




An Efforts Increasing the Student Learning Concentration Using a Group Tutoring Approach Self-Management Techniques

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ABSTRACT

This research is motivated by some students who have not been able to concentrate in learning, so that efforts are needed to improve student learning concentration by using the right techniques. The purpose of this study was to determine the effectiveness of efforts to improve student learning concentration using Self-management techniques through group guidance in class XI IPA 1 SMA Tamansiswa Teluk Betung in the 2022/2023 academic year". This research uses the Guidance and Counseling Action Research (PTBK) method which is carried out in two cycles. Based on the results of the study, it is known that the problem of learning concentration in students before obtaining group guidance services with Self-management techniques obtained 50.25% after getting group guidance services with Self-management techniques in cycle I reached 56.25% in the low to medium category. Thus it can be concluded that the Self-management technique is effective in increasing learning concentration, this is indicated by the acquisition of cycle II results implemented by researchers.

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INTRODUCTION

Study concentration is the concentration of thoughts and actions on an object being studied by eliminating or setting aside everything that has nothing to do with the object being studied and is not easily known by people other than the individual who is studying. The low quality and achievement of learning is mostly caused by weak ability to concentrate on learning. Weak learning concentration is caused because students often experience branching thoughts during ongoing learning, branching thoughts often appear without realizing it, resulting in obstacles to the students' learning process.

According to Asmani and Abdulla, "There are two indicators that can be used as benchmarks for the success of the learning process, namely the absorption capacity for lessons and changes in student behavior. One factor that can influence the low absorption capacity of students is concentration." (Malawi, 2015). Apart from Asmani, concentration of students from other experts, namely, according to Makmun (2003), is a student's ability that must be ingrained within him, because with full concentration of each student it can be easier to achieve the set competency goals and learning can be accepted by students well so that it can be applied in their lives. However, in implementation when studying, students' concentration is often disturbed and according to a teacher, this problem is to apply a learning model that is able to increase

students' learning concentration. Meanwhile, slameto in Amalia, concentration is "focusing one's thoughts on one thing while putting aside all other things that are not related. In learning, concentration means concentrating one's thoughts on a subject while putting aside all other things that are not related to the lesson." (Setiani, 2015)

Concentration can be seen from cognitive behavior, affective behavior and psychomotor behavior. Students can be said to concentrate on learning by looking at the indicators and sub-indicators. However, in reality, when researchers made observations at Tamansiswa Teluk Betung High School during teaching and learning, students lacked concentration when participating in the teaching and learning process because in reality the condition of students in that class was not conducive and it could be said that they were not able to concentrate on learning. Many students do not respond well to the material being taught, do not pay attention to the subject teacher in the teaching and learning process, and are disturbed by their classmates, have difficulty understanding the lesson and sleep on the table. Learning concentration problems cause ineffective teaching and learning so that learning is not well received by students. This is also confirmed by the data I got from the school, namely data from class

Efforts that have been made by the school to overcome learning concentration have not been optimal, one of which is providing direction and information services by guidance and counseling teachers to all students. However, there is a lack of response and cooperation with subject teachers. It is often found that subject teachers consider what students do as normal. When students take part in lessons in class, it is considered sufficient regardless of whether the students are focused and understand the lessons given. The problem that is occurring cannot be ignored because it will have a bad impact on the students themselves, their ignorance will make them lack concentration in learning without knowing how important concentration itself is. This feels very important, because the learning process will only be successful if students are in a state of prosperity, health and are at an optimal stage of development. (A., 2005). In fact, learning concentration for students is very important, because it can influence the optimal learning process. Students can receive the material that has been delivered completely and perfectly. Therefore, researchers are trying to increase students' learning concentration by using group guidance services with self-management techniques.

Based on the phenomenon found at Tamansiswa Teluk Betung High School, researchers are trying to implement group guidance services with appropriate Self-Management techniques to help students increase their concentration in learning. In this service, it is carried out in groups because each student can relate to and communicate with each other among group members with various experiences, knowledge, ideas or thoughts and can help students to increase their learning concentration. In addition to focusing students' learning concentration on existing problems and solving them together.

According to Satriah (2015) group guidance contains the following meanings: first, guidance is an activity carried out by a group of people by utilizing group dynamics; second, group guidance creates interaction between group members by mutually expressing opinions, providing responses and so on; third, group guidance is guided by the group leader who provides useful information to help improve their knowledge and skills. Corey (Arditya, 2014), in group guidance positive reinforcement is needed to form behavior patterns by providing reinforcement as soon as the expected behavior appears. Reinforcement is given when the individual shows the

desired behavior. According to Wahid, et al (2010), in general awards have a positive influence on human life, namely they can encourage someone to improve their behavior and increase their business.

Based on the statement above, group guidance can be interpreted as an effort to develop a group of students to become a large, strong and independent group. Activities carried out through groups utilize group dynamics to achieve goals in guidance and counseling. All participants in group activities interact with each other, freely expressing opinions, responding, giving suggestions and so on; Everything discussed is useful for the participants themselves and for other participants.

Techniques that can be applied through group guidance to increase learning concentration are Self-Management techniques. According to Makhfud (2011:33), using the technique "Self-management is a procedure that requires a person to direct or regulate their own behavior." Meanwhile, Dian Novita (2010:33) states that Self-management is the ability to regulate various elements within an individual such as thoughts, feelings and behavior. Apart from that, Self-management is also useful for tidying up the individual's self such as thoughts, feelings, individual behavior and also the surrounding environment, better understanding what is a priority, not differentiating oneself from other people. Determine the goals you want to achieve by arranging various methods or steps to achieve your hopes and learn to control yourself to change your thoughts and behavior to be better and more effective. Based on the background that has been explained, the researcher is interested in researching "Efforts to Increase Student Learning Concentration with a group guidance approach using Self-Management techniques in class

METHOD

This research uses the Guidance and Counseling Action Research (PTBK) method, which is an approach that aims to increase and improve students' abilities through direct actions. According to Arikunto (2008), research methods are the methods used by researchers to collect data, and in this research the author adapted the PTBK model from Kemmis and McTaggart which consists of four stages: planning, action, observation, and reflection. In this research, researchers play a dual role as implementers of actions and observers to evaluate changes that occur in students. This research was carried out at Tamansiswa Teluk Betung High School, with the research subjects being 12 class XI IPA1 students. They were selected using a purposive sampling technique, which aims to obtain samples that have characteristics in accordance with the research objectives, namely lack of concentration in learning. This research was carried out in two cycles, with each cycle consisting of four stages. In the first cycle, planning is carried out by compiling a group guidance action plan, observation guidelines, and determining the students who will take part in the activity. At the implementation stage, the counselor provides information and carries out group guidance activities. At the observation stage, the researcher made observations of the students who took part in the activity. Reflection is carried out to evaluate existing strengths and weaknesses, as well as determine improvement steps for the next cycle. In the second cycle, these steps were updated based on the results of reflection from the first cycle, with the aim of increasing the effectiveness of group guidance in increasing students' learning concentration.

In collecting data, this research uses scale techniques, observation, interviews and documentation. The scale is used to measure students' level of learning concentration using a Likert scale consisting of answer choices from "strongly agree" to

"strongly disagree". Observations are carried out to observe changes that occur in students during and after participating in group guidance activities. Interviews were conducted to dig up deeper information from students and guidance and counseling teachers regarding the problem of learning concentration and student development. Documentation is used to collect evidence of activities, such as observation sheets and interview results. The data analysis technique used is descriptive qualitative, which aims to compare the condition of students before and after being given group guidance actions. The data was analyzed by interpreting the changes that occurred in students, to see whether their learning concentration increased after being provided with group guidance services using Self-Management techniques.

RESULTS AND DISCUSSION

Based on the results of research carried out at SMA Tamansiswa Teluk Betung before the research carried out group guidance services using Self-Management techniques, it showed low concentration in learning. This finding is supported by the results of the learning concentration scale given to class XI IPA 1 students and reinforced by the results of interviews with guidance and counseling teachers at school. The results of the observations carried out and reinforced by the results of the scale given to students showed that there were 12 students who experienced a lack of concentration in learning. With an average score before carrying out group guidance service activities using Self-Management techniques. Researchers plan to provide group guidance services using Self-Management techniques which aim to increase students' learning concentration. The use of group guidance on Self-Management techniques can be used as a strategy to increase learning concentration. This statement emphasizes how students can create a conducive environment that provides opportunities for its members to increase acceptance of themselves and others, provide ideas, feelings, support, help with alternative problem solving and make the right decisions, can practice new behavior and be responsible for their own choices. This atmosphere can foster feelings of meaning for members who can then change bad behavior and be able to think clearly (Nurdjana Alamri 2015:2).

Self-Management: As an Effort to Increase Learning Concentration

Self-Management techniques as an effort to increase learning concentration. Self-Management techniques are important for students to manage themselves, especially increasing students' learning concentration. according to Cormier & Cormier (in Alamri, 2015) Self-Management plays an important role, namely as a strategy or procedure for changing behavior where individuals or students direct changes in their own behavior. Self-Management techniques can be applied to children, teenagers, adults, and others. The use of self-management techniques is very suitable to be given to students in group guidance services. Because according to Mappiare (in Sholihah, 2013) explains that self-management refers to a technique in cognitive behavioral therapy based on learning theory which is designed to help clients/counselees control and change their own behavior towards more effective behavior, which is often combined with self-reward.

According to Diana Weni Wahyuningsih in her book, a guide for counselors, Self-Management techniques in cognitive behavior counseling (2015), the purpose of Self-Management techniques is to: Develop new cognition that can influence clients to change, Develop awareness of patterns of cognitive and behavioral relationships that are appropriate for clients, Help change behavior through internet and external management. Group guidance services can help students solve the problems they

experience. According to Kadek Suhardita (2011) group guidance can take the form of conveying information or group activities that discuss educational, work, personal and social issues. The steps in group guidance are determined by the theoretical orientation on which the model is applied. The use of self-management techniques is very suitable to be given to students in group guidance services. Because according to Mappiare (in Sholihah, 2013) explains that self-management refers to a technique in cognitive behavioral therapy based on learning theory which is designed to help students control and change their own behavior towards more effective behavior, which is often combined with self-reward. Several stages of implementing Self-Management group guidance can be used by researchers as a group guidance service in schools: In this case, Gladding (in Kadek Suhardita, 2011) suggests that there are four main steps that must be taken in implementing group guidance, namely: 1. Initial stage, 2. Activity stage and 3. Ending stage.

Initial Group Stage

The initial stage of the group is the formation of group members. In the process of forming group members, the researcher outlines the similarities in the needs of each group member which will not be threatened by the experiences of the group. The group formation stage includes: 1) Group composition, 2) group size, 3) frequency and duration of meetings, 4) length of the group and 5) place of implementation. And the next stage is the preparation of the formation objectives, namely:

- a. Creating with group members, so that students can become themselves who can change themselves.
- b. Explains how to help members improve their intrapersonal relationships with each other
- c. Provide goals to members on how to get maximum results
- d. Anticipate students' feelings of discomfort, including predicting the occurrence of conflicts between one member and another.
- e. Discusses group attendance and duration
- f. Instill honesty in the group guidance process
- g. Educate on basic rules in group guidance, such as confidentiality and group models.

At this stage, an introduction is carried out, an explanation of the scale given and filling in the scale for initial conditions related to students' low learning concentration. After that, the group leader was introduced and continued with introductions to the group members. Furthermore, there is an explanation of the process and objectives of counseling, an explanation of the norms and rules in implementing counseling and other information related to group guidance on Self-Management techniques, apart from that, the expectations of the leader and group members regarding providing informed consent are also conveyed.

Activity Stage

The work stage in the group guidance process is to increase self-exportation and mutualization as well as focusing on changing behavior. At this stage, group members are asked to identify the activity agenda, self-monitoring, stimulus control, students carry out the daily agenda, the researcher checks notes, evaluates. According to Gantina Komalasari (2016), in this case, the steps of the Self-Management technique that will be applied by the researcher in increasing learning concentration are confirmed in Gantina's explanation. According to Gantina, Self-Management is usually carried out by following the following steps: 1. Self-monitoring or self-observation

stage, 2. Self-evaluation stage, 3. Reinforcement stage and deletion. Following are the steps for Self-Management techniques according to Gantina:

- a. The self-monitoring or self-observation stage, at this stage the person deliberately observes his own behavior and records it carefully. This record can use a checklist or observation notes. The things that clients need to pay attention to when recording their behavior are the frequency, intensity and duration of the behavior.
- b. Self-evaluation stage, at this stage the client compares the results of his behavioral records with the behavioral targets created. This comparison was carried out to evaluate the effectiveness and efficiency of the program. If the program is not successful then the program needs to be reviewed, whether the target behavior set has expectations that are too high, the targeted behavior is not suitable or the reinforcement given is not appropriate.
- c. The strengthening and erasing stages, in this stage the client regulates himself, provides self-reinforcement. This stage is the most difficult stage because it requires strong progress from students to carry out the program that has been created in stages.

End Stage

The closing stage is the last stage in the counseling session, at this stage the group leader is expected to close and be able to provide conclusions on the results of the counseling implementation. The group leader sums up everything from the beginning of the activity to the end of the activity. In this stage, the task of group members is to evaluate the activities carried out, after being given group guidance on Self-Management techniques, the researcher spreads the learning concentration scale, group members are asked to provide messages and impressions related to the group guidance given. At the closing stage, to have an effective session, you can use the following steps: 1) Announcing the closing of the meeting, 2) Checking again before ending the meeting, 3) reminder, 4) counselor asking group members' hopes and desires from the results of the counseling, 5) Counselor following up for the next meeting, 6) Counselor closing the activity with prayer. Based on the theoretical results, it shows that group guidance services using Self-Management techniques can overcome learning concentration problems in students. It can be seen from the results before the group guidance service using the Self-Management technique was carried out by the researcher that there was a level of learning concentration in the low category. With this, the researcher and BK teacher planned group guidance service activities using the Self-Management technique, cycle I, with three meetings with the aim of increasing the learning concentration within the students.

The first cycle of activities passed quite well, although at the beginning and at the second meeting it was still difficult to activate the students because the students were still not familiar and did not feel comfortable discussing with their group friends or with researchers and still seemed afraid to express their opinions. The results of the meetings during the first cycle were that there were three meetings, there was an increase in students with an average of 56%, 12 students had been selected as subjects, 7 students succeeded in entering the medium category, namely students were less able to control their learning concentration, such as being able to control their thoughts, although sometimes they were still confused by friends who invited them to chat, but there were still 5 students. What this meant was when students experienced learning concentration and were unable to control the concentration of thoughts within themselves. such as not being able to control attention in studying which results in not being able to understand the learning that is taking place, thus giving rise to the

problem of bad grades. This is due to the researcher's lack of ability to manage the group atmosphere, which causes students to be less comfortable in participating in activities and researchers are less able to increase students' enthusiasm so that the results obtained are not good enough in increasing their learning concentration.

Based on the evaluation process in cycle I, the researcher prepared a plan that would be carried out in cycle II. In implementing cycle II, researchers tried to create a more relaxed and comfortable atmosphere for students so that they could express their opinions comfortably and tried to convince students to participate in activities actively and provide encouragement so that students could be confident in themselves so that they could increase their learning concentration. Based on discussions between researchers and guidance and counseling teachers, cycle II was carried out in three meetings. This is to improve the results of cycle I. Researchers will further motivate students to participate more in taking part in activities.

In cycle II activities went well, some students who in cycle I were still too stiff and felt uncomfortable and afraid to express their opinions, are now starting to relax and take it easy in participating in the activities. Students are also able to express several problems that exist within themselves and provide input on efforts to overcome the learning concentration experienced by their group friends and have been very actively involved in activities. After being provided with group guidance services using the Self-Management technique, the twelve students experienced improvement after carrying out cycle II by holding the fourth, fifth and sixth meetings. This improvement was confirmed by the results of the scale given at the sixth meeting, so each student achieved a score with an average of 67% in the high/improving category, namely when they experienced a slight increase in concentration in learning and were able to control the concentration of their thoughts and attention towards the ongoing learning. The researcher also consulted by conducting interviews with guidance and counseling teachers and students in order to find out the extent of their level of learning concentration, and through the results of the interviews conducted and obtained information that the twelve students had experienced improvement after participating in the activities provided by the researcher, the group guidance service using the Self Management technique provided had a good impact on students in class Betung 2023/2024 academic year.

CONCLUSION

Based on the results of research regarding efforts to increase student learning concentration with a group guidance approach using Self-Management techniques in class At the start of the research, there were 12 students who experienced a lack of concentration in learning. Researchers then held group meetings to share experiences and knowledge to help improve their concentration. Researchers implemented group guidance services using Self-Management techniques in two cycles, each consisting of three meetings. The first cycle showed an increase in learning concentration with an average of 56%, although some students still had difficulty controlling attention. Evaluation from cycle I was then followed by improvements in cycle II, with a more comfortable atmosphere and more intense support. The results of cycle II showed a significant improvement, with an average of 67% of students reaching a higher learning concentration category. Thus, it can be concluded that group guidance using Self-Management techniques can be effective in increasing the learning concentration of class XI IPA1 students at SMA Tamansiswa Teluk Betung for the 2023/2024 academic year.

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