. Of

course, this kind of habit is not good for students. This will have an impact on many aspects of the students themselves. Of the many aspects that are the impact of students' indiscipline in doing the tasks given by the teacher, one of which is the impact on learning achievement (Aalto et al., 2019; Kara et al., 2022).

Then when the researcher observed further about their learning achievement in the last semester, it was seen that the students' learning achievement was not very proud (Malmia et al., 2020; Najmi et al., 2021). The researcher carefully interviewed the class teacher and asked the homeroom teacher's permission to see the students' scores that had been recapitulated. They are still below the minimum completeness criteria. It doesn't stop there, based on information from the teacher and homeroom teacher, the students' achievements in moral and personality aspects are still not good. This information is more accurate when the researcher communicates with some students. The researchers found various kinds of attitudes and forms of unfavorable morals. Both were impolite when invited to communicate.

Seeing and paying attention to phenomena and facts in the field, of course, researchers need to take an action or experiment so that the students' lack of discipline can be improved. Besides that, researchers also want to give an experiment so that students' learning achievement gets better. Of course, researchers try to make new breakthroughs by doing something that has never been done by the teachers in these educational institutions. Researchers implemented self-management technique group guidance services. This is certainly indicated to be able to provide a change to the level of discipline and learning achievement of students. Self-management technique group guidance service is a group service where we direct changes in the behavior of students alone with a strategy or a combination of strategies towards effective behavior which is often combined with the provision of rewards or rewards.

RESEARCH METHODS

Meanwhile, according to (Moleong, 1989) phenomenology is an approach with a view that discusses the focus on human subjective experience and interpretation of the world. In general, phenomenological research aims to clarify situations experienced in a person's daily life. In the phenomenological approach within the scope of research, you must take pictures based on phenomena that occur in events in the field, observe what is in the field and try to describe the symptoms that appear to observers. The symptoms in question are symptoms that can be observed directly by the five senses (external symptoms), as well as symptoms that can almost be experienced, felt, imagined, or seen by observers without requiring empirical references (internal phenomena).

Data collection tools used in this study were observation guidelines, interview guidelines, notebooks and archives which became student documents (Miles & Huberman, 1994). Observation guidelines are made based on the definition of the concept of behavior and its aspects, which are then derived into indicators. Observation guidelines are prepared based on observations of the behavior of informants during interviews and observations of the environment or interview settings, as well as their influence on the behavior of the subject and the information that appears during the interview. According to Suharismi (Arikunto, 1983) interview guidelines are the process of collecting data or information through face-to-face meetings between the inquirers (interviewers).

RESULTS AND DISCUSSION

Results

Counseling guidance at the Al-Mukhlisin Islamic boarding school found that student achievement was still in unsatisfactory condition. This was evidenced by the researchers from the student scores taken by the researcher. Of the 40 students in class XI Religion-2 there were at least 13 people who had grades low learning scores. This low student learning value is not only in one subject but consists of several subjects that get low scores.

The subjects include mathematics, Indonesian, English and citizenship education subjects. The researcher also found that the students had a very low level of discipline. This can be proven by researchers when making direct visits or visits to classes when the school entrance bell has rung. The researcher found that many students were not present and were still outside the classroom. When the researchers conducted interviews with subject teachers, they received information that the causes of student delays were several factors. Among these factors was the students' lack of attention to the rules made by the school.

The students consider the rules made by the school are rules that may be violated. Even if they are violated, they do not get a severe punishment from the school. This is the reason the students remain less disciplined in following the learning and teaching process in the classroom. Not a few or even the average subject teachers are overwhelmed with students who are less disciplined in learning. The researchers further examined the condition of the students, it turned out that the students in following the lessons delivered by the teachers were not serious and in fact it was not uncommon for them to skip or not participate in the teaching and learning process.

How can they have good learning achievements while they are not disciplined in following the teaching and learning process. This phenomenon was found by researchers before implementing self-management technique group guidance services. So there was a strong determination from researchers to implement these services. Researchers also believe that there will be a change in student achievement when this service is implemented.

Group guidance services direct services to a group of individuals. With one service activity the group provides benefits or services to a number of people. In group guidance, the interaction between individual group members is something that is unique, which is not possible in individual counseling (Lubis et al., 2021; Noviyanti, 2020). With the dynamics during the course of the service and it is hoped that the service objectives are aligned with the individual needs of group members so that they can be achieved more steadily. If this service is not carried out optimally or never at all, it will have a bad impact on students who have problems, as well as for students who need influence or guidance. Interviews were conducted by researchers with counseling guidance teachers at the Al-Mukhlisin Islamic boarding school regarding what actions were taken to overcome the unsatisfactory student learning achievement. individual guidance.

Individual guidance services are often carried out by the teacher concerned when students experience problems and take an action that violates school rules. This individual guidance service is continuously carried out. To strengthen the counseling guidance teacher's statement, the researcher visited the principal's office to actively conduct interviews. The researcher interviewed the head of the AL-Mukhlisin Islamic boarding school about the role of group guidance teachers at Islamic boarding schools in providing their services, because the

head of the Islamic boarding school is responsible for implementing guidance and counseling in schools and the role of BK teachers is very active in providing services. This is because there is a saying that prevention is better than cure and also supervises the performance of BK teachers through *prota*, *prosem*, *proming*, and cooperation with other teachers.

The Islamic boarding school as the head of the Al-Mukhlisin Islamic Boarding School about seeing the performance of the counseling guidance teacher at the Al-Mukhlisin Islamic Boarding School: There are counseling guidance teachers, they are proactive to their students, they are also disciplined and their performance is good and good and they also come early to school and also the head of the Islamic boarding school fulfills the facilities and infrastructure so that performance runs better. The guidance that is often carried out by the counseling guidance teachers is individual guidance services. The counseling guidance teachers have never seen the head of the Al-Mukhlisin Islamic boarding school implement group guidance services to students. Then the head of the Islamic boarding school also said that the counseling guidance teachers always coordinate with him about the behavior of students who violate the rules of the Islamic boarding school. Seeing the phenomena that occur in the boarding school environment, where there are still many students who violate the rules of the boarding school, and plus when viewed from the student's learning achievement has not achieved maximum results.

The head of the Islamic boarding school as the policy maker and the person most responsible for the advancement and retreat of the Islamic boarding school advises and discusses with the guidance and counseling teachers in order to make new breakthroughs. New breakthroughs will certainly give birth to new results for increasing student achievement. The head of the Islamic boarding school said that individual tutoring services had a pretty good impact on students. Both the impact on the development of behavior in obeying the rules of the Islamic boarding school although it is still far from what is expected, as well as in terms of learning achievement. But on the other hand the head of the Islamic boarding school asked the counseling guidance teacher, apart from individual guidance services whether there were no other guidance services to improve student learning achievement.

The researcher returned to the counseling guidance teacher and conducted another interview regarding the instructions of the head of the Islamic boarding school to carry out or implement group guidance services. The researcher asked the counseling guidance teachers regarding group guidance services. What things must be done in implementing this service. The counseling guidance teacher explains that group guidance services direct services to a group of individuals. With one service activity the group provides benefits or services to a number of people. In group guidance, the interaction between individual group members is something that is unique, which is not possible in individual counseling, given the dynamics of the group during the course of the service, it is hoped that service goals aligned with the individual needs of group members can be achieved more steadily. If group guidance services are not carried out optimally or have never been carried out at all, it will have a negative impact on students who have problems, as well as for students who need guidance.

In my opinion, the implementation of counseling guidance using group guidance services is appropriate to provide information to students specifically or with a specific purpose and in this service it is more effective and more focused than classically. Group guidance services can improve the same performance between students, can train students to be more

open, dare to express their opinions in front of other individuals, dare to communicate and so on.

Table 1. Management Cell Individual Counseling Meeting Plan

No	Meeting	Activity	Time
1	I	<i>Assessment</i>	30 – 45 minutes
2	II	<i>Stage 1 assesment</i>	30 – 45 minutes
3	III	<i>Goal Setting</i>	30 – 45 minutes
4	IV	Implementation Technique	30 – 45 minutes
5	V	Stage 2 Implementation Techniques	30 – 45 minutes
6	VI	Evaluation and termination	30 – 45 minutes

In group guidance services, counselors carry out an activity that is formed in a group of 8 students who have difficulty controlling themselves in speech and behavior. Collected into one, then the counselor provides topics that can train students' thinking in acting or behaving that they have. Turning on an atmosphere of intimacy among group members to love each other between friends and will avoid things that can cause negative attitudes from within them. Furthermore, the counseling guidance teacher said that the core of group guidance services is none other than having a very good purpose.

The boarding school counseling guidance teacher also said that with group guidance services students who were previously unable to control themselves such as being easily emotional, being late, being impolite and others could be overcome. Then the students who previously had an attitude that did not want to change themselves, could not control themselves to be able to control themselves.

The counseling guidance teacher also said that this group guidance service is quite effective in providing solutions for students who in fact have problems, but in fact this condition does not escape the role of parents in educating and guiding their children. Sometimes some parents pamper their children too much so that everything their children do is considered right, and too restricts their children from hanging out with their friends. The above is supported by the results of observations made by researchers about the existence of students who are late, easily emotional and act impolite. In this case, guidance and counseling teachers must be sensitive and play an active role in dealing with problems that are difficult to control themselves which often occur in the Islamic boarding school environment, although sometimes there are obstacles in their implementation. So researchers can conclude that the lack of group guidance services so that students do not know how they can control and control themselves, they do not know how to control themselves so that sometimes negative attitudes can be a problem for these students.

However, guidance and counseling teachers are trying as soon as possible to overcome this problem, so that students can control themselves by knowing the bad impact on students. The researcher continued the interview by calling several students, the names of these students were obtained from the results of interviews with Counseling Guidance teachers who recommended that students who had problems easily provoked anger were those who had not been able to control their attitudes and behavior well, lacked understanding of self-control and lack of self-control. instilling in them to love and respect each other living creatures and this is also inseparable from the role of parents who have educated their children.

The researcher asked the question whether it was true that the students had ever received guidance services while studying at the Islamic boarding school. The students answered that it was true that while they were studying at the Al-Mukhlisin Batubara Islamic Boarding School, they get individual guidance services from counseling tutors. Usually we get these counseling services when we make mistakes and violate the rules of the Islamic boarding school. As long as we do not violate the rules of the Islamic boarding school, we will not be called by the counseling teacher. Then the researcher asked again, whether the summons were done together or one by one they were called to face the counseling teacher. Students answered that the summons was done individually or one by one before the counseling guidance teacher. Students were never called together to face the counseling guidance teacher.

Students answered that when the summons came to us, the first thing we experienced was fear and guilt. Then based on interviews that the researcher did with students, the problem about self-control is that he is unable to get out of his safe zone so that he is not afraid to make mistakes, such as: often late, lazy to do assignments, so that he gets a reprimand from the study teacher and homeroom teacher. The homeroom teacher reports to the counseling guidance teacher. Every student who has a problem will be asked for an explanation about the problem he is facing. This is justified by the student's statement, that he has self-control problems. So with several interviews that the researchers conducted, the researcher found that there were some students who were weak in self-control whose invitations changed every minute,

Therefore, here the counseling guidance teacher takes steps to immediately deal with problems in student self-control that have a fatal effect on their learning achievement, by providing counseling guidance services in the form of group guidance services. and behavior so that the problems they experience are solved. Self-Management technique group guidance is a unit of the overall plan of guidance and counseling activities that will be carried out at a certain time period. The implementation of the guidance and counseling program is a reference for the implementation of the guidance and counseling teacher's work aimed at helping students achieve developmental tasks that include personal, social, and social aspects. study and career. The implementation of guidance and counseling programs also plays a role in helping

From the results of the statement above, it is also supported by the observation that guidance and counseling teachers play a very important role in the Al-Mukhlisin Batubara Islamic boarding school, they are needed to overcome students who have problems in the learning process in the classroom and outside the classroom. This is in line with the interviews that researchers conducted with students, Regarding how to apply counseling guidance services in one interview, the following responses were obtained: Counseling guidance services exist, but there is no special hour for the counseling guidance teacher to enter the room. and it doesn't run smoothly because of the lack of time. The obstacles and constraints expressed by the students are also in line with the observations that the researchers saw that there was a lack of time in providing counseling guidance services at the Al-Mukhlisin Batubara Islamic boarding school, then the interview that the researchers conducted with the counseling guidance teacher at the Al-Mukhlisin Batubara Islamic Boarding School, the question was what kind of counseling services. only those that are often used and those that are not often used the following responses are obtained:

Guidance and counseling services that are often used are individual services, individual counseling services, orientation services, information services, placement and distribution services. Because when providing this service, students with problems tend to be late, for

example, students will be processed to be given individual counseling services. And services that are not often used such as group guidance services, advocacy, group counseling and guidance and counseling support services such as instrumentation applications, case conferences, case experts and home visits. This is due to the lack of time and inadequate facilities and infrastructure. The implementation of counseling guidance services at the Al-Mukhlisin Batubara Islamic boarding school has been implemented well but not fully implemented. This is due to the lack of time for counseling guidance hours in the implementation of the program as well as inadequate facilities and infrastructure in the implementation of counseling guidance services. The role of the counseling guidance teacher is considered the most important to carry out counseling guidance services at the Al-Mukhlisin Batubara Islamic boarding school helping students solve problems that occur to themselves. and help understand and develop their potential optimally.

DISCUSSION

This research started from the problem of students who are less independent in learning, have poor study habits, lack confidence, still depend on others, cannot be responsible, have no desire for high achievement, and have not been able to manage to learn effectively, have not been able to make decisions. to deal with learning problems Independent learning is an activity learning activities carried out by students on their own abilities without depending on others (Aliyyah et al., 2020; Aral, 2021). And have a high self-confidence in completing the task. High independence in learning is very important for students. By having high learning independence, students are able to solve learning problems without being dependent on others. So get a good performance (Cardy & Leonard, 2014; Karim et al., 2021).

In improving student learning achievement, it is necessary to increase students' knowledge, abilities, or development where students can choose and determine their own learning goals. The impact of students who are less independent can cause mental disorders after entering continuing education (Gjefsen, 2020; Schürmann & Quaiser-Pohl, 2022). Thus, counselors need to provide group guidance services for students who have low learning independence. Group guidance with self-management techniques seeks to help individuals be able to behave with awareness, skills, and abilities in achieving their learning goals. For this reason, students are said to have increased learning independence if they have the awareness, skills to deal with learning problems (Kadafi et al., 2021; Naini et al., 2021).

Low student learning independence is characterized by lack of confidence, still dependent on others, researchers conducted an assessment of the problems that exist in the Al-Mukhlisin Islamic Boarding School. This is because in the case of students, whether they violate the rules of the cottage or learning achievement that has not met the expected target, students must be able to convince themselves that each individual has all aspects of the advantages they have, not only based on the shortcomings that exist within themselves. Students must be able to believe in themselves so that they become strong and always think positively about everything that they have never done, self-control already exists in the individual, now it depends on the individual how to control himself and direct himself to positive things, not negative ones (Dole & Sinatra, 1995; Fruhbauerova & Comtois, 2019).

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themselves that each individual has all aspects of the advantages they have, not only based on the shortcomings that exist within themselves (Horswill et al., 2021). Students must be able to believe in themselves so that they become strong and always think positively about everything that they have never done, self-control already exists in the individual, now it depends on the individual how to control himself and direct himself to positive things, not negative ones (Lubis et al., 2022; Mahmudin, 2021).

This is because in the case of students, whether they violate the rules of the cottage or learning achievement that has not met the expected target, students must be able to convince themselves that each individual has all aspects of the advantages they have, not only based on the shortcomings that exist within themselves. Students must be able to believe in themselves so that they become strong and always think positively about everything that they have never done, self-control already exists in the individual, now it depends on the individual how to control himself and direct himself to positive things, not negative ones.

If negative things arise in individual self-control, this will be fatal for students because they are still unable to control themselves, most likely they will get endless problems. in dealing with problems (Yusra & Silvianetri, 2022). By implementing group guidance services and providing a topic of problems that will be discussed, namely, exploring the problem of attitude of actively listening counselors, helping to provide feedback on the problems faced by students, and explaining that if self-control causes negative impacts on self and others, so that we must be responsible for being able to control the changing nature of ourselves besides explaining the consequences of students who cannot control themselves (Açar & Bilgiç, 2019).

In this case the researcher makes a group, students are jointly given a list of open-ended questions, they voluntarily and take turns answering the questions given. Group guidance is carried out in a quiet place and assisted by counseling guidance teachers in Islamic boarding schools, group guidance is carried out 70 minutes with the rules made, namely in the second hour the implementation of group guidance services is carried out.

Based on the results of monitoring from researchers and counseling guidance teachers, it is analyzed the results of observations of the provisions that have been set in the results of observations are direct observations of situations, information or information about a person about the activities that take place (Aszkielowicz & Ładyżyński, 2020). After interviews and direct observations at the Al-Mukhlisin Batubara Islamic boarding school, the researchers saw that there were still students who had not been able to control themselves from violating the rules of the Al-Mukhlisin Batubara Islamic boarding school so that it had an impact on their learning achievement. student achievement at the Al-Mukhlisin Batubara Islamic boarding school.

After the researchers observed all the students of the Al-Mukhlisin Batubara Islamic boarding school who had problems with self-control from violating the rules of the Islamic boarding school, here the researchers took class XI Religion-1 which was the sample of this study which amounted to 40 students. private field. Where researchers carry out activities during lesson hours that have been given by counseling guidance teachers at the Al-Mukhlisin Islamic boarding school.

Then the activity took place, researchers carried out group guidance activities carried out, researchers carried out group guidance activities carried out in the second hour totaling 40 students, all members carried out group guidance services where the activity was led by myself

as a counselor (Kadafi et al., 2021; Nur 'Aisyatinnaba' & Sutoyo, 2016). Greet and express gratitude to group members who have attended the activity. The counselor expresses the meaning of group guidance and also the purpose of group guidance from group guidance in the context of guidance and counseling, and explains the principles, and methods of implementation in group guidance (Bakalim et al., 2018).

Then enter the transitional stage, at this stage explain the group guidance activities that will be taken at the next stage with the theme of self-control from violating the rules of the Islamic boarding school and ask the readiness of members to carry out activities at the next stage, and discuss the atmosphere that occurs in one group. Then the activity stage, the counselor begins the content activity by providing a picture of social life between friends and a harmonious surrounding environment. Distinguishing is a pleasant and harmonious social life and a social life that is not harmonious. Each group member is asked to provide a response to the description of the material presented. explained by the counselor. Starting from the causal factors, the effects that will arise by giving examples that are found in the surrounding environment.

The application of self-management technique group guidance services at the Al-Mukhlisin Islamic boarding school is an effort to strengthen the personality and develop the ability of students or students to understand themselves as individuals who have the potential to solve problems that occur to them so that in the end there is a significant increase in student achievement. individual, individual counseling services, orientation services, information services, placement and distribution services. Because when providing this service, students with problems tend to be late, for example, students will be processed to be given individual counseling services. And services that are not often used such as group guidance services, advocacy,

Based on the results of the researchers did with counseling guidance teachers. the question of how to apply self-management technique group guidance services obtained responses from counseling guidance teachers where self-management technique group guidance services carried out at the Al-Mukhlisin Batubara Islamic boarding school, in the form of services related to the field of personal development and personal problems such as students who have problems with their family problems where this problem is a personal problem that students hope not many people know about. Counseling guidance teachers can explain the principles of guidance and counseling such as the principle of confidentiality so that students can volunteer when carrying out the counseling process so that the counseling process can run smoothly (Supriyanto et al., 2019; Yazicioglu, 2020).

The results of the research with counseling guidance teachers direct how the application of self-management technique group guidance services begins by giving students an understanding of the basics of counseling guidance such as counselor appointments and the principles of counseling guidance (Bayraktar & Ekşioğlu, 2021; Mahomed et al., 2019). Furthermore, the researchers conducted interviews with counseling guidance teachers at the Al-Mukhlisin Islamic boarding school about how to develop students' personalities in faith and piety to God Almighty. Another positive that is based on religious faith and devotion, especially this Islamic boarding school, is the aliyah level Islamic boarding school where this Islamic boarding school is based on Islam.

Students are directed can be creative and innovative from lessons that include skills,

such as administrative practices where students are directed to be able to make used goods into valuable items from this activity, ideas from students' skills are expected to be able to imagine creative and innovative ideas (Asmarani et al., 2021). Furthermore, the interview was continued with questions in the form of how to strengthen understanding of personal talents and interests as well as channeling and developing them through creative and productive activities for students. The responses were as follows:

As well as The answer above is to strengthen the understanding of students' talents and interests as well as their development and distribution through practical skills activities where students are directed to be creative and innovative. Where these interests and talents are very strongly related to student achievement. Regarding the question of what are the weaknesses of interest and talent skill activities and how to overcome them, the following responses were obtained (Zarkasyi et al., 2020). Weaknesses in this skill activity are in the form of students who do not participate as a whole they tend to just participate this is because practical skills activities are carried out in groups so that there are active and not active. The way to deal with student inactivity is by giving the teacher's attention and care about how students perform when carrying out these activities.

Furthermore, the authors conducted interviews related to how to strengthen students' decision-making abilities, the following responses were obtained: From learning activities at the Al-Mukhlisin Batubara Islamic boarding school, many students needed direction during the learning process, such as if there was no teacher they tended to be silent and some reported to the living room. counseling guidance, but only a small part. So the way to strengthen student decision making still needs direction and guidance.

Regarding how the ability to direct oneself in accordance with the decisions that have been taken. As follows: The counseling guidance teacher gives each individual an understanding of what he or she will take, if the decision is wrong then the next thing is to correct it and provide motivation (Farid & Lamb, 2020; Muazza, 2021). For example, there are students who want to join individual organizations who are expected to join intra-school organizations, so here the teacher provides group services about one day there will be time to join organizations at a higher level of education.

Regarding the planning and implementation of a healthy life, both spiritually and physically, the following responses were obtained: Apple gymnastics every Friday every morning, a picket schedule is held so that students can keep the classroom and environment clean, exercise/week, consume food according to their needs and students taught to love plants or plants which are the source of life.

From the statement of the results of the interviews above, it can be concluded that the implementation of the field of personal guidance services at the Al-Mukhlisin Batubara Islamic boarding school was carried out well by giving participants the ability to solve problems that exist in themselves and develop their abilities or potential.

This illustrates that the group guidance services carried out by the counseling guidance teachers run smoothly and have a very significant impact on the development of student achievement at the Al-Mukhlisin Islamic boarding school. However, the counseling guidance teachers continue to evaluate the self-management technique group guidance services.

This is done by the counseling guidance teacher to make improvements in providing

group guidance services to students. In line with this, the head of the Al-Mukhlisin Islamic boarding school when he was visited again by the researcher explained that there had been remarkable progress in students after receiving self-help group guidance services. management. The head of the Islamic boarding school appreciates the performance of the guidance and counseling teachers who have provided the best service to students (Ansori, 2020; Ma`arif & Rusydi, 2020).

On the other hand, the head of the Al-Mukhlisin Islamic boarding school also recommends counseling guidance teachers to apply self-management group services in other majors and classes. It is intended that all students in the Islamic boarding school have brilliant achievements as a whole.

With regard to the level of effectiveness of group guidance services, self-management techniques do have a very high effectiveness. Because it has been previously explained by researchers from their findings in the field that student learning achievement significantly increases. Of the 40 students who participated in the self-management technique group guidance services, only Only 3 students have unsatisfactory achievements in subjects at the Al-Mukhlisin Islamic boarding school.

This is reinforced by the answers of the students when they were visited by the researcher and asked the responses of the students regarding the provision of self-management technique group services. The students explained that they felt very helpful and fostered an optimistic, independence and full of responsibility after receiving the service. It was not enough when the researcher also visited the security guard at the Al-Mukhlisin Batubara Islamic boarding school and conducted interviews. The researcher obtained clear information from the security guard, that after the counseling guidance teacher applied group guidance services, and self-management techniques, which usually many of the students had to be driven away. by security guards to enter the classroom to take part in learning is currently much reduced. This signifies and proves to the readers of the thesis and to all of us that,

CONCLUSION

The implementation of self-management techniques in group counseling has several stages, namely: the formation stage, the transition stage, the activity stage, and the termination stage. The implementation of techniques in group counseling is at the activity stage. The form of implementation of self-management techniques in the activity stage is self-monitoring, an activity where the counselee is asked to observe his own behavior and take notes. The counselee is also asked to observe problem behavior and control the causes and consequences of outcomes. The second stage of stimulus control is the preparation/planning of pre-determined environmental conditions, which makes certain behaviors happen/performed. The counselee is asked to examine the sources of activity/activity on stimulation with the environment, especially on environmental control. The last stage is self-reward. This reinforcement can use various forms of object stimulation, food, verbal symbols, physical activity, and imagination. Good stimuli are natural and intrinsic, such as a smile of satisfaction with one's own success, feelings of satisfaction, or standing up with pride.

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